

INSPECTION REPORT

THE BLAKE C OF E PRIMARY SCHOOL

Witney

LEA area: Oxfordshire

Unique reference number: 123192

Headteacher: Mrs M Trigg

Lead inspector: Godfrey Bancroft

Dates of inspection: 23 February 2004

Inspection number: 258105

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	5-11
Gender of pupils:	Mixed
Number on roll:	322
School address:	Cogges Hill Road Cogges Witney Oxfordshire
Postcode:	OX28 3FR
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Appropriate authority:	Governing body
Name of chair of governors:	Mr D Eaton
Date of previous inspection:	5/5/1998

CHARACTERISTICS OF THE SCHOOL

The school serves a community on the eastern side of Witney, a market town in Oxfordshire, and is larger than average. Pupils are from a range of social and economic backgrounds. The attainment of pupils when they enter the Reception classes is below average. There are no pupils from homes where English is spoken as an additional language and very few pupils from minority ethnic groups. The percentage of pupils with special educational needs is broadly average, as is the percentage of pupils with statements of special educational need.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3687	G Bancroft	Lead inspector	English Physical education
9619	B Miller	Lay inspector	
14459	G Owen	Team inspector	Science Information and communication technology Design and technology Music Special educational needs
30243	A Heakin	Team inspector	Mathematics Art and design Geography History Foundation Stage English as an additional language

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very good** school with an excellent ethos. Pupils achieve **very well**. The quality of teaching is **very good**. The quality of leadership and management is **very good**. The school provides **very good** value for money.

The school's main strengths and weaknesses are:

- Provision for children in the Early Years Unit (reception classes) is very good.
- Pupils' attitudes, behaviour and attendance are very good and provision for their personal development is very good.
- The breadth of curricular opportunities is very good.
- The provision for pupils with special educational needs is very good.
- Provision for pupils' care, welfare, health and safety is very good.
- Links with parents, the community and with other schools are very good.
- The leadership and management of the governing body and headteacher are very good
- Standards in science at the end of Year 2 are below average.

Improvement since the time of the last inspection is very good. The areas for improvement identified by that inspection have all been addressed very successfully. Standards and the quality of teaching have improved very well. The quality of the curriculum, the care and welfare of pupils and the school's links with parents and the community, have also improved very well.

STANDARDS ACHIEVED

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

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

Achievement overall is **very good**. Attainment on entry to the school is below average. Children in the reception classes make very good progress. By the time they leave the reception classes their attainment is at least average in all areas of their learning. Inspection findings show that by the end of Years 2 and 6 standards are generally above average. Standards at the end of Year 2 in reading, writing and mathematics are above average. However, at the end of Year 2, standards in science are below average. At the end of Year 6, standards in English and science are above average and standards in mathematics are well above average. The school has set suitably challenging targets for attainment over the next two years and inspection findings show that standards have improved significantly, at the end of Year 2, over those shown by the national tests in recent years. This is because of the very good provision made for children's learning during their time in the school's Early Years Unit. Pupils with special educational needs achieve very well. Pupils' personal qualities, including their spiritual, moral, social and cultural development are very good. Attendance and punctuality are very good.

QUALITY OF EDUCATION

The quality of education provided by the school is **very good**. Teaching is **very good** and the contribution made by teaching assistants to pupils' learning is very good. Teaching meets the needs of all pupils very well and inspires them to do their best. The breadth of curricular opportunities and

activities for the enrichment of pupils' learning are very good. Provision for pupils' personal, social and health education is excellent. The accommodation and resources for learning are good. The provision made to ensure pupils' care, welfare, health and safety is very good. The partnerships formed with parents, the community and with other schools are very good. Parents are very supportive of the school financially and in the time and help that they give.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good**. The governing body fulfils its duties very well. Governors are supportive. They are well informed about the work of the school and understand what needs to be done to bring about improvements. The leadership and management of the recently appointed headteacher (previously acting headteacher) are very good. Her leadership is ensuring that the excellent ethos of the school, with its commitment to the promotion of equality and concern for the needs of individuals, is sustained. The financial management of the school is very good and governors, in partnership with the headteacher and staff, ensure that resources are used very well to support pupils' learning.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very positive views of the school and feel that it has many **very good** features. Pupils feel that the school is **very good**. Pupils feel they are taught and supported very well. Pupils are very appreciative of the provision made to consult them and take their views into consideration. The School Council, made up of pupils, makes an excellent contribution to this process.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- Improve standards in science by the end of Year 2.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Children in the Reception classes achieve very well. By the time they leave the Reception classes standards are average. At the end of Year 2, standards overall are above average and pupils achieve well. At the end of Year 6 standards are above average and pupils achieve very well. Standards have improved very well since the time of the last inspection.

Main strengths and weaknesses

- By the end of Year 2, standards in English and mathematics are above average. However, standards in science are below average.
- By the end of Year 6, standards in mathematics are well above average. Standards in English, science, art and design, history, physical education and music are above average.

Commentary

- 1 Children enter the Reception classes with attainment that is below that expected for their age. By the time they leave the reception classes their attainment is average. Children achieve very well in their personal, social and emotional development, communication, language and literacy, and mathematical development. They achieve well in other areas of their development.

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

Standards in:	School results	National results
reading	15.0 (15.1)	15.7 (15.8)
writing	14.2 (13.5)	14.6 (14.4)
mathematics	16.3 (16.6)	16.3 (16.5)

There were 43 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	27.5 (28.3)	26.8 (27.0)
mathematics	28.6 (28.5)	26.8 (26.7)
science	29.8 (29.1)	28.6 (28.3)

There were 60 pupils in the year group. Figures in brackets are for the previous year

- 2 In 2003, the national tests for the end of Year 2 showed that standards in reading and writing were below average and standards in mathematics were average. When compared with similar schools standards were well below average. A similar pattern of attainment is evident over recent years. Inspection findings show significant improvement in standards. This is because children now receive a good foundation for their learning in the Reception classes that is sustained by good teaching in Years 1 and 2.
- 3 The 2003 national tests for the end of Year 6 show that standards in English and science were above average and standards in mathematics were well above. When compared with similar schools, based on pupils' prior attainment, standards in English were above average

and standards in mathematics and science well above average. This is similar to the pattern of attainment over the last three years, and is confirmed by the findings of the inspection.

- 4 The following table shows the inspection findings and how well pupils achieve in each subject by the end of Years 2 and 6:

Subject	Standards and achievement by the end of Year 2	Standards and achievement by the end of Year 6
Reading	Above average standards and very good achievement	n/a
Writing	Above average standards and very good achievement	n/a
English	n/a	Above average standards and very good achievement
Mathematics	Above average standards and good achievement	Well above average standards and very good achievement
Science	Below average standards and satisfactory achievement	Above average standards and very good achievement
Information and communication technology	Average standards and good achievement	Average standards and good achievement
Geography	Average standards and good achievement	Average standards and good achievement
History	Average standards and good achievement	Above average standards and very good achievement
Art and design	Above average standards and good achievement	Above average standards and very good achievement
Design and technology	Average standards and good achievement	Average standards and good achievement
Music	No judgement	Above average standards and good achievement
Physical education	Average standards and good achievement	Above average standards and very good achievement
Personal, social, health education and citizenship	Very good achievement	Very good achievement

- 5 Pupils with special educational needs achieve very well. By the end of Year 6 many attain at the standard expected for their age. The school has identified a number of gifted and talented pupils in each year and these pupils also achieve very well. Challenging targets for attainment have been set for all pupils for the next two years. These targets indicate that standards at the end of Year 2 are likely to improve and standards at the end of Year 6 will be maintained.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to their learning are **very good** throughout the school and a real strength. Pupils' behaviour is **very good** too. The spiritual, moral, social and cultural development of pupils is **very good** overall. Attendance and punctuality are both **very good**.

Main strengths and weaknesses

- The school has very high expectations of behaviour and attitudes.
- Pupils' sense of responsibility is excellent.
- Pupils' attitudes to learning are an improvement on the previous inspection.
- Pupils' interest in school life and the range of activities it provides is excellent.
- Pupils have a very great respect for the feelings, values and beliefs of others.
- Pupils have very good relationships with others in the school.
- Attendance is well above the national average for similar schools.

Commentary

- 6 Attendance is very good and an improvement on the previous inspection. Even so, attendance is reduced by the number of family holidays taken during term time.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.9	School data	0.3
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.

- 7 Pupils are successful in meeting the very high expectations of behaviour and conduct that are set for them. There have been no exclusions during the past academic year, or in recent years. Pupils thoroughly enjoy coming to school and are keen to become fully involved in the wide range of activities that are on offer to them. They maintain very good relationships in class, when working in small groups or pairs, and in the playground during break-times and luncheon period. They enjoy working with others to help make their school a better place. Teachers provide pupils with very good role models.
- 8 Through the school's excellent ethos, pupils are encouraged to think creatively and do things for themselves. The school offers a wide range of opportunities to a large number of pupils to show enterprise and responsibility. Pupils respond to these opportunities in a most positive fashion, for example by becoming mediators, playleaders and taking on monitor roles.
- 9 Pupils develop a very keen awareness and understanding of their own and others' beliefs. They empathise with others in class when they give the wrong answer to a question or have difficulty in grasping a concept. They show concern and compassion for others, for example when children fall over and hurt themselves in the playground. They have respect for others' needs and interests and there is a genuine desire to explore their own and others' views. The provision of pupils' cultural development, particularly multi-cultural development, is good and an improvement on the last inspection.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **very good**. The quality of teaching and learning is **very good**. The breadth of curricular opportunities and activities for the enrichment of pupils' learning are **very good**. Provision for pupils' personal, social and health education is **excellent**. The accommodation and resources for learning are **good**. The provision made to ensure pupils' care, welfare, health and safety is **very good**. The partnerships formed with parents, the community and with other schools are **very good**.

Teaching and learning

The quality of teaching and learning overall is **very good** and because of this pupils achieve very well. The school's procedures to assess pupils' attainment and progress are **good**.

Main strengths and weaknesses

- Teachers' planning meets the needs of all pupils very well. It ensures, successfully, that pupils of all abilities and backgrounds are included well in the learning provided.
- Teaching in Year 6 is consistently very good.
- Teachers have high expectations and challenge pupils very well. This helps to motivate pupils and they are very good learners.
- Teaching assistants make a very good contribution to pupils' learning.
- Homework is used very well to support pupils' learning.

Commentary

Summary of teaching observed during the inspection in 39 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	16 (41%)	16 (41%)	6 (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.

- 10 The quality of teaching has improved very well since the time of the last inspection. Teachers plan very effectively to meet the needs of pupils of all abilities. The teaching of English and of mathematics is very good and helps pupils to achieve very well. The contribution made by teachers and by teaching assistants to the learning of pupils with special educational needs is very good. Because of this pupils with special educational needs achieve very well and attain standards that are close to those expected for their age by the end of Year 6.
- 11 Teachers challenge pupils very well and expect the most of them. They also manage pupils' behaviour very well. A consistent approach is taken to encouraging pupils and to celebrating their successes and achievements. This ensures that each pupil feels they are valued and their efforts to learn are recognised. As a result pupils work hard and apply themselves very well. This is particularly true of the oldest pupils. When they are required to work independently they do so very well. These pupils are motivated very well. They are not afraid to take the initiative and show great interest in their learning. For example, pupils frequently undertake additional research into their learning during their own time.
- 12 Arrangements to assess pupils' attainment and progress and to mark their work are good overall. In Year 6 these arrangements are very good. However, they are not applied with the same consistency and thoroughness in Years 3 and 4. Teachers are very good at keeping pupils well informed about how well they are doing and about what they need to do to improve. Realistic and challenging targets are set for each pupil in English and mathematics. Teachers discuss the progress pupils are making towards these targets with them. Teachers also involve pupils very well in discussions about their learning and progress in each lesson.
- 13 Teachers use homework very well to support pupils' learning. The oldest pupils are provided with guidance, each week, which enables them to plan when they will do their homework around their other commitments and interests. This also helps to prepare pupils very well for the next stage of their education.

The curriculum

The school provides a **very good** curriculum that meets the needs of all pupils very well. The areas identified for development by the previous inspection have been addressed very effectively and all statutory requirements are met. Accommodation and resources for learning are good.

Main strengths and weaknesses

- Very good provision at the Foundation Stage is based firmly on national guidance for the age group.
- The school provides a curriculum that gives equality of opportunity for all and promotes very good achievement.
- Effective provision is made for pupils with special educational needs that helps them to achieve very well.
- Excellent provision is made for pupils' personal and social education.
- Pupils are very well prepared for the next stage of their education.
- Very good provision for pupils' participation in extra-curricular activities, including sport.

Commentary

- 14 The curriculum for children in the Reception classes (Foundation Stage) is very well planned, and provides children with a very good start to their education. Throughout the school the curriculum is planned very well to meet the needs of all pupils, and improvement since the last inspection is very good. Suitable emphasis is placed on English and mathematics and the provision for these subjects is based securely on the nationally recommended strategies for literacy and numeracy. Teachers use the principles of these strategies confidently, resulting in pupils achieving very well. There are clear policies in place ensuring that statutory requirements are met. Each subject is given an appropriate amount of time, and teachers and teaching assistants work together very effectively to ensure that all pupils are fully included in all aspects of the curriculum. Provision for pupils' personal, social and health education is excellent. There is a very successful commitment to promoting equality of access and opportunity for all pupils. This is well illustrated by the support provided by well informed teaching assistants who ensure that all pupils are included very effectively.
- 15 Very good provision is made for pupils with special educational needs. This represents a significant improvement since the previous inspection, when provision was judged to be satisfactory. There are effective systems for the early identification of pupils' special needs, and provision is monitored on a regular basis. Throughout the school these pupils are very well supported by teachers and support staff. They achieve very well and many leave the school attaining standards that are average for their age.
- 16 The curriculum prepares pupils very well for the next stage in their education and teachers work closely with staff in receiving schools in order to ensure a smooth transition at age eleven. The excellent provision for pupils' personal and social development and their participation in extra-curricular activities contributes significantly towards the promotion of pupils' confidence and self-esteem. There is very strong support for learning outside the classroom and many activities are organised during lunchtimes and after school that enhance the pupils' learning. For example, the lunchtime homework club provides opportunities for pupils to use computers and to access the internet. Visits to the ballet and participation in music festivals and local competitions enrich the learning opportunities for all pupils. The standards of accommodation are good throughout the school and resources in all areas are adequate and accessible.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is **very good**. The provision of support, advice and guidance based on monitoring of personal development is **good**. Procedures for gathering pupils' views are **very good**.

Main strengths and weaknesses

- The school council provides an excellent opportunity for pupils to be involved in school improvement.
- The school has very good procedures to ensure pupils work in a healthy and safe environment.
- Pupils have a very good and trusting relationship with one or more adults in the school.

Commentary

- 17 This is a very caring and friendly school where teachers and support staff know their pupils' personal needs very well. Parents are happy with the care given to their children. Pupils, including those with special educational needs, are very well supported by the very good relationships that exist. This is an improvement since the previous inspection.
- 18 All statutory requirements relating to child protection and health and safety are in place. Provision is made for those users who have disabilities. The appointment of pupil mediators and playleaders ensures that pupils have happy and carefree playtimes. They always have someone they can trust, in addition to adults in the school, if they have a worry or concern.
- 19 The school considers pupils' views through a number of ways. In addition to an excellent school council, there is a wildlife team that provides and maintains a nature area in the grounds. There is pupil involvement with the Healthy Oxfordshire Schools Award Scheme [HOSAS] that has influenced the provision and quality of school meals. Pupils approve of these forums and feel they are valued and listened to. Their views are taken very seriously by the school and action taken where necessary.

Partnership with parents, other schools and the community

The school has a **very good** partnership with parents. It has **very good** links with the community and other local schools and colleges.

Main strengths and weaknesses

- The procedures to ensure satisfaction and deal with any concerns or complaints are excellent.
- The provision of information to parents about the school and about pupils' standards and progress is very good.
- The contribution made by parents at home and in school to their children's learning is very good.
- There are very good educational links with other schools.

Commentary

- 20 Parents agree that the school meets the educational needs of their children very well. They are highly satisfied that they are getting the best for their children. The parents' questionnaire and meetings with inspectors did not identify any areas of significant concern. Parents feel very comfortable in approaching the school with any concerns or complaints that they might have. They maintain that these concerns are dealt with promptly and effectively.

- 21 The school provides regular and useful information for parents. A comprehensive prospectus and governors' annual report gives a clear picture of what is happening in school. The end-of-year academic reports contain clear targets for improvement and parents welcome these. Teachers are available at the beginning and end of school days for informal consultation with parents. There are a number of formal meetings during the academic year where parents are able to discuss their child's progress. Communication with parents is very good and has improved since the last inspection.
- 22 Parents make a very valuable and important contribution to their children's learning. The vast majority of parents help with homework and are supplied with regular curriculum information to enable them to do this constructively. The school is very successful in encouraging parents to come in and help, and a good number do. They help with listening to children read, art and design, cookery, and football club, as well as maintaining the library. There is an active Friends of the School Association that raises substantial amounts of money that has contributed, for example, to the installation of the computer suite. The school and parents work very closely and this is having a positive impact on the progress pupils make.
- 23 Links with other schools in the area are very good and serve to raise awareness of pupil issues before they transfer to secondary school. Pupils have access to excellent facilities for sport and drama. Students from the nearby university attend the school to carry out their teaching practice. Links with the local community are very good, especially those with the church, and are an improvement on the previous inspection.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good**. The governing body fulfils its duties very well. The leadership and management of the headteacher are very good and that of other key staff with responsibilities is good.

Main strengths and weaknesses

- The governing body provides very good challenge and support for senior managers.
- The commitment of the leadership to the promotion of equality and concern for the needs of individuals is excellent.
- The financial management of the school is very good and governors, in partnership with the headteacher and staff, ensure that resources are used very well to support pupils' learning.

Commentary

- 24 Governors are supportive and make a very good contribution to shaping the direction of the school and ensuring the excellent ethos is maintained. They perform their statutory duties fully. They are very well informed about the work of the school and understand what needs to be done to bring about improvements. Governors fulfil their function as 'critical friends' to the headteacher and staff very well and contribute effectively to the production of the school management plan. The processes for producing this plan and the content of the plan have improved significantly since the time of the last inspection. The plan shows clearly what the school needs to do to improve and how the improvements are likely to come about.
- 25 The leadership and management of the recently appointed headteacher (previously acting headteacher) are very good. Her leadership is ensuring that the excellent ethos of the school, with its commitment to the promotion of equality and concern for the needs of individuals, is sustained. This is a school in which all staff and pupils work hard and are well motivated. This is because they are supported very well, feel valued, and their successes are celebrated. Other members of staff, with responsibilities, contribute well to these processes. Those with responsibility for the co-ordination of subjects analyse pupils' performance thoroughly and plan carefully to undertake improvements. The leadership and management

of special educational needs is very good. The governors, headteacher and staff are not in any way complacent and are constantly seeking to improve all aspects of provision.

Example of outstanding practice

The development of the school's excellent ethos

The school's excellent ethos is promoted very successfully by a combination of factors. The leadership ensures very effectively that all members of the school's community feel included and valued. There is an excellent School Council, led very effectively by the co-ordinator for personal, social, health education and citizenship. Consequently the work of the School Council is linked very closely to other provision for pupils' personal development and ensures that pupils are involved fully in decision making and development. Pupils take these roles very seriously and responsibly. Pupils and teachers are deeply involved in HOSAS (Healthy Oxfordshire Schools Award Scheme) and in the Comenius Project to promote the European dimension, linking the school to others in France, Spain, Poland and Romania. These, and other aspects of provision, combine to make pupils culturally and socially aware and are evident in the way that teachers and pupils conduct themselves during all aspects of school life.

26 Very good financial management ensures that the resources available to the school are used effectively. The office staff ensure effectively that the headteacher and governors are kept well informed about the progress of the budget throughout the school year. The school improvement plan shows clearly how resources will be used to support the school's priorities for development. Governors ensure that the school gets best value for the purchase of services and resources and the school provides very good value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	724,589
Total expenditure	713,532
Expenditure per pupil	2,075

Balances (£)	
Balance from previous year	12,639
Balance carried forward to the next	11,057

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 (Foundation Stage) is **very good**.

The new Early Years Unit was created eighteen months ago and has been quickly established as a very good learning environment for reception aged children, and is a very good improvement on the previous provision. Children achieve very well from a low starting point in communication, mathematical and personal development. Achievement in other areas is good. Children attend on a part-time basis during the Autumn term and then two full-time classes are formed for the rest of the year.

Leadership and management of the Foundation Stage are very good. The two teachers work very well as a team and ensure that all children, including those who have special educational needs, get every opportunity to learn. Teaching is very good. The teaching assistants and volunteer parents support the teachers and contribute well to the exciting and imaginative curriculum. Assessment procedures are good and used to plan work at the correct level for all children. The next stage of development is intended to include a more stringent monitoring of children's learning during their free choice time. The combination of a lively curriculum, adults who care deeply about the children, and children's own happy and positive attitudes create this very good provision where, despite attainment being below national expectations when they arrive, children's skills rapidly improve. The accommodation is good and the thoughtful use of resources provides children with an exciting place in which to learn.

Personal, social and emotional development

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

Main strengths and weaknesses

- Very good relationships between children and adults create an atmosphere where children are happy to learn.
- Very good opportunities for children to grow in confidence.

Commentary

27 This area of learning receives appropriate emphasis not only in planned activities but also throughout the school day and the children achieve very well. They make very good progress and by the time they leave the reception class the majority have reached the expected goals. This is due to very good teaching and very good relationships. Children are motivated to learn, they take turns, listen to each other and follow the adult examples in respecting and caring for each other. These feelings of respect extend to include people of different faiths. Behaviour is consistently very good and adults handle any disagreements sensitively so children learn from the incidents and gain a deeper understanding of right and wrong. When children arrive in the morning, parents are welcomed warmly and the settling down period provides a happy start to the day, children feel secure and ready to do their best. They take turns to take the register and help with daily classroom tasks, becoming independent and able to make decisions about their play activities. Teachers encourage children to think about and discuss their work; as a result teachers include children's ideas in the planning for the following week.

Communication, language and literacy

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

Main strengths and weaknesses

- Every opportunity is taken to enhance children's communication skills.
- Very good role-play opportunities are provided each day.
- Adults maintain regular ongoing assessments of children's progress in literacy.

Commentary

28 In all activities there are very good opportunities for children to develop their language skills, which are low when they start school. All children achieve very well and as a result of the very good teaching the majority reach the expected standards and a significant number exceed them in reading and in speaking and listening by the time they leave the reception class. All children are assessed on a weekly basis so teachers and support staff are fully aware of the progress made and are able to plan the next step of learning for each child. The daily 'Show and Tell' sessions are successful in helping children to become confident in talking to a large group and in emphasising the importance of listening to others. A strength of the provision is the regular planned use of role-play to re-enact, for example the ceremonies of Purim and Shabbat or their class story *Handa's Surprise*, counting down to 'blast off' in the space station, being Jesus in the desert or playing in the Chinese take-away. During free choice activities, books and whiteboards are easily accessible for children to enjoy, children become absorbed as they examine pictures of insects, follow a known story or write familiar words. Children enjoy listening to stories, and they all handle books carefully, with the more able recognising an increasing range of familiar words. Very good teaching resulted in children examining fruit and learning how to use 'describing' words so they could explain to an alien the features of bananas and pineapples. Children use their understanding of letter sounds to help their spelling, and classroom display made by the children reinforces well the work on letters and sounds, snakes slide and frogs jump. Children achieve well in recognising and forming letters, with higher achieving children using speech bubbles in their stories. The outside play area is an extension of the classrooms and equipped with a range of games such as alphabet tiles to encourage further language development. A good many parents take an interest in their children's progress and parents support the school well; they run a well-organised library scheme using a stock of surplus reading books.

Mathematical development

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Very good teaching with high emphasis on children's individual learning needs.
- A wide range of practical activities to extend and consolidate children's mathematical skills.

Commentary

29 The high quality teaching helps children achieve very well from a below average starting point and many attain the expected goals by the time they leave the reception class. The focus sessions are taught very well, vibrant and enthusiastic teaching is matched by children's enthusiasm for learning. Skilled questioning combined with calm reassurance results in all children taking an interest and developing an understanding of number. They count confidently to ten, with a high proportion counting back from ten with the help of a number line, recognising one more than eight and knowing that half of ten is five. Number puzzles,

cubes, computer games and imaginative play are all incorporated into the planned mathematical experiences and successfully contribute to children's success in this area. Opportunities such as making biscuits are used effectively to show the importance of weighing, and the rich range of classroom resources are accessible for children to investigate shape, size, money and number. Children become confident in using correct mathematical vocabulary because adults are quick to introduce words such as *big*, *bigger* and *biggest* into play and free choice activities.

Knowledge and understanding of the world

The provision for knowledge and understanding is **good**.

Main strengths and weaknesses

- Well resourced classrooms provide good opportunities for children to investigate their surroundings.
- Monitoring and assessment of children's free choice activities needs to be more structured.
- Adults make time to encourage questioning and exploration of the environment.

Commentary

30 Teaching and learning are good and help to ensure children achieve well; the majority of children are in line to achieve the expected goals by the time they move up from Reception. This represents good progress. Reception children are fortunate to have computers in their own classrooms and also have access to the school computer suite. As a result, most children are confident in using the mouse to move icons across the screen and have mastered the 'double click' technique. They are able to follow verbal instructions and select food items from a given selection; the majority can use their knowledge of letter sounds to correctly match the item to the printed name. Photographic evidence shows autumn walks are used to collect interesting items, and in the classrooms hand lenses and 'feely' boxes provide good opportunities for children to explore and investigate. The strong emphasis placed by teachers on encouraging confidence pays dividends as children happily and independently examine the whole range of resources provided. Children gain a good awareness of different cultures because a range of festivals is celebrated, Chinese New Year, Pancake Day, Purim as well as the more familiar Christian festivals. The outside play area offers further opportunities for exploration, the conservation garden and bird table are treated with respect, and the large soil bed is complete with trowels for children to use for exploration. Photographs show children working imaginatively as archaeologists and unearthing 'bones'.

Physical development

Commentary

31 No lessons were observed outside or in the hall and so no judgements can be made about teaching or the overall provision in this area of learning. However children use a range of wheeled toys and play sociably together. They have good opportunities to use small construction toys in the classroom and imaginatively use the car tyres in the playground as a rocket or a net for bat and ball games. After a lesson in the hall, children agreed they had thought of new ways to stretch and curl on apparatus which indicates they are likely to achieve the expected standards. Likewise their skills in handling pencils, scissors and brushes are in line with expected standards. At the moment the quality of accommodation including the outside play area is good; plans are in hand to replace some of the second hand toys and to enhance the provision by building a climbing frame.

Creative development

The provision for creative development is **good**.

Main strengths and weaknesses

- Children are provided with an exciting range of opportunities that enriches their learning.
- Monitoring and assessment of children's free choice activities needs to be more stringent.
- Support from parents increases the number of creative opportunities during the school day.

Commentary

32 Staff plan a wide range of stimulating activities and parents are generous with their time, so teachers are able to include them in lessons. This support increases the number of focus activities and has a positive impact on children's achievement in this area of learning. Teaching and learning are good and children achieve well, moving from a low starting point and attaining the expected goals by the time they leave reception. Children know how to mix paint and realise pictures can be made with crayons, pastels, paint and chalk. In a very good focus session the teacher talked about the artist Cezanne and children quickly guessed he came from France when their teacher said it was a country where people say 'Bonjour'. Having carefully examined a still-life painting by the artist, children took turns to arrange their own still-life using tankards, candles and fruit. This activity gave children very good opportunities to assess their efforts and agree on a final arrangement. Photographs show children learn to cut, stick, paint and decorate, they use junk items to make models and take pride in their work. The role-play areas provide a wealth of opportunities for imaginative and co-operative play, leading to the very good relationships and confident behaviour evident from the children. Children appreciate the different moods conveyed by music, recognise the change of tempo when they listen to fast and slow beats and are developing a sense of rhythm. They make good progress in building up a repertoire of songs.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

English

Provision in English is **very good**.

Main strengths and weaknesses

- The quality of teaching is very good.
- Pupils' speaking and listening abilities are developed very effectively.
- Pupils with special educational needs achieve very well.
- Teachers provide pupils with very good opportunities to develop their writing skills.

Commentary

- 33 Inspection findings show that by the end of Years 2 and 6 pupils achieve very well and standards are above average. The improvement in standards by the end of Year 2 is because of good teaching and the impact of the Early Years unit on pupils' early experiences in language and literacy. Pupils with special educational needs achieve very well. This is because they are supported very well and teachers' planning addresses their needs very well.
- 34 Standards in speaking and listening are above average. Pupils speak clearly and correctly and have a good range of vocabulary for their ages. Many pupils speak confidently. They plan what they intend to say with care and offer their ideas and opinions thoughtfully. Teachers skilfully ensure that pupils pronounce words correctly.
- 35 Standards in reading and writing are above average. Teachers establish links between speaking and listening and reading and writing very effectively. For example, they ensure that when pupils learn new words they are immediately given opportunities to use the words in sentences. They also ensure that pupils have opportunities to write the words in the correct contexts. These processes are enabling pupils to successfully apply their good speaking and listening and reading skills when they write. Consequently, pupils write confidently and successfully and standards are improving. In some years the presentation of pupils' written work is untidy and the school's good policy for handwriting is not applied consistently.
- 36 Many pupils are keen readers and talk with great enthusiasm about the books they are reading. Parents provide very good support for their children's reading and many visit school regularly to listen to readers. The school also provides parents with very good advice about how to help their children to read and write successfully. The school has adapted its library provision to make fictional and research texts easily accessible. This helps pupils to work independently and develop their knowledge in other subjects. It is also helping to improve the standard of reading for boys very effectively. Teachers use homework very well to provide pupils with a very good range of opportunities to apply their writing skills.
- 37 The leadership and management of the subject are very good. The co-ordinator uses data from the school's good assessment procedures to make careful analysis of standards. Very effective action is taken address any issues raised by this process. The co-ordinator also provides very good support and guidance for her colleagues.

Language and literacy across the curriculum

- 38 The teaching of language and literacy across the curriculum to support and enhance pupils' learning is very good. Teachers make very good use, in all subjects, of opportunities to

develop pupils speaking and listening. This is partly why standards are above average. In many subjects, such as history, teachers provide pupils with very good opportunities to use their writing skills. Pupils apply these skills well.

Mathematics

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Teaching in Year 6 is consistently very good.
- Pupils are enthusiastic about their learning.
- The very good provision for pupils with special educational needs enables them to achieve very well.
- The marking of pupils' work is not consistent throughout the school.

Commentary

- 39 Inspection findings show that standards are above average by the end of Year 2 and well above average by the end of Year 6. The very good provision for pupils who have special educational needs is one reason for their overall very good achievement. The assessment and tracking systems are used effectively to identify any pupil who is not making progress and additional support is provided. All pupils have targets for their attainment. They enjoy their lessons and as a result all achieve very well. The consistently very good teaching in Year 6, where pupils respond with enthusiasm to mathematical challenges, results in Year 6 pupils achieving very well.
- 40 Teaching of mathematics is consistently good across the school and it is evident from the lessons seen and the work sampled that some teaching is of very high quality. Very good questioning by the teacher helped Year 2 pupils clarify exactly what methods they could use to calculate the cost of their healthy picnic boxes. Pupils in this lesson achieved very well because they were sufficiently confident to be able to ask questions, there was no fear of failure because of the very good relationships between adults and pupils. Similarly, in Year 5, the teacher had very good subject knowledge and carefully balanced the consolidation of existing skills with the acquisition of new knowledge so pupils made very good progress in classifying types of triangle. The school has recently invested in an electronic whiteboard and this was used to very good effect with pupils in Year 6. The difficult concepts of ratio and proportion were demonstrated visually and the equipment was used very successfully to clarify teaching points.
- 41 In the best lessons, learning objectives are shared with the pupils and at the end of the lesson pupils assess their own progress. At the end of lessons, pupils in Year 6 are expected to write their comments about what they have achieved and where they would like additional help. This technique makes pupils think about their work and develop evaluative skills. Teachers throughout the school give pupils good opportunities to discuss their work and give verbal explanations of their mathematical reasoning; pupils learn to listen and support each other. Marking is sometimes inconsistent. However there are very good examples of supportive comments from teachers, provoking pupils to think carefully and respond with explanations or resolutions to improve their work.
- 42 Leadership and management of the subject are good. The co-ordinator is enthusiastic about the subject, encouraging pupils to enjoy mathematics. Assessment procedures had become onerous and have been changed. The system is now more informative and 'user friendly'. Tracking systems alert teachers if any pupil is not making sufficient progress and the school is looking to increase the impact of information and communication technology within

mathematics. There is an active commitment to raising standards for all pupils. Improvement since the last inspection is very good.

Mathematics across the curriculum

- 43 The promotion of numeracy skills across the curriculum is very good. The classroom walls are vibrant with displays showing graphs or tally charts for recording data, for example the recent survey about school meals, favourite pets or snacks, and showing the results of scientific investigations. Relevant mathematical vocabulary is displayed well and used as prompts for pupils. The older pupils are encouraged to write about their investigations into number patterns and use correct vocabulary in their work on compass directions.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- A high proportion of pupils achieve standards that are above average in the national tests at the age of eleven.
- In Years 6, pupils make above average progress in scientific knowledge and understanding.
- The teaching at the upper end of the school is very good.
- The investigative skills of younger pupils are not as high as they could be.
- The majority of pupils show positive attitudes to science.
- The standards achieved at age seven are below national expectations.
- Assessment procedures are inconsistently applied throughout the school.

Commentary

- 44 By the age of seven, standards are below those expected nationally. However, pupils' achievement is satisfactory in relation to their prior learning. By the age of eleven, standards are above the national average, and pupils achieve very well in their knowledge and understanding of science.
- 45 Younger pupils are beginning to understand why scientific tests need to be fair. For example, they are aware that ice cubes have to be left in the same place for the same length of time and at a similar temperature for a fair test of melting rates. In general, however, they are not provided with sufficient structured opportunities to investigate problems in a scientific way. The pupils in Year 6 have good knowledge and understanding of the conditions plants and animals need to live, forces, electricity and light. They are also provided with good opportunities to make predictions and to carry out scientific enquiry.
- 46 The quality of teaching is good overall, with some very good teaching seen at the upper end of the school. Here, teachers have good command of the subject and they ask challenging questions that extend pupils' thinking and understanding. The good and very good lessons are delivered in an interesting and stimulating way and a good pace is maintained throughout. Occasionally, for younger pupils, scientific investigations lack structure and the focus is on activities, rather than on what pupils are expected to learn.
- 47 The standards attained by the seven year olds are below average and many are capable of higher achievement. Sometimes teaching for this age group does not take sufficient account of prior learning and tasks are not well matched to the needs of pupils. Sometimes all the pupils work on the same activities, resulting in more able pupils doing work that is not demanding enough and less able pupils working on unsuitable tasks. There is a satisfactory whole-school approach to assessment that requires teachers to record progress and to

identify pupils who achieve above or below expectation, but this is not yet implemented fully across the school.

- 48 Throughout the school, pupils show positive and enthusiastic attitudes to science. They behave very well in lessons and enjoy their learning. They are attentive to teachers and remain on tasks for extended periods and most are keen to answer and to contribute to the lesson. At the time of inspection the co-ordinator was absent, but subject management is currently satisfactory and recent developments have created a suitable structure within which progress can be made.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are in line with national expectations throughout the school and pupils make good progress and achieve well.
- The quality of teaching is generally good.
- Resources and general provision have been improved significantly since the last inspection.
- The increasingly effective management of ICT has a positive effect on the quality of provision and the standards achieved by pupils.
- Although there are examples of good use of ICT to support work in other subjects, this is not a consistent feature throughout the school.

Commentary

- 49 Pupils achieve well and attain average standards for their age by the end of Years 2 and 6. This represents considerable improvement since the last inspection, when provision and standards were judged to be unsatisfactory. Pupils in Year 1 are using computers for word processing and mouse control is improving. They are beginning to find their way around the keyboard and confidently log on, finding relevant icons to click and drag. In Year 2, pupils are aware of technology in every day life and can accurately input directions into a programmable toy. Older pupils confidently demonstrate good understanding of 'input' and 'output' procedures and most cope well with entering information into computers. These pupils are confident and independent users of computers.
- 50 The quality of teaching is good. Lessons are well planned with clear learning targets that are shared with the pupils at the beginning of the sessions. Teachers have good subject knowledge, and step-by-step demonstrations of the software are used well to help pupils follow progressions more easily. Opportunities are taken to extend relevant vocabulary and the pupils use technical language confidently. Teachers and support staff work together very effectively to ensure that all aspects of ICT are accessible to all pupils. Care is taken to check that boys and girls enjoy the same opportunities and pupils with special educational needs are well supported and make good progress.
- 51 There is a computer suite with a good range of ICT learning resources, including an interactive whiteboard. The school is seeking to improve the seating arrangements so that pupils will be provided with adjustable chairs and screen filters. There is also a need for a more advanced server system. The imaginative use of external expertise, such as the additional technical support in the suite, helps to capture pupils' interest and to challenge and extend their learning. Teachers' growing knowledge and understanding contribute to the good progress pupils are making. Funding, dedicated for training teachers in this subject, is used well.

- 52 ICT is managed very well by the subject co-ordinator. This contributes significantly towards the good provision and improving standards in the subject. A very good contribution is made to provision by the school's ICT technician who ensures that computers and other equipment are maintained in good working order. She also helps teachers to solve problems that occasionally arise with the equipment. The programme of work meets the requirements of the National Curriculum although there is scope for increasing the use of control and sensor technology.

Information and communication technology across the curriculum

- 53 The school is committed to achieving more consistent and systematic use of ICT in work across the curriculum. There are some good examples of the use of ICT to enhance learning in mathematics, for example, when its use is related well to the main objectives of lessons. In general, however, planning does not identify opportunities for the effective and constructive use of ICT to support and enhance learning in all subjects.

HUMANITIES

No overall judgement is made on the provision for geography as no lessons were seen.

Geography

- 54 The newly appointed co-ordinator has a good understanding of the management role, and, based on the work seen, standards are in line with national expectations. The subject is taught regularly. The curriculum is broad and varied, offering pupils good insights into life in other countries and developing their geographical skills. Barnaby Bear is used to good effect with the younger pupils, who follow his travels with interest. Work throughout the school includes finding out about homes, examining the geology of Great Britain, and looking at the transport and physical features in Pakistan. Older pupils in Year 5 become involved in the local community in a practical way. Last year they surveyed and contributed very well to community discussions about pedestrianisation. This year they will pursue another local issue related to conservation and redevelopment.
- 55 Year 6 pupils go on a residential week in South Wales during the autumn term. As well as taking part in a range of physical activities and becoming more mature and confident, pupils also study the environment. The visit helps to bring alive their lessons on landscape and coastal features, the water cycle, map grid references, compass bearings and fossils. A very striking model made by pupils from corrugated card shows they understand the relationship between contours and the landscape well. All classrooms display well-labelled maps to help pupils understand where their own town and country fit into a global context. The quality of work in books and on display indicates pupils achieve well in this subject.

History

Provision in history is **good**.

Main strengths and weaknesses

- Well planned and interesting lessons lead to good achievement.
- The school has a broad approach to the subject.
- The subject is used effectively to extend literacy skills.

Commentary

- 56 Standards in history are in line with those expected for Year 2 and are above expectation for pupils in Year 6. Pupils in Years 1 and 2 achieve well; they gain a good sense of time past

when they compare old teddies with new ones. Pupils gained an increased sense of chronology when a visiting speaker demonstrated a range of old toys; pupils were very responsive and by studying the toys they began to understand how their own lives are different from those of people in the past. Pupils learn about people such as Florence Nightingale, Mary Seacole and Samuel Pepys and identify significant people of today. They understand that because Mary Seacole was from Jamaica, there is less information available about her impact on society.

- 57 Pupils in Years 3 to 6 achieve very well. They continue to develop their historical knowledge by examining their own locality past and present, and look at earlier civilisations such as the Ancient Egyptians, Romans and Greeks. A particular strength of the provision is the commitment of the school to linking history with other subjects. Good opportunities are given for pupils to develop literacy skills. These include:
- sequencing the events leading to the Great Fire of London;
 - writing instructions for how to build a Roman road;
 - gathering and recording evidence gleaned from the decorations on a Greek urn;
 - writing anecdotally as a character in the past;
 - writing a letter as an Athenian persuading the Spartans to fight the Persians.
- 58 Teaching is good. Lessons are well planned and interesting. Older pupils become aware of how much they learn because teachers involve them well in making the end of unit evaluations. Teachers make good use of resources to interest pupils so they learn to ask questions and distinguish between ways of life at different times in history. Pupils always have positive attitudes and show curiosity and enthusiasm for the subject.
- 59 Since the last inspection there has been good improvement in this subject. The co-ordinator was absent during the inspection but the amount of time given to the subject, combined with good teaching and pupils' enthusiasm suggest that leadership and management is at least satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No judgement is made about the quality of provision for music as only one lesson was seen.

Art and design

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

Main strengths and weaknesses

- The school gives a high profile to this subject.
- Pupils are enthusiastic about their art.
- The school is involved regularly and very successfully in creative competitions or events.

Commentary

- 60 Standards in Year 2 are above average and pupils achieve well. Standards in Year 6 are well above average and pupils achieve very well. This is because of the emphasis placed by teachers in valuing art as an important part of the curriculum. Display is vibrant and reflects pupils' skills in using direct observations and producing good quality artwork. The school is rightly proud of pupils' achievements in this subject. Pupils in Year 2 achieve very well in the use of a good variety of techniques. These techniques include printing, sewing, collage, drawing and painting. All pupils have sketchbooks, which they use effectively to try out ideas and perfect their techniques. Pupils learn about famous artists, Year 1 paint faces in the style of Picasso and Year 2 work in the style of Monet. By the time they reach Year 6, pupils achieve very well and have extended their knowledge of artists to include Van Gogh, Klee, Mondrian and Kandinsky. Aboriginal and Aztec culture are also used to inspire pupils' artwork.
- 61 A recent project for pupils in Year 2 was very successful in inspiring pupils to be aware of their environment and to use their imagination. A visit to Stonesfield Common to explore nature gave very good opportunities for pupils to emulate the work of Andy Goldsworthy and produce natural sculptures of crocodiles and spiders from the driftwood. This linked well with the later work based on the designs of William Morris.
- 62 Teaching is very good. Though only one lesson was seen, the wealth of work on display, in portfolios, photographs and pupils' own enthusiasm for their favourite subject support this judgement. The lesson seen was of very good quality, pupils were totally absorbed in developing and applying their understanding of colour to portray feelings in the style of Paul Klee. The outstanding feature of this lesson was the emphasis placed on thinking about colour and tone. Pupils responded very imaginatively to the challenge and took great pride in their work, confidently discussing their choices of colour and the feelings evoked by those choices. They achieved very well.
- 63 The school participates successfully in a good range of extra activities. A pupil from the school was successful in winning the Witney Carnival poster competition last year. Pupils participate in the Partnership Arts Festivals, last year tie-dyeing tee-shirts and bandannas to be worn in their African-inspired dance performed at public venues. The school participated in a competition to design a stained glass window, pupils' efforts were well rewarded, they won the first prize and the actual stained glass window produced by a professional artist is in pride of place in the main corridor.
- 64 Leadership and management are very good. The co-ordinator is a very good teacher and though there is scope for further monitoring of pupils' progress, the subject has a significant place within the curriculum. The co-ordinator has clear ideas for development and the improvement since the last inspection is very good.

Design and technology

The provision in design and technology is **satisfactory**.

Main strengths and weaknesses

- Pupils are provided with opportunities to research, design and make products.
 - Plans are derived well from national guidance.
 - Sometimes not enough opportunities are provided for pupils to evaluate their products.
- 65 During the inspection it was only possible to see one design and technology lesson being taught. Judgements are, therefore, mainly based on an analysis of pupils' work and discussions with teachers. Standards achieved are in line with national expectations. This is a significant improvement from the previous inspection, when standards were judged to be unsatisfactory. Pupils are provided with opportunities to generate their own ideas and there are good examples of on-going design work. This is well illustrated by the balsa wood buggies built by pupils in Year 6. Pupils in Year 5 have constructed bird tables to be placed in the environmental area. Hand puppets are designed and made by seven year olds and there is photographic evidence showing pneumatic monsters, built by the pupils in Year 3. All these examples show average standards and good achievement.
- 66 There is a good long term framework for the subject and medium term planning is based on national guidance. Skills are taught progressively and a good range of materials, including wood, card and plastics is available. However, sometimes not enough opportunities are provided for pupils to evaluate their work. The co-ordinator has only been in post for a short period of time, but planning for the subject is analysed regularly as part of monitoring the quality of teaching. Evidence of design work is presented in a school file, enabling the co-ordinator and teachers to have a good view of standards and identify areas requiring improvement.

Music

- 67 Only one lesson, in Year 4, was observed in music. Standards in the lesson exceeded those expected for pupils at this age and pupils achieved well. The lesson provided pupils with good opportunities to plan and compose their own music and to evaluate the quality of their own work and that of others. Pupils did this well. The teacher's good subject knowledge ensured that pupils used correct musical terminology and understood musical notation well. Pupils sang well. They composed their own accompaniment to 'Land of the Silver Birch', playing percussion instruments thoughtfully and in time.
- 68 Leadership and management of the subject are good. The co-ordinator ensures that good support is available for her colleagues. She has provided a very helpful scheme of work to support teachers in their work. The school has a choir and recorder clubs that are well attended and makes a good contribution towards pupils' learning in the subject.

Physical education

Provision for physical education is **good**.

Main strengths and weaknesses

- Teaching is good.
- Pupils' learning is supported very well by a very good programme of extra-curricular activities.
- Leadership and management of the subject are good.

Commentary

- 69 By the end of Year 2 standards are average and pupils achieve well. By the end of Year 6 standards are above average and pupils achieve very well.
- 70 Teaching is good. Teachers plan their lessons effectively to ensure all pupils are included well and activities are matched well to pupils' differing levels of ability. Pupils in Year 2 know the value of exercise and why they need to prepare for physical activity. They learn with enthusiasm and work hard to improve their skills. Older pupils, for example those in Year 6, make very good progress because of their teacher's very good subject knowledge. They are provided with very good opportunities to plan their work, to develop and apply their skills and to evaluate their work and that of others. Pupils respond very well to these opportunities.
- 71 The subject co-ordinator provides good support and guidance for her colleagues. She also organises a very effective programme of extra-curricular activities. The programme includes a football club, taught jointly by teachers and parents, and hockey and netball clubs. A local Morris dancing group provides tuition for pupils and there is a dance club led by parents. All these activities enhance pupils' learning very well. There are very good links with the school's partner high school whose pupils use The Blake as a venue for sports leader training.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social, health education and citizenship

Provision in personal, social, health education and citizenship is **excellent**.

Main strengths and weaknesses

- The school embraces and contributes to local and national initiatives in the subject very well.
- The leadership and management of the subject are excellent.

Commentary

- 72 Pupils, throughout the school, achieve very well. This is because the subject is taught very well and the provision across the school is planned very effectively by the co-ordinator. The programme plays a central part in the very effective whole school approach to developing pupils' maturity, independence and self-confidence.
- 73 Throughout the school, pupils have very good opportunities to show their understanding of how they can contribute positively to their community and to improving the environment. Pupils are eager to talk about these aspects of their development and do so with considerable understanding. The social skills pupils learn are developed very well. These are evident everywhere in the school. Older pupils show kindness and support for each other and for younger pupils. They also participate very well in school and community activities. For example, pupils have worked successfully, in partnership with the Town Council, to develop play provision on ground near to the school.
- 74 The co-ordinator has provided an excellent programme for pupils to follow as they progress through the school. The guidance she provides for her colleagues ensure this programme is taught very well. The co-ordinator's innovative approach to developing the subject is highly regarded and very effective. She provides guidance for teachers in other schools and writes articles in professional journals. The excellent quality of provision makes a very significant contribution to the school's ethos and to the social and emotional development of all pupils.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

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