

INSPECTION REPORT

BLEDINGTON PRIMARY SCHOOL

Bledington, Chipping Norton

LEA area: Gloucestershire

Unique reference number: 115505

Headteacher: Mrs S Richards

Lead inspector: Mrs J Cousins

Dates of inspection: 28th – 30th June 2004

Inspection number: 260314

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

© Crown copyright 2004

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

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

INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 4 – 11 years
Gender of pupils: Mixed
Number on roll: 76

School address: Old Burford Road
Bledington
Chipping Norton Oxfordshire
Postcode: OX7 6US

Telephone number: 01608 658388
Fax number: 01608 659124

Appropriate authority: The Governing Body
Name of chair of governors: Mr. Robert Pearson

Date of previous inspection: 19 October 1998

CHARACTERISTICS OF THE SCHOOL

Bledington Primary is a small village school which serves rural Gloucestershire. Most pupils live in privately owned homes, but some live in rented houses. Pupils come from a variety of social backgrounds. A below average number of pupils qualify for free school meals. Pupils' attainment on entry is average and an average proportion of pupils are identified as having special educational needs. Pupils' special needs range from speech and communication to specific learning difficulties. There is an average turnover of pupils. However, in Year 6, above average numbers of pupils joined late. A significant number of the pupils who join late in the year have special educational needs. Most pupils originate from England. No pupils are refugees, speak English as an additional language, come from travelling communities, or are in public care.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22942	J S Cousins	Lead inspector	English, Art and design, Design and technology, Information and communication technology, Music, Physical education, Religious education, Areas of learning for children in the Foundation Stage, English as an additional language.
9487	F Hurd	Lay inspector	
22578	D G Jones	Team inspector	Mathematics, Science, Geography, History, Special educational needs.

The inspection contractor was:

MSB Education Ltd

Broomhill
Wimborne
Dorset
BH21 7AR

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	16
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	26

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Bledington Primary is an improving school and provides satisfactorily for all its pupils. Teaching and learning are satisfactory. As a result, pupils achieve satisfactorily in relation to their abilities. The school is led well with energy and vision by the headteacher and governors. The management of the school is satisfactory overall. Teachers and teaching assistants are dedicated and work hard for the benefit of the pupils. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Pupils make good progress in reading, art and religious education, achieving above average standards by the end of Year 6.
- The ways in which pupils' views are listened to and acted upon are very effective and mean that standards of personal, social and health education are above expectations.
- The good leadership of the headteacher and governors ensure that the school is always looking at ways to improve standards.
- The school is aware that assessment could be used more effectively to raise standards even further.
- Staff set high expectations of pupils' conduct and so relationships are very good, behaviour is good, and pupils are very willing to take responsibility.
- Parents make very good contributions to pupils' learning at home and in school.
- Pupils and parents do not have a clear understanding of how pupils could improve their work.
- Links with the community are very good and the commitment of the school to include all pupils is effective in making them feel a part of the school community.

Overall the school has made satisfactory improvements since the last inspection. The key issues from the last inspection have been addressed suitably. Teachers challenge more able pupils more satisfactorily and a considerable proportion of pupils attain above average standards. Time and resources are used well within lessons. Information for parents is satisfactory. The school has improved standards by the end of Year 6 in reading and art and design.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar school
	2001	2002	2003	2003
English	A	B	A	A
Mathematics	C	A	A	A
Science	A	A*	A*	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.

Caution is needed in interpreting data when there are such small numbers of pupils in each year group. In 2003 standards in English and mathematics were well above average and in science results were in the top five per cent of the country. Last year standards in Year 6 were particularly high, largely because there were no pupils with special educational needs.

Inspection findings are that standards in the current Year 6 in English, mathematics and science are average. Standards are lower this year mainly because there is an average percentage of pupils with special educational needs and a significant proportion of pupils joined the school after reception. In Year 2 standards are average in the key areas of writing, reading, speaking and listening, mathematics and science. Overall, pupils' level of knowledge on entry is average. By the time children start Year 1 standards meet expectations for their ages in most areas of learning. Children's personal, social and emotional development is above expectations by the end of the reception year.

Throughout the school pupils' personal development is good. Provision for pupils' spiritual, moral, social and cultural development is good overall. Pupils really enjoy coming to school and are proud of their achievements. They have effective attitudes to work and behave well. Punctuality in the morning, and attendance, are very good.

QUALITY OF EDUCATION

The quality of education is satisfactory. Teaching is satisfactory overall and was good or better in nearly five out of ten lessons. There was no unsatisfactory teaching. Teachers are adept at using effective methods which make lessons interesting so that the quality of learning is satisfactory overall. All teachers encourage pupils to do their best. Teachers insist on high standards of behaviour and spend time motivating and encouraging pupils. As a result, pupils behave well in lessons and develop very good relationships with other children and adults. Teaching assistants provide valuable support, particularly for pupils with special educational needs during the practical part of lessons. However, teachers and teaching assistants do not always explain to pupils how they have been successful, or tell them what they could do to improve.

The curriculum covers all subjects satisfactorily, therefore it is broad and relevant. The curriculum is enriched by good provision for pupils' personal development and a good range of extracurricular activities, especially with regard to sports and through visitors and educational visits. Care, support and guidance of pupils are satisfactory and there are good arrangements to settle pupils in. Pupils create very trusting relationships with adults in the school. Very effective links with the community and other schools make an invaluable contribution to the quality of the school's provision. The school works hard to seek and act on parents' views.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory overall. The headteacher leads well with dedication and clear vision. All those who work in the school seek to create a happy school. The headteacher receives invaluable support from all members of staff. Teachers with management responsibilities take these seriously and fulfil these satisfactorily. Governors are supportive, take a keen interest in the work of the school and fulfil their legal responsibilities well. Their governance is good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils have good opinions of the school. Pupils are very proud of their school and are fiercely loyal. On the whole, parents are supportive of the school and are pleased with what it does for their children. A considerable percentage of parents expressed concerns about the quality of information they received about the progress their children are making. Inspectors agree that reports to parents could contain more specific targets for pupils that are linked to National Curriculum levels of attainment. Furthermore, parents have concerns about homework, settling in arrangements for pupils, the leadership and management of the school,

the way parents' views and suggestions are handled, and behaviour. Evidence collected during the inspection from the school and pupils does not support parents' concerns on any of these items.

IMPROVEMENTS NEEDED

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

- Improve the school's use of assessment to raise standards even higher.
- Enhance parents' and pupils' understanding of how pupils can improve their work specifically.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Throughout the school boys and girls achieve satisfactorily. Overall, in the Foundation Stage and Years 2 and 6 pupils attain average standards.

Main strengths and weaknesses

- Standards of personal, social and emotional development are above average in the Foundation Stage and in Year 6.
- Standards are above average in Year 6 for reading, religious education and art and design.
- Pupils with special educational needs achieve well and make good progress towards their personal targets.

Commentary

1. When children join the school their attainment is in line with national expectations. Most children achieve satisfactorily and reach the levels expected for six year olds in language, literacy and communication, mathematics, knowledge and understanding of the world and physical and creative development. Standards of personal, social and emotional development are above expectations due to teachers' good management skills.

2. The school has a small intake of pupils each year. Because of this caution must be taken when comparing the Year 2 pupils' results in national tests with national averages. Nevertheless, over the past three years the results for this age group have improved above the national trend. In the 2003 national tests at the end of Year 2 the school's performance was above average in writing and well above average in reading and in the top five per cent of the country for mathematics. This was as a result of the year group having few pupils who find learning difficult. The school has challenged its more able pupils in Year 2 satisfactorily as

average proportions of pupils attained higher levels in reading and writing and very high percentages in mathematics and science.

3. Inspection findings indicate that standards overall are average in the current Year 2. Most pupils achieve satisfactorily in Years 1 and 2. Standards in Year 2 are average in reading, writing, mathematics and science. Standards meet national expectations in speaking and listening, information and communication technology (ICT) and religious education. There was insufficient evidence to judge standards in art and design, design and technology, geography, history, music and physical education in either Year 2 or Year 6.

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

Standards in:	School results	National results
English	29.0 (28.2)	26.8 (27.0)
Mathematics	29.0 (29.4)	26.8 (26.7)
Science	32.0 (33.0)	28.6 (28.3)

There were 12 pupils in the year group. Figures in brackets are for the previous year

4. Performance in National Curriculum tests for pupils in Year 6 has been consistently high over the last few years. Standards in 2003 in English and mathematics were well above average, and science results were in the top five per cent of the nation. This is because there were no pupils with special educational needs in the year group. In English and mathematics well above average proportions attained higher levels and in science very high percentages of pupils gained higher levels. This is a significant improvement since the last inspection.

5. Inspection findings indicate that standards in the current Year 6 are average. As each pupil represents a large percentage in this school a few pupils with special educational needs can have a significant effect on overall standards. Standards are lower this year because there are average proportions of pupils with special educational needs and above average numbers of pupils have arrived late into this year group. Most pupils achieve satisfactorily between Years 3 and 6. More able pupils are challenged satisfactorily in all areas of learning. Standards in reading, religious education and art and design are above expectations. This is because of particularly good teaching. In speaking and listening, mathematics, science and ICT standards meet expectations.

6. In some year groups there is an average proportion of pupils with special educational needs but some year groups have no pupils who find learning difficult. Pupils with special educational needs achieve well and a good proportion of them attain the nationally expected standards. Pupils are included in all aspects of lessons and more able pupils are challenged satisfactorily by teachers' high expectations of them.

Pupils' attitudes, values and other personal qualities

Attendance and punctuality are very good. Pupils' attitudes and behaviour are good overall and sometimes better. Pupils' personal development is good.

Main strengths and weaknesses

- The school's procedures to promote good attendance are very good, a considerable improvement from the previous inspection.

- Pupils are very willing to take responsibility and show a very good level of enterprise.
- Relationships within the school community are very good.
- Pupils show a very good level of confidence and self-esteem.
- Social and moral provision is very good.

Commentary

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.8	School data	0.1
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. Attendance is very good, being well above national averages. Parents and carers are conscientious at informing the school about absence, but any unexplained absences are investigated on the day they occur. Attendance is analysed weekly using an electronic system and any patterns which cause concern are immediately followed up. Registration fulfils legal requirements. The importance of good attendance and punctuality are strongly promoted. This is a considerable improvement since the last inspection.

8. Pupils expect to work hard and enjoy their lessons. No unsatisfactory behaviour was observed in or out of class. Relationships between the different age groups are very good. Pupils are openly affectionate and caring towards each other. A Year 6 boy saw nothing unusual about going into lunch with two little girls holding his hands. Older pupils organise all the school's charitable fundraising activities themselves as well as other events such as the talent show held to celebrate the new hall, and the annual sports day. In discussion pupils are confident, friendly and impressive ambassadors for their school. In their view pupils who join the school after the Foundation Stage sometimes take a little while to learn 'how we do things here' and to understand that mutual courtesy and respect are part of that pattern. All pupils were confident that staff did not tolerate bullying or bad behaviour and believe that any concerns they might have are taken seriously as are any suggestions for improvements. Pupils with special educational needs show good attitudes to their work and to learning in general. This has a positive effect on the progress they make in class. Pupils have good relationships with their class teachers and support staff.

9. The very good moral and social development of pupils is a significant strength of the school. This enables most pupils to be included effectively in many school activities and make good progress in their personal development. Pupils are very well aware of right and wrong and really do respect each other and the beliefs of others. Socially pupils are encouraged to take a full part in their own village community through activities such as the Flower Shows and Summer Fair. History offers many good opportunities for pupils to learn about our culture. For example, pupils in Years 4 to 6 are very well aware of what everyday life was like for people who lived through World War II in Bledington because of the effective use of visitors. The school ensures that multicultural awareness is good as pupils learn about Hinduism and Islam in our society. Pupils learn to sing many songs from other cultures. They are given satisfactory opportunities to develop self-awareness during reflection and prayer. Collective worship allows pupils to learn effectively about healthy lifestyles.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory mainly because pupils receive appropriate teaching throughout the school. The curriculum and pupils' care and welfare are satisfactory. Partnership with parents is good and links with the community are very effective.

Teaching and learning

The quality of teaching and learning is satisfactory. However, assessment procedures are not used satisfactorily.

Main strengths and weaknesses

- Teachers use effective methods and resources well which make learning memorable.
- Teachers insist on high standards of behaviour.
- The teaching of pupils with special educational needs is good.
- Teachers and teaching assistants do not use assessment sufficiently to raise standards.
- Teachers do not inform pupils sufficiently about how they could improve their work.
- Teaching assistants make a particularly good contribution to the learning of pupils who are in the Foundation Stage and Year 1.

Commentary

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1 (3%)	14 (47%)	15 (50%)	0	0	0

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

10. The teaching of children in their first year of schooling is satisfactory overall. Significant strengths include the use of effective teaching methods incorporating games and practical activities. The teacher's effective management skills and enthusiasm for learning mean that children behave well, are keen to learn and co-operate effectively. The teaching assistant is used very effectively to teach pupils while the teacher is concentrating on pupils in Year 1.

11. Overall, teaching and learning are satisfactory in Years 1 to 6. Five out of ten lessons were good or better. No unsatisfactory teaching took place during the inspection. The teaching of reading, religious education and art and design is good. In speaking and listening, writing and ICT teaching is satisfactory. Standards of work seen indicate that the teaching of science is at least satisfactory. It was not possible to judge the quality of teaching in design and technology, music, geography, history and physical education as too little evidence was available and few lessons were observed. Provision for more able pupils is satisfactory and pupils are well extended through teachers' good expectations to use their reading skills in a wide variety of ways. All pupils, including those with special educational needs, are fully included in lessons due to teachers' effective use of resources.

12. Teachers set high standards of behaviour and pupils behave well in lessons as a result. Teachers encourage pupils to 'have a go' and so they grow in confidence. Other significant strengths of teaching include teachers' use of resources, objects, books, visits and visitors and ICT. These are incorporated well into the teaching of topics and this helps to make learning memorable. Interesting projects are planned that incorporate several subjects. For example,

pupils in Years 4 to 6 are researching World War II, a history project using the Internet in ICT lessons. Open-ended questioning is often used to deepen pupils' understanding. Pupils make good progress in learning how to work independently and in groups due to teachers' good organisation skills.

13. Teaching of pupils with special educational needs is good. Teachers' planning ensures that activities are matched well to individual pupils' needs and this helps pupils to develop their basic skills. Teaching assistants are used effectively during the main parts of lessons. However, they are not often involved in recording assessments of pupils' attainment at the beginning or end of lessons.

14. The school's assessment procedures for pupils with special educational needs are good and pupils' individual progress is carefully monitored. Targets in pupils' individual education plans are closely matched to their specific needs.

15. Pupils' levels of understanding are assessed well when they join the school. There is a good tracking system which records pupils' achievements in reading, writing and mathematics as pupils move through the school. Assessment in all subjects is carried out informally by teachers but assessments of pupils' standards are not recorded throughout the year in subjects other than English, mathematics and science. Individual pupils' targets are not always specific and are rarely referred to in lessons. At the start of sessions teachers do not always inform pupils what they will be looking for in their marking. Teachers' marking and spoken comments are not being used consistently to inform pupils what they have done well or to tell them how they could improve.

The curriculum

The curriculum is satisfactory overall.

Main strengths and weaknesses

- Provision for pupils with special educational needs is good.
- Support for learning outside the school day is good.
- The accommodation has been improved and is good.
- There is good equality of access for all pupils.
- ICT resources are underdeveloped for control technology.
- The school's taught time is slightly below the nationally recommended level.
- Good curriculum provision for art and swimming results in good standards in both by the end of Year 6.

Commentary

16. All pupils have access to the full curriculum, showing clearly the school's wish to be fully inclusive. The school provides well for pupils with special educational needs as it did at the last inspection. These pupils receive good support in order that they can take full advantage of the broad, balanced and relevant curriculum offered by the school. The school has a policy, and is beginning to make arrangements for pupils who are noted as being gifted or talented. In the current Year 6 a couple of pupils who were in this category have received some extra support in mathematics. As a result, they both achieved very well in the last National Curriculum tests.

17. There are still one or two weaknesses in the curriculum. These are in the area of control technology in ICT and in planning and evaluating design and technology projects. At the same

time there are strengths in the curriculum in swimming and in art. In both of these areas, standards by Year 6 are above national expectations.

18. The school's taught time is slightly below that which is recommended nationally. The headteacher has been made aware of this and already has made tentative plans to address the situation.

19. Support for learning outside the school day is good. The school offers its pupils a wide range of club activities, visits and visitors in order to enhance the curriculum. Such clubs as recorder, football, cricket, tag rugby and netball are offered. At the same time, the school enlivens the curriculum with a good range of visits and visitors. For example, pupils visit the Ashmolean Museum to see first hand evidence for work on the Egyptians and they visit the Gloucester museum to support work on the Romans. A range of musicians and drama groups visits the school to support work in these two areas.

20. The school provides a bi-annual residential trip to the Isle of Wight which focuses on aspects of geography and physical activities. At the same time, it gives good support to pupils' social and personal development as many children will be away from home for the first time.

21. Since the last inspection the school's accommodation has been improved. The school still has good outside accommodation including a field, wood, pond, garden and adventure playground. Its internal accommodation now includes a hall, a staff room and a kitchen. The hall has brought great benefit to the school's ability to provide a full range of activities in physical education and drama.

22. As a result of the improvements in accommodation the school has had to address teachers' knowledge of the physical education curriculum. In order to accomplish this, the school has accessed teaching support for physical education through a national initiative. It has already benefited from support in gymnastics and dance at which staff worked alongside experienced coaches.

23. Resources are good which means that learning is frequently brought to life: for instance when pupils in Years 2 and 3 learned how to evaluate different sandwich spreads. Teachers are satisfactorily matched to their roles, and teaching assistants support pupils' learning well.

Care, guidance and support

Pupils' involvement as a result of collecting and acting on their views is very good. Pupils' care, welfare, health and safety are satisfactory. Support, guidance and monitoring of pupils' progress are satisfactory.

Main strengths and weaknesses:

- The extent to which each pupil has a good and trusting relationship with one or more adults in the school is very good.
- Very effective methods are in use to seek out and act on the views of pupils.
- Induction arrangements for new pupils are good overall.
- Procedures to ensure pupils' work in a healthy and safe environment are satisfactory.
- Targets for pupils are not particularly specific.
- Induction arrangements for Foundation Stage children are underdeveloped.

Commentary

24. The very good relationships between adults and children are a strength of the school and a tribute to the very real concern teaching and non-teaching staff have for their pupils. It is made very clear to pupils that they can always ask for a private word with their teacher, pop in to chat to the headteacher, or confide in any other adult of their choice. Staff make every effort to get to know pupils and their families well. Pupils with special educational needs are identified and given appropriate support and satisfactory arrangements are made for gifted and talented pupils. Comments on personal development in pupils' annual reports reflect this good personal knowledge of individuals. Appropriate academic support and guidance is at present only satisfactory because assessment is underdeveloped.

25. The school makes very good use of mixed-age discussion groups to discuss issues of concern to all. Pupils record their comments which are analysed and fed into the school development plan. The whole school takes part in these exercises which are a very good way of including all pupils, developing community spirit and a sense of responsibility amongst pupils. Individuals are encouraged to put forward their own suggestions independently and Year 6 pupils complete an 'exit questionnaire' when they leave.

26. The school's community spirit is demonstrated in the induction of new pupils. Their new classmates see it as their responsibility to welcome them and make sure they have everything they need. Additionally, older pupils work with staff to support children joining the Foundation Stage. Some changes to induction procedures in response to comments from parents will be implemented from September 2004. At present there is no formal procedure to collect and record information about the abilities of new Foundation Stage pupils from their parents or carers.

27. All staff are trained in first aid and briefed on child protection procedures. Governors carry out a health, safety and maintenance inspection of the site about twice a year and equipment is regularly checked for safety. Healthy eating and an active lifestyle are strongly promoted to pupils. Some issues related to health and safety were brought to the governors' attention for further consideration.

28. Teachers assess pupils' work and advise on how work can be improved rather generally. Some written targets for improvement are insufficiently clear or specific enough to ensure that pupils know how they can improve.

Partnership with parents, other schools and the community

Links with parents are good. Links with the local community and with other schools are very good and a positive aid to learning.

Main strengths and weaknesses:

- The involvement of parents through seeking, valuing and acting on their views is good.
- Parents are very supportive of their children's learning and give good support to the school.
- Procedures to ensure satisfaction and deal with any concerns are good.
- The information provided to parents about the school and about pupils' standards and progress is satisfactory.

Commentary

29. Parents are very supportive of their children's learning at home. They help with transport and on visits, in class, in the grounds and with clubs. The energetic Friends' Association provides a steady stream of social and fundraising activities which are central to the life of the local community. The Friends contribute about £3,000 annually. About half the parent body returned questionnaires prior to the inspection. Parents felt their children were treated fairly, the activities provided for them were of good quality, and the school had high expectations of behaviour. The findings of the inspection confirm these views. The Ofsted questionnaires showed concern about pupils' behaviour, the value the school places on the views of parents, and induction procedures, which are not confirmed by the findings of the inspection, and which may reflect the past rather than the present. Parents are kept informed of the progress their children make at the regular termly parents' meetings. Class teachers and their support staff contribute to review meetings where previous targets are discussed and new targets set.

30. More than a third of parents felt that the information the school provides could be improved which the inspection confirms. The prospectus and governors' annual report do not completely fulfil statutory requirements but are informative and attractively designed. Parents might find it helpful to have newsletters more frequently, perhaps in a shorter form. Curriculum information gives little idea of how parents can support learning through appropriate local visits, loaning objects, or offering relevant expertise. Pupils' annual reports often simply describe the curriculum covered rather than pupil progress, particularly for subjects other than English and mathematics, and almost never give any indication of whether the pupil concerned is achieving at, above or below the level expected for their age group. Parents can contact school by e-mail. Information for parents has improved since the last inspection when it was unsatisfactory.

31. The school regularly makes use of questionnaires to gauge parental opinion and the headteacher is prominently available before and after school for individual concerns and suggestions. The school takes complaints seriously and does its best to resolve problems to everyone's satisfaction.

32. Many village activities take place at the school. Pupils participate in the two village flower shows and every other village event. Links with the local church are warm and long established, and older residents are entertained and talk about their lives and wartime experiences. Local residents stage fundraising events in support of the school.

33. The school works closely with the North Cotswold Cluster Group which organises staff training and shared sporting, musical and drama activities. It uses the pool of a local private school for swimming lessons. Pupils in Years 5 and 6 have opportunities to visit Cotswold School, sample lessons and meet staff. In their last term they begin project work which is completed at the college. Staff work closely with their Year 7 colleagues. There are satisfactory links with pre-school care providers.

LEADERSHIP AND MANAGEMENT

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

Main strengths and weaknesses:

- The headteacher provides good leadership and vision.
- The school had an underspend on its budget last year.
- Mathematics, ICT, art and design, physical education, personal and social health education and provision for pupils with special educational needs are all co-ordinated well.
- The governing body is effective in shaping the development of the school.
- The leadership and management of design and technology are underdeveloped.

Commentary

34. The headteacher is an effective leader. Her dedication to the school over the last few years has been effective in developing a school where pupils are encouraged to take responsibility and behave maturely. The headteacher is particularly approachable and works hard to be available to parents before and after school and to pupils in break times. She is committed to including pupils of all abilities and from all backgrounds. She has a clear vision for the school which has motivated staff well to bring about improvement. The headteacher and key staff monitor and evaluate standards satisfactorily. An effective system for tracking pupils' progress in English and mathematics means that all are satisfactorily aware of standards. However, at present this system does not lead to pupils receiving targeted support in specific areas of weakness.

35. Management has brought about satisfactory improvements since the last inspection. High standards have been maintained in tests for the last four years. The school is self-evaluating and has identified appropriate areas for improvement in a good school development plan. The co-ordinators of mathematics, ICT, art and design and physical education have worked effectively to raise teachers' expertise and pupils' knowledge of many aspects of the subjects. Personal, social and health education has been co-ordinated effectively so that pupils' standards of personal development are above average. However, many subjects being developed do not have action plans to focus staff activities. Other subjects are satisfactorily managed. Although the co-ordinator for design and technology has not effectively monitored standards of pupils' planning and evaluation. Leadership and management of the Foundation Stage are satisfactory. The manager has a good understanding of how young children learn and has planned the curriculum well to support development in all areas. Continuing professional development and induction of new staff have high status and this is well regarded by all staff. As a result, the staff work well together, value each other's strengths, and liaise effectively.

36. Leadership and management of support for pupils with special educational needs are good overall. The co-ordinator shows good understanding of the needs of pupils who are in need of additional support. The governing body is kept fully informed through regular liaison with the headteacher.

37. The governing body operates efficiently through its system of committees and, as a result, governance of the school is good. Governors work closely with the headteacher and are well informed and knowledgeable about the school's performance. Governors have started to develop effective links with subject co-ordinators so that they work with staff to monitor and evaluate all aspects of the curriculum.

Financial information for the year March 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	219531	Balance from previous year	40 883

Total expenditure	216939
Expenditure per pupil	2854

Balance carried forward to the next	18 000
-------------------------------------	--------

38. Finances are satisfactorily managed and the governing body ensures that financial resources, including specific grants and additional funding, are used effectively. Last years' underspend was planned to allow the school to develop resources for the Foundation Stage when the building work was finished on the hall. The school implements the principles of best value satisfactorily through its use of data, its methods of consulting those connected to the school, and its targeted use of the budget. Expenditure is in line with the national average for this size of school. All the following aspects are satisfactory, standards, the quality of education, leadership and management, and changes since the last inspection. Therefore the school provides satisfactory value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in all areas of learning for children who are in their first year of schooling is **satisfactory**. Overall, children enter the school with average levels of knowledge in all areas of learning. Children are carefully assessed when they start school and the teacher and the teaching assistants regularly note their achievements. Good record sheets track children's progress throughout their first year of schooling. Parents do not have the opportunity to record their knowledge of their children before they start school and so arrangements for children starting school are only satisfactory. Children achieve satisfactorily in all areas of learning because of satisfactory teaching. By the time they start Year 1 standards meet expectations for six year olds. Since the last inspection there have been satisfactory improvements in the provision for children in their first year of school. The curriculum has been enhanced by developing a more imaginative use of resources which means that children have more extensive opportunities to explore areas of learning through play.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Teachers have high expectations of children to behave well and mix with all age groups within the school.
- Teachers quickly establish very supportive relationships with children.

Commentary

39. Children's standards by the age of six in personal, social and emotional development are above national expectations. Teaching, learning and children's achievement are good in this area. Children speak fairly confidently to adults and other children. In the playground children mix well with all pupils from Years 1 to 6. Teachers work effectively to develop positive relationships with children so that they are confident to discuss their learning and any problems they have. Teachers' high expectations of children and effective organisation mean that children learn how to control their emotions. The majority of children show a good level of interest in their learning. For instance, children were keen to answer the teacher's questions about a seaside story they had listened to. Children settle quickly to their tasks and concentrate well for short periods of time. Most children behave well because of teachers' high standards of discipline and good management skills.

LANGUAGE, LITERACY AND COMMUNICATION DEVELOPMENT

Provision for developing children's language, literacy and communication is **satisfactory**.

Main strengths and weaknesses

- Basic skills of speaking and listening are taught effectively.
- The teaching assistant supports children well.

- Specific comments from teachers and teaching assistants do not often tell children how they could improve their work.

Commentary

40. Standards in language, literacy and communication meet expectations. Children achieve satisfactorily in acquiring these skills as a result of teaching and learning being satisfactory overall. Significant strengths of teaching include the wide range of opportunities for children to talk purposefully to adults and to each other. Very effective methods are used when the teacher asks children to remember what happens in a story and then discuss it. The teaching assistant takes every opportunity to discuss moral issues such as being fair and sharing things. Basic skills are taught well when children learn to write when they make postcards. The teacher captures children's interest when she uses a large board to record children's ideas so that children concentrate well on learning to write. Good teachers' planning means that children are taught effectively to recognise the letters and sounds of the alphabet. However, teachers do not often remind children about ways that they could improve their work.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Practical methods are used effectively to develop children's understanding.
- The teaching assistant uses time and resources well.
- Teachers do not consistently tell children what they have done effectively.

Commentary

41. Standards of mathematical development are in line with expectations. Children achieve satisfactorily in mathematics. This is because of satisfactory teaching and learning overall. Teachers plan plenty of practical activities to promote children's mathematical development. For instance, children learn to give change from small amounts of money. Effective methods are used when children explain to a 'chat partner' what coin is being held up by the teacher. Many opportunities are taken by the teachers and the teaching assistant to reinforce children's counting skills and to check their mathematical understanding through well directed questions. Time and resources are used effectively when children learn to be in a pretend guest house, recording appointments and numbers in a book. Most children count accurately to ten, and more able children count fifteen pencils well. However, after children have completed a task teachers and the teaching assistant rarely explain to children what they have done well.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for developing children's knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- Effective use of resources brings learning to life.
- Good teacher expertise means that children learn about minibeasts.

Commentary

42. Standards are in line with national expectations in this area of learning because of satisfactory teaching. Overall children achieve satisfactorily. Children learn about the properties of materials such as sand and paint by handling and working with them regularly. Children investigate which types of small creatures are found in the grounds because of effective use of practical experimentation. Basic skills are well taught when children learn to draw and record organisms they have collected. Good teacher expertise ensures that children learn about the key features of insects accurately. Teachers' satisfactory organisation skills mean that children learn to use the computer and quickly develop their understanding of how to type in numbers and control the mouse. Religious education is taught effectively through lessons and in assemblies. Most children learn satisfactorily about the birth of Jesus at Christmas.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- Resources are used well to develop children's body control.
- Outside play resources are rather limited.

Commentary

43. Most children develop physical body control and attain what is expected for their age due to satisfactory teaching. Overall, children achieve satisfactorily in their learning. Children enjoy regular opportunities to be active in physical education lessons in the school hall, on the field and in the playground. Resources are used effectively when children learn to control a ball with their feet. The teacher's good expertise means that children learn to control their movements. This was seen when children learnt to roll and kick balls accurately to a target on a wall. Children have satisfactory opportunities for outdoor play in their own area. However, the range of equipment is rather limited for the outside play area.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- A good range of activities is planned which enables children to develop their creative skills.

Commentary

44. Children's creative development is in line with national expectations. The majority of children are on line to reach nationally expected levels for six year olds as a result of satisfactory teaching. Overall, children achieve satisfactorily. Children confidently paint and draw due to the teacher's good organisation skills. Effective use of teachers' knowledge and understanding ensures that children learn to use their observation skills when they make starfish. Good methods are used when pupils are allowed to experiment with sand and make castles adding shells for decoration. Inside the classroom teachers ensure that a good range of activities are planned to develop children's creative development but the outside area offers rather limited opportunities for children to play creatively.

SUBJECTS IN KEY STAGE 1 and 2

ENGLISH

Provision in English is **satisfactory** overall.

Main strengths and weaknesses

- Standards in reading in Year 6 are above average as a result of good teaching.
- Pupils with special educational needs achieve well in relation to their abilities.
- Literacy skills are used effectively in many subjects.
- Teachers could use assessment more effectively to direct pupils' learning.
- Pupils are not sufficiently aware of what they have to do to improve.

Commentary

45. Standards in Year 6 were well above average in 2003 tests and nearly fifty per cent attained higher levels partly because there were no pupils with special educational needs in this year group. Last year standards in Year 2 tests were well above average in reading and above average in writing. Since the previous inspection standards in Years 2 and 6 have risen above the national trend. When compared to similar schools the picture is encouraging as pupils attain standards which are above average.

46. The school has small year groups and so several pupils with special educational needs have a significant impact on standards. In the current Year 2 there is an above average percentage of pupils who find learning challenging and so it is understandable that standards are lower. Standards in Year 2 are average in reading and writing, and meet expectations in speaking and listening. The present Year 6 has an average proportion of pupils with special educational needs and above average numbers of new pupils who have joined the school late. The school has worked hard to gain standards which are average in English and meet expectations in speaking and listening. Consistently satisfactory teaching means that all pupils achieve satisfactorily in relation to their abilities and most pupils are included appropriately into sessions. Pupils with special educational needs have good support so that they achieve in line with their abilities. Teachers and teaching assistants ensure that tasks are carefully adapted to make learning more accessible to these pupils.

47. The teaching of speaking and listening is satisfactory. Teachers value pupils' contributions highly and allow plenty of time for less confident speakers to gather their thoughts and express their ideas. This contributes strongly to the increasingly confident attitude many pupils have towards using language as a means of expressing their ideas and feelings.

48. Overall, teaching and learning are satisfactory with good features. Teachers manage their classes well and insist on high standards of discipline which creates a good working atmosphere. Teachers plan appropriate emphasis on the teaching of letter sounds in Years 1 and 2 so that pupils develop a secure knowledge of their use in reading and spelling. The teaching of reading is good. More able and average pupils in Year 6 make good use of expression and tone to bring meaning to their reading because of teachers' high expectations. In one good lesson seen the teacher effectively shared her aims with pupils so that everyone was clear what the main focus for learning was. Effective teaching methods were used when open ended questioning meant that pupils learnt how to analyse a poem. Pupils make

appropriate use of strategies to sound out unknown words especially in Years 1 and 2. Satisfactory use of homework supports pupils' development in reading and spelling appropriately.

49. The teaching of writing is satisfactory. Basic skills are well taught. Most pupils in Year 6 were able to recognise and use similes effectively in their writing. However, teachers still tend to start all literacy lessons with a reading activity and do not always link these effectively to the teaching of key skills in writing. Teachers' marking and oral feedback do not inform pupils what they have achieved well in or say how they could improve their writing. Pupils are not given information about how to attain higher levels of the National Curriculum. Handwriting is taught satisfactorily so that most pupils' work shows a flowing and joined style in many subjects.

50. Satisfactory leadership and management mean that literacy is used well in other subjects. There has been a high focus on raising standards in writing but this has not had a significant impact yet. The co-ordinator is not complacent and continues to look for ways to improve even more. Improvements since the last inspection are satisfactory and mean that teaching is now effective in developing pupils' reading skills. Pupils' progress is now tracked and monitored satisfactorily in reading and writing. However, this tracking is not used to identify groups of pupils who would benefit from further literacy support in specific areas. The literacy hour has not been successfully adapted to teach writing for part of the week.

Language and literacy across the curriculum

51. There is good use of English in other subjects such as religious education, history, science and geography which is helping to develop pupils' basic literacy skills. For example, religious education projects allow pupils in Years 4 to 6 to write effectively about the meanings of Muslim stories. Furthermore, pupils in Years 4 to 6 write detailed accounts of the story of the Good Samaritan from the Bible. ICT is being used well for word processing and for research purposes.

MATHEMATICS

Provision in mathematics is **satisfactory** with several good features.

Main strengths and weaknesses

- The teaching observed was good.
- Standards in mathematics have been rising year on year.
- The emphasis on using pupils' mathematical knowledge and understanding in investigations and problem solving continues well.
- Assessments are carried out regularly but are not assessed against the levels noted in the National Curriculum.
- The co-ordination of the subject remains effective.
- Pupils are not involved directly enough in understanding how they might make improvements.

Commentary

52. At the time of the National Curriculum tests in 2003 standards attained in Year 2 and Year 6 were well above average when compared to all schools nationally. This was because these

year groups contained no pupils with special educational needs in mathematics. In both year groups about half of the pupils were working at a level higher than expected for their ages, and almost all pupils achieved the nationally expected level for their age.

53. It is expected that results will be lower for both year groups in the latest tests. School data shows that in Year 2 the large percentage of pupils with special needs, thirty per cent, affected the overall outcomes badly. In spite of this, and due to good teaching, a number of pupils with special educational needs still attained the expected level. In Year 6 there were fifteen per cent of pupils with special needs but here the telling factor was that almost forty per cent of the pupils in this year group joined the school after Year 2, making it increasingly difficult for the school to have an effect on outcomes in the tests.

54. Standards seen during the inspection were satisfactory overall. Pupils show satisfactory achievement, considering that just over half of them were of average ability on entry to the school in the reception class.

55. The teaching seen is consistently good but this has not had time to have an impact on standards. Considering an analysis of pupils' work teaching and learning over time is satisfactory overall. Pupils with special needs learn well. This is an improvement since the last inspection and is due largely to teachers showing high expectations for what their pupils can do. This is put into a context in which lessons are well managed and pupils are encouraged to do well. As a consequence, pupils respond well, take on a degree of responsibility for their work and can work by themselves or in groups. Two pupils with extra ability have been given extra support and have gained higher than average standards, scoring almost full marks. All pupils are included in lessons as a result of teachers' good use of resources.

56. The only weakness in teaching and learning is in the area of assessment. There are regular assessments carried out in mathematics but they are not regularly enough levelled against the standards noted in the National Curriculum. As a result, teachers do not get a clear picture of the progress pupils are making. At the same time, pupils themselves, especially the oldest, do not receive details of the assessments or a clear enough picture of how they might help themselves make better progress. The subject co-ordinator, who manages the subject well, understands this weakness and has plans to improve this and the process of tracking pupils' progress.

57. ICT is being used to support learning in mathematics. Evidence suggests that this use, whilst effective, has not been in place long enough to have an impact on standards. It was seen supporting work in money in a Year 1 lesson, whilst in another lesson in Year 2 some pupils put data into the computer in order to draw a graph. Pupils in a Year 6 lesson made good use of their computer to create a spreadsheet when solving a problem.

Mathematics across the curriculum

58. Pupils make satisfactory use of mathematics across the curriculum. Timelines in connection with history are in place in classrooms. Measurements, charts, tables and graphs are noted in science work, especially in Year 6.

SCIENCE

Provision in science is **satisfactory** with some good features.

Main strengths and weaknesses

- The new scheme of work supports learning well.
- Work on investigations has been steadily improving and provides pupils with good opportunities to put their knowledge and understanding into practice.
- Links with the use of literacy skills are good in science, whilst the use of ICT is not yet good enough.
- Whilst assessments are made of pupils' progress, they are not levelled against the standards of the National Curriculum.

Commentary

59. The test results for 2003 showed that standards in science were very high in Year 6 mostly because there were no pupils who found learning difficult. Teacher assessments in Year 2 came to the same conclusion. Standards in the tests for 2004 suggest that they will probably be satisfactory, even though almost ninety per cent of the pupils in Year 6 obtained the expected level. This was done in spite of a proportion of pupils with special needs of fifteen per cent and a mobility factor of almost forty per cent.

60. In spite of this year on year inconsistency due to small year groups trends have been very positive in science and pupils have been achieving well. Achievement for the current Years 2 and 6 is satisfactory, although it is good for those pupils with special needs who obtained the nationally expected level. It is equally good for those pupils who achieved higher levels but who entered school with only average standards.

61. The recently adopted scheme of work has made a positive difference to both teaching and learning. Learning objectives are clear and there is a strong emphasis on investigative science. This element of the work has seen good improvements over time. Pupils enjoy investigations and evidence shows that they complete the work well. Most pupils draw good conclusions from their experiments: for example in an experiment to determine how evaporation rates change depending where in the room small amounts of water are placed.

62. Although no direct teaching of science was available for observation during the inspection a close examination of completed work across the school gives the strong suggestion that teaching is at least satisfactory. The new scheme has given teachers support for their own knowledge and understanding. There is a clear and high expectation of pupils to reach good standards of work. However, assessments made in science are not yet of the quality of those made in English and mathematics. When work is assessed it is somewhat cursory and does not directly relate to the levels of the National Curriculum. As a result, teachers do not have enough information upon which to fine tune the work to suit the wide age range and ability range of pupils in their classes. The outcome is that not often enough do teachers' plans refer to work for higher and lower ability groups within their mixed age classes. Thus the challenge inherent in some work is not applicable to all pupils in the class. All pupils are satisfactorily included in their work as a result of teachers' use of resources.

63. Overall, leadership and management are satisfactory. The well informed subject co-ordinator is aware of the subject's strengths and weaknesses, even though she has not had opportunities to monitor directly teaching and learning in the subject. She is equally aware that the subject is not yet making enough use of ICT. There are very few examples of pupils making links between the two subjects and planning does not, in itself, make those links clear. Now that

building work has been completed the co-ordinator is anxious to return to making good use of the school's very good outside accommodation which includes a wood, pond, garden and greenhouse.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- In Year 6 pupils' knowledge of how to create multimedia presentations is above average.
- Teachers' expertise is considerably improved.
- ICT supports learning in other subjects well.
- Pupils are not told how they could improve their level of work.

Commentary

64. Standards in Years 2 and 6 are in line with expectations and pupils achieve satisfactorily. A significant strength of Years 6 pupils' knowledge is in how to use multimedia presentations. Nearly all Year 6 pupils use computers to create good quality products. For instance, they add text and image effectively to produce presentations on the computer. Most Year 6 pupils add images, a border and change the style and size of lettering well. Pupils in Years 1 to 6 use word processing satisfactorily. For example, most Year 6 pupils word process poems effectively. Most pupils in Year 2 create effective designs of Easter eggs using a mouse, and word process effectively.

65. Teaching is satisfactory and is having a positive impact on pupils' learning in all aspects of the subject. In the two lessons seen there were some significant strengths. For example, effective use of an overhead projector allows pupils to learn about how to create various types of graphs. Good teacher knowledge means that pupils in Years 2 and 3 learn how to enter data efficiently when they learn how to create graphs using computers. Basic skills are taught effectively when pupils learn how to increase the size of the page on the screen using drop down menus. Insistence on high standards ensures that pupils behave well when using computers. The encouragement from teachers ensures that pupils are confident to attempt any task using ICT. All pupils are included well in sessions as a result of teachers' use of time and resources. However, teachers do not often tell pupils how they could improve their work and attain higher levels of the National Curriculum.

66. Leadership and management are good. Effective management has brought about considerable improvements in resources and in teachers' expertise. Assessments are recorded on annual reports to parents. However, formal record sheets are not in use by teachers to record the level of pupils' knowledge which would enable the co-ordinator to monitor pupils' progress more effectively.

Information and communication technology across the curriculum

67. The development of pupils' ICT skills is often linked well to other subjects. For example, pupils in Years 1 and 2 learn computer and literacy skills at the same time when they select words using a mouse and type sentences about circus skills. Pupils in Year 3 learn satisfactorily how to record and

input data and create a graph. Pupils in Years 4 to 6 learn to use the Internet and research facts about rationing during World War II in connection with a history project.

HUMANITIES

68. As it was only possible to see one lesson of geography and history during the inspection no overall judgement could be made on the provision, teaching or standards in these subjects.

69. In the single Year 2 **geography** lesson seen pupils were learning about life in Australia and especially on the Great Barrier Reef. Pupils have a good understanding of the environmental problems facing the reef. They had good opportunities to use their literacy skills as they were asked to write a letter to a friend telling them about a visit to the reef and the problems faced in the area. Pupils showed great interest in the topic and could recall a good deal of relevant information. Although progress is not formally assessed and the subject does not have a high priority in the school, it is satisfactorily led and managed and pupils' achievement is satisfactory.

70. A scrutiny of previous **history** work strongly suggests that standards are satisfactory overall with some elements noted at a higher level in individual topics. Pupils' achievement is at least satisfactory. For example, in the single lesson seen teaching was good and gave pupils good opportunities to use research skills in an activity based on rationing during World War II. In discussion it was clear that pupils have a good sense of the chronology of the period. They have clear opportunities to use their literacy skills in note taking and in writing letters as if they were evacuees. They use both books and the Internet for their research and a good range of posters and original objects enrich their work. An analysis of previously completed work in books in Year 2 shows that individual topics on the Celts, Vikings and Romans were well organised and presented. Good opportunities to use literacy skills were noted in the free writing about Romans and again about the Coliseum. The subject is satisfactorily managed and the school's own resources are often supplemented by loan items and objects sent in by parents.

RELIGIOUS EDUCATION

Provision in religious education is **good**.

Strengths and weaknesses

- Pupils in Year 6 have levels of knowledge above those expected in the locally agreed syllabus.
- Teachers' marking does not explain to pupils what they have done well in.

Commentary

71. Religious education has a high status across the school. This maintains the position found at the previous inspection. Most pupils in Years 4 to 6 achieve well and this indicates that teaching is good. Older pupils recall facts about Christianity and Islam well and recount the main points from Bible stories effectively. Religious education lessons often develop pupils' moral and social awareness. For example, this was seen when the majority of pupils in Year 6 discussed ways to preserve and look after the school grounds demonstrating particularly mature understanding of the problems. The teacher used resources effectively when Native American stories were used to highlight their beliefs about nature. An analysis of pupils' work

shows that the curriculum is well developed. Pupils are achieving well as a result of the practical way religious education is taught. Teachers plan many opportunities for pupils to reflect on the meanings of stories. For instance, literacy skills are utilised well when pupils in Year 6 are asked to explain the message in the story of Muhammad and the black speck on his heart. All groups of pupils including those with special educational needs are incorporated well in sessions as a result of teachers' organisational skills. However, marking is not specific and is not linked to the main learning objective.

72. No teaching was observed in Years 1 to 3. An analysis of pupils' work demonstrates that standards in Year 2 meet locally agreed expectations. This indicates that teaching and learning are satisfactory. Most pupils achieve satisfactorily when they study Christianity and Hinduism. The teacher's good expertise means that pupils in Year 2 learn to compare Christmas and Divali foods using lists effectively. Good teacher expectations allow pupils to complete statements about the reasons for the Divali Festival. Most pupils have a satisfactory level of knowledge about Lakshmi's role in the Festival of Light.

73. Leadership and management are satisfactory. The co-ordination of this subject has maintained its profile. Since the previous inspection there have been satisfactory improvements. Teachers now place even more emphasis on teaching pupils about other faiths and prepare pupils well for life in a multicultural society. The Internet and ICT are now used effectively to research various religious education projects.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

74. No overall judgement on provision and teaching was made in these subjects. Only one lesson was seen in music, no lessons were observed in physical education and two lessons were seen in art and design and design and technology.

75. Attractive **art and design** displays around the school and work in pupils' sketchbooks indicate that achievement is good and teachers plan an effective variety of activities. Standards in art and design in Year 6 are above expectations and this indicates that teaching and learning are good. Basic skills are developed effectively: for example when pupils from Year 6 learnt to sketch cups and added shading to give depth to pictures. In the one lesson seen teaching was good. Pupils in Year 6 learn to paint backgrounds using watercolours effectively. Famous artists are used well when pupils in Years 4 to 6 learn to draw imaginary landscapes in the style of Schulten. ICT is used effectively when pupils learn to create abstract trees using various computer techniques. Group art work means that pupils learn to work together effectively when they create felt squares which are joined together. Three-dimensional work is planned so that pupils in Years 4 to 6 learn to make interesting sculptures using autumn leaves and twigs. Good links with other areas of the curriculum mean that pupils use knowledge from other subjects effectively and imaginatively when they draw. One particularly good example of this was the Aboriginal patterns pupils in Year 2 had painted in connection with a geography project on Australia. The subject is well led and managed. However, teachers do not specifically explain to pupils what they have done well in and say how they could improve.

76. In **design and technology** pupils experience a satisfactory range of materials and techniques and achieve satisfactorily in their making skills. Pupils in Year 6 talk about the enjoyment they have had from making vehicles. Standards are in line with expectations in Years 2 and 6 and pupils achieve satisfactorily. Most pupils in Year 6 followed instructions and made potato rock cakes carefully. Pupils in Year 6 used their mathematics skills effectively

when they learnt how to measure amounts of flour and margarine accurately. Basic skills are developed well when pupils learn how to combine ingredients and add flavour with currants and spices. Most pupils in Years 2 and 3 use their literacy skills well to write satisfactory evaluations of various sandwich spreads. Good use of resources ensures that pupils in Years 2 and 3 learn to test new flavours. Leadership and management are satisfactory. Pupils' work is not held in design and technology folders and so it is difficult for the co-ordinator to monitor pupils' progress. There was little evidence of pupils in Years 4 to 6 drawing labelled diagrams or evaluating their own products.

77. Pupils across the school clearly enjoy **music** and singing lessons, and achieve satisfactorily. Extracurricular opportunities are good and support the curriculum well. Pupils are able to learn to play the recorder and guitar. Pupils sing happily in festivals, for instance in the Harvest Festival and Christmas productions such as 'All Around the World' church service. Most pupils sing tunefully in school assemblies and show a satisfactory level of musical knowledge. In the one very good lesson seen very effective use of warm-up activities meant that pupils in Years 1 to 6 learnt to control their breathing and lung capacity. Very good teacher expertise means that pupils learn to sing 'My God' using strong legato singing. Particularly effective methods are used when pupils sing unaccompanied to help them learn to articulate their words clearly. Time is used very well due to very thorough lesson planning. Resources are used effectively when pupils learn to sing spiritually uplifting songs such as 'Drop in the Ocean'. The subject is led and managed satisfactorily. Music from our own and other cultures is played in assembly but is rarely discussed with pupils.

78. Effective leadership and management from the co-ordinator of **physical education** mean that provision has improved considerably since the last inspection. Resources have been improved and the school now has a large hall. The curriculum is now broad and pupils have access to all elements of physical education. Extracurricular activities make a significant contribution to pupils' standards. In the autumn term pupils in Years 4 to 6 learn to play tag rugby and then take part in a tournament with eleven local schools. Then in the spring term all pupils in Years 4 to 6 learn cross-country running and hockey. A netball club allowed some older pupils to take part in an inter school netball tournament. Older pupils take part in athletics activities which are taught and then tested in competition with local schools. An expert gymnastics coach has recently worked with every year group for six weeks. All pupils learn how to country dance and perform for parents and local people. A dance expert visited the school and taught pupils how to create imaginative dances which tell a story. Sports day incorporates many group activities which are organised by older pupils. Standards of swimming are above expectations because every year group has one term of swimming per year. Nearly all pupils can swim twenty-five metres by the time they are in Year 6 with a significant proportion swimming much further.

PERSONAL, SOCIAL AND HEALTH EDUCATION

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

Strengths and weaknesses

- Teaching is effective in developing very positive relationships between pupils and with staff.
- The end of lessons is not used effectively for pupils' self-evaluation.

Commentary

79. Standards are above expectations and indicate that teaching and learning are effective. Weekly lessons are well established and mean that pupils achieve well. In the one lesson seen effective methods were used so that pupils learnt to identify fact and fiction from statements about cigarettes. Good use of questioning by the teacher meant that pupils learnt to consider ways to handle others' pressure to join them in smoking. Most pupils responded with mature and thoughtful answers about how to handle pressure from other young people to buying cigarettes. Very positive relationships were evident where pupils explained how they would support others. However, the end of the session was not used to allow pupils to consider what they had learnt. The majority of pupils in Year 6 demonstrated above average levels of maturity when they discussed the dangers of cigarettes and how to avoid them. Sex education and drugs awareness are covered appropriately for pupils in Years 1 to 6. A good programme of study ensures that pupils learn about others' values. As a result, pupils throughout the school understand what it is to be a good citizen. Overall, leadership and management are good.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3

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

The leadership and management of the school	4
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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