

INSPECTION REPORT

ST. EBBE'S C of E AIDED PRIMARY SCHOOL

Oxford

LEA area: Oxfordshire

Unique reference number: 123212

Headteacher: Mrs Elizabeth Burton

Lead inspector: Mrs Joyce Cox

Dates of inspection: 26th - 29th April 2004

Inspection number: 257635

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
Number on roll:	272
School address:	Whitehouse Road Oxford, Oxfordshire
Postcode:	OX1 4NA
Telephone number:	01865 248863
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Jill McCleery

Date of previous inspection: 8th June 1998

CHARACTERISTICS OF THE SCHOOL

St. Ebbe's is a Church of England voluntary aided primary school, situated in south Oxford, which caters for 272 pupils aged between five and eleven. The school is slightly larger than other primary schools and has ten classes, which results in some pupils being placed in mixed aged classes. It is a very popular school and highly regarded by the majority of parents and the local community. The school is over subscribed in some year groups. The number of pupils entitled to free schools meals is in line with the national average. The percentage of pupils with special educational needs is also in line with the national average and three pupils have a statement of special education need, which is above average.

Pupils come from a wide variety of social and ethnic backgrounds and seven pupils are at an early stage of learning English. The percentage of pupils whose home language is not English is high. The children's attainment on entry to the school varies from year to year but overall is similar to that of other five-year-old children nationally.

This is the school's first year as a full primary school as it was a first school until two years ago. The school has a new headteacher and a new deputy head, who are both new to these roles. In addition 40 per cent of the staff, which includes two newly qualified teachers, are new to the school this year. The leadership team is involved in the Primary Leadership Programme; a national initiative intended to raise standards in English and mathematics and to improve the quality of leadership and management.

The school has received several awards including healthy schools in 2001. In 2002 the school was awarded a school achievement award for improved results in national tests. The local community use the school's facilities for music, art and drama events.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25074	Joyce Cox	Lead inspector	Foundation Stage ¹ Science History Geography
19743	Ann Taylor	Lay inspector	
18709	Nina Bee	Team inspector	English English as an additional language Art and Design Design Technology Special educational needs
32442	Richard Blackmore	Team inspector	Mathematics Information and communication technology Music Physical Education

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¹ The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; physical and creative development.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a **satisfactory** quality of education within a warm and caring Christian ethos. Pupils' achievement is **satisfactory** overall and **good** in art and music. Standards are **above average** in English, mathematics, science, art and design and music in Year 6.

Teaching is **good** in the Year 6 class and in art and music and **satisfactory** overall in the other classes, although many good lessons were also seen. The school provides **satisfactory** value for money.

The school's main strengths and weaknesses are:

- Teaching is consistently good or better in the Year 6 class and Year 6 pupils attain above average standards in English, mathematics, science, music and art and design.
- The leadership team and some subject co-ordinators do not yet play a full part in monitoring the school's performance.
- Good support for pupils' spiritual, moral and personal development ensures that pupils have good attitudes and behave well.
- Planning for some aspects of children's learning in the Foundation Stage is unsatisfactory.
- New assessment procedures have been introduced but they are not yet used consistently by all teachers to plan work for pupils of different abilities.
- The school makes very good provision for pupils' social and cultural development and provides a good programme of enrichment activities.
- There are very good links with the local community and parents make a very good contribution to pupils' learning both at school and at home.
- The presentation of some pupils' work is untidy and some teachers' marking does not indicate what pupils need to do to improve their work.

The school has made satisfactory improvement since the last inspection. The weaknesses identified in the previous report have been tackled effectively. For instance good improvements have been made to the information and communication (ICT) provision and curriculum resulting in raised standards. Many changes have occurred in the last two years, which have a bearing on the school's overall performance. The school has successfully moved from being a first school to a primary. Forty per cent of staff are new to the school since September 2003. The headteacher and deputy headteacher are both new to their roles and have been in post for just two terms. The leadership team is committed to school improvement and is involved in the Primary Leadership Programme; a national initiative intended to raise standards in English and mathematics and to improve the quality of leadership and management.

STANDARDS ACHIEVED

Year 2 results

Results in National Curriculum tests at the end of Year 2, compared with:	All schools			Similar schools
	2001	2002	2003	2003
Reading	B	C	C	C
Writing	B	C	E	E
Mathematics	B	C	C	C

Key: A - well above average; B – above average; C – average; D – below average; E – well below average

Similar schools are those whose pupils attained similarly at the end of Year 2.

Pupils' achievement is **satisfactory**. Reception children achieve satisfactorily and are on course to attain the Early Learning Goals² by the time they enter Year 1. Infant pupils' achievement is satisfactory and the current Year 2 pupils attain average standards in speaking, listening, reading, writing, mathematics, science and ICT. Infant pupils' achievement is good in art and music and they attain above average standards.

In 2003 Year 2 pupils' attainment in national tests was average in reading and mathematics and well below average in writing both nationally and when compared to pupils from similar schools. Year 2 boys have performed slightly better than girls in national tests over the last three years. The attainment and achievement of pupils from other ethnic backgrounds is similar to that of other pupils. The same is true for those with special educational needs.

Year 6 pupils achieve well in lessons as a result of consistently good or better teaching. Their achievement is satisfactory overall as they achieved above average results in the Year 2 national tests in 2000. Pupils attain above average standards in English, mathematics, science, art and design and music and average standards in ICT. There is no noticeable difference between the attainment of boys and girls. The attainment and achievement of pupils from other ethnic backgrounds and those who have English as an additional language is similar to that of other pupils. The achievement of pupils with special educational needs is satisfactory.

The school makes **good** provision for pupils' spiritual and moral development and **very good** provision for pupils' social and cultural development, which ensures that pupils have good attitudes, and behave well. The presentation of pupils' work is an area for improvement. Attendance is in line with the national average

QUALITY OF EDUCATION

The school provides a **satisfactory** quality of education. Teaching is **satisfactory** overall and good in the Year 6 class and in art and music lessons. Assessment is satisfactory but teachers do not consistently use assessment information to plan work for pupils of different ages and abilities. The curriculum is satisfactory and there is good provision for music, art and extra-curricular activities. Pupils receive good support, advice and guidance. There are good links with parents and other schools and very good links with the local community.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory**. The leadership team is committed to school improvement. The leadership team and some subject co-ordinators are new to their roles and do not yet fully monitor the work of the school. School funds are targeted where they are most needed and the bursar and the governing body monitor spending carefully. Governance is good. Governors are keen and very committed and carry out their responsibilities well. The chair of the governing body is an experienced governor and makes a significant personal contribution to the work of the school

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The majority of parents are happy with the quality of education and care which the school provides. They like the warm, supportive ethos and appreciate the many extra curricular activities. Pupils are happy to be at the school. They enjoy art and music lessons and taking part in plays and assemblies. Pupils like the staff and Year 6 pupils say that their lessons are interesting and fun. Older pupils appreciate the many responsibilities and additional privileges they are given.

IMPROVEMENTS NEEDED

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

- Ensure that all aspects of the school's work are monitored and effective action is taken.
- Improve the planning of children's learning in the Foundation Stage.

² These are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with communication, language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development.

- Use assessment information to plan effectively for pupils of different abilities.
- Improve the way in which pupils present their work and the quality of teachers' marking.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils attain **average** standards at the end of Year 2 and **above average** standards at the end of Year 6. Pupils' achievement is **satisfactory** throughout the school. The current Year 6 pupils attained well above average results in reading and above average results in writing and mathematics in the 2000 Year 2 national tests and therefore their achievement is satisfactory from Year 2 to Year 6.

Main strengths and weaknesses

- Work in some subjects is not always planned to meet pupils' different abilities, which restricts pupils' overall achievement.
- Year 6 pupils attain above average standards in English, mathematics, science, art and design and music.
- On some occasions the work provided for the higher attaining children in the reception class is not sufficiently challenging.
- Year 2 pupils attain above average standards in reading, art and design and music.
- Pupils' achievement is good in music and art and design throughout the school.
- Standards have improved in ICT and design and technology since the last inspection and pupils' achievement is satisfactory.

Commentary

1. This is the first year that the school has had Year 6 pupils so there are no performance and assessment figures from 2003 to include in the report.

Foundation Stage

2. The attainment of the current reception children on entry to the school is similar to that of other five year olds. Children's achievement is satisfactory overall and they attain the expected Early Learning Goals on entry to Year 1. Activities provided do not always challenge higher attaining children to achieve to their full potential.

Key Stage 1

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

Standards in:	School results	National results
Reading	16.1 (16.4)	15.7 (15.8)
Writing	13.4 (14.2)	14.6 (14.4)
Mathematics	16.6 (16.7)	16.3 (16.5)

There were 44 pupils in the year group. Figures in brackets are for the previous year

3. In national tests in 2003 Year 2 pupils attained average scores in reading and mathematics and well below average results in writing, indicating satisfactory achievement in reading and mathematics from when they started in the reception class. Pupils' results were lower in writing because the group contained a higher than usual number of pupils with special educational needs and no pupil attained the higher Level 3. Over the last three years pupils' performance in reading and mathematics has exceeded or matched the national average due to clear planning of national strategies and the fact that pupils at risk of underachievement are

targeted for support. Boys have performed slightly better than girls in reading, writing and mathematics.

4. The current Year 2 pupils attain above average standards in reading, and average standards in speaking and listening and writing because more pupils are likely to attain the higher Level 3 and their achievement is satisfactory. Standards are average in mathematics and science and achievement is satisfactory. Year 2 pupils attain above average standards in art and design and music and achievement is good. Achievement in ICT and design and technology has improved since the last inspection and pupils attain average standards. There was no noticeable difference between the attainment and achievement of boys and girls.

Key Stage 2

5. The attainment of the current Year 6 is above average in English, mathematics, science, art and design and music. Standards are average in ICT and design and technology. Year 6 pupils' achievement is good in many lessons because of the good and often very good teaching they receive. The current Year 6 pupils attained well above average results in reading and above average results in writing and mathematics in the 2000 Year 2 national tests and therefore their achievement overall is satisfactory. The school has set challenging targets for Year 6 pupils to attain in the 2004 national tests.
6. In Years 3, 4 and 5 pupils' achievement is satisfactory. Several of the junior staff have joined the school fairly recently. It is evident that the work in some subjects is not always planned to meet pupils' different abilities, which restricts some pupils' overall achievement. Some parents expressed concerns regarding planning for pupils' different abilities and inspectors share parents' concerns.
7. The school has made good progress in improving standards in information and communication technology since the last inspection. Pupils attain average standards and their achievement is satisfactory. Improved leadership, resources and staff training have ensured that all elements of the ICT curriculum are fully covered. However, teachers do not make sufficient use of the computers in their classrooms.
8. Pupils with English as an additional language achieve satisfactorily in most lessons. However, when adults continually check that pupils understand what they are doing, plan activities that reinforce vocabulary effectively and generally do not miss opportunities to develop pupils' language skills they achieve well.
9. The majority of pupils with special educational needs make satisfactory progress in relation to their prior attainment. Where teaching is good and work is accurately matched to pupils' needs they achieve well

Pupils' attitudes, values and other personal qualities

10. Pupils have **good** attitudes. They behave **well** and the school has high expectations that they should. The school makes **good** provision for pupils' personal, including their spiritual and moral, development and **very good** provision for pupils' social and cultural development.

Attendance is **satisfactory**.

Main strengths and weaknesses

- Pupils enjoy school and feel a strong sense of belonging. They behave well and relationships are warm and caring.
- St. Ebbe's has a very strong artistic and creative dimension to its work.
- The attendance rate has improved since the last inspection.

Commentary

11. Pupils enjoy their lessons and are proud of their school. They display a strong sense of belonging; this comes through especially from the older ones. They are confident and used to expressing their opinions. For example, many are passionate about environmental issues. This is largely because the school encourages their involvement, for example, through different recycling schemes and discussions about endangered animals in science. This, in turn, reflects the good provision for pupils' moral and spiritual development.
12. Behaviour is good and pupils are polite and respectful. There have been no exclusions for poor behaviour in the school's history.
13. Older pupils are especially good at helping younger ones (for example, by running clubs for them at lunchtimes) and the school actively encourages this. Pupils work together well in lessons yet have a very good capacity for working independently, illustrated by Year 6's impressive geography projects where they were given a free rein to work in any kind of media they chose.
14. Some parents and pupils expressed worries in the parents' questionnaires about behaviour and bullying. The school is aware of these sensitivities. Staff continue to introduce new initiatives to ensure playtimes are productive and happy. In conversation with older pupils, they were happy that there are always adults they can turn to and they felt any 'bullying' was often accidental or wrongly interpreted. Inspection evidence confirmed that bullying is not a problem in the school.
15. Opportunities for pupils' cultural and social development are very good and one of the school's strengths. St Ebbe's is a very artistic and creative school where there are many opportunities for pupils to enjoy art, music, poetry, and drama and to develop their interests through a good, innovative range of extra curricular clubs. Love of nature and the outdoors is clearly apparent throughout the school, and very often lessons use the school grounds and environs as stimulation.
16. Most pupils with English as an additional language and are positive learners and respond well in lessons. The same is true for those with special educational needs. This happens in particular when they receive good quality additional help and activities are accurately matched to their needs. Behaviour is good.
17. Reception children make satisfactory gains in their personal, social and emotional development. There are satisfactory induction procedures, which ensure that children settle happily into school.
18. Pupils' attendance has risen but most recent figures show the absence rate still to be above the national average. Comparisons with the school at the time of the previous inspection are misleading, because of the change in its status. Pupils want to come to school because they enjoy it and their parents ensure they attend regularly, because they value education.

Attendance

19. Pupils are very keen to come to school and many have high levels of attendance and are rarely absent. The latest figures for whole school authorised and unauthorised absences in the Year 2003/4 are slightly above national averages. The headteacher expects and encourages all pupils to arrive on time and the vast majority do. The school also undertakes careful monitoring of the small number of absences.

Attendance in the latest complete reporting year 2002/3

Authorised absence	
School data:	5.8
National data:	5.4

Unauthorised absence	
School data:	0.1
National data:	0.4

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

Ethnic background of pupils

Categories used in the Annual School Census	No of pupils on roll
White – British	137
White – Irish	1
White – any other White background	23
Mixed – White and Black Caribbean	1
Mixed – White and Black African	2
Mixed –White and Asian	3
Mixed – any other mixed background	8
Asian or Asian British - Indian	6
Asian or Asian British - Pakistani	13
Asian or Asian British – Bangladeshi	13
Black or Black British - Caribbean	1
Black or Black British - African	2
Chinese	1
Any other ethnic group	1
Parent/pupil preferred not to say	1

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

20. The school provides a **satisfactory** quality of education. Teaching and learning are good in the Year 6 class and satisfactory overall. Assessment is satisfactory. New assessment procedures have been introduced but they are not yet used consistently to plan effectively for pupils of different abilities. The curriculum is satisfactory and there are a good number of extra curricular activities. The school takes good care of its pupils and has good links with its parents, and other schools and very good links with the local community.

Teaching and learning

21. The quality of teaching is **satisfactory** overall, which ensures that pupils' learning is **satisfactory**. Teaching and learning are good in the Year 6 class and satisfactory overall in the other classes. Assessment procedures are thorough but not always used well to plan work.

Main strengths and weaknesses

- Teachers have good relationships with pupils and high expectations for pupils' behaviour, which means that lessons are purposeful and pupils are engaged and motivated.
- The Year 6 teacher is skilled at providing challenging work for all pupils, which raises older pupils' attainment and achievement.
- Teaching is good in art and music lessons.
- New assessment procedures are being introduced but they are not yet used consistently to plan work for different abilities. Some pupils' work is poorly presented.
- Teachers do not have a consistent approach to the way they mark pupils' work.

Commentary

22. There have been many changes in the school during the last two years and 40 per cent of the staff are recent appointments since September 2003. The new teachers are at a relatively early stage in their teaching careers but are developing into an effective and hard-working team who are committed to school improvement. The teaching of English, mathematics and science is satisfactory overall and teachers have a secure understanding of how to teach these subjects. Teachers' competence in teaching ICT and design and technology have improved considerably since the last inspection due to additional training. Resources are organised effectively so that lessons can move forward with pace and purpose. Teaching assistants provide invaluable support in leading and organising additional literacy and numeracy groups.
23. Teaching in the reception class is satisfactory. The teacher has a secure understanding of the needs of young children and is working hard to plan an appropriate curriculum. There are good relationships between the children and the reception staff which means that children have settled quickly and happily into the school. On some occasions the work provided for the higher attaining children in this class is not sufficiently challenging and opportunities for purposeful play for all children are not sufficiently structured.
24. Although overall teaching is satisfactory, a significant number of lessons in the junior classes have good features and are leading to good learning and achievement. For instance in a Year 4/5 science lesson the teacher planned work to meet the various range of abilities in the class and pupils demonstrated good achievement in learning new scientific vocabulary when researching minibeasts. A particular strength is the way in which some teachers maintain pupils' interest and accelerate their learning by skilful demonstrations. For example, in a Year 5 physical education lesson pupils made very good gains in learning how to use the body to maximise speed after the teacher provided a clear and precise demonstration.
25. The most significant area for improvement in the satisfactory lessons is the way in which teachers plan work for pupils of different abilities. In some instances pupils, including those with special educational needs and those at an early stage of learning English, are given the same work to complete. This sometimes restricts pupils' achievement, as the work on some occasions is either too hard or too easy. A minority of parents expressed concerns regarding planning for pupils of different abilities and inspectors support their views and consider this to be an area for improvement.
26. Teachers and teaching assistants have good relationships with pupils and their high expectations for pupils' behaviour ensures that most pupils have good attitudes to learning, enjoy their work and apply themselves well. However, the way in which pupils present their work requires improvement, as some pupils' books are untidy with graffiti on the covers and undated and incomplete work. Teachers' marking of pupils' work requires improvement as there are few examples of marking being used to clearly identify what pupils need to do to improve their work.
27. In lessons where the quality of teaching is good and is clearly raising pupils' attainment and achievement, pupils benefit from having lively, challenging teachers with good subject knowledge, high expectations of pupils' behaviour and interesting techniques that engage and

inspire the pupils. Teaching is good in art and music lessons and as a result all pupils' achieve well.

28. The teaching of pupils who have English as an additional language is satisfactory. It is good when activities focus specifically on the development of pupils' language skills and work is well matched to individual needs. The bi-lingual teacher keeps detailed records of how pupils with English as an additional language are progressing regarding their levels of language acquisition but these are not generally shared with the class teachers.
29. Teaching is satisfactory for pupils with special educational needs. In the best lessons pupils are effectively supported and achieve well because assessment information is used well to match activities to their needs. Learning is sometimes impaired for pupils with special educational needs and some with English as an additional language when they are given work that is too difficult for them.
30. The quality of support from teaching assistants which pupils with special educational needs and English as an additional language receive, varies considerably from very good to satisfactory. This affects learning within lessons and the achievement of some pupils.
31. The school has worked hard to simplify and improve assessment procedures. Detailed analysis of national and school test results are providing the leadership team with a clear picture of pupils' attainment and achievement. These findings are beginning to be used to track pupils' progress, set individual targets for pupils to achieve and to challenge pupils to achieve their best. However assessment procedures are not yet firmly established in all subjects and information is not being used consistently to challenge pupils to achieve their best. For instance, a scrutiny of pupils' books in English, mathematics and science indicated that in some classes pupils of different abilities are receiving the same work, which inhibits the attainment and achievement of some pupils.

Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2 (2%)	16 (47%)	19 (50%)	1 (1%)	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.

The curriculum

32. The school provides its pupils with a **satisfactory** curriculum. It enriches pupils' learning by a **good** range of activities including music, the arts, visits and visitors. The **satisfactory** accommodation and resources meet the needs of the curriculum.

Main strengths and weaknesses

- The school promotes the creative arts well.
- Visits and visitors invited into school enrich the curriculum well.
- Pupils have good opportunities to take part in activities outside the school day.
- There is a good programme for the development of personal, social and health education.
- Some pupils miss important parts of lessons when they are withdrawn to do other lessons.
- There is limited space for pupils to work in small groups outside the classroom

Commentary

33. The curriculum in the Foundation Stage of learning is satisfactory, with all children having equality of access. Children are satisfactorily prepared for their move into Year 1. On some

occasions the work provided for the higher attaining children in this class is not sufficiently challenging and opportunities for purposeful play for all children are not sufficiently structured.

34. The school has developed a satisfactory curriculum, which includes all subjects of the National Curriculum and religious education. Year 6 pupils have the opportunity to learn French. There is a strong emphasis on the development of pupils' creative, aesthetic and practical skills. This has continued to be a strength of the school since the previous inspection. All pupils follow a well-structured programme for PSHE. This develops their moral and social skills effectively and makes them aware of the importance of leading a healthy lifestyle. In addition the curriculum is enriched by specialist teachers for example in art and design and music, and visits to places of interest in the local community. Interesting visitors are invited into school to enhance it further. These include visits by theatre groups, artists and musicians. When the headteacher took up her post she engaged a visiting artist to work with the pupils to create a beautiful, whole school mosaic, which is situated on an outside wall at the front of the school. Experiences such as these make a good contribution to pupils' spiritual, moral, social and cultural development.
35. A few parents raised concerns about the mixed aged classes in parts of the school. The school is aware of the curriculum issues that can occur with mixed aged classes and is intending to develop and evaluate curriculum planning each year. For example the science co-ordinator has identified the fact that some pupils in mixed aged classes repeat science work, whilst others have 'gaps' in their knowledge. The school has satisfactorily addressed the issues regarding developing policies and guidance for teachers to use to plan lessons for design and technology. Good improvements have been made to the ICT curriculum since the last inspection and standards have risen. Equality of access to the curriculum is satisfactory. The school is aware of the need to plan the timetable carefully for those pupils who spend time outside their classrooms. However, a few pupils were seen to be missing important and interesting parts of lessons when they were withdrawn for additional support.
36. Most parents are happy with the good selection of after school activities and the inspection team agrees with their comments. Pupils have many opportunities to take part in the good selection of extra-curricular activities, which are offered during the year. These include dance, tag-rugby, hand bell ringing, singing and sculling. These activities reinforce and build on what has been taught in lessons. All pupils have access to all of these activities and they are well attended. Many pupils take part in the after school club (Ebbenezers) which provides after school social care. A small number of parents and pupils were concerned about the quality of these sessions. The inspection team had no concerns and many pupils were seen each night enjoying a number of satisfactorily run activities. All ages and abilities were seen working well together.
37. English language and literacy skills are soundly promoted in most classes. However some teachers do not effectively develop pupils' language skills. For instance they do not consistently check that pupils with English as an additional language fully understand what they are doing. The bi-lingual teacher is used well to translate when necessary and this enables all pupils with English as an additional language to access the curriculum.
38. The provision for pupils with special educational needs is satisfactory. The special needs co-ordinator has introduced a wide and imaginative range of interventions for both learning and behaviour. The procedure for the identification and assessment of pupils is satisfactory and all pupils have clear and relevant individual education plans. Reviews are completed regularly, and parents are appropriately informed. Satisfactory documentation is kept on each pupil. There are good opportunities for pupils to take part in groups that involve art and play therapy. These sessions promote the development of social skills well. At times the specialist teachers who work with pupils with special educational needs and those with English as an additional language have difficulty finding a space to work in which impedes pupils' learning

39. The staff are suitably qualified to meet the demands of the curriculum and develop it further. Teaching assistants make an important contribution to the quality of learning in the classrooms and volunteers enhance this provision further. The caretaker and cleaning staff maintain the school buildings to a good standard. The new building is light and airy and won the Oxford Presentation Trust Award in 2003. It has a positive affect on pupils' learning because it is a pleasant learning environment. Specialist rooms for music and ICT support the curriculum further. In addition the library is well resourced with a large selection of good quality books that effectively support the curriculum. The outside area is secure and includes a grass and hard core area. The accommodation is satisfactory. Resources, including equipment to teach ICT are satisfactory. The accommodation for children in the Foundation Stage is unsatisfactory as it is cramped and there is no large climbing apparatus or wheeled toys to provide for children's physical development.

Care, guidance and support

40. Arrangements to ensure pupils' care and welfare are **good**. The school provides pupils with a **satisfactory** level of support, advice, and guidance. There is a **good** level of pupil involvement through seeking, valuing and acting upon their views.

Main strengths and weaknesses

- There is good care for the individual child, generating a firm feeling of belonging to the school.
- Relationships are friendly and supportive, within a Christian framework.
- Pupils do not receive enough guidance about how they can improve their work.
- Pupil's views are actively sought, listened to and acted upon.

Commentary

41. Care for the welfare of the individual pupil is strong. The school has coped well with the changes involved in becoming a primary school. They have successfully managed to generate a clear sense of belonging and family feel within a Christian framework. Although many staff are new to the school, relationships are friendly and positive and pupils thrive in this kind of atmosphere.
42. Part of this care and consideration for pupils includes a good quality personal, social and health education programme, which is helping them become well-rounded individuals. Child protection procedures are thorough and there is a good level of staff expertise. There is an appropriate level of health and safety understanding and governors carry out regular risk assessments, with more specialised training planned. The academic guidance pupils receive; especially through the comments teachers write in their books, does not always provide them with enough advice on how work could be improved. This is a main area for the school to develop.
43. A well-established school council meets weekly. New pupils are elected each term to become councillors, which gives most a chance to take part. Consultation processes are good because the headteacher firmly believes in the importance of listening to pupils. Their ideas about how to improve playtimes have been used (for example, Year 6 pupils run clubs for Year 1 pupils) and children report playtimes are much better now.
44. The daily support, which pupils with English as an additional language and special educational needs receive, is good. Specialist teachers work with pupils with special educational needs and those with English as an additional language. Outside agencies are used well to support pupils when necessary.

Partnership with parents, other schools and the community

45. There are **good** links with parents and **good** partnerships with many other schools. Links with the community are **very good**.

Main strengths and weaknesses

- Parents make a very strong contribution to pupils' learning, both at home and through their involvement in school.
- There is a very strong community dimension, which permeates and enriches children's learning.
- Day to day communication between home and school is useful and staff provide a warm welcome to parents.
- There are some fruitful links with other schools leading to good working partnerships .

Commentary

46. The school is a popular choice with parents and is oversubscribed. Parents speak with pride about its 'family feel' and the sense of belonging it engenders. Parents are very supportive and have high expectations of what the school should be offering. This was reflected in the pre-inspection questionnaires, where there were more written comments than are often seen, including a minority concerning communication, homework, and mixed age classes.
47. The school is a welcoming and friendly place and day-to-day communication is regular and useful. Parents are particularly assured of a friendly welcome at the Reception desk. Regular newsletters, annual curriculum information evenings, termly curriculum newsletters and pupils' own termly newspaper all serve to make up the good quality provision. Pupils' annual reports have improved (they were a Key Issue from the previous inspection) and they now provide a satisfactory amount of detail about how pupils are progressing, including relevant targets to work on next year.
48. A minority of parents wrote to inspectors to say they did not feel the school provides them with enough notice of events. Inspection evidence does not agree with this. Most events such as dates of plays are given a term's notice and for other occasions, such as assemblies and Harvest Festival, three weeks.
49. Homework is an area where some parents expressed concerns or were unclear about. This is understandable, as the school has only recently adopted a new homework policy, which will be sent out to parents very soon. Inspectors found the quality of homework to be satisfactory and in line with most other schools.
50. Parents are very supportive of their child's learning and their expertise is used to its full potential. Parents are regular visitors in class, sharing their interests, hobbies, and levels of expertise. The school uses parental skills very well; for example, there is currently an Anglo Saxon wheat project being grown in the school garden, led by an archaeo-botanist. Their input helps to make the curriculum so much more interesting and relevant.
51. The well-organised, successful parents' group SESA (St Ebbe's School Association) works hard and raises considerable sums of money, which enables the school to make purchases, it would otherwise be unable to afford. They also help to influence school practices, for example, contributing towards improving road safety and working to make school meals healthier.
52. Community links are very good and a strength of the school. Classes are involved in many initiatives, which add interest and variety to the experiences the children receive. For instance the Oxford orchestra uses the school hall and regular ballet, art and dance classes are also held. Regular contributions from members of the local churches strengthen links between the school and its community. A further indication of the partnership and esteem the school is held in comes through the success of the book appeal, where the community donated several thousand pounds for new library books.

53. Partnerships with other schools are good and aid pupils' progress to the next stage of education. Links, both locally and further afield, have brought real benefits both through sharing teachers' expertise and by giving children the opportunity for new experiences. New links with a rural school sees Year 1 and Year 6 classes sharing visits to each other's schools, this term.

LEADERSHIP AND MANAGEMENT

54. The school's leadership and management are **satisfactory**. The leadership of the headteacher is **satisfactory**. Leadership of the other key staff is **satisfactory**. Governance is **good**.

Main strengths and weaknesses

- The governors have a good understanding of the strengths and areas of development for the school.
- The headteacher and the governing body are committed to school improvement.
- The school's monitoring is underdeveloped and does not ensure a consistency of quality.

Commentary

55. The headteacher has only been in post for two terms and provides satisfactory leadership. There have been considerable changes in the school since the last inspection. The school has successfully changed from being a first to a primary school. Senior staff are taking part in the 'Primary Leadership Programme' and the headteacher is committed to school improvement and development. She is determined to raise pupils' achievement and to provide an environment that is caring, inclusive and safe. The headteacher's vision for this is clearly reflected in the development plan, which is relevant with clear financial implications and success criteria. She has successfully created an effective, hard working staff team.
56. Co-ordinators have been given more responsibilities and are beginning to monitor standards and achievement in their subjects. However, there is a lack of rigour to some of the monitoring. For instance co-ordinators have looked at pupils' books but have not identified the need to improve presentation or to ensure marking clearly tells pupils what they are doing well and what they need to do to improve their work
57. The leadership of special educational needs is satisfactory. The co-ordinator is aware of the need to monitor the special needs provision even further. The English as an additional language co-ordinator provides satisfactory leadership and management. The co-ordinator keeps detailed assessment information but has limited time available to monitor the provision.
58. The headteacher has worked hard to improve the assessment systems in the school and has produced a useful tracking system designed to clearly indicate pupils' attainment and achievement. However assessment information is not used consistently by all staff to plan work for pupils of different abilities and monitoring of teaching and learning has not highlighted this inconsistency.
59. The governing body is highly involved in the life of the school and the chairs of subcommittees play an active role in school improvement. They know the strengths and weaknesses well through regular meetings and through working closely with the head and subject co-ordinators. Governors are aware of the need to challenge staff to develop subjects further in terms of planning and raising pupils' achievement. The chair of the governing body is a very experienced governor and makes a significant personal contribution to the work of the school. For example she successfully enabled the library to be restocked by encouraging the local community to donate £18,000 worth of books.
60. The sense of purpose, aspirations and strategic planning are satisfactory. This is the case also in leadership of the curriculum overall. There are some subjects that have good leadership such as music and art and this is having a positive impact on standards. The

school's self-evaluation is satisfactory but insufficient use is made of this information to improve achievement.

61. The schools' procedures for the induction of staff, continuing professional development, performance management and approaches to financial management are good. Teachers new to the school are supported well and enabled to settle in quickly. All staff and governors are committed to running an inclusive school in which each child is valued and treated as an individual.
62. The approach to the financial management of the school is good. The school bursar works closely on all financial matters with the headteacher and the chair of finance of the governing body. The school has established good procedures for budget forecasting and maintenance and ensures that all recommendations from school audits are addressed. The chair of finance keeps the governors fully informed of budget matters, and the governing body's challenge of the budget is rigorous. Best value principles are satisfactory and central to their joint management and use of resources. The large carry forward figure is part of the additional funding the school received when it changed from a first to a primary school and is to be spent on refurbishing the accommodation and to provide a withdrawal room for small group work and to provide for additional specialist teachers in Key Stage 2.

Financial information

Financial information for the year April 2002 to March 2003.

Income and expenditure (£)	
Total income	556,684
Total expenditure	509,240
Expenditure per pupil	2,829

Balances (£)	
Balance from previous year	27,209
Balance carried forward to the next	47,444

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

63. The overall provision for children in the Foundation Stage is **satisfactory**.

Main strengths and weaknesses

- Opportunities for purposeful play for all children are not sufficiently structured.
- An experienced teaching assistant provides good support for the children's learning.
- On some occasions the work provided for the higher attaining children in this class is not sufficiently challenging.
- There are good relationships between the children and the reception staff
- There are weaknesses in the accommodation and no large outdoor climbing frame or wheeled vehicles.

Commentary

64. At the time of the inspection there were 26 full time reception children. Sixteen of these children joined the school after Christmas and ten children had been in school for just one week as they joined after Easter. The attainment of children on entry to the school varies from year to year with particular strengths in children's communication, language and literacy skills. The attainment of the current reception children is similar to that of other five year olds in all the areas of learning. By the end of the reception year the majority of the children attain the Early Learning Goals in all the areas of learning. Their achievement is satisfactory. There was no section about the provision for children in the Foundation Stage in the previous report so it is not possible to make a comment about improvement since 1998.
65. Good relationships have been established between the reception staff and the children, which means that children have settled quickly into class routines. The school has received considerable support with planning and organisation of the curriculum from the local authority's early years' team. The teacher is currently developing and evaluating the planning of children's learning. Children's learning is enhanced when they are withdrawn by support staff for group and independent activities.
66. The teaching is satisfactory overall. The school works closely with parents to ensure that children have a smooth start to their education. A weakness in the teaching is the lack of challenge for the higher attaining children as all children complete the same activities. This is linked to insufficient use of assessment information to track children's progress and attainment in order to match work closely to the children's needs when planning the next stage of their learning. In addition some group activities are too long and children become bored and restless. The accommodation is unsatisfactory as it is small and cramped for the number of children, which means that they cannot easily select their own resources and equipment. In addition the outside area is used by all the infants at break and lunchtimes, which means that the outdoor role-play area can become untidy and unappealing
67. The leadership and management of the Foundation Stage are satisfactory in terms of identifying areas of strength and aspects requiring improvement. However the co-ordinator is also the Key Stage 1 co-ordinator and the numeracy co-ordinator and has limited time available to monitor and support the newly qualified teacher.
68. In the area of **personal, social and emotional development**, the children's achievement is satisfactory and teaching is satisfactory. Most children concentrate well, approach new learning with confidence and share resources sensibly. They can dress and undress themselves unaided. They have limited opportunities to make choices or decisions about their

work, which restricts their independent learning skills. They are well behaved and happy and settled into class routines. The lack of planning for structured play inhibits aspects of their personal, social and emotional development.

69. The children achieve satisfactorily in **communication, language and literacy** and the teaching is satisfactory. Speaking and listening skills are satisfactorily developed. Children enjoy listening to stories and learning the words of rhymes and poems. For instance children quickly learn to join in with the repeated sentences in the rhyme 'We're Going On A Bear Hunt'. They quickly learn initial sounds, which they are beginning to put together to read and spell words such as 'cat'. There are satisfactory opportunities for children to practise their writing skills and children's achievement is satisfactory in tracing and developing effective letter formation. The more able children are beginning to write simple sentences unaided
70. In their **mathematical development**, the children's achievement is satisfactory because the quality of teaching and learning is satisfactory. By the end of the reception year most children have a secure understanding and knowledge of number and shape. The staff promote children's mathematical language satisfactorily by teaching number rhymes and songs and by encouraging children to use correct vocabulary. On some occasions children are kept too long sitting on the carpet listening to number stories and become tired and restless.
71. The children's **knowledge and understanding of the world** is secure by the time they start in Year 1. They begin to understand how toys have changed by looking at old and new toys. Children learn about farms when they visit one in Witney. Teaching is satisfactory overall and is best when the children learn through structured play activities and first-hand experiences. The children's information and technology skills are satisfactory because children have free access to a computer throughout the day and learn to control the mouse effectively.
72. Children achieve satisfactorily in terms of their **physical development** and teaching is satisfactory. The children have access to a designated outdoor play area. However this is sometimes used by all the infants at breaktimes, which results in the role-play area and the outdoor sand pit becoming messy and unattractive. The school has exciting plans to develop the area to provide climbing apparatus and wheeled vehicles. The reception children have regular physical education lessons in the hall. These lessons are planned and organised satisfactorily and the teacher and support staff join in enthusiastically. Children are developing their co-ordination skills through regular use of scissors, brushes and pencils.
73. In the **creative** area of learning teaching is satisfactory overall and is good when children are provided with a range of activities from which they can make their own choice, for instance when making bear masks using collage materials. The children have opportunities to choose to paint a picture during the day. The children use dough for modelling and take part in a satisfactory range of craft activities. Children learn to sing tunefully and perform a good range of songs

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

74. Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards are above average in speaking and listening, reading and writing at the end of Year 6.
- Pupils in Year 2 achieve well in reading and reach standards that are above average.
- Pupils show positive attitudes to the subject.
- The presentation of written work is sometimes unsatisfactory.

- Marking does not consistently inform the pupils what they need to do to improve.

Commentary

75. In Year 2 standards are average, which is similar to those reported in the previous inspection. Year 2 pupils attain average standards in speaking and listening and writing and above average in reading. This is an improvement on the 2003 national tests, in which pupils gained average standards for reading and well below average for writing when compared with all Yr 2 pupils nationally and when compared to those pupils in similar schools. Standards in writing have improved for pupils of all ability levels and the number of pupils who are on course to reach the higher Level 3 has increased. This was identified as an issue last year and the co-ordinator has worked hard at developing systems in school, which track the progress of individuals as they move through the school. Achievement is satisfactory and some pupils have achieved well in reading.
76. Standards are above average at the end of Year 6. Achievement has been satisfactory in relation to the pupils' prior attainment in Year 2. However previous teachers' assessments indicate that they have achieved well during their time in Year 6. This is due to consistently good teaching by the Year 6 teacher.
77. The quality of teaching and the support pupils receive varies from class to class. Teaching and learning are good in Year 6 and in the Year 3/4 class. These lessons were carefully planned to cater for the different ages and abilities of the pupils. In the Year 6 lesson, the interactive whiteboard was used well to promote learning. There were good opportunities for pupils to discuss parts of the story with a partner and take part in questioning one pupil who took the role of the main character in the story. In the Year 3/4 lesson, the teacher worked hard to ensure that pupils of all abilities had activities, which matched their needs. In particular, texts were well matched to pupils' reading abilities enabling all pupils to achieve well. Pupils with special educational needs and some with English as an additional language were sensitively supported throughout both lessons. As a result, learning was good for all pupils. In less successful lessons teachers do not effectively use information collected on individuals when they plan lessons. This results in pupils finding activities too difficult or too easy. When this happens the pace of the lesson slows down. At times this affects pupils of all abilities including those with special educational needs and those with English as an additional language. In all lessons relationships are good and teachers use resources well to promote learning. Pupils work well independently, in pairs and groups. All show positive attitudes to learning and work hard.
78. Infant and junior pupils have satisfactory opportunities to develop all elements of speaking and listening, reading and writing. Teachers have high expectations regarding listening carefully and generally question pupils well. This results in most pupils confidently speaking out in class. However, at times questioning does not successfully involve all pupils. Well-chosen stories effectively promote pupils' personal, social and cultural development. Reading records showing pupils' attainment and achievement vary throughout the school. The best examples are detailed and clearly show what the pupils need to work on to improve. Pupils in all year groups achieve satisfactorily when learning to write in different ways. In Year 6, pupils write well in a variety of different genres including neatly written biographies. When work is displayed it is generally well presented. In Year 2, pupils have carefully written accounts of books that they have read. These pieces of written work clearly show that drafting and redrafting skills are being satisfactorily developed.
79. Most pupils write satisfactorily in their handwriting books but these skills are not consistently transferred when the pupils write in their literacy books. Pupils' written work in some classes is not well presented as pupils are allowed to cross out untidily and scribble on the covers of their books, as well as at times on the work they have produced. On occasions marking of work is inconsistent. The best examples effectively inform the pupils but pupils are sometimes given too little guidance on how to improve their work.

80. The subject is satisfactorily led. The recently appointed co-ordinator has a clear idea of what is needed to develop the subject and raise standards further. For example, the need to focus on the quality of learning and how well individuals and different groups of pupils achieve. She has worked hard at developing assessment procedures so that pupils' achievement can be tracked year on year. Target setting has been introduced but at present there is little evidence of it having an impact on raising standards. There is little evidence of ICT being used to support the subject. Resources generally are satisfactory and library provision has been developed well. The library has recently been stocked with a large amount of books, which support the subject well.

Language and literacy across the curriculum

81. The skills taught in literacy lessons are used satisfactorily in other subjects. For instance Year 6 pupils use their literacy skills well to write historical recounts. In science, particularly in Key Stage 1, there are limited opportunities for pupils to practise their literacy skills because of the overuse of worksheets.

MATHEMATICS

82. The provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Year 6 pupils attain above average standards.
- Teachers' marking does not show pupils how to improve their work.
- The use of ICT does not consistently support pupils' learning in mathematics.
- Work is not always matched to pupils' different levels of ability.

Commentary.

83. Standards in Year 2 are average and pupils' achievement is satisfactory. The 2003 national test results indicate that pupils' attain average standards when compared to all pupils nationally and with those in similar schools. By the end of Year 6 standards are above average. The achievement of all pupils is satisfactory overall. This is the first year that the school has had Year 6 pupils. Year 6 pupils' achievement is satisfactory overall as they attained above average results in national tests in 2000. Throughout the school the use of resources has improved since the last inspection.
84. At the end of Year 2 pupils use appropriate methods for addition and subtraction problems. Pupils also give reasons and explanations when discussing number problems. Pupils work with enthusiasm and diligence. However, work provided for the more able pupils is not always challenging enough.
85. By Year 6 pupils solve addition, subtraction, short multiplication and division problems quickly and logically. They measure angles accurately to the nearest degree. Teachers skilfully develop pupils' understanding of specific mathematical language, which improves pupils' understanding and accelerates their achievement
86. The quality of teaching and learning is satisfactory overall. In the good lessons teachers use ICT effectively, support for special educational needs pupils is well targeted, mental maths starters to the lessons are crisp and energetic and tasks are accurately matched to match pupils' varying ability. Weaknesses in some mathematics lessons include insufficient planning to challenge pupils of all abilities and no opportunities for pupils to practise their computer skills. Teachers' marking does not consistently indicate to pupils how they can improve their work. The presentation of pupils' work varies from good to unsatisfactory which hinders their achievement.

87. The leadership and management of mathematics are satisfactory. The co-ordinator has identified strengths and areas for development in a comprehensive improvement plan. She has good subject knowledge and issues such as the use of resources and using and applying mathematics have been satisfactorily addressed since the last inspection. Assessment procedures are satisfactory, but information from assessments is not used consistently to plan work for pupils of different abilities.

Mathematics across the curriculum

88. Teachers provide satisfactory opportunities for pupils to use their mathematical skills in other subjects such as design and technology and science. All teachers include mathematics in the day-to-day class routines. For example, when counting the number of pupils present or absent, pupils are asked to calculate various addition and subtraction problems in their heads.

SCIENCE

89. Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards are above average by the end of Year 6.
- Work is not always planned to meet the needs of pupils of different abilities.
- Pupils' attitudes are good.
- Teaching and learning are good in the Year 4/5 and Year 6 classes and pupils' achievement is good in these lessons.
- The use of assessment information and marking is inconsistent.
- The presentation of some pupils' work is untidy.

Commentary

90. Year 2 pupils attain average standards and Year 6 pupils attain above average standards. This is a similar picture to standards at the time of the previous inspection. All pupils' achievement is satisfactory as Year 6 pupils attained above average results in teacher assessments when they were in Year 2. Teachers' assessment of Year 2 pupils in 2003 was very high in science and yet the same pupils attained well below average results in the writing tests. A scrutiny of Year 3 books indicated that these pupils' attainment is average.
91. Pupils' attitudes are good and this has a significantly positive impact on standards and achievement as pupils behave in a sensible and mature way when carrying out investigations. The expectations of such behaviour means that by Year 6 pupils are trusted to handle a wide range of scientific apparatus and carry out investigations with the minimum of intervention by teachers. This enables the teacher to concentrate on challenging the results and hypotheses being developed by the pupils.
92. Overall teaching and learning throughout the school are satisfactory. Teachers' marking does not sufficiently help pupils to understand what they should do next and consistency of approach is an area for development. Teaching and learning in the Year 6 and Year 4/5 classes are good as teachers plan work to meet pupils' different abilities. These teachers have good subject knowledge and successfully convey their enthusiasm for the subject to the pupils, which encourages them to work even harder to answer questions, carry out experiments and record information.
93. In some lessons in other classes, assessment information is not used effectively to plan work for pupils of various abilities. All pupils complete the same tasks, which restricts their overall attainment and achievement. Pupils in Years 1 and 2 are given too many worksheets to

complete which prevents them from practising their literacy skills when recording science work. The way in which some pupils present their work requires improvement, as some books are untidy with graffiti on the covers, and incompleted work.

94. Leadership and management are satisfactory. Assessment procedures are satisfactory, but information from assessments is not used consistently to plan work for pupils of different abilities. The co-ordinator has identified the need to review curriculum planning to ensure that pupils in mixed aged classes do not repeat work or have gaps in their knowledge.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main Strengths and weaknesses

- The quality of teaching in Year 6 is good.
- The school has a well-resourced ICT suite.
- The use of classroom computers is limited.
- ICT is not used sufficiently to support pupils' learning in some subjects.

Commentary

96. Standards by Year 6 are average; this is an improvement since the last inspection. The school has worked hard to develop resources, train teachers and improve planning. However, there has been insufficient time for these initiatives to have a significant impact on standards. Pupils' achievement is satisfactory. The clear and detailed planning, much improved since the last inspection, ensures that pupils cover the required programmes of study.
97. The quality of the teaching and learning is satisfactory overall and good in Year 6. Teachers' planning ensures that pupils make satisfactory progress by building carefully on previously acquired skills. The pupils are interested in lessons and apply themselves well to tasks. Teachers' skills have improved significantly since the last inspection. As a result of consistently good or better teaching in Year 6 pupils organise and communicate information effectively to produce impressive multimedia presentations. Relationships are good. Pupils are eager to ask questions and join in discussions because they know that their efforts will be valued. By the end of Year 2, pupils successfully use ICT to record work in written and image form and investigate imaginary situations using ICT. By the end of Year 6 pupils confidently use ICT to structure, refine and present information in different forms and styles. They exchange information and ideas with others in a variety of ways including using e-mail. Year 6 pupils talk enthusiastically about their experiences of ICT and how it is used in the outside world.
98. The improved organisation impacts positively on pupils' learning and ensures that pupils have regular access to the computer suite. The new suite allows pupils to develop their knowledge using a variety of software and computer skills. However, pupils have limited opportunities to extend their ICT skills and knowledge using the classroom computers. Displays in classrooms do not promote ICT sufficiently. Throughout the school ICT displays are either absent or poorly labelled.
99. The leadership and management are satisfactory. The subject coordinator has worked hard, with good support from teachers to improve the provision. She has a clear understanding of how the subject is to improve in order to raise standards and communicates this to colleagues enthusiastically and confidently. The assessment and recording systems are developing steadily and a portfolio of pupils' work, completed by the co-ordinator offers staff a clear exemplification of standards. The co-ordinator is well supported by the ICT governor who has considerable expertise and enthusiasm and who works hard to improve the provision and has

acted as a valuable critical friend. There has been good development of the subject since the last inspection.

Information and communication technology across the curriculum

100. The school makes satisfactory use of information communication technology across the curriculum. Year 6 pupils planned and devised thoughtful and sensitive 'PowerPoint' presentations on the subject of the Crucifixion. Whilst ICT is used well in other subjects in the computer suite, opportunities in class lessons were sometimes missed to develop pupils' ICT skills. For instance pupils rarely used computers in literacy and numeracy lessons. Teachers' planning did not consistently identify or provide for effective ICT usage in other subjects.

HUMANITIES

101. **Religious education** was inspected separately from this inspection. No lessons were seen in **history and geography**. From an analysis of samples of completed work, displays around the school and discussion with pupils it is judged that both subjects meet statutory requirements. There is evidence that standards are average and that pupils' achievement is satisfactory. The history and geography curriculum is enhanced considerably by visitors and excursions, for example to Cogge's Farm in Witney. Work sampling reveals that too many worksheets are used in the infant classes.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

102. Provision in art and design is **good**.

Main strengths and weaknesses

- Standards are above average at the end of Year 2 and Year 6.
- Good teaching was seen in Years 1 and 2.
- The subject is well led and managed.
- Pupils have enthusiastic attitudes to the subject and behave maturely in lessons.

Commentary

103. The school and parents have correctly identified art and design as a strength of the school. Standards are above average in Year 2 and in Year 6. Judgements have been made by looking at pupils' previous work, talking to teachers and pupils and observing four lessons. Displays in all classrooms and around the school clearly indicate the high standards attained in most year groups and that pupils achieve well. Spiritual, moral, social and cultural development is developed well as pupils learn about the lives and work of different artists and work together on group projects.

104. Pupils in Years 1 and 2 carefully and accurately cut out shapes using different sorts of paper to make colourful and well thought out collages, inspired by stories they have heard. All pupils have good opportunities to develop their knowledge of other artists. For example pupils in Years 3 and 4 have looked at the work of Pablo Picasso. They have expertly painted pictures using shades of blue to depict the 'blue' period of his life. This work is of a particularly high standard. Pupils produce high quality textile work using a range of materials. Pupils in Years 4 and 5 have studied the work of David Hockney and produced a stunning 'abstract wall hanging'. This piece of work shows they have used a good range of techniques. All pupils have many opportunities to work together to produce exciting pieces of artwork using different materials. Art specialists are regularly invited in and support the curriculum well.

105. Teaching is good in Years 1 and 2. There is not enough evidence to make a judgement on teaching in the upper part of the school. However; pupils' previous work indicates that it is good. Four lessons were seen. In some lessons with younger pupils, achievement for all pupils was good. This was because the teachers worked hard to develop understanding of specific vocabulary such as 'horizon' and 'landscape'. In addition, art skills such as sketching and the need to look carefully when drawing, and how to mix colours when painting were reinforced effectively. As a result pupils enthusiastically listened to instructions and worked hard. They all produced work that they were proud of. Learning was good.
106. ICT is beginning to be used to support the subject but there were few examples seen. The school has maintained the high standards of work seen in the last inspection and has improved infant pupils' attainment and achievement. The co-ordinator has considerable expertise and enthusiasm and provides good leadership and support to colleagues.

Design Technology

107. Standards in design and technology were below the expected levels at the end of both key stages in the previous report. Teaching was unsatisfactory, as was the curriculum. Current pupils' work seen in Years 2 and 6 clearly indicates that they are now working at levels expected for their ages. Curriculum planning has improved and teachers follow the national guidance to plan lessons. There has been satisfactory improvement in the subject since the previous inspection.

Music

108. Provision for Music is **good**.

Main strengths and weaknesses

- Year 2 and Year 6 pupils achieve well and attain above average standards.
- There are good opportunities to play instruments.
- The music coordinator has considerable expertise and leads the subject well.
- There is a large school orchestra with a wide range of instruments.

Commentary

109. Standards in music are above average throughout the school. Pupils are given wide ranging experiences that develop their learning and boost their confidence in performing. This ensures they achieve well and reach above average standards at the end of both Years 2 and 6. By the time they leave school, pupils can sing in harmony, accompanying their own compositions. Pupils talk knowledgeably about 'repeating patterns' in music and can maintain a regular beat. The school's very good orchestra plays in school and pupils enthusiastically play a variety of pieces. The instruments played include the trumpet, clarinet and flute.
110. The music teacher's high expectations, considerable expertise and good teaching ensure that all pupils work hard and achieve well. They confidently and enthusiastically learn how to experiment when creating their own compositions using untuned percussion instruments. Pupils' musical capability is promoted effectively, because teachers who have considerable subject expertise lead other teachers through a structured programme of learning.
111. Pupils' learning is enhanced by a wide selection of good quality instruments in the music room where recorder groups and other ensembles rehearse. Whether learning in small groups or whole classes pupils benefit from a range of experiences. For instance, Year 2 pupils achieved well in learning how to recognise and explore ways in which sounds can be arranged. Year 6 pupils describe a range of musical compositions using correct vocabulary. All pupils from Year

2 to Year 6 have the opportunity to learn to play the recorder, which gives them additional musical experiences and knowledge such as reading musical notation and playing together.

112. The co-ordinator provides good leadership and management and supports the development of music well. By working closely with teachers and taking their music lessons at the start of a topic the co-ordinator gives teachers the skills to maintain pupils' good progress. She is enthusiastic and promotes music well throughout the school. The school has a good collection of musical instruments from various parts of the world and makes a good contribution to pupils' cultural awareness.

Physical Education

113. Only one lesson in physical education was seen during the inspection, so it is not possible to make judgements about provision in this subject. In addition to the lesson observed, there was a discussion with the co-ordinator and curriculum plans were analysed. In the lesson observed due regard was given to health and safety. There were high expectations of pupils' behaviour and effort with opportunities for pupils to evaluate their own and other pupils' performances. Very good strategies for developing pupils' understanding of effective running techniques were demonstrated and practised. The co-ordinator has made good progress in developing the physical education curriculum and plans for further improvement are secure. The school follows national planning documents and these ensure full curriculum coverage. The school hall, which had previously been used for infant pupils, is too small and crowded for junior pupils. There is a good range of sports clubs including rowing and cricket. Swimming opportunities exist within the statutory curriculum and all pupils learn to swim 25 metres and beyond.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

114. Provision is **good**.

Main strengths and weaknesses

- A good programme is in place for personal, social, and health education (PHSE), which includes work on diet, sex education and personal safety.
- The school council is involved in school life.

Commentary

115. The personal, social and health education curriculum is successfully linked to the religious education scheme of work and to the school's promotion of social and moral responsibility. Personal, social and health education is promoted very well through circle time, assemblies, debates, health education in science and specific lessons on sex education and drugs education. The curriculum is enhanced by citizenship visits and by specialist visitors to the school. Circle time sessions are enhanced by the good relationships and the feeling of mutual trust and respect, which exist between pupils and staff.
116. The school council is regarded highly by pupils and staff and has a real impact on provision in school. For instance they interviewed the prospective headteacher candidates. Older pupils carry out their responsibilities maturely and sensibly and are proud of their position as the first Year 6 class in the school. It is the trusting relationships between staff and pupils that is the hallmark of the success of the personal, social and health education programme.

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	4
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	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	3
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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