

INSPECTION REPORT

STANDLAKE CHURCH OF ENGLAND PRIMARY SCHOOL

Witney

LEA area: Oxfordshire

Unique reference number: 123111

Headteacher: Mrs Sandra Connell

Lead inspector: Mr Andrew Clark

Dates of inspection: 22 – 24 March 2004

Inspection number: 258007

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	98
School address:	Church End Standlake Witney Oxfordshire
Postcode:	OX29 7SQ
Telephone number:	01865 300454
Fax number:	01865 300454
Appropriate authority:	The governing body
Name of chair of governors:	Dr Gordon Dooley
Date of previous inspection:	29 June 1998

CHARACTERISTICS OF THE SCHOOL

Standlake CE Primary School is a smaller than average school in the village of Standlake, near Witney. There are 98 pupils on roll aged from 4 to 11, with a balance of girls and boys. The percentage of pupils eligible for free school meals, 7.9 per cent, is below average. The majority of pupils are from white British backgrounds and a small percentage, 4, is of mixed race heritage. Four pupils are from traveller families. The area is generally one of positive social and economic circumstances. There are no pupils with English as an additional language. The percentage of pupils with special educational needs in the current year, 6.9 per cent, is well below average. This is lower than in previous years and is generally close to average. The pupils' needs include moderate learning difficulties and social, emotional and behavioural concerns. The percentage of pupils with a statement of special educational needs is below average. A higher percentage of pupils in Year 6 than average started this school after Year 1. Overall, pupils' attainment on entry to the school is above average.

There have been significant staff changes in this small school. The headteacher retired after over 20 years and an acting headteacher was appointed for two terms during 2003. The new headteacher was appointed in September 2003, the term prior to this inspection. There have been several temporary teachers in Years 3 and 4 due to long periods of staff illness over the last few years.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21596	Mr Andrew Clark	Lead inspector	Mathematics Science Information and communication technology Geography History Physical education Special educational needs English as an additional language
9770	Mr John Baker	Lay inspector	
26945	Ms Sylvia Gatehouse	Team inspector	English Art and design Design technology Music Religious education Foundation stage

The inspection contractor was:

Nord Anglia School Inspection Services
Anglia House
Carrs Road
Cheadle
Stockport
SK8 2LA

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a satisfactory school. The good leadership of the new headteacher is providing a clear direction for future improvement. Teaching and learning are satisfactory, as is pupils' achievement. Pupils' have positive attitudes and behave well. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The quality of leadership of the headteacher and support from the governing body are guiding the school well.
- Very good achievement in Years 5 and 6 due to the high quality of teaching. However, achievement is satisfactory overall.
- Pupils' good personal development due to the caring ethos of the school.
- Good links with the church provide pupils with enriching experiences.
- The leadership by subject coordinators is not well established.
- There is often not enough challenge to pupils in Years 1 and 2.
- Planning for the Foundation Stage does not raise pupils' personal and social development sufficiently.

The school's improvement since the last inspection has been satisfactory, despite staffing difficulties and changes of leadership. The key issues from the last inspection have been largely addressed, although there is still room to improve the use of assessment data to challenge pupils in Years 1 and 2. Management systems are more effective overall, but the improving role of subject coordinators has yet to have an impact overall. There have been good improvements to standards of art and design. The quality of accommodation has improved.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	D	C	B	B
mathematics	B	D	C	C
science	C	E	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 overall. The small size of the school means there are often significant variations in test results from year to year, and the overall trend in improvement in test results has been below the national average. Pupils' progress is very good in Years 5 and 6 and, as a result, current pupils are working at well above expected levels for English and mathematics. Standards in science are also beginning to rise. The achievement of most able pupils is not high enough in Year 2 and too few of them achieve high levels in national tests for English and mathematics. In reception, achievement is satisfactory overall. However, the provision for children's social and emotional learning and physical development is not challenging enough. The achievement of pupils with special educational needs is satisfactory. Achievement in information and communication technology (ICT) is satisfactory and it is good in religious education.

Pupils' personal development, including their spiritual, moral, social and cultural development, is good overall. The pupils have positive attitudes and behave well overall. Attendance is returning to its characteristically good levels after a decrease last year because of persistent absences of a small number of pupils. The pupils are given good opportunities to take

responsibilities, for example, through the school council, and they are taught right from wrong. The pupils' studies in art and design and music make a good contribution to their cultural development.

QUALITY OF EDUCATION

The quality of education is satisfactory. Teaching and learning are satisfactory overall.

Assessment is satisfactory. Teaching is good in Years 3 to 6, frequently very good in Year 5/6. These lessons are fast paced and highly motivating because of the exciting and well-planned methods used. As a result, pupils work hard and with imagination. In reception the opportunities for children to think and choose for themselves are not demanding enough. Although satisfactory overall, lessons in Years 1 and 2, tend to be too slow and there is not enough challenge for pupils to think independently and use their knowledge. The curriculum is sound and there are good opportunities for enriching pupils' learning through visits and visitors. Close links with the local community, especially the church contribute to the good caring ethos. Information for parents is good and parents raise significant funds for the school.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall.

The new headteacher is providing a clear sense of direction and robust systems to support this. The governors support and challenge the school well. They fulfil their statutory duties effectively with the exception of minor omissions in the annual report for parents. The role of subject leaders is now beginning to develop, but is not yet effective.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents are satisfied with the school. A significant proportion of parents have been concerned by long-term staff absence and other changes. They are very pleased with the initial impact by the new headteacher on school developments. The pupils are very happy with their school. They enjoy the responsibilities of the new school council and the care shown by teachers and other adults.

IMPROVEMENTS NEEDED

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

- Improve the quality of teaching throughout the school, especially in Year 1 and 2, to that of the best.
- Ensure coordinators take a strong lead in their subjects.
- Improve provision in the Foundation Stage.

and, to meet statutory requirements:

- Ensure the Governors' annual report for parents complies fully with requirements.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is satisfactory overall. Standards are above average by Year 2 and well above average by Year 6.

Main strengths and weaknesses

- Attainment in English and mathematics in Year 6 is well above national expectations.
- The achievement of the more able pupils is not high enough in Years 1 and 2.
- Achievement in art and design and religious education is good.
- Children's physical development is not good enough in reception, and a significant minority of them do not make enough progress in personal and social development.

Commentary

1. Overall, pupils make satisfactory progress from their prior attainment. There has been satisfactory improvement since the last inspection, although test results have shown a decline in the last three years in both Year 2 and Year 6 from their highest point. The small number of pupils who take national tests means that year-on-year variations need to be viewed with caution. A high proportion of the current Year 6 pupils are working at levels well above those normally expected in English and mathematics. Throughout the school, standards are generally above average. However, in Years 1 and 2, the more able pupils are not achieving well enough because the teaching often lacks dynamism and does not build consistently on pupils' earlier attainment. The achievement of pupils with special educational needs is satisfactory. The pupils from travellers' families make progress that is similar to their classmates. There is no significant difference in the achievement of boys and girls.
2. The Year 6 pupils are achieving particularly well because of the challenging teaching and good use of assessment to match work accurately to pupils' needs. As a result, standards of speaking and listening, reading, writing and numeracy are high. For example, pupils have a very good grasp of multiplication and division facts and make good use of them in solving mathematical problems. They read with fluency and expression and make very good use of reference skills, including the Internet. Their writing is lively and grammatically accurate. However, spelling is sometimes a weakness. The pupils with special educational needs, including those with a statement, also achieve well in Years 5 and 6 because of good support. Standards in science are above average, and showing improvement from the last inspection in practical and investigative skills. Despite the periods of time with temporary teaching staff, the pupils in Years 3 and 4 are making at least satisfactory progress overall and the achievement in some lessons, for example mathematics, is good.
3. The achievement of pupils in Years 1 and 2 is not consistently good enough. This is particularly evident in writing, and no pupils attained the higher levels in the 2003 national tests. The teaching does not inspire the more able pupils sufficiently to produce written work with the imagination and structure of which they are capable. In mathematics, the pupils develop good recall of basic number facts such as multiplication facts, and this is generally above average. However, they lack depth in their application of these skills in problem solving and have a narrow understanding of shape and measure.
4. Pupils' achievement in art and design is good and shows significant improvement since the last inspection. This is a direct result of strong leadership and the high profile the subject now receives. Standards in religious education are above average. This is a result of effective promotion and monitoring of the subject, and the contribution made by all staff to pupils' social

and spiritual development. Standards in ICT are similar to expected levels and are improving as a result of better provision and clear leadership under the new headteacher.

- Achievement in the Foundation Stage is satisfactory overall. The teaching of basic literacy and numeracy skills is sound. However, the teaching and planning for developing the children's personal and social development is not structured effectively enough and some do not make enough progress. There is also a lack of provision for outside play, which limits the children's progress in physical development.

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

Standards in:	School results	National results
reading	17.8 (16.8)	15.7 (15.8)
writing	14.8 (14.5)	14.6 (14.4)
mathematics	16.8 (17.9)	16.3 (16.5)

There were 13 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	27.6 (27.4)	26.8 (27.0)
mathematics	27.0 (26.3)	26.8 (26.7)
science	28.8 (27.4)	28.6 (28.3)

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

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good overall. They are very good in Years 5 and 6 because of the effective teaching. There have been no exclusions. Pupils' spiritual development is satisfactory and their moral, social and cultural development is good. Attendance was below average last year which was related to two families with specific problems and is now returning to its normal good level.

Main strengths and weaknesses

- Pupils' good attitudes to learning and good behaviour in Years 3 - 6 help them to achieve well.
- Relationships between pupils and pupils and staff are good. This is the result of the caring ethos of the school and the good example set by the staff.
- Pupils are confident and keen to take responsibility. This is the result of their being given opportunities to become independent and take responsibility appropriate to their age.
- Staff are not always consistent in their management of the behaviour of pupils with social and emotional difficulties.

Commentary

- Pupils' attitudes to learning improve as they progress through the school. They are satisfactory in Reception and Year 1 and 2 most of the time, good in Years 3 and 4 and consistently very good in Years 5 and 6. These very good attitudes are the result of very good teaching that maintains a high level of interest and enthusiasm through engaging all pupils and setting appropriate challenging tasks for all.
- Behaviour around the school is good. Pupils are fair and tolerant towards each other. Pupils with social and emotional difficulties are supported well overall and the management of their behaviour is satisfactory so that there is little disruption to the learning of others. The school

has worked with the local education authority (LEA) advisory staff to establish clear targets and procedures to help such pupils. There are still some inconsistencies in the way in which this is applied and, although it does not significantly disrupt other pupils it does limit the learning made by the child concerned.

8. All adults set good examples for pupils to follow in their politeness and consideration for others. For example, the teachers use registration periods to establish friendly and respectful ways for pupils to acknowledge their presence. In assemblies, the teachers celebrate the pupils' personal strengths such as kindness and consideration as well as achievement in learning. No signs of aggressive behaviour were seen. However, parents did report some instances of bullying. The school has good procedures for dealing with such instances should they arise.
9. In reception, the children willingly take on simple classroom duties such as tidying up. The majority of children are likely to achieve the goals for personal and social development expected for their age, however few are likely to exceed them as they do in other areas of learning. This is because some activities are too controlled by the teacher so that the children do not develop as much independence in their learning as they are capable of. Occasionally young children do not pay enough attention to staff. The Years 5 and 6 pupils take on particular whole-school duties, such as preparing the hall for assembly and taking responsibilities for younger pupils. Years 5 and 6 pupils also consult other pupils and represent their views effectively through the school council. The council meetings make a good contribution to pupils' citizenship, and several pupils show a considerable capacity to work in committees and to lead others. Pupils from the travelling community integrate very well into the life of the school as a result of the inclusive approach of staff and pupils and this has a positive affect on their personal development.
10. Pupils work well together in groups. For example, pupils in a Years 5 and 6 design and technology lesson helped each other to make paper patterns for slippers. Relationships between pupils and staff are also good and are the result of staff giving a positive lead in engendering good relationships, for example by giving praise and encouragement at every opportunity.
11. Pupils' moral, social and cultural development is promoted well in personal, social and health education lessons, assemblies, circle time and various areas of the curriculum. For example, drama is used well to create scenarios where pupils can empathise with others. Work in art and design and music is well planned to extend pupils' cultural awareness, and has a positive impact on creating an attractive and stimulating environment. The school promotes strongly the awareness of other cultures to compensate for the lack of a diverse intake. Teaching and learning in religious education makes a good contribution to pupils' spiritual development and also their awareness of different faiths and religions. As a result pupils are confident and self-assured. They are very aware of the needs of others and this helps the successful inclusion of pupils with special educational needs and pupils from travellers families.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.2	School data	0.7
National data	5.4	National data	0.4

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

12. Although the figures for the previous year were well below average, this was a very unusual situation and current attendance figures are much higher. This reflects the normal pattern which is above average in most years. The school carefully tracks individual attendance patterns and the absences last year related to two families with specific problems. Parents are very aware of the importance of good attendance and the great majority support the school well. As a result punctuality is also good and pupils are well prepared to start their lessons.

Exclusions

There have been no 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	93	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	1	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

This is satisfactory. The quality of teaching and learning is **satisfactory** overall and **very good** in Years 5 and 6. The curriculum and assessment are **satisfactory**.

Teaching and learning

Teaching and learning are satisfactory overall. Teaching is satisfactory in the Foundation Stage and Years 1 and 2. It is good in Years 3 to 6. Assessment is satisfactory overall but the use of assessment to meet the needs of pupils in Reception and Years 1 and 2 is not always effective enough.

Main strengths and weaknesses

- Teaching in Years 5 and 6 is very good. Teaching methods are often inspiring and there is good use of ICT.
- Good relationships establish a positive ethos for learning.
- The teaching styles are not challenging enough in Reception and Years 1 and 2.
- Use of homework is good.

Commentary

Summary of teaching observed during the inspection in 18 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	4	8	2	0	0

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

13. In the best lessons, often in Years 5 and 6, the teacher generates a strong sense of urgency and a desire to learn. This is because the content of lessons is exciting and relevant. A good example was a science lesson on mixing materials when pupils created 'exploding' containers and their own stretchy 'flubber'. They had great fun and, at the same time, discovered a lot about the nature of mixing materials and recording the outcomes. These lessons are very well planned, the teacher is well prepared with a lively exposition and carefully structured activities build well on each other. The pupils are challenged through fast-paced questions and high expectations for independent learning and thinking. As a result, the pupils take a lot of

responsibility for working collaboratively and organising their own ideas. In the best lessons, the teacher makes good use of the interactive white boards and other computer resources to present information and instruction in a way that engages the pupils and involves them from the start. Improvements to teaching and learning since the last inspection are satisfactory.

14. Throughout the school, relationships are good and teachers and pupils communicate easily. Discipline is generally good, although too much time spent talking to children in reception sometimes leads to restlessness and fidgeting. This is exacerbated by the difficulties in supervising this classroom. However, the trust teachers place on pupils means that, overall, the pupils work safely in different areas such as the new library and ICT suite with the minimum of supervision.
15. The less successful lessons are the result of teaching that is too slow and mundane. This includes an element of unsatisfactory teaching in Year 1 and 2. For example, too long is spent on repeating simple words and phrases, which the pupils already know. There are also occasions when too much time is spent on colouring and drawing by able pupils in subjects such as science and mathematics, when they could be recording their work in more challenging ways. In these lessons, not enough use is made of the assessment of pupils' attainment to make sure that they are fully challenged. This is compounded by too little interjection by the teacher or support staff to motivate and guide pupils. Overall, support staff make a good contribution to learning because they are well informed and trained.
16. The teaching of pupils with special educational needs is satisfactory overall. Pupils needs are identified early and targets are set for their learning. Whilst the majority of targets are appropriate, there is sometimes a lack of precision which makes them difficult for the pupils to achieve in the time expected. Support assistants know their pupils well and work closely with class teachers so they can make a good contribution to lessons.
17. The parents support homework well, although there are mixed views on its value. As a result, homework makes a good contribution to learning particularly in literacy and numeracy. Pupils are also making increasing use of ICT at home to research and produce their own projects. Recently introduced individual targets for pupils are giving them something to strive for and help parents to contribute to their children's learning.
18. The teaching in reception is based on the guidance for areas of learning for children under five. However, it is not planned with sufficient focus on the stepping stones that children make within these areas. This means that some children, particularly the most able, do not make consistent progress in some aspects of their learning such as personal and social development. The new headteacher identified this weakness and there are suitable procedures in place to develop this, which include visits to other foundation stage settings.
19. The use of assessment is improving steadily and is satisfactory. There are good procedures for measuring attainment in English and mathematics. They are used well in Years 3 to 6, but not sharply enough in other classes. This means some pupils are not regularly challenged sufficiently. The school identifies pupils with a gift or talent and generally provides for them through a broad and interesting curriculum. However, specific provision for these pupils is not yet established.
20. The school is making use of support from the LEA to improve the quality of teaching, although it is too early for the overall impact of this to be measured.

The curriculum

The curriculum is satisfactory. Enrichment of the curriculum is **satisfactory**. Accommodation and resources are **satisfactory**.

Main strengths and weaknesses

- Good links between subjects helps pupils' learning. Good use is made of art and music across the curriculum.
- Good links with the church have a positive impact on pupils' personal development and learning.
- The Foundation Stage classroom is difficult to manage and there is insufficient outdoor provision.

Commentary

21. There have been good improvements in the planning for most subjects since the last inspection. There are good links made between different subjects which helps pupils to make sense of what they learn and increases their desire to find out more. The pupils learning in ICT has improved significantly because of these links made to other subjects. For example, pupils made science posters on electricity in Years 1 and 2 by using computer art and text packages. There is some very good use of art and design to support learning in other subjects. For example, Years 5 and 6 pupils developed their understanding of coordinates and scale by making enlargements of photographs and pictures.
22. Provision for special educational needs is satisfactory. The school receives good support from the LEA special needs support staff and other bodies such as the support for travellers. Overall, the teachers produce appropriate individual education plans for pupils. Although teaching assistants work closely with teachers the special educational needs coordinator does not regularly monitor and review their work with the pupils in their care. Teaching assistants make a sound contribution to learning through the school.
23. There is a satisfactory range of clubs and activities for pupils. Staffing changes caused some changes to clubs and visits, with which some parents were dissatisfied. However, this has been addressed and the school now offers a sound range of sport and music-based activities after school, as well as a modern foreign language club. There are also residential visits arranged in Years 5 and 6. There are particularly good links with the local church. The rector is a regular visitor, who takes part in lessons and leads collective worship. Visits to the church are valued by the pupils and make a good contribution to their religious knowledge and personal development. There is satisfactory provision for personal, health and social development.
24. There have been some imaginative improvements to accommodation recently in the creation of a well used ICT suite, and new library and entrance area. The school has successfully obtained grants to make significant changes to playground and Foundation Stage provision. At present there is very limited dedicated outdoor classroom space for the reception children. The Foundation Stage classroom is difficult to manage because there are several alcove areas. The staff work hard to use the space successfully.

Care, guidance and support

The school makes good provision overall for ensuring pupils' care, welfare, health and safety. It provides pupils with good support and guidance on their personal development and satisfactory guidance on their academic progress. Pupils are involved well in the work of the school and its development.

Main strengths and weaknesses

- The good care given to pupils ensures that they feel secure and are happy at school.
- Very good child protection procedures.
- The good support, advice and guidance given to pupils on their personal development helps them to mature as they progress through the school.
- Very good induction arrangements for pupils
- Good involvement of pupils through the school council.

Commentary

25. Pupils' healthy and safe living is well promoted through the personal, social and health education programme, which is enhanced through talks by the police on personal safety. All staff, including temporary staff, are fully aware of child protection procedures and their importance. There is good liaison with other agencies.
26. Teachers and support staff know the pupils and their families very well, are sensitive to their needs and are able to provide good support and guidance. The good relationships between pupils and staff encourage pupils to raise any concerns they may have, knowing that they will be dealt with sympathetically. Year 6 pupils are very confident about talking to the Rector who visits the school regularly, providing another, much valued, source of support and guidance. The great majority of pupils are very confident that they could turn to an adult for support. Good use is made of outside agencies to support specific pupils, for example the Traveller Advisory Team.
27. There are sound levels of care given to pupils with special educational needs. Their needs are identified early and good use is made of agencies outside of the school to support their learning. However, there are some inconsistencies in the approaches taken by different adults and this has a negative impact on behaviour and learning in a few cases.
28. Induction arrangements are very good and ensure that pupils settle happily into school. There is very good liaison with the playgroup on site and children from it visit the school twice weekly to work with reception children. This ensures that good relationships are built up before children start school.
29. Seeking pupils' views and involving them in the work and development of the school is done well through the school council. Eight members of the Years 5 and 6 class are elected on to the council and they consult other classes to seek their views, which they then put forward at council meetings. They take their responsibilities very seriously and are currently exploring the provision of a 'Friendship Bus Stop' for the playground. Pupils in most lessons are involved in discussing and agreeing class rules.

Partnership with parents, other schools and the community

The school has **good** links with parents, the community and other schools.

Main strengths and weaknesses

- Parents are very well informed about the school and about their children's standards and progress.
- The good contribution parents make to their children's learning at school and at home makes a positive contribution to their achievement.
- The good links with the community help to enrich the curriculum and make pupils aware of their own culture.
- The good links with other schools ensure that pupils transfer happily on to their next stage of education, and help to enhance the curriculum.

Commentary

30. Parents are very well informed about the school through the prospectus, weekly newsletters and other regular correspondence. They are well informed about their children's progress through termly consultation evenings and good annual reports. All reports detail what pupils can do in all subjects and set targets for pupils to achieve in English, mathematics and science. The inclusion of other information is variable with the best commenting on strengths and weaknesses, attainment levels and progress. Parents are also welcome to discuss concerns at other times.

31. The involvement of parents with pupils' with special educational needs is good. Most parents attend meetings and discuss targets for their children's learning. The school has taken effective steps to address issues where parents find communication with school difficult.
32. Parents are satisfied overall. However, a significant minority do not consider that they are well informed about their children's progress, this is not supported by the inspection team's findings. These views largely relate to a particular issue of staff absence. However, the team's judgement takes account of the further consultation evening, newly introduced this term.
33. Parents make a good contribution to their children's learning by providing some much-valued help in the classrooms and very good support on trips and visits. Parents raise substantial funds for the school through the Friends of Standlake School association, and also help with maintenance and gardening. The majority of parents support their children with homework, which the school uses well to reinforce and extend learning.
34. The good links with the community include very strong links with the church, where assembly is held monthly, Christian festivals are celebrated, and special services such as the Little Loaves service and the leavers' service are conducted. The Rector, who is a governor, leads assembly weekly in school and supports religious education lessons. Good use is made of the church as an educational resource and the village for research in geography. Pupils have been involved in the development of the village recreation ground and the community makes good use of the school.
35. The good links with the local secondary school ensure that pupils transfer happily to their next stage of education. In addition to the usual transfer arrangements, pupils visit the school regularly through partnership events, which help to familiarise pupils with the school. Secondary school pupils undertake work experience at Standlake, and students from Oxford Brookes University undertake teacher training at the school. There are good links with Mulberry Bush Special School, including football matches, and projects organised by the Eynsham Partnership help to enrich the curriculum.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. The governance of the school is **good**.

Main strengths and weaknesses

- The new headteacher has effectively raised the profile and image of the school in a short time. She provides good leadership.
- Subject co-ordinators have not focused on raising standards in teaching and learning.
- Governors have a good knowledge and clear understanding of the school's strengths and weaknesses.

Commentary

36. The headteacher has taken swift and effective action to promote a strong sense of purpose in the school. She has made her high aspirations and determination to succeed very clear. She has set a fast pace and has already initiated a number of improvements, such as taking steps to improve the quality of teaching, and providing a better environment for staff and pupils.
37. The school is managed well and runs smoothly because there are regular staff meetings and frequent daily communication between staff, both formal and informal. This is an improvement since the last inspection. All staff are involved in the new action plan, which is effectively shaping the immediate direction of the school because it addresses clear, short-term priorities.

It includes succinct information to ensure that everyone knows what the school needs to do to improve, as well as when, how, and by whom.

38. The role of the subject co-ordinators is under-developed. In particular, there has not been sufficient monitoring of teaching and learning in some subjects. As a result, some teaching and planning is not consistently good enough to ensure that pupils achieve the best standards they can. The headteacher sets a good example through her work in science and ICT.
39. The governors are very supportive and fully share the headteacher's commitment to school improvement and inclusion. There is an effective racial awareness policy. Many of the governors are new but they have been quick to pursue training to help them manage their responsibilities and duties. In addition, experienced governors have drawn up an admirable mentoring system. Governors use their considerable knowledge wisely and constructively to shape the work of the school. They do not shy away from challenging decisions and seeking clarification about matters affecting the school. They are well aware of the schools' strengths, such as pupils' attitudes, its caring Christian ethos and the headteacher's leadership, and they face up squarely to its weaknesses. The Christian ethos is a strength of the school. There are minor omissions from the Governors annual report for parents, such as details on the progress made since the last Ofsted inspection. Other statutory responsibilities are fulfilled.
40. The school maintains generally good procedures for financial management and control. The budget is regularly and closely checked. The costings in the school improvement plan are realistic and based well on a detailed analysis of pupils' attainment and good school self-evaluation. The school actively seeks grants to support its development and ensures it seeks the best value it can. For example, the use of accommodation for ICT and the library area has been carefully considered for maximum accessibility and quality.
41. The recently appointed headteacher has not let the grass grow under her feet. Governors and senior staff have worked very hard and successfully to create an ethos of care and mutual respect that is evident throughout the school. Staff provide very good role models for the pupils and promote mutual respect for people of different minority ethnic backgrounds. Pupils and parents hold the school in high regard.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	269,888
Total expenditure	280,799
Expenditure per pupil	3,066

Balances (£)	
Balance from previous year	3,144
Balance carried forward to the next	12,077

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the reception classes is **satisfactory**.

Children of reception age join a class of Year 1 pupils at the beginning of the term in which they become five. The small size of the school means that the children's overall attainment on starting school varies significantly from year to year. Overall, it is often above typical levels for communication, language and literacy and mathematics. It is broadly typical for other areas. There are good links with pre-school children and induction arrangements are smooth and effective. The children's environment is bright, with displays of their work and some new furniture. However, the area is difficult to manage, consisting of four linked areas that cannot be supervised from one central point. Moreover, no one area is large enough to make whole-class gatherings comfortable. The teacher and the teaching assistant make effective use of the area and the adjacent covered walkway outside.

Relationships with children are good, the teacher has established a friendly atmosphere, and the developmental records of children's achievement are established. Reception children are fully integrated into the life of the school.

The quality of teaching and learning is satisfactory overall. The teaching of basic skills such as early reading, writing and numeracy is effective. However, planning for some aspects of pupils' personal and social development and creative and physical development does not consistently build on earlier learning well enough. Assessment procedures are satisfactory, but are not always sharply used to raise attainment, particularly of the more able. As a result, the most able pupils do not always make the progress they could. Overall, the great majority of children make satisfactory progress and attain at least the expected goals for their age and a significant proportion achieve above this in communication, language and literacy, mathematical development and knowledge and understanding of the world.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The management of behaviour is not always prompt or insistent enough.
- A few children have not yet learnt to have consideration for others.

Commentary

42. Most children are acquiring the skills of belonging to a community and getting along together. Children behave and concentrate when they are absorbed in their task, such as sorting shapes, cooking, or looking at books, because there is a clear purpose to their work, and they are supported by the staff. On these occasions, children have positive attitudes. A few children behave boisterously and the teacher does not always address this rigorously enough. The children have jobs to do, such as washing paint pots and holding doors, to help them develop a sense of responsibility and care for others. In assemblies, children show a sense of respect for staff and visitors, and behave appropriately during prayers and moments of reflection. The quality of teaching is satisfactory, so most children achieve a satisfactory standard, and are on course to reach the expected level by the end of the year. A minority are likely to be still working towards the expected standard at the time of transfer to Year 1.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The teacher provides regular opportunities for the development of children's speaking and listening skills.
- Children enjoy handling books and listening to stories.
- A few children have very short attention spans and their listening skills are underdeveloped.
- The more able children are not achieving as well as they could.

Commentary

43. The overall quality of teaching is satisfactory. Daily times are set aside for listening and speaking opportunities, like discussions and registration times. Children attend whole-school assemblies and most listen very hard on these occasions to stories, music and prayers. The majority speak clearly and to the point. Speaking skills are also often good. However, a few children find it difficult to listen in class, and lose concentration easily. Children are often articulate and explain their ideas clearly. Most children are beginning to write their own names and familiar words such as *went*, and they readily identify the initial sounds in simple words around the classroom. A significant proportion of the children read and write well. Most children enjoy looking at books, and are beginning to distinguish between storybooks and information books. The more able children write and read their own sentences about events in their lives, such as '*I went to the harvest festival*', and are helped to find words, such as *garden*, in a dictionary. They exceed expectations for their age. Achievement is satisfactory. Pupils with special educational needs make satisfactory progress. However, a small proportion of the most able children do not reach the goals they could because of a lack of suitable challenge.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- The teacher uses practical activities to make mathematics meaningful.
- The teaching assistant has good questioning skills and engages children's interest.
- A few children have short concentration spans and do not make the expected progress.
- The more able children are not being sufficiently challenged and their achievement is not high enough.

Commentary

44. The quality of teaching is satisfactory, so most children make satisfactory progress in their mathematical development. The teacher tries to make mathematics meaningful by linking calculations to everyday occurrences. For instance, some children count how many of the children have already baked biscuits, and how many will have the chance next day. The more able children know the days of the week and the names of yesterday and tomorrow. Nearly all children count up to 20 and match a number such as 5 or 7 by holding up their fingers. They do this quickly and exceed typical expectations. The teaching assistant uses questioning well when asking children to sort shapes by the number of sides. Most children concentrate hard and name triangles, squares and rectangles confidently, although not all identify correctly the properties of squares and rectangles. A few children cannot concentrate. They lose interest rapidly because they are not given enough individual attention. Most children are on course to reach the expected standard by the end of the reception year, but a few are likely to be working towards the early learning goal by the time of transfer to Year 1. This is because they have

difficulty in listening and settling to their task. The work set for more able children is not always demanding enough. Although, they exceed typical expectations for numeracy, they do not do this in all areas of mathematics.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The school makes very good regular use of the church to promote awareness of religious education and spiritual development.
- The reception children have regular access to the school's computer suite.
- The teacher plans visits that capture children's interest.
- Planning is too broad and not sufficiently focused on standards.

Commentary

45. A particular strength in this area of learning is the walk to the local church for monthly assemblies. These occasions provide good opportunities for children's spiritual and cultural development. Daily assemblies provide children with good opportunities to learn about Christian values through stories and music. Regular use is made of the school's computer suite and children are beginning to develop skills, including clicking on the mouse. A visit to the Teddy Bears' Museum stimulates children's interest in follow-up activities in class, and provides meaningful links with other areas of learning, such as writing and art. She deploys her teaching assistant well to supervise groups of children in making biscuits shaped like teddy bears. Most children are on course to reach or exceed the expected standard by the end of the year, and make satisfactory progress because the quality of teaching is satisfactory.

PHYSICAL DEVELOPMENT

Provision in the development of children's dexterity is **satisfactory**. Provision in the development of children's physical development in activities such as climbing and jumping is **unsatisfactory**.

Main strengths and weaknesses

- The Foundation Stage lacks a secure hard-surfaced area and fixed apparatus.
- The children do not have enough access to outside toys such as wheeled vehicles and resources are limited.
- Children have satisfactory opportunities to develop their dexterity.

Commentary

46. Children have few occasions when they can climb and jump because there is no fixed apparatus available for their sole use on a day-to-day, free-flow basis. The large wheeled vehicles are situated at some distance from the classroom, there are not enough of them, and there is not enough variety in the type of toys provided. Although a grassed area has been designated for use by the Foundation Stage, direct access to this not possible from the classroom, and it is not safe because the perimeter fence is not secure.

47. The development of children's dexterity is satisfactory through a range of activities, including handling pencils, scissors, paintbrushes, construction apparatus and dough. However, there are currently no specific planned activities such as *hand gym* to improve systematically children's dexterity, although there are continuous opportunities for children to play with sand, water and a range of containers.

The quality of teaching is satisfactory overall because use of the school hall compensates for some of the lack of outdoor opportunities. Children make satisfactory progress in jumping and stretching activities in the school hall and in using small apparatus such as ropes, bats and balls. Most children are on course to reach the early learning goal in developing their dexterity and nimbleness, but progress and achievement in the development of their larger movement skills is hampered and unsatisfactory because facilities are unsatisfactory.

CREATIVE DEVELOPMENT

Provision for children's creative development is **satisfactory**.

Main strengths and weaknesses

- There are too few opportunities for children to develop their creative skills.
- Creative work is linked meaningfully to other areas of children's learning.
- Children enjoy their activities and persevere well.
- Planning is too broad and children's basic skills are not built upon previous learning and experience.

Commentary

48. There were few opportunities during the inspection to observe children's creative development because activities such as painting are not available on a day-to-day basis. However, the teacher has planned work in a range of media such as clay, pencil and materials in modelling teddy bears, observational drawing and collage. She makes clear links with other areas of learning, such as knowledge and understanding of the world, and literacy. For instance, children use wool and felt when illustrating stories such as *Goldilocks and the Three Bears*. After visiting the Teddy Bears' Museum, children enjoy their follow-up work. They look closely at teddy bears, and use pencils with increasing control to draw as accurately as possible. The role-play area is accessible but the range of dressing up clothes and related equipment is limited. Children make satisfactory progress overall because the quality of teaching is satisfactory. Most are on course to reach the expected standard by the end of the reception year.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

English

Provision in English is **satisfactory** overall. Provision for the Year 5/6 class is **very good**.

Main strengths and weaknesses

- Teaching and learning in Years 5 and 6 is consistently very good.
- The teaching of writing in Years 1 and 2 is not good enough.
- Pupils' standard of reading is a particular strength in the school.
- The subject coordinator does not monitor the subject robustly enough.

Commentary

49. Pupils' achievement is satisfactory overall. Overall improvement since the last inspection is satisfactory. They get a good boost to their learning in Years 5 and 6. A high proportion of the current Year 6 pupils are working at higher than the expected level for their age. Their progress is good. For the majority of pupils' progress is satisfactory and good in reading. There is no significant difference between the achievement of boys and girls. Pupils with special

educational needs make satisfactory progress. They make good progress in reading and speaking and listening by Year 2. More pupils are on target to reach above average standards by the end of the year than they did in 2003. However, there is a lack of challenge for some of the most able.

50. Standards in speaking and listening are good because pupils are confident and articulate. Most listen attentively and respond with relevant and thoughtful contributions to discussions.
51. Standards in writing, in the work sampled and in lessons, are consistently very good in Years 5 and 6, and good in Years 3 and 4. The sampling of work indicates that pupils have good opportunities to write for many purposes, including descriptions, instructions, accounts, letter-writing, play-scripts and prayers. Spelling and the use of punctuation is good. The standard of handwriting is good. Most pupils from Year 3 use a clear joined script. Older pupils write effectively about a dilemma, creating tension and excitement using alliteration, simile and personification, such as '*the sea growled*', and by varying the sentence construction, as in '*Very carefully, not even making a sound, he tiptoed down the hill.*' Standards in writing in Year 2 are inconsistent. Scrutiny of work indicates that pupils write imaginatively when motivated, for instance by the Christmas story, writing '*One night an amazingly bright star appeared in the sky.*' However, in class, pupils do not develop their writing skills as well as they could because only a few are given opportunities to write, there is too much time spent in speaking and listening, and the lesson lacks a sense of purpose. Consequently, pupils do not achieve as well as they can.
52. Standards in reading across the school are high because teachers promote a love of books. Pupils enjoy reading and make very good progress, and achieving very well. Teachers value the help parents give at home. Pupils are excited by the new library and are looking forward very much to using it.
53. The overall quality of teaching and learning is satisfactory, but varies between year groups. Teaching in Years 5 and 6 is consistently very good, and is characterised by clear learning objectives, high expectations, a brisk pace, and a strong sense of purpose. In Year 1 and 2, pupils are taught basic skills well and this results in neat handwriting and sound grammatical construction. However, in an unsatisfactory lesson the pace and demand was not sufficient to encourage the pupils to write with imagination and verve. Teachers bring lessons to a satisfying close, leaving pupils with a strong sense of achievement. The marking of pupils' work is thorough throughout the school. However, there is not always enough guidance matched to examples in the pupils' work to help them improve. General targets are set for pupils to achieve and these are shared with parents. These are having a positive impact on basic skills and support the good use of homework.
54. The subject is well resourced and the new library area is used well. Good opportunities to enrich the curriculum include a visit to Chipping Norton theatre, and a poetry day at the local secondary school. The leadership and management of the subject is satisfactory overall. However, there has not been rigorous enough evaluations of teaching and learning, partly because of significant other commitments within the school for some time.

Language and literacy across the curriculum

Children make good use of their writing skills in religious education and design and technology, and they write descriptions, captions and instructions to enhance their drawings and sketches. The use of literacy in history and geography is satisfactory. In all classes, the use of ICT in writing is limited.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils' ability to calculate mentally is very good in Year 6.
- Pupils in Years 3 to 6 solve word problems systematically and have a broad mathematical knowledge.
- Tasks in Years 1 and 2 are too repetitive to challenge the most able pupils, and their understanding of shape and measure is not deep enough.
- Good use of homework supports learning by all pupils.

Commentary

55. Pupils' overall achievement is satisfactory and current standards in Year 2 are above average. They are well above average in Year 6. This largely reflects appropriate progress from their attainment when they start school. The pupils are given a good boost to their achievement through the high quality of teaching in Year 6. Pupils with special educational needs achieve as well as their peers. There has been satisfactory improvement since the last inspection.
56. The pupils in Year 6 are very sharp in their mental calculations. They know multiplication and division facts well and can transfer this knowledge into solving mathematical problems. They are systematic and logical in this. Through Year 3 to 6 the pupils develop a good understanding of all aspects of mathematics. For example, they plot accurate frequency graphs arising from their own data. They plot regular and irregular shapes using coordinates and make rotational translations of them. They have a good knowledge of decimals and percentages. They are beginning to pose their own mathematical questions and the more able are set very appropriate investigations. The reason pupils are working at these higher standards is because teaching is good and often very good in Years 5 and 6. Lessons are very challenging and there is good use of ICT by the teacher to motivate and instruct. Pupils are expected to work with independence, and marking is sharply focused on developing mathematical skills.
57. By Year 2, pupils also show a good grasp of numerical facts, and recall is often quite fast, particularly by the more able. However, they do not show a very deep understanding of other aspects of mathematics. For example, they are unsure of the names and properties of several simple shapes and have little knowledge of how to measure appropriately. They have a reasonable mathematical vocabulary, but are unsure how to apply it. A good proportion of pupils are working at levels above those normally expected but are not sufficiently challenged in lessons and so do not make all the progress they could. This is because the activities the pupils undertake are not securely matched to their ability, and the teacher does not generally make the lessons pacy and exciting enough for them. Activities are over-methodical and repetitive. However, tasks generally support the less able. Good and accurate assessments are made of pupils' achievement but these are not used consistently to ensure lessons are challenging enough.
58. The teachers make good use of regular homework in most classes to boost pupils' learning of basic facts and to reinforce the learning in the classrooms. There is satisfactory leadership of the subject and good support from the LEA. There has been limited recent monitoring of teaching, but analysis of test data has led to a change in the published mathematics scheme of work that is currently being trialled.

Mathematics across the curriculum

This is satisfactory. Pupils throughout the school make good use of science activities to develop their understanding of data handling. In ICT, the older pupils successfully use spreadsheets and calculators, and relate this to real life situations. There is too little use of other subjects to extend the pupils' understanding and use of different forms of measure.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- There is an increasing emphasis on practical activities which challenge pupils of all abilities.
- Pupils use a good range of methods to record their experiments, and written work makes a good contribution to literacy skills.
- The challenge for the most able pupils in Year 2 is not always sufficient.

Commentary

59. Weaknesses in pupils' experimental and investigative skills have been largely successfully addressed since the last inspection, and the new subject leader has taken a strong lead on developing this aspect. Overall, achievement is satisfactory and a significant proportion of pupils in Years 2 and 6 are working at above normally expected standards.
60. By Year 6, pupils have a good knowledge of materials and their properties because they conduct a good range of experiments to investigate them. For example, pupils use magnifying glasses well to make in-depth investigations on the changes that occur in mouldy food. The teachers challenge the pupils well by planning lively experiments that motivate and engage the pupils. However, pupils do not develop their own ideas for finding solutions to problems or deciding on the investigation to follow. They make sound use of computers to record and analyse their data throughout the school. In Year 2, pupils also undertake a wide range of experiments, for example on electricity or healthy living. However, too much time is spent on simple tasks to fully challenge pupils, such as naming parts of a circuit and colouring in.
61. The pupils throughout the school record their science in a variety of interesting ways. They often write up the experiments using a simple framework, which gives them a good opportunity for self-expression. In Years 1 and 2, pupils handle data well to record their experiments about the effect of exercise, and the use of ICT for this is satisfactory. Much of the recording throughout the school makes a good contribution to pupils' work in literacy.
62. Overall, teaching and learning are satisfactory. Support for pupils with special educational needs is largely effective. The teachers are increasingly encouraging the pupils to find out for themselves and to take some responsibilities for their learning. There is not enough use made of more complex measures and accurate readings to challenge the most able by Year 6. There is sometimes a lack of challenge in lessons for the more able pupils in Year 2 because the teacher does not instil a sense of urgency and does not extend their thinking enough through questions. However, the work in pupils' books indicates that the teaching is generally satisfactory, and assessment is sound. As a result, some teaching is unsatisfactory. The new subject leader has not yet had the opportunity to monitor closely the impact of new schemes and plans.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The teachers are making good use of the new ICT suite to give pupils the chance to explore and experiment with new learning.
- Pupils of all ages have good skills in combining text and pictures. However, they have little experience of using computers to control and plan.

Commentary

63. By Year 6, standards are close to national expectations, except in control technology where they are below expectations. Standards by Year 2 are at expected levels and achievement is satisfactory and improving. Pupils overall achievement is satisfactory.
64. There is strong evidence that teachers and pupils are making increasingly good use of the available resources and this has a positive impact on standards. The pupils are also given good encouragement through homework to make constructive use of home resources, which many pupils have. The parents see the increasing use of computers as a good development and, overall, the subject has improved well since the last inspection. The curriculum is planned well so that work in ICT is meaningful and not just an exercise. For example, following a visit to a mosque, pupils in Year 5 and 6 made their own PowerPoint presentations to present their research on Islam. The pupils are enthusiastic and skilful in using the tools in the PowerPoint program because of previous work they have undertaken and the good guidance they are given. In Year 1, the pupils have good basic skills, such as selecting items from an onscreen menu, and collecting and saving their information. They are confident to experiment, and they receive good support from teaching assistants.
65. By Year 6, the pupils have a broad range of skills on the computers. They are particularly good at using the text facilities of word processor programs, and combining with work produced on art programmes or pictures scanned into the computer. They build well on good skills taught lower down the school. For example, the Year 2 pupils make good use of their knowledge to create lively and interesting posters on safety and electricity. Year 6 pupils are competent to use simple spreadsheets, and appreciate the value of them in modern life. This makes a good contribution to the development of citizenship. The pupils have positive attitudes and work with little supervision. The pupils have some experience of using a floor turtle to plan and follow routes and, in Year 6, they make simple programs for a screen turtle to follow. They have little experience of other control technology.
66. The teaching is at least satisfactory, and it is improving through increased use of the ICT suite. There is, currently, only one interactive whiteboard but this is used well by the teachers of older pupils. The new, temporary, subject leader has made good use of detailed assessment procedures to assess pupils' standards and to support planning. The enthusiasm of teachers and strong leadership leaves the subject well placed for further improvement.

Information and communication technology across the curriculum

This is satisfactory. The school is creating good opportunities for pupils to use the themes of other subjects to develop ICT skills. For example, there is sound use of computers for handling data and spreadsheets in mathematics. Internet facilities are used quite extensively for research in history, geography and religious education. The pupils develop good presentation skills through word processing and PowerPoint programs used in a range of subjects. Good use is made of ICT in art and design. There is limited use of digital photography, and the more advanced measurement capabilities of computers, such as temperature probes, are not well developed.

HUMANITIES

No lessons were observed in history and geography. Evidence was gathered from discussions with pupils and analysis of their work.

Religious education

Provision for religious education is **very good**.

Main strengths and weaknesses

- There are very good links with the church.
- Pupils make good progress and standards are high.
- The co-ordinator is very knowledgeable and committed.

Commentary

67. Pupils of all abilities, including those with special educational needs, achieve well and many exceed the expectations of the Locally Agreed Syllabus. A number of strengths contribute to these high standards. The school has a warm, friendly and Christian ethos where everyone is valued and respected. The school benefits greatly from a close relationship with the village church. Monthly services at the church are attended by all pupils. The rector is a frequent visitor to school, takes assemblies once a week and shares lessons. The school's ethos, the close links with the church, and the rector's expertise and teaching skills are important factors in the pupils' secure development of their knowledge and understanding of Christianity.
68. Only two lessons were observed during the inspection, in Year 6 and Year 2. The very full sample of children's work in religious education is of a high standard. The standards achieved and progress made by pupils in religious education throughout the school are good because the quality of teaching is good overall. In Years 5 and 6, and where the school draws on the expertise of the rector, the quality of teaching is very good because of secure subject knowledge, good pace and high expectations.
69. Pupils study other faiths such as Judaism and Islam. The curriculum is brought to life very effectively through visits to places of worship, such as a mosque. The pupils talk and write vividly about their experiences on these occasions. They show a clear understanding and sensitivity towards the practices, beliefs and special books of other faiths. In their writing, pupils vividly describe events from the Old and New Testaments. Their deep knowledge of their local church is evident in labelled plans showing the lectern, font and altar. Good links with other areas of learning, such as history and art, are evident, and particularly good links with ICT in are made Years 5 and 6 when pupils devise leaflets about visiting a mosque.
70. The co-ordinator works closely with the rector. Together they have audited the resources and taken steps to improve these. The co-ordinator has considerable subject knowledge and has written a clear action plan to support and develop her subject further. She is keen to monitor teaching and learning as a priority.

History

By Year 6 standards are similar to those expected nationally and pupils have good attitudes to the subject. There are useful links made between history and other subjects, such as art and design. English and ICT. Pupils in Years 1 and 2 make a study of native Americans. They combine their geography work on a neighbouring village with history work on the church and school. In Years 3 to 6, pupils make detailed studies on Ancient Greece, with individual research on Athens and Sparta, for example making good use of the Internet and reference books. The pupils write with empathy about voyages in Tudor times. The teachers' marking often helps pupils develop their historical thinking. There is a sound range of recording techniques, including cartoons and drama. The older pupils particularly enjoyed their studies of recent history, the 1960s, and undertook interesting projects on key characters and clothes and music.

Geography

By Years 2 and 6, standards are at least typical for pupils' ages and they enjoy the subject. They develop sound map skills through practical studies. For example, in Year 1 and 2, pupils undertake a detailed investigation of a neighbouring village and its school, which involves the pupils in drawing their own maps and keys, and writing detailed reports. In Years 3 to 6, pupils undertake more

detailed studies of maps and have a sound understanding of ordinance survey keys. They have a broad knowledge, again based on practical activities. The older pupils followed the course of a river and enjoyed experimenting on the speed of the water. They recalled a good vocabulary from this work. Pupils have made good use of email to communicate with children in Denmark and Holland, and have pen pals abroad.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No lessons were observed in art and design or music. It was possible to observe only one lesson of design and technology, and one of physical education. Therefore, an overall judgement could not be made on provision in these subjects. However, information on standards and learning were gathered from an analysis of pupils' work and discussions with pupils.

Art and design

By the end of Year 6, standards in pupils' work are above those expected nationally. In Year 2, standards are at the expected level for pupils of this age. These represent an improvement since the last inspection.

Teachers' planning shows that good opportunities for the progressive development of pupils' skills are provided throughout the school. For example, Year 6 pupils have built on previous knowledge and developed skills to indicate in their drawing and painting a developing understanding of perspective. They have studied and successfully imitated the styles of artists from other times and cultures, such as Van Gogh, Matisse and Mondrian, using colour and proportion to very good effect. These studies make a good contribution to pupils' cultural development.

Good links between art and design and ICT are made, showing the development of pupils' observational skills as well as computer keyboard skills. For instance, different year groups make individual self-portraits or portraits of their friends. The older pupils' work shows that they are successfully acquiring more sophisticated skills in using brushes and colour to depict freckles, and different types of hair, such as curly, wavy or straight. Good opportunities for collaborative work and personal development are provided in Years 5 and 6 when constructing striking murals based on Van Gogh's work.

Design and technology

Only one lesson was observed during the inspection, in Years 5 and 6. Standards are in line with national expectations. This is good improvement since, at the time of the last inspection, standards were judged to be below expectations. In Year 2, a scrutiny of work indicates that standards of pupils' work and achievement are still satisfactory.

Pupils in Year 6 investigate the properties of slippers, disassembling real slippers as a preliminary step. They make good use of their drawing and writing skills in preparing plans for their own slipper design, before setting about constructing a prototype in paper. The quality of teaching is very good, with clear objectives, good pace and high expectations. Pupils make very good progress in lesson because they are highly motivated and concentrate hard.

The co-ordinator has not had opportunities to monitor the quality of teaching and learning.

Music

During the inspection it was not possible to observe any music lessons. However, pupils have good opportunities in assemblies to listen and appreciate music from other times and cultures, such as *On hearing the first cuckoo* by Delius, because the music is played as they enter and leave the hall and wait for the service to begin.

Good listening opportunities are also provided by the school's recorder groups, who play descant recorders confidently, with good rhythm. Correct tonguing produces clear notes and pupils breathe properly at the end of phrases which is indicative of good teaching with attention to detail. The pupils are mastering the skill of reading standard notation. They successfully play two different waltzes simultaneously because their concentration is intense.

In assemblies, pupils have positive attitudes to singing. The texts of some songs are challenging, but they are efficiently displayed by means of an overhead projector. Pupils concentrate and try hard. They show good understanding of the words by singing with sensitivity, feeling and suitable dynamics. All of the singing is in tune and rhythmic.

The co-ordinator uses her subject knowledge well in assemblies as she develops children's knowledge and understanding of music in her explanations about the music of the week. She has not had the opportunity to monitor the teaching and learning in music lessons across the school.

Physical education

There was insufficient opportunity to make judgements across all aspects of the subject. In the one lesson seen in Years 3 and 4, the quality of pupils' movements and enthusiasm for the subject was typical for their ages, and the teaching was sound. The Year 6 pupils all swim at least the minimal length expected for their age and many exceed this. They have a clear understanding of the benefits of warming up before physical exercise and the value of physical activity to their health and well-being. The pupils feel that they are encouraged to discuss and comment on the quality of their movements and this helps them improve. For a small school there are several good opportunities for pupils to play team games with other schools, and to take part in competitions.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education is **good**.

Main strengths and weaknesses

- The care and good example set by all adults encourages pupils to grow in self-assurance.
- Pupils learn effectively about healthy living.
- The new school council provides good opportunities for pupils to learn about citizenship.

Commentary

71. The ethos of the school is one of positive encouragement in personal development, despite some lack of challenge for the more able younger pupils. The teachers expect pupils to undertake responsibilities, and frequently engage with them in mature and interesting discussions. This is very evident in the confident and assured speech of pupils of all ages, but especially in Year 6. The new leadership is putting aspects of this work on a more sure and planned footing, but it is clear from talking to older pupils that they have felt involved in school life for some time.
72. The pupils undertake useful studies on healthy living through work in science. This includes sex education, and awareness of the dangers of drugs and alcohol. Activities in physical education reinforce this, and there are many examples of pupils being encouraged to work safely in other subjects such as design and technology. In religious education, the pupils explore many aspects of their spiritual understanding.
73. The pupils are developing a sound understanding of their role as citizens through exploring the capabilities of ICT, such as spreadsheets and PowerPoint, and they give frequent presentations to others. The school council allows older pupils to take several leadership and committee roles in Year 6, and this strategy is to be extended.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

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	4
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities	3
Attendance	3
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	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	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	4
The governance of the school	3
The leadership of the headteacher	3
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).