

## INSPECTION REPORT

**STANFORD IN THE VALE CHURCH OF ENGLAND  
PRIMARY SCHOOL**

Faringdon, Oxfordshire

LEA area: Oxfordshire

Unique reference number: 123159

Headteacher: Mrs Kate Walters

Lead inspector: Mr Chris Green

Dates of inspection: 26 – 28 January 2004

Inspection number: 258008

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	137
School address:	High Street Stanford in the Vale Faringdon
Postcode:	SN7 8LH
Telephone number:	01367 710474
Fax number:	01367 718429
Appropriate authority:	Governing body
Name of chair of governors:	Mrs Ann Stallabross
Date of previous inspection:	8 June 1998
Type of school:	Primary
School category:	Voluntary controlled

## CHARACTERISTICS OF THE SCHOOL

Stanford in the Vale Church of England Primary is a smaller than average primary school. It is situated in the village of Stanford in the Vale, Oxfordshire and serves a rural area of mixed housing and employment. There are 148 children altogether, including 22 who attend the Foundation Stage class on a part-time basis. No pupils are from ethnic minorities and none has English as an additional language. No pupils are in public care. There is a high level of pupil mobility with over 15% joining or leaving the school other than at the usual times of admission or transfer. As they enter the Foundation Stage class, children's social skills and levels of language and mathematical development are in line with those of most 4 year olds. Twenty pupils in the school have special educational needs and one has a statement of special educational need, these proportions are slightly below the average. About one in twelve pupils have free school meals, this is below the average and therefore indicates an area of higher than average social and economic conditions. The school has recently won two School Achievement Awards. The headteacher took up her appointment in April 2001, almost three years after the last inspection, which was in June 1998.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2771	Mr Chris Green	Lead inspector	English Art and design Design and technology
9619	Mr Bob Miller	Lay inspector	English as an additional language
17877	Mrs Christine Ingham	Team inspector	Areas of learning in the Foundation Stage Science Geography History
15474	Mr John Fairclough	Team inspector	Special educational needs Mathematics Information and communication technology Music Physical education Religious education

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## **PART A: SUMMARY OF THE REPORT**

### **OVERALL EVALUATION**

This is a good school which is improving year by year. Diligent and well-informed efforts are made to help pupils succeed in all they do. Very good teaching ensures that pupils respond to lessons and learn effectively, and therefore achieve well. Pupils are well supported in their personal development and have positive attitudes to school. They work hard. The headteacher provides good leadership and is well supported by the governors in bringing about significant improvements in provision and particularly in the standards achieved by pupils which are above average. The school applies best value principles and gives good value for money.

#### **The school's main strengths and weaknesses are:**

- Very good provision and teaching in the Foundation Stage class provides children with an exciting start to their schooling.
- Standards are above average and pupils read and write very well by the time they leave the school.
- Very effective teaching leads to good achievement and positive attitudes and behaviour in the pupils.
- Relationships, communications and procedures between the school and parents do not satisfy all groups of parents and this hinders the rate of progress made by some pupils.
- The leadership of the curriculum and teaching by the headteacher and senior staff is very good.
- Strategic planning does not focus sufficiently on long term developments and key ambitions the school has for its pupils.

Improvement since the last inspection has been good. The key issues for action have been attended to fully and the school now provides a good education. Teaching has improved considerably and is now very good with many more very good lessons and none which is unsatisfactory. Apart from a dip in 2003, there has been a significant rise in standards year on year. This trend of improvement is on track to continue. The rate of pupils' progress is improving at a similar pace. The headteacher and senior staff lead the curriculum and teaching very well. They have ensured very good provision for pupils with special educational needs and have taken many opportunities to enrich the curriculum for pupils of all abilities.

### **STANDARDS ACHIEVED**

As a result of very good teaching in the Foundation Stage class, children achieve very well in their areas of learning and, as they progress into Years 1 and 2, good achievement continues. Pupils progress well and by the time they reach the end of Year 2, aged seven, they are achieving average standards in mathematics and science, and above average standards in English, information and communication technology (ICT) and religious education (RE).

Standards achieved by Year 6 pupils have risen significantly since the last inspection, apart from a dip in 2003. The rate of progress through Years 3 to 6 is well above average in English, and above average in mathematics and science. Results in English, mathematics and science are set to improve further in the next two years. A particularly high proportion of pupils are on course to reach well above average levels in English by the end of Year 6. Judgements about achievement in other subjects were not made during this inspection.

The school is successful in meeting the pupils' needs. Those pupils who have special educational needs make good progress and those with the potential to do well achieve above average standards.

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

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Language and literacy skills are used across the whole curriculum and contribute well to the pupils' very good achievement. The use of ICT in other subjects is common and pupils' competence is good by Year 2 and by Year 6. Too few opportunities are planned for pupils to apply mathematical skills in other subjects, but they still achieve good competencies by Year 6.

Provision for pupils' personal development is good. The pupils have positive attitudes towards school and behave in responsible ways. Their attendance is average for primary school pupils and their punctuality is good.

### **QUALITY OF EDUCATION**

The quality of education is good. Very effective teaching means the pupils learn very well. Throughout the school, teachers and teaching assistants have good relationships with pupils and know how to help them learn very effectively. Careful assessments by teachers inform the planning of the lessons in ways which help pupils overcome their difficulties. Lessons are interesting and usually engage and challenge the pupils very well. Teachers and assistants are good at giving encouragement and use the marking and assessment of work as the basis for thorough and constructive feedback.

Very good provision is made for pupils of wide ranging abilities including those with special educational needs and those with the potential for above average levels of achievement. The curriculum is broad and is enriched through the Wantage Area Schools Partnership (WASP) and by a very good range of extra-curricular activities in sport, the arts, and environmental pursuits and through many community links. Pupils are well cared for and the arrangements to help new children settle in are very good. In the main, arrangements for homework and links with parents to assist pupils' learning are good; however procedures to ensure that all groups of parents are satisfied with the overall quality of education are unsatisfactory.

### **LEADERSHIP AND MANAGEMENT**

Leadership and management are good. The headteacher provides good leadership and is well supported by the governors and by those members of staff with leadership and management responsibilities. Particular strengths include the very good leadership of the curriculum and teaching by the headteacher and curriculum co-ordinators. They are highly effective in using performance data in tracking and ensuring improvements. The governing body fulfils its statutory duties very well. Whilst all aspects of leadership and management are at least satisfactory, there is room for improvements. These are in shaping a more widely shared vision and direction for the school and planning strategically for longer term developments and ambitions for the pupils.

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

The large majority of parents are happy with the school and nearly all feel that their children like school, that teaching is effective and that this results in good progress. Parents support the school's work. However, about a fifth of parents expressed some concerns. The inspection found that on the rare occasions when pupils feel bullied or harassed, the school deals with the incidents well. Where concerns were raised about the school's relationships and communication with parents, the

inspection found some less than effective procedures and unsatisfactory outcomes. Children's views are very positive, they like the teachers and feel they are treated fairly.

### **IMPROVEMENTS NEEDED**

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

- Improve relationships, communication and procedures with those parents who feel dissatisfied in order to assist the rate of their children's progress at home and school.
- Improve the strategic planning for the long term developments and ambitions the school has for its pupils.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Achievement through the school is **good**.

#### Main strengths and weaknesses

- Children achieve very well in the Foundation Stage class which provides an exciting and successful start to their schooling.
- The school achieves standards that are above average and pupils read and write very well by the time they leave.
- Pupils are very good at practical investigations in science and explain things very well.

#### Commentary

1. Since the last inspection in 1998 standards have improved significantly.
2. As children enter the Foundation Stage class their social skills and their levels of language and mathematical development are in line with those of most 4 year olds. As a result of very good teaching, the children achieve very well in the six nationally agreed areas of learning and the majority leave this class having achieved the Early Learning Goals, the standards expected for their age. The management of the Foundation Stage is very effective in securing high standards.

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

Standards in:	School results	National results
Reading	17.5 (16.8)	15.7 (15.8)
Writing	16.0 (15.6)	14.6 (14.4)
Mathematics	17.0 (18.4)	16.3 (16.5)

*There were 16 pupils in the year group. Figures in brackets are for the previous year*

3. The table above shows that results in 2003 at the end of Year 2 were above the national averages in reading, writing and mathematics. Pupils read and write well, are able to explain their work in English, mathematics and science accurately and achieve well. Standards in mathematics and science are in line with national expectations. They are not as high as they are in English where standards are above average. The pupils with special educational needs achieve well and make good progress towards the targets in their individual education plans in all subjects.

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

Standards in:	School results	National results
English	27.0 (29.2)	26.8 (27.0)
Mathematics	26.0 (28.6)	26.8 (26.7)
Science	29.0 (30.2)	28.6 (28.3)

*There were 18 pupils in the year group. Figures in brackets are for the previous year*

4. The table above shows that in 2003, the performance of pupils at the end of Year 6 was broadly in line with national averages but showed a decline on the previous year's results. This decline was caused by the high proportion of pupils with special educational needs in the 2003 Year 6 class, many of whom had entered the school within the previous 12 months. However, inspection findings indicate that standards from Year 3 to Year 6 are above average in mathematics and science and well above average in English. Very good teaching, which is both challenging and supportive, results in pupils making these good achievements. Pupils with wide ranging prior attainment make good progress. Those with the potential to do well reach above average standards in mathematics and science and well above average standards in English. Speaking and listening skills are well developed in most subjects and in science, for example, pupils are able to perform and explain practical investigations very well. Those with special educational needs have appropriate individual education plans and are set realistic targets which they achieve, and which in turn encourages them to make further progress.
5. The trends in the standards achieved in Year 6 over the last 5 years, and since the last inspection, show a significant improvement year on year apart from the dip in 2003. The percentage of pupils at the end of Year 6 reaching above average standards in English, mathematics and science has risen at a faster rate than for all primary schools nationally.
6. In ICT and RE, pupils are making steady progress and reaching above average standards by Year 2 and by Year 6. Only a few lessons were seen other than in the Foundation Stage areas of learning, English, mathematics, science, ICT and RE. Insufficient evidence means that judgements about standards in the other subjects cannot be made.

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

Provision for pupils' personal development is **good**. Attendance is **average** and punctuality is **good**.

### **Main strengths and weaknesses**

- In the Foundation Stage class the children's personal, social and emotional development is very good.
- Pupils have positive attitudes towards school, good confidence and high self-esteem.
- Teachers and teaching assistants stimulate in pupils a desire to learn and work hard.
- Nearly all pupils mature in a responsible way during their time at school.

### **Commentary**

7. From beginning school in the Foundation Stage class through to Year 6, the personal qualities of pupils are well developed. Pupils' behaviour is good and they display positive attitudes to their learning and work. The quality of relationships between pupils and between pupils, teachers and their assistants is good.
8. Pupils are confident and have high self-esteem. They show respect for the feelings, values and beliefs of others. They are polite to adults and welcoming towards visitors. In the main they are inquisitive and show an appreciation of the cultural interests of others.
9. A few pupils find it difficult to be attentive but teachers are skilled at encouraging their interest and getting them to participate at an appropriate level of maturity. Where pupils are asked to refer to their homework during lessons and pupils have it to hand, then mature attitudes to work are displayed and develop. However, it is difficult for those few pupils who have not carried out their homework preparations to engage as effectively in their classwork as those who have, and so these pupils do not make an equivalent rate of progress.

## Attendance

Attendance is slightly above average for primary school pupils and the punctuality of pupils is good.

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

Authorised absence	
School data	5.0
National data	5.4

Unauthorised absence	
School data	0.2
National data	0.4

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

## Exclusions

### Ethnic background of pupils

Categories used in the Annual School Census
White – British

### Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
137	1	0

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

There was one fixed-period exclusion from the school last year. Correct procedures were followed and the pupil was quickly and successfully re-admitted.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. Teaching and learning are very good. Subjects are well planned and taught with confidence and enthusiasm which engage and challenge the pupils and help them learn. Pupils are well cared for, guided and supported. The older pupils respond well to the wide range of extra-curricular opportunities which enrich their learning. Overall, links with parents are satisfactory and where they are good these contribute significantly to pupils' learning and progress. However, procedures to ensure that all groups of parents are satisfied with the quality of the education provided and are in a good position to assist in their children's progress at home and at school are unsatisfactory.

### Teaching and learning

Teaching and learning are **very good**.

### Main strengths and weaknesses

- Teaching and learning in the Foundation Stage class is highly effective and children make very good progress.
- Teachers have a very good command of the subjects they teach which helps pupils to learn very well.
- Teachers and their teaching assistants encourage, challenge and engage their pupils very well.
- Thorough assessment informs planning which leads to pupils of all abilities making good progress.

### Commentary

10. Teaching and learning are very significantly improved since the last inspection. As the table below shows, there is now no unsatisfactory teaching and a very high proportion, 85%, is good

or better. The teaching is highly effective because it is planned to meet the different learning needs of pupils, and lessons are presented in varied and interesting ways.

11. Teaching in the Foundation Stage class is consistently very good and children enjoy their learning. The teacher has excellent support from the nursery nurse and other helpers who play a full part in organising lessons and encouraging the children in their endeavours. The teacher has a thorough understanding of how young children learn. The organisation allows the children to be in different sized groups or alone, working independently. This variety of interesting activities and organisation holds the children's attention very well and so they make very good progress.
12. Pupils respond well to the very good teaching in Years 1 to 6. Teachers have very good knowledge of the subjects they teach. They plan well and take full account of the pupils' prior learning in the materials they present to different groups. These appropriate expectations, well matched to the levels of the pupils' achievements mean that pupils are interested and become engaged in what they have to learn. They are challenged and encouraged to do their best by their teachers and teaching assistants who keep a close eye on how well they are doing. Constructive assessments are made of what the pupils have and have not learned, and these are used in feedback to the pupils in setting targets, and in the next cycle of lesson planning.
13. All aspects of teaching are done well. The headteacher and senior staff set good teaching examples. Teachers use an effective range of teaching methods. They mix speaking and listening, setting the pupils lines of enquiry and practical investigations, role play, art, and ample reading and writing. Questioning provokes extended thought and answers. They use time and resources well and recognise good opportunities to reinforce skills of literacy, numeracy and ICT in different subjects. Homework is used effectively in Years 3 and 4, and particularly so in Years 5 and 6. This helps pupils to prepare for and reinforce the ideas presented in class. Most, but not all, pupils respond well with appropriate commitment and effort to homework expectations.

### **Summary of teaching observed during the inspection in 34 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	13 (38%)	15 (44%)	5 (15%)	0 (0%)	0 (0 %)	0 (0%)

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

### **The curriculum**

Curriculum provision in the school is **good**. The range of opportunities to enrich the pupils' learning is **very good**. The accommodation has greatly improved since the previous inspection and resources are **good** and sufficient to meet the needs of most pupils.

### **Main strengths and weaknesses**

- There are very good opportunities for curriculum enrichment.
- There is effective use of ICT and the development of pupils' literacy skills across the curriculum.
- Curriculum provision in the Foundation Stage is very good.
- Provision takes very good account of the ability range of the pupils.

### **Commentary**

14. Since the last inspection the school has continued to develop and improve the curriculum including policies and schemes of work for all subjects. Blocks of time allocated to subjects such as history and geography enable the pupils to complete projects within a given time while

interest remains high. The curriculum is enhanced through developments such as 'Theme Weeks' when the whole school are involved, for example, in a 'Greek Day' and 'Mega Maths'. Visitors to the school enliven the curriculum, for example, an African Dance Workshop and an African Drumming session. The school is currently planning new initiatives to support the pupils' learning such as 'Thinking Skills Development'. Links with local schools enrich the curriculum when, for example, schools work together on environmental projects using local facilities.

15. Many before school, after school and lunchtime clubs are provided for the pupils in sport and arts activities. They are well attended and often led by parent volunteers and members of the local community who share their expertise generously and engage the pupils. The Wildlife Watch is exceptionally well attended and successfully promotes the pupils' interest in wild life. Year 6 pupils benefit from a residential visit to the Dorset coast and all pupils participate in visits linked to their learning. These opportunities provide an extensive range of activities which capture pupils' enthusiasm for learning.
16. Teachers have successfully developed the use of ICT to support learning across the curriculum. Pupils make good use of the internet as a research tool. Challenging ICT tasks, for example, to edit video films have developed the application skills of the Year 6 pupils to a high level. This good provision has a positive impact on pupils' learning. A strength in literacy is the development of literacy skills through other subjects, particularly in history and RE.
17. Practical experience is strongly emphasised in the Foundation Stage curriculum. The staff plan play activities very carefully to promote learning of particular skills and use what they know about the children's stage of development to increase the challenge. Very good plans for use of the outdoor areas have ensured the development of skills across all the areas of learning.
18. Provision for pupils with special educational needs is very good. The planning of lessons and the provision of tasks at appropriate levels ensure their needs are met. The good relationships that exist promote the effective integration of these pupils into all aspects of school life. To ensure higher-attaining pupils are challenged appropriately, good attention is given to planning extension activities and questions that will probe understanding and extend the learning. Projects such as 'Astra Zeneca' have given the school very good guidance on how to meet the needs of these pupils. This has been done with notable success.

## **CARE, GUIDANCE AND SUPPORT**

The school ensures the pupils' care, welfare, health and safety well. It provides them with effective support and guidance, listens to their views and involves them well in its work and development.

### **Main strengths and weaknesses**

- Very good induction arrangements.
- Good provision for children' care, welfare and guidance.
- Pupils' trusting relationships with staff.

### **Commentary**

19. The provision of care at the school is good and an improvement on the previous inspection when it was judged to be satisfactory. Children in the nursery class are supported well by the very good induction programme. Similarly, pupils who join the school at other times are cared for equally well. Staff find out about children's progress, health and dietary needs, they have received training on the administration of medicines and follow clear procedures carefully.
20. The formal policies and practices relating to health and safety and child protection are well considered and implemented; some minor adjustments are in hand. Formal written risk assessments of the premises, equipment and school trips are properly carried out. Good

maintenance and domestic work ensures the building and equipment are kept in a clean and safe condition.

21. Pupils feel they are able to go to members of staff and discuss any concerns or worries that they might have. Teachers and other staff know the children very well and recognise their needs. Most staff act quickly if a pupil is unhappy or under pressure and are particularly careful to ensure new arrivals are helped to settle in. Pupils with special educational needs are well supported by individual teaching assistants and enjoy trusting relationships. Members of staff have a good understanding of pupils' achievements and their development is based on comprehensive, ongoing assessment procedures. Pupils' views are taken into account routinely by members of staff and through the representative arrangements upon which the School Council operates. Pupils have confidence in the Council and are able to describe a range of developments in school which it has stimulated or shaped, for example the development of the outside play area.

## **PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY**

Links with parents are **satisfactory**. There are **effective** links with other neighbouring schools and colleges and **very good** links with the community.

### **Main strengths and weaknesses**

- Information to parents, including the annual progress report, is good.
- The procedures to ensure parental satisfaction with the school are unsatisfactory.
- The involvement the community has with the school is a strength.

### **Commentary**

22. The large majority of parents say their child likes school and is making good progress. They consider teaching to be good and that staff expect their child to work hard. Parents believe staff members treat their children fairly and that the arrangements for their child to settle into school were good. The quality of information parents receive is good. Newsletters and reports are frequent and regular. The school makes efforts to engage all parents in its work but has not been as successful as it would have wished. This is indicated in the school self evaluation prepared by the governors, headteacher and senior staff.
23. A significant minority of parents and carers have concerns with some aspects of school life. These include the following:
- the belief that their child is being bullied or harassed;
  - they do not consider the school to be well led and managed;
  - they feel that they are not kept well informed about the progress their child is making;
  - some do not feel comfortable approaching the school;
  - they do not consider that their views are sought and if they are;
  - the results of any consultation are not always forthcoming; and
  - the belief that the school could do more to enable them to help with their child's learning at home.

Inspection findings on these concerns are as follows:

24. While there are incidents of bad behaviour recorded by the school, these have in the main been dealt with consistently and in accordance with the school policy. The school recognises, however, the need to share more widely and consult with parents on the contents of the behaviour policy to ensure a clearer understanding across the body of parents as a whole.

25. The school is well led and managed; very well in terms of its core functions of curriculum and teaching. However, as a part of its own self-evaluation, it recognises there is a need to find more effective ways of dealing with concerns and worries parents might have about their child. This includes informal contacts between staff and parents so parents can feel that they can approach the school easily with issues they find difficult. There are many opportunities for parents to talk formally and informally to staff during the year about the progress their child is making. It is the style and content of those contacts which is the point at issue for some parents; they feel that their views are not listened to sufficiently well. An annual written report supplements the formal meetings and these are of good quality as are the written reports which are provided over and above the annual statutory requirement.
26. The school consults formally with parents on an annual basis and seeks their views on a number of matters. This practice is good. The results are published but sometimes not as quickly as some parents would wish. Parents are understandably interested in what, if any, action might be taken. Governors and staff have taken time and care to produce a full response to this year's questionnaire, for which distribution is planned at the usual time.
27. At least three quarters of all parents contribute well to their child's learning at home and a number help in school, particularly with the younger children. The school has identified the need to establish other methods to empower those remaining parents with ways in which they can assist with their child's work at home and at school, and the inspection identifies this as an important issue for improvement.
28. The published information provided for parents is good. This aspect has improved since the last inspection, when it was judged to be satisfactory. Both the school prospectus and annual report from governors now meet statutory requirements. There is comprehensive curriculum information accompanied by a school and a parish newsletter to which pupils contribute. The end-of-year academic reports that parents receive are of a high quality. Attainment levels, what children can do and the targets they have to aim for are clearly outlined. This is helping to raise standards.
29. Links with the community are very good and a strength of the school. The school is well motivated to provide facilities for the community to the greatest extent possible.
30. A very active 'Friends of Stanford School (FOSS)' raises substantial amounts of money that go towards capital expenditure and to assist in staffing improvements. This organisation includes members of the village community as well as parents of former pupils who wish to retain their links with the school. In addition, there is a school association comprising of parents of current pupils who hold fund raising events to purchase resources for the school, such as playground equipment. The school has a "twinning association" with a village in France and the older children have an extended visit. There are close links with the local church and the rector is a regular visitor to the school. The "Wildlife Watch" ensures pupils use the local natural environment to maximum effect. This community involvement has a very positive impact on the pupils' learning, achievement and appreciation of the environment.
31. Links with neighbouring schools are good and the Wantage Area Schools Partnership has developed some particularly effective working relationships, especially in ICT.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are **good**.

The governance of the school is **good**.

Leadership of the head teacher and senior management team is **good**.

The effectiveness of management is **good**.

## Main strengths and weaknesses

- Very good leadership and management of the curriculum and teaching by the headteacher and curriculum coordinators provide enthusiasm and drive and enhanced learning opportunities for pupils.
- Very good management of the provision for pupils with special educational needs results in good learning and progress.
- Good commitment of governors to the work of the school means that they support and understand the work of the school well.
- Very good development of the accommodation meets the present and future needs of the school well.
- Relationships and communications do not sufficiently involve all groups of parents in shaping what the school is trying to achieve.
- Strategic planning does not focus on the long term development of the school.

## Commentary

32. Since the appointment of the headteacher the school has developed well. Standards have risen, teaching and learning has improved and a lean and efficient structure to management has evolved under her lead. The curriculum has been led very well with very good management by the curriculum and special educational needs co-ordinators. The leadership team have enthusiasm and drive and this enhances the learning opportunities for pupils. The teaching staff respond well to the challenge of their work and benefit from this leadership and direction and the structured professional development they receive which is of good quality. Newly qualified teachers receive good induction experiences to the school and feel that they are supported well.
33. The governors support the school well and take a close interest. Their committees are organised well and close contact with the work of the school is maintained through direct contact and from regular reporting. Statutory duties are conscientiously fulfilled. Finances are monitored regularly and resources are developed well. For example, recent building work has considerably enhanced the opportunities afforded by the accommodation which has made much needed improvements possible for the provision of a library. The governors seek the views of parents about the effectiveness of the school and report their findings and resolutions for action. Governors feel that the school development plan is largely driven by operational needs and immediate priorities. Some feel that, as a result, their role is mainly one of ratification rather than challenge, evaluation and forward thinking. Development planning has been effective in bringing about current improvements. However, it does not illustrate clear vision for future long term developments and the ambitions the school has for its pupils.
34. The financial statement below shows an above average carry forward. This is now reducing year on year and the school forecasts a lower than average carry forward into 2004/2005. The governors have already demonstrated good use of the principles of best value in their development of the accommodation. There are well prepared plans for the development of resources for information and communication technology. These would link a new and up to date computer suite with classroom units in support of greater development of curriculum provision for all subjects.

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

Income and expenditure (£)	
Total income	334,275
Total expenditure	328,353
Expenditure per pupil	2,565

Balances (£)	
Balance from previous year	40,417
Balance carried forward to the next	46,339



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

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

Provision in the Foundation Stage class is **very good**.

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

- The very good teaching and assessment strategies.
- The very good behaviour and well developed social skills.
- The development of excellent curriculum plans.
- The very good start for nursery children.
- The leadership of the Foundation Stage co-ordinator.
- The requirement to transfer the older reception children into a Key Stage 1 class to provide full time education is a barrier to continuity.

#### **Commentary**

35. The children enter the Foundation Stage class at the start of the term when they will become four years old. The oldest reception pupils transfer to the Year 1 class in the term following their fifth birthday because provision in the Foundation Stage class is only part -time. This arrangement is not always in the children's best interests. Most children enter the class with attainment levels similar to those expected. Teaching ranges from very good to excellent and strongly contributes to the children's very good achievement and their enjoyment of school. The nursery nurse is an integral part of the planned provision and brings much skill and enthusiasm to the children's learning. There is a purposeful and busy atmosphere in the classroom and the children are settled, stimulated and excited learners. Sessions are well organised to allow the children to learn effectively in different sized groups or independently. The activities provided are varied and interesting. As a result, the children concentrate on their tasks for lengthy periods and do not waste time. Leadership and management are very good and this has helped to create a caring and positive learning environment that serves the needs of these young children well.

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

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

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

- The very good behaviour of the children and their positive attitudes to their learning.
- Relationships are very positive and play a significant part in children's development.
- The children become increasingly independent and develop high levels of confidence.

#### **Commentary**

36. The children's personal, social and emotional skills are well above the levels expected for their age. By the end of their time in the Foundation Stage, the children are sociable and increasingly independent because the staff skilfully plan activities to develop the children's abilities to co-operate and share with others. The staff are talented in making learning fun and an exciting experience for the children, for example, by developing the children's understanding of politeness through play in the puppet theatre. They use polite social phrases as they meet customers at the ticket office. The staff have very high expectations of the children's behaviour and emphasise praise and positive encouragement. The children learn to say 'sorry' and care for one another and to consider each others' feelings through shared discussions and stories.

The staff is also very skilled in knowing when to allow the children to sort things out for themselves and this helps to promote good relationships with each other and adults. As a result, the children thrive and show an increasing level of self confidence and willingness to organise themselves. There is a strong sense of community which promotes the positive relationships in the very warm and friendly Foundation Stage classroom. The children are encouraged to join in the full range of activities and to work happily together and they do so. They develop friendships and seek partners to share an activity or play a game.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- The development of language and literacy skills through all activities.
- The children's well developed communication skills.
- High levels of interest and enthusiasm for stories and reading.

### **Commentary**

37. By the end of the reception year most children have achieved well and reach above the standards expected for their age. A significant number exceed these levels and begin to work within the first level of the National Curriculum. The staff are good role model users of spoken English and take every opportunity to develop and extend the children's language skills. The children communicate with much confidence as they give their views in group activities and use an increasing range of words to explain their ideas. A good example involved children talking about the 'zigzag' books they had made. The children show they listen attentively because they respond with relevant comments, questions or actions. The children develop a keen interest in books and reading because opportunities to read are well taken and are often integrated into the sessions. The youngest children learn how to handle books through daily story sharing sessions. The children listen to stories with rapt attention because of the very good reading techniques of the staff which bring stories alive.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **very good**.

### **Main strengths and weaknesses**

- The emphasis on teaching mathematics through practical activities.
- Using opportunities to develop mathematical skills through the other areas of learning.
- Carefully focused activities to develop the children's skills in counting and number recognition.

### **Commentary**

38. The children's mathematical understanding is well developed and they achieve above the standards expected for their age because the staff take every opportunity to develop and consolidate the children's understanding through practical and play situations. For example, the children lined up and made a train as they prepared to leave the hall and the teacher involved the children in describing their position on the train as they said, "I am the first carriage" or "I am the fifth carriage" etc. Reception children developed their understanding of coin values when they visited the outdoor area and were required to count the coins to pay for each activity such as 5p to use a tricycle or 3p to use the steps. The children's willingness to practise number and counting skills is sustained because practice activities capture the children's interest, for example counting the beats made by a child on the drum and using fingers not voices to show the answer. The teacher very successfully extended the learning by

alerting the children to the different ways the number could be represented by using the fingers of both hands.

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

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

### **Main strengths and weaknesses**

- A varied and interesting range of activities providing opportunities for exploration.
- Effective use of the outdoors as a learning resource.
- The development of the children's computer skills.

### **Commentary**

39. The very good teaching, rich and varied provision, the effective use of outdoor areas and visits to places of interest, all account for the children's very good progress. Most children are well on course to achieve above the expected levels. The staff have very high expectations of the children's abilities to explore and investigate and to use different tools and materials, for example, when exploring how toys move and investigating how magnets behave. Learning is also successfully promoted by visitors, for example, a pilot who engaged the children's interest by using an exciting range of resources. The children also benefit as they use the village as a resource for learning. The children followed a route around the village to raise their awareness of local facilities and how to use a simple map. Very good use is made of the outdoors to enhance learning because the staff plan daily activities. By digging, planting and exploring in the garden, the children develop a greater understanding of natural life. The class computer is used well to reinforce basic literacy and numeracy skills as an introduction to the world of ICT. The children are interested in using the computer and demonstrate a high level of skill in using the mouse and keyboard.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **very good**.

### **Main strengths and weaknesses**

- The excellent indoor physical education.
- The high quality of outdoor physical activities.

### **Example of outstanding practice**

In an excellent physical education lesson the children demonstrated well above average skills in co-ordination and control because teaching methods were outstanding. The children responded with total commitment to the very high challenges because of the excellent support, demonstration and enthusiasm of the teacher. The children's behaviour was exemplary because this was expected and this had a significant impact on the learning. The teacher used many imaginative ideas to improve the children's skills. For example, to encourage the children to use space effectively they were tasked to 'paint an imaginary large spot around the area where they stood'. To develop the ability to jump on the spot, the teacher suggested the children should pretend to 'glue their feet together'. As a result all the children succeeded in jumping with control and co-ordination. Throughout the lesson the teacher was fully involved in demonstrating and carefully explaining the activities and consequently the children knew how to proceed. This also ensured a lively pace and much energetic activity. The children were determined to do their best and worked hard throughout because the teacher was aware of individuals and constantly praised their efforts. The teacher's obvious enjoyment of this lesson was an inspiration to the children.

40. The very well organised outdoor play areas enable the children to use an extensive range of wheeled toys, balancing and climbing equipment and small equipment such as balls and hoops to enable plenty of physical exercise. Imaginative and challenging use of resources

encourages the children to follow pathways with steps and ramps and find many different ways to move around the obstacle course. Achievement is particularly good because of the planned learning and staff participation and standards are well above those expected for children of this age.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- The development of children's imaginative play.
- The children's interest and enjoyment in musical activities.

### **Commentary**

41. The quality and range of provision are good and most children are on track to attain the expected standards. The children enjoy imaginative role play because the staff set up inviting role-play areas to encourage the children to use and rehearse their knowledge and skills in their own way. The staff ensure these experiences stay fresh and challenging by regularly introducing a new focus or different resources. There is much delight as children visit the puppet theatre either as a part of the audience or as a presenter. The children love music and rhymes and songs are a very important part of the daily routine in the Foundation Stage class. Challenging activities such as asking the children to identify instruments played but not seen promote awareness of the range of sounds made by different instruments.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **very good**. This is a very significant improvement since the last inspection.

### **Main strengths and weaknesses**

- Very good teaching and learning mean pupils achieve very well and standards are high.
- Teachers have very good subject knowledge and understand how to use thorough assessments in planning future work for differing groups of pupils.
- Teaching assistants support the pupils' acquisition of literacy skills and the use of their knowledge and understanding across the curriculum very well.
- English contributes very well to the pupils' personal qualities.
- Leadership and management are highly effective in bringing about improvements.

### **Commentary**

42. Standards have continued to improve considerably year on year since the last inspection, with the exception of 2003. However, the standards seen in lessons and in pupils' work indicate that the rate of improvement is back on track and that the highly aspirational targets set for the next two years are likely to be met. Standards are high because teaching and learning are very good.
43. Teachers have very good knowledge and understanding of the teaching of English and the National Literacy Strategy and, with very able support from their teaching assistants, ensure that pupils with differing abilities in language and literature make very good progress. Careful use is made of the assessment and marking of pupils' work to inform future planning across a range of subjects. Pupils have very good skills in speaking and listening and teachers encourage them to extend their answers and justify their points of view. Discussion about

characters in books and the moral positions adopted by them, and by other personalities known to the pupils, leads to sensitive and thoughtful considerations in the pupils' responses. Pupils read well and reading is used to stimulate discussion and extend writing.

44. In speaking and listening, reading and writing pupils learn well in Years 1 and 2 and very well in Years 3 to 6.
45. Pupils in Years 1 and 2 learn to form their letters carefully and are able to write substantial pieces of work with interesting and complex sentences. Whilst the overall presentation of their work is often somewhat untidy, the ideas it contains are usually relevant and well expressed. By the time pupils reach Years 3 to 6 they are reading very well and using the information and ideas gained to inform much of what they have to say and write. Written work is well extended. Ideas are taken forward and developed into interesting stories and accounts. Those pupils in Years 3 to 6 who are up-to-date with their work, and have taken time at home to finish work and follow requests for appropriate preparation, show signs of growing maturity in their conduct. Notes and information brought from home, annotations on news clippings and internet print-offs enrich and enliven discussions. These pupils clearly enjoy referring to them and are skilled in choosing the correct moment to inject their ideas and so move the discussion forward. Those few pupils who do not have this level of engagement are well catered for by the teachers and assistants. However, these pupils do not show equivalent degrees of maturity in their approaches to work as those who have learned good habits of preparation. English lessons make a considerable impact on the personal qualities pupils are developing.
46. The English co-ordinator has very good knowledge and understanding of the National Curriculum and the National Literacy Strategy. Good analysis of assessment data has identified those areas needing most attention and action has been taken. Since the last inspection she has made a significant contribution to the development of the subject throughout the school and to its impact on raising standards and in improving the attitudes and behaviour of pupils.

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

The school is committed to developing literacy skills through other subjects and is successful in doing this in many ways. Examples of language and literacy skills being applied and developed are found in most subjects and activities. Planning makes references to how literacy opportunities may be used. This is explicit in science where questioning and hypothesizing skills are well developed, in ICT where technical expressions are used precisely by pupils, and in RE where the ideas and beliefs held by others are treated with openness and expressed in carefully constructed words and sentences. The recording of work in English, science and geography shows that various styles of writing are being developed for different purposes at appropriate levels throughout the school. Displays of pupils' work and materials on classroom walls prepared by teachers and assistants often have a literacy emphasis and these support the learning effectively.

### **MATHEMATICS**

Provision in mathematics is **good**.

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

- Attainment by Year 6 is above expectations and has improved since the previous inspection.
- Good teaching helps all pupils to achieve well. Support for pupils with special educational needs is very good and helps them to take a full part in lessons at a level appropriate to their ability.
- Very good leadership and management of the subject ensure that the curriculum is broad and gives pupils a good understanding across the subject.
- Very good use is made of assessment information to identify areas of learning for development.

- Assessment information is not yet used to identify learning targets for individual pupils in Years 1 and 2.

## Commentary

47. Performance in 2003 national tests was in line with national averages at Year 2 and below average at Year 6. This dip in test results is consistent with other subjects and interrupts a trend of steady improvement where attainment had been above or well-above national averages. Inspection evidence finds that standards are now back on track and in line with expectations at Year 2 and above expectations at Year 6.
48. Higher attaining pupils at Year 2 are not yet performing tasks that challenge them to use their knowledge enough, although they show good skills during class teaching. Year 2 pupils have a good understanding of number and know about the value of individual figures in numbers with two digits whilst higher attaining pupils are confident with numbers such as 534. Lower attaining pupils can order numbers beyond 20. Pupils have experience of simple fractions. However, there was little evidence of pupils using their skills to investigate mathematical problems or the representation of information in tables and graphs. Knowledge of shape is limited for pupils of all abilities. Direct teaching of Year 2 pupils demonstrated the process of problem solving through questions and answers that required thought and explanation and all pupils achieved well in the lesson observed.
49. Year 6 pupils have good experience in all the aspects of the mathematics curriculum. They have good number skills that are used well in learning about shape, space and measure. Patterns in number series are identified using fractional and decimal number systems. Higher attaining pupils investigate the patterns of triangular numbers and identify the numerical structure that generates the whole sequence. Very good organisation of Year 6 pupils made it possible to give the higher attaining pupils opportunity for independent learning while the teacher then focused on the learning of the other pupils. This was very effective and discussion with pupils revealed a secure grasp of number facts and the ability to use their knowledge correctly to answer questions such as 'Is 2 a factor of 98?' and 'Why is 4 not a factor of 75?'
50. Pupils with special educational needs achieve well as a result of good teaching and the support that they receive from teaching assistants.
51. Teaching and learning are consistently good and one lesson was observed that was very good. Good subject knowledge, interesting teaching which involves pupils of all abilities, high expectations and lessons progressing at a good pace all contribute to the good learning. Pupils are developing an enjoyment of mathematics as a result and this addresses a situation of low confidence in the pupils that was identified as a result of pupil surveys. Work is well set out and pupils complete a good amount. There is attention to accuracy and pupils clearly work hard.
52. Very good leadership and management of mathematics are provided by the co-ordinator who has very good subject knowledge. Teaching is monitored well and improvement points are constructive. All aspects of mathematics are taught to the pupils, especially in Years 3 to 6, and the style of teaching promotes thought and understanding amongst all pupils. There has been good improvement since the previous inspection as a result. Standards have risen steadily and teaching has improved with better provision for pupils with special educational needs. Good analysis of assessment data for each year group identifies areas of learning for development. The assessment information is also used very well to predict and monitor the performance of individual pupils and this contributes to the steady rise in attainment. This information is not, however, used to identify short term and achievable targets for individual pupils in Years 1 and 2. They do not therefore have the opportunity to anticipate the next steps in their learning and so focus on raising personal performance.

## Mathematics across the curriculum

Although information and communication technology skills are used well to support learning in mathematics few examples were seen of mathematics being used as part of learning in other subjects. No evidence was seen of any systematic planning for such opportunities.

## SCIENCE

Provision in science is **good**.

### Main strengths and weaknesses

- Standards are good, particularly by the end of Year 6 and pupils achieve well.
- Higher-attaining pupils are appropriately challenged.
- The teachers have a good scientific knowledge and a good understanding of how best to develop pupils' scientific enquiry skills.
- The focus on practical work generates interest and enthusiasm for science.
- The leadership and management of the subject are good.

### Commentary

53. National tests show that standards have continued to improve since the last inspection with the exception of 2003. However, standards at present indicate that improvement is back on track and that the challenging targets are likely to be met. By the end of Year 2 most pupils are on course to achieve the expected standards and by the end of Year 6 to achieve above the expected standards. This is mainly the outcome of teachers' improving scientific knowledge, the emphasis given to practical investigative activities and by ensuring that pupils understand what they are expected to do and what they will learn.
54. The school's participation in the Astra Zeneca project and the implementation of the recommended strategies have very successfully ensured that good provision is made for higher attaining pupils. This is a significant improvement since the previous inspection. In addition, the higher attaining Year 6 pupils further benefit from the very good support from a retired secondary teacher who works with these pupils to extend the degree of challenge in their tasks. Her skill in questioning led pupils to think through the problems they encountered as they tried to solve the problem of how to make a burglar alarm activated by the burglar treading on the doormat and opening the lid of a box.
55. The ability of Year 2 pupils to use their knowledge is very successfully managed through a weekly lesson when they are asked to work in pairs to answer a question, such as, what might happen if clothes were made of paper? These challenges enable the pupils to demonstrate their level of understanding and provide a context for applying their knowledge to a realistic situation. In practical activities the pupils are encouraged to use an enquiring, critical approach to problems and develop skills in an atmosphere of enjoyment. Year 4 pupils, with good support from a teaching assistant, developed their understanding of friction because the context for learning captured their interest. They carried out tests using a variety of footwear including roller blades, football boots and dancing shoes to find out how the friction was created. To check their findings they very carefully used a Newton meter to measure the strength of the force.
56. The co-ordinator has a very good knowledge of the subject and has made a significant contribution to the development of the subject in the school. The improved provision is the outcome of her commitment to ensuring science has a high profile and that teaching methods emphasise learning through scientific enquiry. Since the last inspection the overall quality of teaching has improved and this has led to the pupils' positive attitudes in lessons and their enjoyment of the subject.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

- Standards are above average and pupils use a wide range of skill with confidence.
- Good leadership and management of the subject ensures that resources are used to good effect and that the curriculum provides a wide range of experience for the pupils.
- Good teaching plans for the use of ICT skills in other subjects.
- The lack of networked units in classroom and white-board technology is temporarily limiting the further development of ICT provision.

### **Commentary**

57. Standards are above average. Work on display around the school illustrates the range of achievement of Year 2 pupils and lesson observation found confident use of skills in finding, saving and researching information. Effective use of software control systems and good use of key words by higher attaining pupils enabled them to access information quickly.
58. Evidence was seen of work at a good standard by Year 6 pupils' in word-processing, graphics, research, communication and data representation. For example, the designs produced in the style of 'Kandinsky' are very attractive and effective in their impact. The enthusiasm of the pupils for the subject is reflected in the information found for a current affairs lesson. Word processing skills are used to create illustrated news reports about events from the study of 'Macbeth' in literacy.
59. Consistently good teaching plans for the use of ICT in other subjects means that pupils use the subject as a tool for gaining greater knowledge in many areas of the curriculum. Teaching shows good subject knowledge and clear expectations of the skills pupils will learn and use. Good organisation ensures pupils gain full access to learning opportunities. Teaching assistants are used well in support of learning and so all pupils including those with special education needs make good progress. As a result Year 1 pupils use graphics to create drawings of their choice and then add descriptive text. Year 5 pupils confidently learn about the use of hyperlinks to access web sites and Year 6 pupils attach reports to emails for transmission to other pupils.
60. Good leadership and management of the subject make efficient use of the computer suite and software that supports pupils across the whole of the curriculum. For example, mathematics software is used to increase pupils' confidence in the subject and to improve skills across all aspects of mathematics. The school benefits from outside expertise in the subject and this is taking teachers forward into greater awareness of the potential applications of the software available. There has been good improvement since the previous inspection with a rise in standards and improvements in the teaching.
61. Although teachers make good use of the current resources, it is difficult for pupils to follow-up work done in the computer suite as there are no classroom units with which to do this. Teaching of skills is restricted by the need to work with pupils on individual machines rather than demonstrate on a large screen such as the interactive whiteboard. The school is aware of the limitations of their resources and has plans in place to improve the resources. Funds are in place to improve the hardware resources so that improvements can be made to the already good provision.

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

This school celebrates pupils' work in ICT with attractive displays that illustrate work of a good quality. This is but a part of the way in which the school integrates the subject into all aspects of the pupils' experience. The subject is used well in other areas of the curriculum such as mathematics,



literacy, art and design, religious education and current affairs. For example, mathematics software is used to increase pupils' confidence in a series of challenges at an accurate level of difficulty across the full range of subject skills.

## **HUMANITIES**

### **History and geography**

It was not possible to make an overall judgement about provision in history and geography as no lessons were seen. A discussion with the subject co-ordinators and a review of planning indicated that the subjects were fully implemented in the curriculum.

In both subjects, national guidance has been modified to meet the school's needs such as mixed age classes. The subjects are taught through blocked units of three to four weeks with a two year cycle in the infant classes and a four year cycle in the junior classes. Planning reflects a high emphasis on learning through enquiry methods.

In both subjects visits and visitors have a significant impact on pupils' learning. A high focus is given to whole school activities such as 'The Greek Day' in history. The local area is frequently used as a resource, for example, the pupils are to be involved in geographical enquires using the local Ridgeway.

## **RELIGIOUS EDUCATION**

Provision in religious education is **good**.

### **Main strengths and weaknesses**

- Standards are above average with pupils, at the end of Year 6, thinking about the key ideas of faith as well as developing good factual knowledge about world religions.
- Good teaching and learning gives pupils valuable opportunities to develop awareness about features of lifestyle and beliefs within different religions.

### **Commentary**

62. The good quality of the school's religious education curriculum is due to an awareness of the need for pupils to gain more than factual knowledge about world religions. As a result, lessons encourage pupils to think about the deeper meanings of religious ideas. For example, Year 6 pupils make comparisons between the beliefs of Hindus and those of Christians. Factual knowledge is good. Teachers bring stories to life with the result that Year 2 pupils are wide-eyed and absorbed as they learn about the Jewish tradition of the Menorah. Other teaching focuses on facts about symbolism. The story of the plagues was used to attempt to show the anguish and tears of the Jewish slaves and the links to the salt water in the Seder meal.
63. Analysis of pupils' work found much evidence of pupils' achievement. By Year 6 pupils have a wide knowledge of festivals, parables, Old Testament stories, church seasons and Hinduism. Concepts of freedom are linked well to studies about the holocaust. Written work is expressive as well as explanatory and makes good use of literacy skills when considering questions such as 'How Hindus deal with problems'. By Year 2 pupils know about Christian festivals, the symbolism of 'Rangoli' patterns and the idea of holy days. The majority of pupils have accurate factual knowledge and higher attaining pupils are developing some awareness about the meaning of religious ideas.
64. There is good improvement since the previous inspection. Standards and teaching are good whereas standards were previously judged to be in line with expectations.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

65. It was not possible to make an overall judgement about provision and standards in these subjects as only limited evidence was seen.
66. Only one lesson was observed in **art and design**. This was a Year 4/5 lesson where pupils were drawing narrative scenes from the book they were studying, 'The Iron Woman'. The pupils were achieving standards in line with what is expected for their age and aptitudes. A number of other groups were seen involved in art activities and a wide range of pupils' work was scrutinised, along with the teachers' planning. This evidence indicates that provision is varied and interesting throughout the school and especially in Years 3 to 6. Photographs of pupils' work and work on display, show that the breadth of work is in line with the requirements of the National Curriculum and that by the time the pupils reach the end of Year 2 and Year 6 they have gained appropriate experiences of a wide range of materials, techniques and ideas associated with the relevant age related programmes of study. There is much two dimensional work on display which is achieved with paint, pastels or collage. Observational drawing, on the theme of tools, has been used well to develop some elementary printing, and other examples of pattern work show promise. There is some three dimensional work of note, particularly that stimulated by Kenyan face masks. Most pupils share and talk about their work with pride.
67. In **design and technology**, no lessons were observed although a wide range of pupils' work was seen with the teachers' planning. This indicates that provision through to Year 2 and to Year 6 meets the requirements of the National Curriculum and uses the programmes of study in imaginative and technological ways. In Years 1 and 2 pupils had designed and made quite contrasting examples of work. Younger pupils had shaped and moulded wire and paper from plans to represent oversized but quite realistic insects and spiders. Work by older pupils, whilst following a similar brief, had constructed simple toys with more inflexible material. Pupils in Years 3 to 6 could talk about a wide range of work including papier-mache Saxon monsters from the story of Beowulf, the design and making of play-dough candle holders stimulated by their work about Divali in RE and small chassis with moving parts and wheels, on which to build vehicle bodies. Pupils exhibit skills in planning, choosing materials, marking out, cutting and construction appropriate to the levels expected in the National Curriculum.
68. It was not possible to observe any **music** lessons and so judgements about teaching and learning cannot be made. However, evidence from the planning files, the extra-curricular opportunities and peripatetic music provision indicate that music is a thriving subject within the school. The delivery of the music curriculum is good with all aspects of the programme of study taught. Progression in learning is identified and music is celebrated through a series of events that involve pupils from all year groups in performances for the school and village community. Skills such as recorders, violin, hand-bells and singing are developed well by good quality tuition as part of extra-curricular provision. Other experiences to develop the pupils' appreciation of musical forms include African drumming and the use of software in ICT.
69. It was not possible to observe any lesson in Years 1 to 6 in **physical education** and so no judgements can be made about attainment, teaching and learning or achievement. However, discussion with the co-ordinator and analysis of school records indicates that the physical education provision is giving the pupils valuable learning experiences. The school delivers the full programme of study including adventure activities as part of a residential visit and provides swimming tuition for all pupils in Years 3 to 6. The majority of pupils are expected to achieve the expected standard of 25m and additional opportunities are offered for vulnerable swimmers as part of a grant-funded initiative to support water safety in the county. There is a wide range of extra-curricular opportunities for junior pupils that include football, netball, rugby, hockey, tennis and dance. Qualified coaches, teachers and parents lead these activities and the pupils benefit from the challenge of competition in a variety of events. Clubs for sporting activity are open to boys and girls. There is a mentoring system in place for pupils in Years 1 and 2 where pupils from Year 6 join them at lunchtimes to play a variety of games.

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

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

### **Main strengths and weaknesses**

- A clear and well constructed policy.
- The high emphasis given to the subject area for all age groups.
- The provision of a good range of resources to support learning.

### **Commentary**

70. The school's high commitment to developing the pupils' personal, social and health education is clearly guided by a constructive policy. There is an extensive range of planned activities such as circle time, imaginative writing tasks and time for reflection built into the learning programme. The policy also ensures that pupils receive appropriate teaching in respect of sex education, drugs awareness and interpersonal skills.
71. The involvement of the school nurse and the use of commercial video resources are used with good effect to develop the pupils' understanding in the sex education programme and emphasise the links with relationships. The annual visits by the 'Life Education Van' and visits from the local police to Year 6 are also effective resources to raise the pupils' awareness of drugs abuse.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

*Inspection judgement*

*Grade*

<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	2

<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
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	4
The quality of the school's links with the community	2
The school's links with other schools and colleges	3

<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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