

ERRATUM SLIP

Kingham Primary School

Unique Reference Number: 123003

Contract Number: 265911

Date of inspection: 05/07/2004

Reporting inspector: Colin Henderson

INSPECTION REPORT - the following paragraph should read as follows:-

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The school's links with other schools and colleges	2
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INSPECTION REPORT

KINGHAM PRIMARY SCHOOL

Kingham, Chipping Norton

LEA area: Oxfordshire

Unique reference number: 123003

Headteacher: Mrs Irene Beever

Lead inspector: Colin Henderson

Dates of inspection: 5 – 7 July 2004

Inspection number: 265911

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:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	202
School address:	Kingham Chipping Norton Oxfordshire
Postcode:	OX7 6YD
Telephone number:	01608 658366
Fax number:	01608 658366
Appropriate authority:	Governing body
Name of chair of governors:	Mrs Jane Wilkie (acting)
Date of previous inspection:	October 1998

CHARACTERISTICS OF THE SCHOOL

Kingham Primary is an average-sized primary school. Most pupils come from the local village, with some coming from other nearby villages. Pupils come mainly from private housing. It is an area of much higher than average socio-economic backgrounds. Almost all pupils are of white, United Kingdom ethnic background. There are no pupils for whom English is an additional language, although a very small number come from bilingual homes. The levels of pupil mobility are low. The proportion of pupils entitled to free school meals is well below average. Five per cent of pupils have special educational needs, which is below average. Their needs are mainly moderate and specific learning difficulties. Attainment on entry is above average overall. The school has recently received Active Mark in recognition for its work in physical education. At the time of the inspection, the school was in the process of major building work as the community, school and local education authority worked together to fund and build a new hall.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23742	Colin Henderson	Lead inspector	Mathematics Information and communication technology Geography Physical education Special educational needs
9334	Jenny Mynett	Lay inspector	
21378	Jean Harding	Team inspector	Science Foundation Stage Art and design Music
32475	Nick Butt	Team inspector	English Design and technology History Religious education Citizenship

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The overall effectiveness of Kingham Primary School is **very good**.

It is a caring, harmonious and supportive school community in which every child feels valued and is encouraged and expected to behave and achieve very well. The strong leadership of the headteacher gives a clear direction to the work of the school. She is supported very well by an influential governing body and a good staff team. The consistently very good quality of teaching in Years 1 to 6 enables pupils to achieve and maintain well above average standards, although teaching in the Foundation Stage for much of this year has been unsatisfactory. Pupils clearly enjoy school, are keen to learn and their behaviour is very good. The school gives very good value for money.

The school's main strengths and weaknesses are:

- Pupils' writing and number skills are of a consistently high quality.
- Pupils achieve very well, supported by very good teaching.
- Achievement in this year's Foundation Stage has not been as good as it should have been.
- Excellent community links and very valuable contributions from parents enhance pupils' learning.
- The good curriculum is enriched by a good range of extra-curricular activities.
- Very good relationships throughout the school reflect its caring ethos.

The school has made good progress since the last inspection. Provision for pupils with special educational needs is now good. The school has improved the quality of pupils' individual education plans. It has improved the procedures to ensure pupils' health, safety and welfare. Opportunities for children in the Foundation Stage to develop their personal skills have improved. The strong leadership ensures that standards of attainment, teaching and pupils' attitudes and behaviour remain at a high level.

STANDARDS ACHIEVED

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

Key: A - top 5 per cent nationally; A - well above average; B - above average; C - average; D - below average; E - well below average. Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils' achievement is very good. They attain standards that are consistently well above average, particularly in English and mathematics. Children enter the Foundation Stage with above average attainment. They make satisfactory progress overall in their learning, although their progress has not been as good as it should have been as a result of unsatisfactory teaching for much of this year. Children meet the nationally expected levels by the time they enter Year 1. Pupils in Years 1 to 6 make very good progress overall, resulting mainly from very good teaching, a good curriculum and pupils' strong desire to learn. Boys achieve equally as well as girls. Pupils with special educational needs achieve well and make good progress towards their learning targets, as they benefit from good support in their learning. Pupils from a traveller background are given good individual support and achieve very well. Gifted and talented pupils are challenged successfully to

extend their skills and knowledge, particularly in mathematics. Pupils' writing and number skills are very good throughout the school. Pupils use them very successfully to achieve very well in other subjects, for example, history and geography. Standards in ICT and religious education are above nationally expected levels.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are very good and promote very good attitudes and behaviour. Attendance and punctuality are very good.

QUALITY OF EDUCATION

The quality of education is very good. Teaching is very good overall. It is consistently very good in Years 1 to 6 and helps pupils make very good progress in their learning. It is satisfactory overall in the Foundation Stage and has improved recently. The curriculum is good for pupils in Years 1 to 6, although teaching time is below the recommended minimum for pupils in Years 3 to 6. The curriculum is satisfactory for children in the Foundation Stage. It is enriched by a good range of extra-curricular clubs and activities. Some pupils do not attend a daily act of collective worship. The school provides good care, guidance and support for pupils, which reflect its caring and supportive ethos. Links with parents are very good. They are excellent with the local community and contribute significantly to pupils' learning.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The strong leadership of the headteacher is a key factor in the school's effectiveness. She is supported well by a good staff team and an influential governing body who share her vision for a high achieving and harmonious school community. Co-ordinators lead their subjects well, particularly literacy and numeracy, and the overall effectiveness of management is good. Governance is very good. Governors are fully involved in working with the headteacher and her staff to review the school's effectiveness and target improvement. They have a good understanding of the school and make a significant contribution to shaping the direction of the school's work. Some aspects of their statutory duties are not met fully.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very supportive of the school. In their questionnaires, almost all parents agree that their children like school and make good progress; that the school is well led and managed; that teaching is good; that children behave well and that staff treat their children fairly. Inspectors agree with the parents' positive views. A small number of parents thought that the range of curriculum activities is rather narrow. Inspectors judged that the curriculum offers a good range of learning activities.

Pupils have similar positive views of the school. These are clearly reflected in the pupils' questionnaires and in discussions with inspectors. A large proportion of pupils indicated that they have to work hard; teachers are fair and show them how to make their work better; other children are friendly and they know an adult to go to if they are worried. Inspectors agree that this is a friendly, caring school in which relationships are very good.

IMPROVEMENTS NEEDED

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

- Improve provision in the Foundation Stage by consistently using information on how well children are doing to guide teaching plans.
- Consider lengthening the school day for pupils in Years 3 to 6.

and, to meet statutory requirements:

- Ensure that the governors' annual report to parents includes all required information.
- Ensure that all pupils have a daily act of collective worship.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils attain well above average standards, especially in English and mathematics. They achieve consistently very well in Years 1 to 6. Children in the Foundation Stage achieve satisfactorily.

Main strengths and weaknesses

- Pupils' writing skills are of high standard throughout the school.
- More able and gifted mathematicians achieve very high standards.
- Many children in this year's Foundation Stage class have not made enough progress.
- Very good teaching and a good range of interesting learning activities help pupils to achieve very well in many subjects.

Commentary

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

Standards in:	School results	National results
reading	17.8 (18.4)	15.7 (15.8)
writing	17.7 (17.0)	14.6 (14.4)
mathematics	18.7 (19.0)	16.3 (16.5)

There were 28 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	31.3 (31.1)	26.8 (27.0)
mathematics	29.7 (29.6)	26.8 (26.7)
science	30.7 (30.2)	28.6 (28.3)

There were 29 pupils in the year group. Figures in brackets are for the previous year

1. Most children start at the school with a good level of knowledge, understanding and skills. A few have some difficulties and a significant number are performing at above the expected levels for their age. When they leave the Foundation Stage, children's attainment, overall, meets the level expected nationally for children of the same age. In previous years, children have often exceeded the nationally expected levels for children of this age and many were working well within the programmes of work for pupils in Year 1. This year children have not made the same progress, as the teaching has not been good enough for the whole of their time in the Foundation Stage class. However, in spite of all the difficulties produced by the problems with the provision, most children have made satisfactory progress in the development of their knowledge, understanding and skills since they joined the school. Progress has been better in the last few weeks, although many will not have achieved as well overall as they could have done, especially the most able. However, in relation to their creative development, children with particular problems have made good progress, due to careful management by staff.

2. The results of the national tests for pupils in Year 6 over the last four years show that standards have remained consistently well above the national average in English, mathematics and science. They are well above the average of similar schools. In 2002 and 2003, the results in English were in the top five per cent compared nationally and with similar schools. The results of the tests for pupils in Year 2 show a similar pattern of well above average standards in reading, writing and mathematics over a long period of time. In 2002 and 2003, standards in writing and mathematics were in the top five per cent nationally. Inspection evidence reflects these test results and illustrates clearly the school's strong focus on pupils' attainment. Pupils continue to attain the high standards reported at the last inspection. In 2003, the proportion of Year 6 pupils who achieved the nationally expected Level 4 in English, mathematics and science was very high. The proportion of pupils who attained Level 5 was also well above the national average. Inspectors found that the current Year 6 is likely attain well above average results, although the proportion of pupils who attain Level 5 is unlikely to be as high as the previous two years as the year group does not contain as many more able pupils. The current Year 2 is likely to maintain the high standards in test results, with a high proportion achieving above the national average.
3. These high standards result from teachers' consistently very high expectations, challenging activities and pupils' keenness to do well. Pupils' writing skills are taught particularly well. Teachers give pupils clear guidance over how to develop their writing skills. They constantly encourage them to broaden the range of words and phrases to make their writing interesting to the reader. Teachers provide a very good range of writing activities. The very good teaching of handwriting ensures that pupils produce detailed and well presented written work throughout the school. In mathematics, teachers use good resources, often backed up by extension activities taken from the Internet, to challenge more able pupils to apply their skills and knowledge to solve challenging problems. Pupils respond enthusiastically to the challenge and enjoy using their knowledge to tackle increasingly difficult mathematical problems and investigations.
4. The achievement of pupils is consistently very good throughout the school. There is little variation in teachers' high expectations from class to class. Pupils know that they are expected to work hard and present their work neatly and in detail. Boys and girls achieve equally high standards. Pupils with special educational needs and those from a traveller background achieve well as a result of the caring, inclusive atmosphere in the school and the very good support they receive from teachers and teaching assistants. Almost all of these pupils achieve average standards in national tests by the end of Year 6.
5. Pupils receive a good curriculum and achieve very well in many subjects. Standards in religious education exceed those expected in the local agreed syllabus. Standards in information and communication technology (ICT) are above nationally expected levels as pupils benefit from improved resources and good opportunities to extend their skills. Standards in history are above expected levels. They are well above expectations in geography by the end of Year 6. Pupils use their very good writing and reading skills to produce high quality, well researched work. Standards in physical education are above expected levels by the end of Year 6, as a result of a good range of sporting activities and very effective links with local schools and community organisations. There was insufficient evidence to make a judgement on standards in art and design, design and technology and music.

Pupils' attitudes, values and other personal qualities

Pupils' spiritual, moral, social, cultural and personal development is very good, as reflected in their very good attitudes, behaviour, relationships, and willingness to take responsibility. Pupils are happy and enjoy coming to school.

Main strengths and weaknesses

- Pupils make very good progress because they are highly motivated and eager to learn.
- Behaviour around the school is very good and pupils understand and respect class and whole school rules.
- Relationships between pupils and staff are very good as a result of the caring learning environment provided.
- Pupils' personal development is effectively developed through well-defined opportunities to promote their spiritual, moral, social and cultural development.
- Attendance is higher than in most other schools and punctuality is very good.

Commentary

6. Both pupils and parents hold very positive views about their school. Parents are generally delighted that their children are happy and enjoy school. They feel that the teachers' high expectations encourage their children to work hard, and help them develop into mature and confident individuals. Pupils are very enthusiastic and keen to learn. They like the fact that there are 'lots of friendly people' and that 'lessons are fun but we learn at the same time.' Although children in the Foundation Stage have been subject to staffing changes this year, they show confidence and are developing positive attitudes to their work and learning. These children are likely to attain the standards expected nationally in personal, social and emotional development by the end of the year. Pupils with special educational needs show the same very positive attitudes to school as do their classmates. They enjoy their lessons, concentrate well and try hard to succeed at their work.
7. The school is a well-ordered community with a clear sense of purpose. Pupils have very positive attitudes to work and their behaviour is very good. They respond well to the positive learning environment of the school. This effectively promotes working together and encourages pupils' independence and taking responsibility for their own learning. Pupils show respect towards adults and each other and harmony is a strong feature of the school. Pupils have few concerns about bullying. Their very good achievement is supported well by their personal qualities of determination and perseverance, and their willingness to do their best.
8. Pupils' spiritual development is very good and is well promoted through assemblies and the 'values education', which is firmly embedded into the school's culture. This helps to develop pupils' self-knowledge and spiritual awareness. Pupils gain a good understanding of their own and other religions through the sensitive teaching in religious education lessons. Pupils show great respect for the values and beliefs of others.
9. The very good provision for moral development has made a strong impact through rewarding good behaviour and encouraging pupils to take responsibility for their actions. Pupils respect the code of conduct which they have helped to devise, know right from wrong and are fully aware of how their actions affect others. The good behaviour of pupils in and around the school is a result of their developing self-discipline and is reflected in no pupil exclusions from the school. Social development is particularly well fostered and results in constructive relationships between staff and pupils and amongst the pupils themselves. The older pupils are very caring of the younger ones. Pupils accept responsibility readily and complete any tasks they have been given conscientiously, such as acting as 'shed monitors'. The school council engenders a good awareness of others and how they can meet the needs of pupils in the school.
10. Pupils' cultural development is good. There is a rich provision offered about pupils' own culture in music, art and dance and through involvement in various local festivals. Multi-cultural aspects are less well developed. The school celebrates different religious festivals effectively. Art and design makes a good contribution to the multi-cultural awareness through work related to African and Mexican culture, and a personal and social education lesson in Year 3 explored the origins of different foods and aspects of 'fair trade'. However, with few pupils from ethnic

minority backgrounds and limited local resources, the school is aware of the difficulties involved in raising pupils' knowledge and understanding of the cultural diversity of life in Britain today.

Attendance

Pupils are happy to come to school and are eager to learn. Attendance is very good and well above the national average with very few unauthorised absences. The school has effectively raised attendance levels over the last few years through a focus on recognising and celebrating individual and class achievement. Most parents are conscientious in contacting the school when their children are away, and bring their children to school punctually in the mornings.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.94	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.

Exclusions

There were no exclusions in the previous academic school year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is very good. Teaching is very good. The school provides a good curriculum that is enriched by a good range of extra-curricular activities. The school provides good levels of care and guidance. Links with the parents are very good. Those with the local community are excellent.

Teaching and learning

Teaching and learning are very good. They are consistently very good from Years 1 to 6, with some examples of excellent practice. Teaching in the Foundation Stage is satisfactory overall, although was unsatisfactory for much of the school year. Good assessment procedures are used well to inform teaching and help pupils to improve the standard of their work in Years 1 to 6.

Main strengths and weaknesses

- Teachers have high expectations of pupils' work and behaviour that they strive hard to achieve.
- Lessons in Years 1 to 6 are well-paced, taught very well and help pupils to make very good progress in their learning.
- Unsatisfactory teaching in the Foundation Stage has restricted children's achievement.
- The teaching of basic skills, especially writing, is consistently very good and promotes high standards of achievement.
- Teachers work in an effective partnership with teaching assistants to ensure that all pupils are included fully and are given good support and guidance in their learning.
- Teachers use information on how well pupils are doing to guide their teaching, although they do not always use it to inform pupils of what they need to do next to improve the standard of their work.

Commentary

Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (9%)	16 (47%)	8 (24%)	7(20%)	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.

11. Teaching has been maintained at the very good standard reported in the last inspection. It is a significant factor in helping pupils to achieve high standards, especially in English and mathematics. Teaching is very good in each year from Year 3 to Year 6, with examples of excellent practice in both infant and junior classes. The good quality of teaching reflects the views of pupils and parents. Parents in 95 per cent of the questionnaires valued the good teaching. The unsatisfactory quality of teaching in the Foundation Stage, as reflected in the lack of records and of children's work since September, limited children's achievement, especially in developing their mathematical and literacy skills.

12. Teachers have high expectations of pupils' attitudes and achievements. They make good use of information on how well pupils are doing to plan in great detail and set work to challenge and extend pupils of different abilities. They make it clear to pupils what they are trying to achieve. Teachers maintain a brisk pace to lessons and regularly remind pupils of what they expect from them by the end of the lesson. This results in pupils sustaining their interest and concentration. Pupils have very good relationships with their teachers. They are very keen to work for them and achieve as well as they can. Teachers use a very good range of teaching methods to capture pupils' attention, for example, using a very good range of pictures to stimulate pupils' knowledge and use of alliteration in their writing. Teachers work in a good partnership with teaching assistants to support well bwer attaining pupils, those from a traveller background and those with special educational needs. They are included fully in all aspects of the work and, with encouragement and guidance, most achieve standards similar to those expected for their age. Occasionally, this support is rather too directed and limits pupils' independence in their learning. Teachers use good tracking procedures to identify different groups of pupils, for example, more able pupils and those who are gifted and talented. They plan activities that extend these pupils' learning and help them to achieve very high standards, for example, in writing and mathematics.

13. The teaching in the Foundation Stage is satisfactory overall; it has not been consistently as good as was reported in the previous inspection. It is currently satisfactory with strong features, and has been at least satisfactory before this school year. However, for much of the current school year, the teaching has been unsatisfactory, leading to restricted achievement by children. The aspect that has caused the headteacher most concern is the lack of proper planning of lessons that would give children of all abilities work appropriate to their needs, and this was caused by poor assessment. Work, up until this half-term, has lacked focus and challenge. Far from being too teacher-directed, a criticism of the previous inspection, the teaching has lacked direction. This was known to the headteacher who took appropriate action. The quality of the current teaching is doing much to compensate for the deficiencies during the year. However, a consistently good feature of the teaching over the year is the staff's encouragement and engagement of children. This bodes well for children's future development, as most are happy to try new work.

14. Teachers develop pupils' literacy and numeracy skills very effectively. The teaching of pupils' writing skills is consistently very good throughout the school. It is particularly effective in Year 2 where the co-ordinator guides pupils carefully and systematically in improving their skills. Pupils are encouraged to look carefully at their work constantly to find ways of improving the range of words and phrases and make their work more interesting. Pupils use note-taking and recount skills very well to prepare for their written work. Very good teaching of a neat and legible handwriting style throughout the school results in teachers and pupils maintaining a strong focus on presenting work to a high standard.

15. Teachers in Years 1 to 6 assess pupils' work regularly. They identify what pupils have grasped well and where there are still uncertainties in their learning. They use this information well to inform their teaching, although this was not evident in the Foundation Stage for much of this year. Teachers mark pupils' work accurately and they have a consistent expectation that pupils will correct errors and learn from their mistakes. Some teachers identify specific points for improvement, particularly for those pupils with special educational needs. They encourage pupils to look carefully at ways of improving their work and, as a result, standards rise. Pupils in Years 1 and 2 are involved successfully in evaluating how well they have done in lessons, although procedures to help pupils focus on specific areas for improvement are not developed consistently. The school has identified this as a priority for improvement and staff training is organised for the start of the next school year.

The curriculum

The school offers a good curriculum. Opportunities for enrichment are also good. Accommodation and resources are satisfactory overall.

Main strengths and weaknesses

- Provision is very good in English and mathematics and good in other subjects
- Support staff contribute very well to the curriculum
- The school environment is attractive and welcoming
- The time given to lessons for older pupils is below the recommended minimum.
- Some pupils do not have a daily act of collective worship.

Commentary

16. The carefully structured and well planned curriculum includes all National Curriculum subjects and religious education. Statutory requirements are mainly met, although some pupils do not have a daily act of collective worship. This does not ensure that they benefit fully from the 'values' and themes that are promoted in assemblies. The development of the curriculum has focused on raising standards in English and mathematics, with considerable success. There is a good level of teaching staff and a very good level of support staff, who all work together well. Teaching assistants support the curriculum very well through their work with individuals and groups of pupils. Colourful displays of work make the school an attractive and stimulating environment. The grounds are well maintained and contain areas of interest including the woodland walk. The lesson time for Year 3 to Year 6 pupils falls short of the recommended minimum by over an hour per week. Over a full school year this amounts to a significant amount of time being lost. In some afternoon lessons during the inspection, for example, science, teachers had difficulty in ensuring that completed all they had to do within the lesson.
17. The children in the Foundation Stage have a broad curriculum with good emphasis on their personal, social and emotional development. The curriculum is particularly strong in developing children's creative skills, especially in their use of role-play. However, the detailed planning for the development of children's language, literacy and mathematical skills has been lacking for much of this year, and so many children may not have made the progress of which they might be capable. The learning of children in the Foundation Stage has been constrained by the lack of experience of the teacher during the first part of the year. During this time the teaching assistants have given good support and the school has put in extra staff and helpers to this class to help the children make better progress for this term. This is a good move. Parent volunteers give good help to the teacher. However, at times there are so many adults working in the class that children's independence is not as well promoted as it might be, especially in the development of their literacy skills.
18. The curriculum provision for pupils with special educational needs is good. The special educational needs co-ordinator has improved procedures to draw up more detailed individual education plans, making effective use of ICT. Most plans contain clearer learning targets,

although not all are sufficiently specific to be measured effectively. Teachers use them well in most classes to match learning activities to pupils' needs, although this was not evident consistently in teaching plans. The effective partnership between teachers and teaching assistants ensures that pupils with special educational needs are included fully and supported well in the full range of learning activities.

19. A good range of activities enriches the curriculum. Clubs include Latin, cricket, rounders, football, netball, rugby and dance. Visits include Chedworth Roman Villa and a Tudor day at Sulgrave Manor. The Year 6 pupils have the opportunity to develop their self-confidence on a residential activity trip to Lynton, Devon. The artistic talents of parents support pottery and photography. The school has achieved the Active Mark for its work in physical education and sport, and is involved in environmental and Healthy Schools projects. Personal, social and health education (PSHE) is very well provided. A local partnership of schools promotes cultural and sporting events including a music festival each year. Pupils are well prepared for transfer to secondary school.
20. Accommodation is satisfactory overall and rapidly improving, with a new hall under construction and a new classroom created from the old hall. This will enable the library to be relocated to a more accessible position. The Foundation Stage lacks a covered area for use in all weathers. This limits the use of the outdoor facilities and restricts aspects of children's development in all areas of learning. Subjects are generally well resourced, with improvements in ICT providing a greater range of learning opportunities.

Care, guidance and support

Systems to ensure pupils' health, safety and welfare are good and pupils are well supported during their time at school. Pupils feel safe and secure, and value the fact that they are consulted about different issues and that their views are taken into consideration.

Main strengths and weaknesses

- The caring, supportive and safe environment enables pupils to grow into happy, mature and confident individuals.
- The school's comprehensive procedures ensure pupils' health and safety, care and welfare.
- The school consults very effectively with pupils and takes note of their views.
- There are some concerns relating to traffic problems at the school gate.

Commentary

21. This is a caring school. Previous concerns about the procedures relating to pupils' health, welfare and protection have been addressed and are now good. Parents are very pleased that their children are well nurtured and supported. The school is working effectively towards gaining the Healthy Schools award. Child protection arrangements are now in place, and teachers and support staff are due to receive updated training in the autumn. Play leaders would also benefit by being present at this training. Procedures relating to health and safety are well thought through and implemented with appropriate risk assessments. However, the lack of anybody taking on the role of 'crossing patrol' warden at the school gate at the start and end of the day, and the fact that not all parents are observing the parking restrictions are causes of concern. These were clearly evident in the inspection, although some of these concerns are due to the current building work. The school has expressed these concerns to the local authority and regularly raises the issue with parents.
22. Procedures to monitor and support pupils' personal and academic development and progress are good. Detailed information is kept on how well pupils are doing from one year to the next. Very good relationships between teachers and pupils enable them to give good support and guidance, although pupils are not always aware of what they specifically need to improve.

Some pupils are involved in target setting in some academic subjects and the school plans to increase the focus on target setting next year. Whilst teachers know their classes very well, there is currently no formal tracking system to monitor and promote pupils' personal development, apart from those few individuals where there are behavioural concerns. The school has good systems for offering support and guidance for those pupils with special education needs and involves the various outside agencies as necessary. The school has established good links with parents and involves them in discussions about their child's progress. Parents spoke very positively about the school and its inclusive approach and feel it treats pupils fairly.

23. The induction process into the school is satisfactorily implemented with appropriate links being established with pre-school playgroups. Foundation Stage children are carefully integrated into school through the sensitive and caring support of staff. The transition to secondary schools is generally well managed, particularly through the Chipping Norton Partnership where there are regular visits and joint projects with the secondary school staff. This ensures that pupils' progression to the next stage of education is as smooth as possible.
24. Pupils are very happy and feel it is a very safe and secure school. Pupils are confident that there is somebody they can turn to if they have a problem or are unhappy. The school has worked hard to develop positive responses from pupils and values their contributions to the improvements in the learning environment. Pupils spoke enthusiastically about the different things that had been implemented arising from their discussions. They feel that this has encouraged them to be more responsible and given them a greater voice and involvement in the decision-making processes in the school. For example, the school council has taken an active role in contributing to the Healthy Schools focus with their promotion of 'Fruity Friday'.

Partnership with parents, other schools and the community

Parents have very positive views about the school. The very good links with parents and the excellent links with the local community continue to be one of the major strengths of the school. The links with partner institutions are very good.

Main strengths and weaknesses

- The school has developed a strong supportive parent body and parents hold the school in high regard.
- The financial support offered for the new school building from parents and the local community is outstanding.
- The school has forged very good links with the local community that help enrich pupils' learning experience.
- The very good links with partner institutions promote curriculum development and learning opportunities for pupils.

Commentary

25. The school's close liaison with parents keeps them regularly informed and provides them with many opportunities to become involved in their children's education both at home or in school. This is having a very positive effect on pupils' learning and their levels of achievement. Most parents expressed a high level of satisfaction about the work of the school. They think the school is well managed and find the headteacher and staff highly approachable. A small number of parents expressed concerns about the strong academic focus of the school and felt that whilst this challenged the more able, the narrow curriculum disadvantaged the middle range of pupils and those less able. They also felt that there were few sporting or 'fun' activities, particularly for pupils in Years 1 and 2. The inspection team followed up these concerns and looked at the curriculum balance, the range of sports, enrichment opportunities and other activities and judged these to be good.

26. Links with parents are very good. Parents are very supportive of the school and heavily involved in their children's learning. General information for parents is good. Regular newsletters keep parents updated and well informed on different school activities and events, although some of the required information in the governors' annual report to parents is not included. The home/school link books and reading diaries allow effective day-to-day contact between parents and teachers. The school effectively consults with parents about different issues through a task group and via questionnaires. The annual reports to parents are good, although they do not give parents an indication of their child's level of achievement, according to what is expected nationally of a child of its age. Parents of pupils with special educational needs are kept fully informed of their child's progress and are involved fully in the review processes. The 'Friends of Kingham School Association' is run by an enthusiastic group of parents and staff who raise significant funds for the school. The outstanding support of the whole village and local community has raised substantial funds for the construction of the new school hall. In addition sponsorship money helps to fund music provision.
27. The school's partnership with the local community is excellent. The school is very fortunate in receiving a great deal of support from parents, grandparents and villagers. A large number volunteer their support and help in the school on a regular basis. Parents also share their expertise with pupils, for example, in pottery and photography and are also very supportive with their time and help with the grounds or undertake occasional maintenance tasks around the school. There are good links with the local church, and the experience of older residents has been valued when talking about personal and local history. Pupils are involved in various local fetes and festivals including dancing on the village green. School productions, sports days and events are very well attended.
28. Links with other schools are very good and this is promoting pupils' achievement. The close liaison within the Chipping Norton Partnership of schools has been very effective in offering enrichment opportunities and enhancing pupils' learning. This includes sharing resources, involvement in sports tournaments and festivals and joint staff development opportunities. Links are particularly well developed with Chipping Norton Comprehensive School where most pupils transfer in Year 7. Good staff contact, opportunities to visit and take advantage of their science and sports facilities and transitional projects undertaken at the end of Year 6, all help to ease pupils' move to the next stage of their education.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The leadership of the headteacher and the governance of the school are very good. The leadership of other key staff and the overall effectiveness of management are good.

Main strengths and weaknesses

- The headteacher provides very good leadership, focused strongly on maintaining high standards.
- Governors work in a very good, influential partnership with the headteacher and her staff to monitor and evaluate the quality of education provided by the school and to shape the direction of its work.
- Procedures for monitoring teaching are good, although the evaluation of their impact on learning is not always rigorous enough.
- The headteacher, staff and governors work well together as a team to establish a supportive and caring ethos in which every pupil is valued and included fully in all aspects of the school's programme.
- Procedures to manage school funds and help achieve improvement priorities are very good.

Commentary

29. The headteacher continues to provide very good leadership and a very positive direction to the work of the school, as reported in the last inspection. She has a very good knowledge and

understanding of the school's strengths and provides a very clear vision for a high achieving and harmonious, caring school community. She has established a good team approach and staff promote the school's values consistently in lessons, assemblies and throughout the school day. As a result of this consistent approach, pupils feel cared for and value the help and guidance they receive. The school manages pupils' inclusion well. Pupils with special educational needs are provided for well. Gifted and talented and more able pupils have a good range of extension activities and achieve highly. The headteacher's very strong sense of purpose and high aspirations are crucial influences in maintaining a very effective school. The leadership of the headteacher is valued highly by parents. Subject co-ordinators are given responsibility and good opportunities to monitor and evaluate standards of teaching and learning, especially in the key subjects of literacy and numeracy. They look carefully at test results, analyse samples of pupils' work, check teaching plans and evaluate lessons. As a result, they identify areas for development and support staff well to target improvement. Subject co-ordinators contribute subject action plans to the governors' detailed strategic and operation plan that provides a clear direction to the school's work. This helps the school to continue to achieve high standards of attainment.

30. The school has established good procedures for monitoring staff and pupil performance. The headteacher, with the help of the secretary, is building up a comprehensive range of information to track how well pupils are doing. Teachers use this very effectively to set end-of-year attainment targets for each year group. These are reviewed during the Autumn Term to identify pupils who need additional support in English and mathematics. Governors are kept informed fully about these targets to make well-informed decisions about using resources efficiently to promote standards, for example, when maintaining good levels of teaching assistants. The progress of individual pupils is carefully tracked at the end of each term and this enables the school to monitor the achievement of different groups of pupils, for example, those with special educational needs or those from a traveller background. The information on how well pupils are doing is not always rigorously evaluated to identify specific points for improvement; this means that they cannot be shared with pupils to involve them more consistently in their learning. The management of the provision for pupils with special educational needs is good. Good improvements have been made to individual learning plans. Good links with external agencies allow teachers and teaching assistants to maintain a good knowledge of the different educational difficulties experienced by pupils.
31. The headteacher enables staff to extend their professional skills and knowledge and contribute their ideas to achieving even higher standards. She has established good procedures for monitoring staff performance, reviewing progress and taking action. For much of this school year, these have been focused on the need to improve the provision in the Foundation Stage. The headteacher has a good understanding of what has been happening in this class and she and the governors have taken appropriate action to remedy the unsatisfactory provision for the children and to ensure that it does not happen again. Before September 2003 the curriculum and teaching had been developing well and performance data was properly collected, analysed and monitored. However, the mentoring of the new teacher in September 2003 proved to be ineffective in evaluating the impact on learning and taking rigorous action. As a result, the children were not provided with a satisfactory education. The headteacher and governors were sensitive in their handling of the situation and have done well to improve the current provision.
32. Governors are very supportive of the school and work very well with the headteacher and her staff to maintain a high quality of education. They fulfil most of their statutory requirements, although some of the requirements over information for parents and collective worship are not met fully. Governors have a very good committee structure that reviews all aspects of the school's effectiveness and sets clear targets for improvement in their strategic and operation plan. Governors are linked with a subject and meet with the co-ordinator to evaluate the quality of its provision. They have re-established their 'governor of the month' programme to ensure regular visits to lessons and feedback to staff and governors. As a result, governors have a very good understanding of the school's strengths and weaknesses. There is a very good and

influential partnership between the governors and the headteacher and staff; this is illustrated clearly by the decisions taken, despite funding uncertainties, to maintain one class per year group and to improve the school's accommodation to meet the increasing numbers of pupils.

33. Governors use their financial knowledge and understanding extremely well to ensure that funds are used fully to maintain a very good quality of education and high standards. They work closely with the headteacher and the school's efficient bursar to maintain detailed up-to-date financial records. They use the principles of best value consistently to evaluate the school's effectiveness, for example, checking on the impact of their decision to maintain good levels of teaching assistants. The amount spent on each pupil is low, when compared with similar schools, and used very efficiently. Governors manage the funds for pupils with special educational well to ensure good provision and good levels of support. Governors provide very knowledgeable and influential guidance in managing the school's finances. They are very supportive in helping the school to raise additional funds to help it improve. For example, they agreed the need for a new hall and committed themselves to the project despite limited funds being available initially from the local education authority. Governors worked very effectively to raise over £240,000 to fund this improvement to the accommodation. This very good financial management and clear sense of purpose contribute well to the school's very good effectiveness.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	430718
Total expenditure	424277
Expenditure per pupil	2209

Balances (£)	
Balance from previous year	14987
Balance carried forward to the next	6411

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

Main strengths and weaknesses

- For much of this year the provision has been unsatisfactory.
- The children's imaginations are well developed in role-play.
- The assessment and recording of children's achievement are unsatisfactory.
- The outside facilities are used well.
- There is good involvement of parents in their children's learning.

Commentary

34. There has been satisfactory improvement in provision since the previous inspection, but the provision for over two terms this year has been unsatisfactory, and elements of it were poor. The provision for children in the Foundation Stage was reported very positively at the previous inspection, but there were some issues to address. The school set about improving the accommodation, the limited resources, the unbalanced curriculum and the overly structured activities reported in that inspection report. Children presently in the main school received at least a satisfactory quality of education and were well prepared for work in Years 1 and 2.
35. However, the school has faced great difficulties in providing suitably for the current class. The headteacher and governors were aware, quite early on in the academic year, that the teaching was not of the standard that they would wish. Some parents had expressed concern. Some measures were put in place to improve the situation, but it was not until the middle of this term that the situation improved. Although the management is generally satisfactory, it was not for much of this year. Until recently there have been significant weaknesses in the teaching, particularly the assessment, in spite of what had appeared to be appropriate selection, induction and mentoring systems. The local education authority advisers have been involved in sorting out this situation and they, the headteacher and governors were right to take the actions that they did. They are fortunate to have obtained the services of an experienced teacher who is doing much to remedy the situation. The community, too, has rallied round and, through extra help and parental involvement, is doing much to improve the provision.
36. There are 29 children in the Foundation Stage, some having joined in September and the rest in January of this year. Most of the current group have had pre-school educational experience. A few children have special educational needs, but they have not been formally assessed as such by the school at present. A significant number are able children. Children have the advantage of coming from very supportive homes with parents that are willing and able to get involved in their child's education. Overall, children's attainment on entry to the school has been consistently above average since the previous inspection, although different groups present different ranges of attainment.
37. In the past children's achievement was satisfactory and sometimes good. Children's achievement during much of this year has been unsatisfactory, in some aspects, because detailed work was not supplied for each child, whatever his or her ability, to make the best progress. The priorities for the current staff are to enable the children to form a coherent group that are ready for more formal work in Year 1, and this is a sensible decision. Overall, most children will join Year 1 with at least average knowledge, understanding and skills and many will be performing above expected levels. However, given that, even in the absence of clear evidence, it is reasonable to assume that many children joined the school with above average attainment, for some children, in some areas of the curriculum, achievement will have been unsatisfactory, overall.

38. The evidence of the teaching in previous years suggests that it was at least satisfactory, and aspects were good. However, from September to May of the current school year the teaching was unsatisfactory and aspects were poor. From the very little recorded work available it is clear that children of all abilities did the same unchallenging work, and learnt very little, especially in mathematics. The current teaching is satisfactory, with strong aspects. Lessons observed were at least satisfactory and sometimes good; they were fun, but with suitable challenge. Overall the teaching is satisfactory, taking into account the temporary nature of the weak teaching and the fact that good provision has been arranged for next year. The support staff in the Foundation Stage are well organised and have provided stability during a time of turmoil. They undertake some valuable work in keeping parents informed about children's progress. Parents are full partners in their children's learning.
39. Even before this year, the school staff have had difficulty in coming to grips with the new profiling system for children in the Foundation Stage; previous assessments have produced some strange results. However, the situation this year has compounded this difficulty. The great deficiency in the records of children's attainment, on entry and through the year, is of concern. No proper entry assessments were done, and the sketchy notes made are a reflection of lack of the teacher's knowledge and understanding of current practice. During the school year there has been no recording of children's levels of skill, knowledge and understanding even on a basic level. The national profiling records had to be completed, at the end of the year, by the headteacher and she had no supporting records to go on.
40. The curriculum is currently satisfactory, but has not been so for most of the year. The lack of structure and weak planning of lessons meant that children were not assured of the breadth and balance necessary. Children who are more able or those who needed extra help did not have sufficient work appropriate to their needs. There were suitable play experiences provided, but these were not always properly organised. The timetabling does not ensure that all children attend daily acts of collective worship and this is against statutory requirements. Much good work is being done at present. The teacher understands well the needs of young children and is using the outside areas very well for the teaching. The teacher is building on the work done in developing children's imaginations and some very good practice was observed during the inspection. Many ingenious activities are provided to develop children's creative skills. However, the timetable is not detailed enough to ensure that children have a good range of activities; aspects of religious education have not been taught on a regular basis, which is unsatisfactory. There is no work or records to show that children have had sufficient opportunities on early aspects of design and technology, history or geography.
41. Currently, good use is made of the outside areas for teaching, and children learn well because of this. The accommodation, although improved, is still not as the school would wish. Plans are being made to ensure that the outside areas can be used as a classroom consistently, which is good practice. The reading area in the classroom is unsatisfactory, and this is planned by the headteacher for improvement. There are many suitable resources, but little storage, and the classroom is not as organised and tidy as it should be, which presents difficulties when all the children are milling around.
42. Children's achievement in the area of **personal, social and emotional development** is satisfactory due to the firm but sensitive handling by staff. They attain standards expected for their age by the time they enter Year 1. Many opportunities are taken to promote this area of their development. Most children display growing independence and concentrate on set tasks for good lengths of time. Many are enthusiastic about learning but a few have not had the consistent support that would allow them to tackle new tasks with confidence. Most children complete tasks competently, but some of this is due to the help of the large number of very supportive classroom assistants. Many children also work well together in small groups, but there is a lack of cohesion in the group as a whole. The current class teacher is working on this at the present time to prepare them for work in Year 1, which is good practice. Behaviour is generally good, but a few children exhibit some problems in socialising and these are well

supported by all staff. The calmness of the current staff ensures that distractible children get as much as they can out of the teaching.

43. Children's achievement in the area of **communication, language and literacy** is satisfactory. They are well on the way to exceeding the expected level by the time they join Year 1, especially in language. Children's speaking and listening skills are well developed and they have been encouraged to use a wide vocabulary in their stories and play. They listen well and do as they are told. They discuss the activities and have a sufficient range of language to display sound social skills in conversation. Children's literacy skills are as expected for their age. Their knowledge of letter sounds is as expected. Most are familiar with the usual stories for young children and many read well for their age; this progress is helped by parents reading with them at home. Most children produce writing that looks average or even above, but the letters of many children are produced incorrectly as a result of less than rigorous teaching over the year.
44. Children's achievement in the area of **mathematical development** is unsatisfactory because of the deficiencies in the teaching. There are no records of their attainment on entry and during the year, and the work seen was very limited. This teaching was unacceptable. Many children have knowledge and understanding about numbers which is appropriate for their age. They have not had the consistent breadth of teaching to allow them to develop a good enough understanding of number and shape according to their capabilities. Many do not have sufficient strategies to allow them to work with numbers up to ten, and the more able have no recorded work to show that they can manipulate numbers up to 20. The progress of less able children has not been recorded and some of these have achieved little during the year. Although there is a good range of practical resources, these have not been used well enough to give all children a good basis for their further development. The lack of effective teaching in the autumn and spring means that more able children, in particular, may not have attained as they should. Current teaching is satisfactory and beginning to improve children's mathematical skills.
45. Children's achievement in the area of **knowledge and understanding of the world** is satisfactory and they are likely to attain at least the expected levels by the end of their time in the class. Children show curiosity and have a good knowledge and understanding of living things; they show awareness of change in nature. In the past teaching was rather too directed and there were insufficient opportunities for children to find things out for themselves. Children mostly use the computer at a level above that expected for their age. They have not had consistent teaching in the early stages of technology, nor regular practice in the safe use of tools, that would equip them for the more advanced work in design and technology in Year 1. There is no evidence of teaching to promote children's understanding of cultural diversity and of other people's beliefs, and this is a weakness; neither is there evidence of helping children find out about the past and to identify features of the wider world.
46. Children's achievement in the area of **physical development** is satisfactory. They will attain at least the expected level by the time they join Year 1. The children are active and use their bodies well in running and playing. They generally play safely together and use the space well, and they do not make a fuss when the inevitable bumps occur in the restricted playground area. They are aware of the importance of good hygiene to keep healthy. They use large equipment well but their skills using small equipment are less well developed.
47. Children's achievement in the area of **creative development** is satisfactory, but it is good in the aspects of drawing and role-play. A very wide range of creative activities has been provided, especially recently, and children have great fun while learning. Their drawings of trees are above the standard expected for their age and are the result of careful teaching that encourages them to look carefully. Many children display real creativity in their play, especially in putting on imaginative dramatic productions, and in dressing up to act out stories. Less able children have been particularly advantaged by the proper emphasis on play and creativity. The outside areas and the grounds are used well for the teaching of creative skills, and this reflects good practice. Too few activities in construction and using different media have been provided

for the best progress to have been made. Although music and singing are used well now, it is clear, from the children's restrained response, that this has not been in use for much of this year.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Teaching is consistently very good and sometimes excellent
- Writing is a strength
- Pupils' progress is carefully tracked against challenging targets
- The co-ordinator provides very strong leadership

Commentary

48. Standards in speaking and listening are above average. In reading and writing standards are well above average at both Year 2 and Year 6. Consistently high standards have been maintained since the last inspection because teaching is very good and pupils are given every opportunity to improve. They achieve very well with very positive attitudes to learning.
49. Speaking and listening are strong, with room for further development. Teachers use class debates and performances of poetry to practise skills well, although opportunities are not taken consistently to encourage more detailed spoken answers. Pupils talk with enthusiasm about their work and experiences.
50. Pupils make very good progress in reading as they move through the school. Skills are taught systematically from the start. More advanced reading strategies are taught early and built on well throughout the school. By the time they reach Year 6 pupils are analysing works of fiction in great depth. For example, pupils considered the pattern of conflict and resolution in a modern novel and how this affects the reader. Special events such as World Book Day raise the profile of reading very successfully and encourage pupils' enjoyment of books.
51. Writing is particularly well taught and is a great strength of the school. Pupils are given clear guidance on how to improve. They are encouraged to identify specific elements in their work that brings it to life, and to share ideas with one another. In one excellent lesson Year 3 pupils had fun devising alliterative sentences including "Friendly fairies fight frantically for fresh fruit!" Handwriting is also very well developed, with cursive script taught from Year 1, so that most pupils have a fluent, confident style. Teachers use many opportunities to require pupils to write in a very broad range of styles and this enhances their writing skills.
52. Lessons are consistently very well taught, and occasionally outstanding. Teachers have very good subject knowledge, maintain a brisk pace and insist on the highest standards. Pupils rise to the challenges they are set. Year 2 pupils, for example, had to guess the title of a book from looking at the contents page for only thirty seconds. Teaching and support staff work very well with individuals and groups of pupils, especially those with special educational needs, to focus their attention on how they can improve the quality of their work. Marking helps them to improve and they all make very good progress over time. Teachers use ICT effectively to extend pupils' reading and writing skills.
53. The leadership and management of the subject are very good. In a relatively short time, the co-ordinator's very strong leadership has maintained a consistently sharp focus on maintaining high standards. Lessons and work are monitored carefully, and effective systems track pupils' progress. They are used very well to identify areas for improvement and the co-ordinator carefully evaluates the action taken. Challenging targets are set and usually met.

Language and literacy across the curriculum

54. There are strong links with other subjects, especially in history, science, design and technology and geography. For example, Year 5 pupils wrote at length about famous Elizabethans. Year 2 devised brochures enticing people to Jamaica. The very high level of writing promotes good standards in many subjects.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Consistently very good teaching helps pupils to attain standards in all aspects of mathematics that are well above the national average throughout the school.
- An interesting and challenging range of activities encourages pupils to develop an enthusiastic attitude to mathematics and a desire to achieve as well as they can.
- Teachers use very good marking to help pupils understand what they have to do to improve.
- Very good subject leadership provides a strong focus on maintaining high standards.

Commentary

55. All pupils achieve very well in mathematics. They attain standards that are well above those expected for their age, mainly as a result of consistently very good teaching that helps pupils to make very good progress in all aspects of the subject. The school has made very good improvement since the last inspection, especially in the increasingly effective use of ICT to extend pupils' mathematical skills, and the provision for more able and gifted and talented mathematicians. This results in high standards being maintained in all years. Inspectors found that the standard of pupils' work reflects the most recent national test results at Year 2 and Year 6. Boys and girls attain equally very well. The small numbers of pupils from a traveller background achieve very well. This results from teachers and good quality support staff working in a very effective partnership to help pupils improve their weaknesses. Pupils with special educational needs are given very good individual guidance and support and many achieve the standard expected for their age. Gifted and talented mathematicians are extended very well in lessons and through additional activities, for example, the 'Whizz Kid' extension activities and mathematical puzzles. They achieve very high standards.
56. The very good and occasionally excellent teaching is a key factor in promoting pupils' very good achievement. Teachers have consistently high expectations of pupils' work and behaviour to which they respond very enthusiastically. Lessons have a brisk pace and are challenging and fun, especially in the mental mathematics activities. Teachers sustain pupils' interest and enthusiasm by frequently changing the question and setting pupils a clear time in which to work out their answers. This results in pupils using their mental skills quickly and accurately. A competitive element encourages a very enthusiastic approach and pupils are delighted to get the correct answer within the target time. Teachers use very good resources, often supported by a computer program linked to that topic, to extend pupils' knowledge and understanding, especially those of more able pupils. They plan a very good range of interesting activities that captures the interest of all pupils, helps them to be included fully and achieve very well. For example, Year 6 pupils were very enthusiastic in applying their mathematical and reasoning skills in a range of strategic planning games. All pupils found the lesson fun and challenging and achieved very well. Marking is used very well to help pupils improve. Teachers clearly indicate what has been done well and what needs improving and correcting. In discussions with pupils, inspectors found that they value finding out where and why they have been inaccurate in their work. They value the guidance given to them by teaching and support staff which helps them improve their work.

57. The leadership and management of the subject are very good. The co-ordinator monitors pupils' work closely to check their achievement throughout the school. She analyses test results carefully to identify any areas of weakness and to identify any pupils who may benefit from additional support. The co-ordinator checks teaching plans to ensure that an increased focus has been given to the weaker aspects. She observes lessons and looks at samples of pupils' books to check that standards are improving. This consistent and rigorous focus on improvement results in the school maintaining high standards of attainment.

Mathematics across the curriculum

58. Teachers require pupils to apply and extend their mathematical skills in a good range of subjects. There were many examples, both in lessons observed and in pupils' work, to show that standards in mathematics are supported well by pupils using their knowledge and skills frequently in science, geography and ICT. For example, the use of spreadsheets in ICT and the drawing climate graphs in geography challenged pupils to use their number skills. This helps pupils to maintain high standards and improves their awareness of how mathematics contributes to their achievement in other subjects.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- There is good use of investigations and scientific enquiry.
- There are good cross-curricular links.
- The subject is well led and managed.

Commentary

59. The previous inspection judged that standards of attainment were well above average at the end of both key stages. Current standards are above average at the end of Year 2 and by the time pupils leave the school. Grades in the national tests at the end of Year 6 have been well above average for at least three years, but are likely not to be so high this year. A good percentage of pupils attained above average levels, but, given the ability of the cohort, fewer pupils than usual attained the higher level in the tests. Pupils in the current Year 6 have a good knowledge and understanding of scientific facts and processes, and make logical predictions using appropriate scientific vocabulary. Only a few lessons were seen, but the scrutiny of work and analysis of test results show that pupils' achievement is satisfactory through Years 1 to 6, given their previous attainment. Over the whole school, pupils' knowledge and understanding of living things are strong, reflecting the work done using the outside areas.
60. The science curriculum is good and has improved since the previous inspection, especially in Years 1 and 2. There are good links with other subjects of the curriculum, such as music and PSHE. Good use is made of special events, visits and visitors and this keeps the subject alive for pupils; they have fun learning science. More able pupils are given interesting work to challenge them and raise their attainment, but, in order to get the highest possible grades in the national tests the school realises that more special help should be given to pupils who are less able. There are productive links with the secondary schools using 'bridging units' of work to ease pupils into the more advanced concepts in the next key stage. Over the whole school, there is good emphasis on scientific enquiry and this promotes pupils' understanding of scientific concepts. There is good use of practical work throughout the school. However, at times, pupils' work on scientific investigations is too directed by the teacher, so inhibiting their ability to work things out for themselves.
61. No definite judgement can be given about the teaching in Years 1 and 2 as very little was seen, but there is clear evidence of pupils' good learning in their books and most of pupils' work in

science is well presented. Some good use of questioning was observed, but there is not much evidence of work being planned to match pupils' different abilities. This is an area for improvement. The teaching is at least satisfactory in Years 3 to 6 and very good by the subject co-ordinator. Pupils' thinking is moved on well in Year 3. The lessons seen during the inspection, although at least satisfactory, did not always reflect the good practice seen in pupils' books and in the planning. Assessment is thorough. The management of the subject is good and has ensured a high profile for science and improved resources. The co-ordinator knows what is going on. The monitoring of the subject is not focused enough on pupils' achievement over time. This does not ensure that pupils always achieve as well as they could.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Very good, detailed teaching plans ensure that pupils develop their skills and knowledge well in all required aspects.
- Pupils' enthusiastic attitudes encourage them to use every opportunity to extend their skills.
- Teachers use the good resources efficiently to promote pupils' achievement well.
- The subject leader, supported very well by the local education authority's support service, gives a very good lead to extending the range of opportunities and raising standards.

Commentary

62. Standards have been maintained at the above nationally expected levels reported in the last inspection. Teachers continue to teach specific ICT skills well, for example, in word processing and in different ways of presenting information. As a result, pupils have good skills. The school is focusing on providing more opportunities for pupils to develop their skills and knowledge through an increasing range of subjects. Teachers identify clearly in their teaching plans where they provide these learning opportunities. They use national subject guidance effectively, and procedures to check how well pupils are doing, to build successfully on pupils' prior learning. Teachers organise their classes very efficiently to ensure that all pupils, especially those who have limited access to a home computer, have frequent opportunities to extend their skills. As a result, pupils achieve well overall.
63. Discussions with pupils showed that they greatly value and enjoy using the improving range of ICT resources. They talk enthusiastically about using computers, digital cameras and audio and video resources. Year 5 pupils used their good skills to produce a detailed multi-media presentation linked to their Tudor work in history. They have a good understanding of how to locate information and use it as part of their presentation. For example, they use search engines confidently to locate information about the life of William Shakespeare. Pupils are excited and pleased as their presentation develops and are very keen to take every opportunity to work on it more. Year 6 pupils build on these skills well as they work on completing their own presentations, for example, on the school's current project to build a new hall. They bring in photographs and sounds to improve well their presentation and show a good understanding of how to change their presentation to match the needs of a different audience. Pupils with special educational needs use their improving ICT skills well to enhance their learning. For example, those with a specific learning difficulty are given very good support by teaching assistants and parent helpers to use a computer program that targets their difficulties, especially in literacy. The skills of pupils who are particularly gifted in ICT are extended successfully by activities on the school's challenge board and on the support service's website.
64. Teaching overall is good. Some teachers have very good subject knowledge and use it very well to extend pupils' skills and knowledge. Where teachers are less secure in their ICT knowledge, they receive very good support from the subject co-ordinator, often using

information provided by the local education authority's support service. The headteacher, in her role as ICT co-ordinator, provides very good leadership. She has benefited from the school's employing a technician, linked to the Chipping Norton Partnership, to install new resources and maintain their reliability. This has enabled her to focus more consistently on supporting staff and encouraging them to use a broader range of resources and raise standards. As a result, all pupils benefit from consistent guidance in their learning. Teachers make good use of regular assessments to check how well pupils are progressing. This information is passed on to their next class teacher, and monitored by the co-ordinator, to achieve consistent progress in their learning.

65. The co-ordinator has given a very good lead to extending the use of ICT across the school. She has improved resources and provided good guidance and support to teachers who are introducing new computer programs and other resources. The co-ordinator has involved the school in a local education authority initiative on using inter-active whiteboards during the next school year. This is planned to enhance the use of ICT in extending teaching strategies. It ensures that ICT remains a high priority for development and contributes well to pupils' learning.

Information and communication technology across the curriculum

66. The school is focusing strongly on developing pupils' skills through different subjects and this is increasing the range of ICT opportunities. Evidence from lessons and an analysis of pupils' work on display and in their saved folders illustrate that pupils use their skills well in many subjects. These include good use of word processing by Year 4 pupils to support their work on the rainforests; very effective use of an art program to create Egyptian artwork in Year 3; good use of photographs to illustrate features of their local village in geography in Year 1; and Year 2 pupils handling data well to produce detailed charts from a class data file. Some aspects of control technology are used in mathematics and design and technology, for example, to simulate how to control traffic lights, although the broader use of control technology is not developed fully. The school is making good progress on extending the use of ICT skills across the curriculum and this is planned for further development.

HUMANITIES

67. **Geography** was not a focus of the inspection. No lessons were seen during the inspection so it is not possible to make judgements on provision and teaching. Pupils' work in books and on display was analysed and teaching plans were studied. The subject was discussed with the co-ordinator and groups of pupils. Pupils attain standards that are above those expected nationally in Year 2 and well above expected levels at Year 6. They have been maintained at the level reported previously. Pupils make very good progress in developing their mapping skills, as a result of good, detailed teaching plans that ensure pupils' skills build successfully on prior learning. Pupils extend their use and knowledge of mapwork well throughout the school, through good use of local studies; Year 6 apply their skills effectively in field work activities during their residential trip to North Devon. Pupils have a very good knowledge and understanding of the geography of their own village and local area. They use their knowledge well to compare their lives with those of others in contrasting locations, for example, Jamaica and in the world's rainforests. Teachers make very good use of the question 'why?' to challenge pupils to use their knowledge to give geographical reasons for these differences, for example, the effects of the climates in Calcutta and the United Kingdom. As a result, pupils use their very good writing skills to provide very detailed answers and attain well above expected standards. The subject co-ordinator is new to her role. She has talked to staff and pupils and developed an action plan to give a clear lead to developing the subject. She has not had any opportunities to evaluate teaching so has yet to gain a clear understanding of its impact on pupils' learning.
68. **History** was not a focus of the inspection. There is no overall judgement on provision, but standards are above average. Two very good lessons were observed in Year 3 and Year 5. These were both exciting and demanding with focused questioning and opportunities for pupils

to develop research skills. The Year 3 pupils enacted Egyptian mummification and then wrote about it in gruesome detail. Year 1 pupils benefited from the local knowledge of village residents who attended the school. Work in books is of a high standard and neatly presented. Year 2 pupils have done extensive research into famous historical figures such as Florence Nightingale.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils take care over their work and present it very neatly.
- Teachers use questioning well to extend pupils' thinking.
- The co-ordinator has considerable subject expertise and uses it very well to promote standards of teaching and learning.

Commentary

69. Standards exceed the expectations of the local agreed syllabus at Year 2 and Year 6. Pupils have a good understanding of the major world religions. Pupils achieve well over time. Work in books is very neatly presented, with writing of good quality and detailed drawings. The religious education curriculum is enriched by visits to the local church and virtual tours to places of worship on the Internet. People of other faiths sometimes visit to share their beliefs, for example, Judaism.
70. Teaching is good overall, with some very good examples. Teachers' subject knowledge is good, and learning is supported by a wealth of resources. Teachers use a variety of methods to maintain interest and enjoyment. For example, Year 5 pupils discussed a moral dilemma with a partner before dramatising the event to gain insight into the thoughts of the central character. Where teaching is satisfactory the pace sometimes slackens, or too much time is given to an activity. As a result, pupils do not achieve as well as they should.
71. The leadership and management of the subject are very good. The experienced co-ordinator is very knowledgeable and monitors the work of colleagues, providing advice and support as necessary to improve the quality of teaching and standards of pupils' work.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

72. **Art and design** was not a focus for this inspection, and so no definite judgements can be given about standards or teaching. Scrutiny of work on walls showed some good standards. It indicates that pupils are given work in a good range of media and the creations are well presented. However, there is little in the way of stimulus material. Older pupils did not know enough about the work of great artists and designers to show their critical appreciation of art.
73. **Design and technology** was not a focus of the inspection, so there are no judgements on standards or teaching. Planning was examined, and discussions held with pupils and teachers. There is evidence of interesting and challenging work in classrooms, including maracas in Year 3, motorised vehicles in Year 5 and models using hydraulics in Year 6. These pupils also constructed a giant model of the London Eye, on display in the hall. There are effective links to mathematics and science in designing and powering the motorised vehicles.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Music has a high profile in the school.
- Pupils are provided with many opportunities to improve their musical skills.
- There are deficiencies in pupils' recording of their own work.
- The subject is well managed.

Commentary

74. Too little music was observed for inspectors to be able to make judgements of pupils' standards and the overall quality of teaching. However, from the limited evidence available, the good provision noted at the previous inspection appears to have been continued. The music seen was at least of a satisfactory standard and pupils were making good progress in their singing and the learning of instruments. There is a sizeable choir for pupils in Years 3 to 6 that takes part in public performances. Some parents would like more opportunities for their children to sing in the choir and a few parents felt that the overall curriculum was rather narrow and would like to see more time given to creative subjects. However, pupils have about an hour a week and, given the needs of other subjects, there is little more time that can be devoted to music. The school has addressed well the criticism of the previous inspection report that individual music lessons impinge on pupils' work in other subjects. A significant number of pupils play instruments and pupils have an opportunity to learn the recorder. These lessons are fitted in well to the other subjects and appropriate time is taken out of school time. The school puts on regular productions, which help in the promotion of pupils' social development.
75. The subject is led well by a skilled practitioner. She leads by example and has extended pupils' skills and knowledge well by teaching all classes in the school. While she is engaged on other teaching, the school uses another music professional to ensure that pupils' skills continue to develop. There is limited evidence of detailed recording of pupils' musical skills. The music curriculum is broad and is very well linked to other subjects, especially science, geography and history. There is satisfactory use of the subject to promote pupils' multi-cultural development. However, opportunities are sometimes missed to enhance pupils' listening to and appraisal of different sorts of music.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Pupils in Years 3 to 6 attain above expected standards in swimming and games skills.
- Pupils have very positive and enthusiastic attitudes and thoroughly enjoy participating in a good range of extra-curricular sporting activities.
- Very good subject leadership has enabled pupils to benefit from working closely with the local community and other local schools.
- Teachers do not always help pupils to improve the standard of their performance.

Commentary

76. Standards are above nationally expected levels in Year 6. They are higher than those in the last inspection. Standards in Year 2 meet expected levels. Pupils' skills in swimming and games are good, mainly as result of some good teaching, the effective use of good facilities and the good use of specialist teaching staff from the Chipping Norton Partnership and from other local community organisations. Pupils in Years 3 to 6 benefit from good opportunities to swim, using the good facilities of a local independent school. Their regular sessions, together

with good instruction, help all pupils to swim, with many achieving good distances. Pupils develop their games skills well, especially in cricket. Teaching and support staff make effective use of good kwik cricket resources and the large school playing field to provide good opportunities for pupils to extend their skills, for example, through regular competitive matches with other local primary schools. Their skills and knowledge are enhanced well by parents and other adult helpers from local village cricket clubs, who provide extra coaching and encouragement to pupils. These contribute significantly to helping pupils to achieve well.

77. The headteacher, in her role as subject co-ordinator, has provided a strong direction to improving the range of physical activities for pupils. Her own sporting interests have encouraged her to work with schools in the Chipping Norton Partnership and to gain recognition of the school's commitment to promoting physical education, for example, by achieving Active Mark status from Sport England. The school's involvement in the Healthy Schools Initiative encourages pupils' participation in a good range of activities and promotes healthy exercise. Teachers have improved their subject knowledge and understanding, for example, in gymnastics and athletics, through staff training organised and run by specialist teachers from the local high school. As a result, the quality of teaching is improving. The co-ordinator has planned for the range of activities to be extended, for example, through the use of local facilities to promote outdoor and adventurous activities and with greater use of the facilities of the Chipping Norton Leisure Centre. Her enthusiasm for the subject, supported well by teaching and support staff, encourages pupils to take part.
78. Discussions with pupils show that they greatly enjoy the range of activities and value the good after-school clubs and the opportunities to represent the school in competitive matches, for example, in football and cricket. Pupils were proud to talk about the swimming awards they had gained. Boys and girls are given good opportunities in all activities to improve their skills, with more able pupils attaining high standards, for example, by gaining a sports scholarship at a school in Cheltenham. Many pupils attend the after-school clubs, including those for younger pupils. Inspectors do not agree with the views of a small number of parents that their children do not have enough physical education. Each pupil receives two hours per week, together with opportunities to attend a good range of extra-curricular activities.
79. Teaching is good overall. It was satisfactory in the lessons observed, and was reinforced very well by good teaching in extra-curricular sporting clubs. Teachers plan and organise their lessons well. They have high expectations of pupils' behaviour and attitudes, to which they respond very positively. Some teachers have weaknesses in their subject knowledge and this limits the guidance and support given to pupils to help them improve their performance. Teachers encourage pupils to evaluate their own performance and that of others, although they do not always point out ways in which pupils' skills could improve, for example, in their skipping technique and in their understanding of the use of tactics in games of rounders.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- The school's focus on values supports its caring ethos
- Lessons effectively boost pupils' self-esteem

Commentary

80. There are many opportunities for pupils in each class to discuss issues such as healthy lifestyles and keeping safe. A good policy is in place for sex education. The school's 'values' education programme, together with its Healthy Schools initiative and the development of a school council, have successfully promoted pupils' personal development. They have

encouraged pupils to contribute their ideas to improve the school and to value their school community. Teaching is very good. Lessons are well planned and enjoyable. Pupils' self-confidence is built up through identifying positive characteristics and valuing their opinions and those of others. Teachers handle discussions with tact and sensitivity. For example, the regular visits by a baby to Year 1 pupils enrich their experiences, and they learn much about growth and development. The subject co-ordinator has provided a strong impetus and enthusiasm to the subject, which has strengthened the school's caring ethos.

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	3
How the school's effectiveness has changed since its last inspection	3
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	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	1
The school's links with other schools and colleges	3
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

3

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