

# INSPECTION REPORT

## **CHECKENDON C of E (A) PRIMARY SCHOOL**

Checkendon

LEA area: Oxfordshire

Unique reference number: 123200

Headteacher: Mrs Suzanne Dawson

Lead inspector: Mr Declan McCarthy

Dates of inspection: 13-15 September 2004

Inspection number: 266595

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	86
School address:	Checkendon Reading Berkshire
Postcode:	RG8 0SR
Telephone number:	01491 680693
Fax number:	01491 682807
Appropriate authority:	Governing body
Name of chair of governors:	Mrs Jan Roberts

Date of previous February 1999 inspection:

## CHARACTERISTICS OF THE SCHOOL

The school is situated in the village of Checkendon and serves a wide rural area south of Wallingford. It is attended by pupils from Checkendon and nearby villages, and it is much smaller than most primary schools. Of the 86 pupils on roll, 2 are part-time children in the reception year. Nearly all pupils are of white British heritage and a very small number are from other mixed backgrounds. There are no pupils who speak English as an additional language and no travellers, refugees nor asylum seekers. Pupil mobility is average. The percentage of pupils with special educational needs is above the national average, and the percentage with a statement of special educational needs is also above average. Nearly all pupils' special educational needs arise from moderate learning difficulties and a few have specific learning difficulties, social, emotional or behavioural difficulties, hearing impairments, speech language and communication difficulties or Asperger's syndrome. The proportion of pupils eligible for free school meals is well below average as school meals are not provided. Pupils come from relatively advantageous backgrounds. Attainment on entry to the school fluctuates from year to year and is slightly above average. The school is committed to its Christian ethos and it has strong links with the parish. The school gained the School Achievement Award in 2003 and the Football Charter Mark in 2004. The community makes very good use of the school's facilities and the school works closely with 8 other schools through the Langtree Partnership. The headteacher has been in post for four terms and replaces the previous head, who retired after long service to the school.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23886	Declan McCarthy	Lead inspector	Special educational needs Mathematics Science Art and design Music Physical Education
13481	Douglas Binfield	Lay inspector	
32954	Wendy Hawkins	Team inspector	Foundation Stage English Information and communication technology Geography History Design and technology

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **good** school. Pupils' achievements are good as a result of good teaching and learning. Pupils have very good attitudes and behave very well in school as a result of the very good ethos, which reflects the Christian character of the school. There are very effective arrangements for the inclusion of all pupils, and the school provides high quality care. The headteacher provides very good leadership and the school is well managed. There are very good community links, including strong links with the local parish. The school provides good value for money.

The school's main strengths and weaknesses are that:

- Standards are well above average by the time pupils leave school.
- Pupils achieve well because teachers have high expectations for learning.
- The achievement of pupils with special educational needs is very good because the school provides very good support for their learning and ensures that they are fully included in all activities.
- Provision in information and communication technology (ICT) is unsatisfactory as statutory requirements for the subject are not currently met.
- Assessment is not yet fully developed across the school.
- The very good provision for pupils' personal development contributes to their very good attitudes, behaviour and spiritual, moral and social development.
- Very good links with other schools and the community promote pupils' learning.
- The quality of outdoor accommodation and resources for reception year children is not as high as elsewhere in the school.

The school has made satisfactory improvement since it was last inspected in February 1999. Most of the key issues identified then have been well addressed. There has been good improvement in the quality of care, provision for pupils' personal development and leadership and management. However, although the new headteacher has effectively developed training and resources for ICT, this subject has yet to be fully developed. New assessment arrangements are now in place and the headteacher has rightly identified the need to develop assessment further. Accommodation and resources for learning are very good in nearly all areas of the school but although adequate for the reception year, they restrict the development of an enriched curriculum for the youngest children.

### 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	B	B
mathematics	A	B	B	A
science	A*	A*	B	A

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

Pupils' **achievement** is **good**. In 2003, the school's test results in Year 2 were well above average in writing and mathematics and very high in reading, compared to schools nationally and to similar schools. The Year 6 test results were above average in English, mathematics

and science. Compared to similar schools, Year 6 results were above average in English and well above average in mathematics and science. Therefore, pupils' achievements were good overall. The unpublished 2004 test results also show that pupils' achievements were good, especially in Year 6 where a very high proportion of pupils were identified with special educational needs. These pupils achieved very well, often exceeding the standards expected of them. Pupils currently in Year 2 are working within National Curriculum levels that are above average nationally in reading, writing and mathematics. Pupils in Year 6 are currently working within the higher National Curriculum levels that are well above average in English, mathematics, and science. However, standards in ICT are below average in Year 2 and broadly average in Year 6, which shows unsatisfactory achievement in ICT. Nevertheless, standards are clearly rising and pupils' achievements are good overall. It is too early to make judgements for the very few new children in the reception class, although the limited work seen in 2003 shows that by the end of the reception year, nearly all children reach the goals expected of their age in all areas of learning. Children's achievements in the reception year are therefore good. Pupils with special educational needs achieve very well.

**Pupils' personal qualities** and their spiritual, moral, social and cultural development are **very good**. They have very good attitudes to learning, very good relationships with others and their behaviour is very good. Attendance and punctuality are also very good.

## **QUALITY OF EDUCATION**

The school is providing a **good quality of education**. **Teaching is good** and as a result pupils' learning is good. Assessment is not yet fully developed. There is a very good range of clubs and educational visits to enrich pupils' learning. The school cares for its pupils very well. There are very good links with the community and links with the parish are very good. Links with other schools are good and links with parents are also good.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management** are **good**. The new headteacher is providing very good leadership. Subject leadership is satisfactory as co-ordinators are just beginning to develop their new roles. School governance is good. The governing body has a very good knowledge of the school's strengths and weaknesses, it challenges and effectively monitors the school's work. The school is also well managed and runs smoothly on a day-to-day basis. Although nearly all statutory requirements are met, they are not fully met for ICT. Governors have successfully overseen the development of resources and ensured that new staff are adequately trained before developing the ICT curriculum.

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

Nearly all parents speak well of the school, acknowledging the good teaching, the high quality care and improved communication provided by the school. Pupils are happy at school; they have great respect for staff and trust their teachers.

## **IMPROVEMENTS NEEDED**

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

- to improve the curriculum and teaching in ICT in order to raise achievement and ensure that the subject meets statutory requirements.

- to continue with improvements in assessment so that effective procedures are in place for tracking pupils' progress in all subjects.
- to further develop the outdoor accommodation and resources in the reception class.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Standards are well above average and pupils' achievements are good. Children's achievements in the reception year are good. Pupils with special educational needs achieve very well. There are no significant differences in the achievements of boys and girls.

#### Main strengths and weaknesses

- The results of national tests in 2003 were well above average in Year 2 and in Year 6 when compared to those of similar schools, and pupils throughout the school are achieving well.
- Pupils with special educational needs are achieving very well.
- Pupils are not achieving as well as they should in ICT.

#### Commentary

1. It is not possible to judge standards or achievement of the very few children who have just entered the reception class. However, analysis of children's work and assessment records from the last academic year and discussions with the Foundation Stage co-ordinator and headteacher show that by the end of the reception year, most children achieved the early learning goals and some exceeded them. This represents good achievement overall. Children achieved well because teaching was good with very good support provided for children with special educational needs.
2. The table below shows a rise in the Year 2 national test results in 2003 compared to the 2002 results with no significant differences between boys' and girls' achievements. Results were well above average compared to similar schools. Care must be taken when interpreting these results as standards vary from year to year due to small numbers of pupils taking the tests. However, national data shows that standards, over the last five years, were above the national trend. Pupils are achieving well, as confirmed by the unpublished 2004 test results, which were also well above average. Standards in reading, writing and mathematics for the current group of pupils are above average due to the systematic teaching of literacy and numeracy. Pupils are also achieving well in science because teachers ensure that there is a greater focus on practical investigations. However, in ICT pupils are not achieving enough because the curriculum is not yet fully developed. As a result teaching does not ensure progression in learning from one year group to the next.

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

Standards in:	School results	National results
reading	18.7 (13.5)	15.7 (15.8)
writing	17.1 (14.0)	14.6 (14.4)
mathematics	18.3 (17.8)	16.3 (16.5)

*There were 15 pupils in the year group. Figures in brackets are for the previous year. Care should be taken when interpreting these results as the year group is small. Each pupil represents more than 7 percentage points*

3. Although Year 6 results in national tests were slightly lower in the core subjects of English, mathematics and science in 2003 compared to 2002, a high proportion of pupils in this small group were identified with special educational needs. Compared to similar schools (on the basis of Year 2 prior attainment), standards in all core subjects at Levels 4 and 5 were above

average overall and well above average for mathematics and science. Again care must be taken when interpreting these results due to small numbers of pupils taking the tests. For example, in 2004 seven out of nine pupils in Year 6 were identified with special educational needs. Despite this, the unpublished 2004 tests show that standards were above average but pupils' achievements were good with very good achievement of pupils with special educational needs. National data shows that over the last five years the trend in the school's performance was broadly in line with the national trend. However, the school's own analysis of value added indicates good achievement, which is also confirmed by LEA monitoring and inspection findings. This inspection shows that standards in English, mathematics and science are above average in Year 2 and well above average in Year 6. Currently, pupils of all capabilities in Years 1 to 6 are achieving well because teachers have secure subject knowledge and set high expectations for pupils' learning. Good achievement and rising standards are also confirmed by the school's performance against its own targets. In 2003, the school exceeded its targets for Levels 4 and 5 in English and mathematics. In 2004 it exceeded all its more challenging targets for English and mathematics but fell short of the expected proportion of pupils achieving Level 4 because one pupil was absent from the mathematics test and a very high proportion had special educational needs which led to learning difficulties in mathematics. The school is on course to meet its more challenging targets in 2004.

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

Standards in:	School results	National results
English	27.5 (28.7)	26.8 (27)
mathematics	28.1 (28.3)	26.8 (26.7)
science	29.7 (31.3)	28.6 (28.3)

*There were 11 pupils in the year group. Figures in brackets are for the previous year. Care should be taken when interpreting these results as the year group is small. Each pupil represents more than 9 percentage points.*

- The very good support provided in lessons and the realistic, yet challenging targets on their individual education plans enable pupils with special educational needs to achieve very well. Very good individual support enables pupils to acquire the necessary skills, knowledge and understanding to enhance their general access to the curriculum. Very good assessment of progress made towards their targets leads to refinements in target setting and review. This is shared with pupil and parent. Staff always recognise and celebrate the success of these pupils and raise their self-esteem. As a result, these pupils are constantly trying to better their previous performance.
- Pupils are not achieving as well as they should in ICT because planning for the subject is not fully developed and some staff lack confidence in using ICT to support pupils' learning.

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

Very good attitudes and behaviour and high levels of attendance make a significant contribution to the standards achieved. Provision for spiritual, moral, social and cultural development is very good.

**Main strengths and weaknesses**

- Pupils are co-operative, keen to learn and work hard.
- Consistently high standards of behaviour are seen in lessons and around the school.
- Attendance levels are well above the national average.
- The strong Christian ethos and wide range of extra-curricular activities make a significant contribution to pupils' personal development.

## Commentary

- During lessons pupils show an attentive and enthusiastic approach. They listen carefully and respond well when answering questions and contributing to discussions. Practical and written tasks are undertaken in a conscientious manner. Pupils show a co-operative approach when working in pairs or small groups. They respond well to advice from teachers and support staff and do their best to produce good quality work. The very good relationships throughout the school are a consistent feature during lessons, daily worship and other activities.
- The very good standards of behaviour contribute to the calm, friendly and purposeful atmosphere that prevails throughout the day. Staff show a consistent approach to behaviour management and pupils are familiar with and respect the behaviour rules. Few incidents of serious misbehaviour, including bullying, normally arise. Such matters are dealt with expeditiously and fairly, including an exceptional case that arose last term. Currently there are no pupils from ethnic minority groups but the school's policies include strong provision for promoting racial harmony.

### ***Ethnic background of pupils***

### ***Exclusions in the last school year***

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	82	2	0
White – any other White background	2	0	0
Mixed – any other mixed background	1	0	0
No ethnic group recorded	1	0	0

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

- Nearly all pupils have a high level of attendance that maximises learning opportunities. Registration work is undertaken efficiently and an effective computerised management information system is in place. The school works closely with the education welfare officer and specialist agencies. This has proved helpful in dealing with instances of unauthorised absence that have arisen. Very good punctuality enables a prompt start to be made to lessons each morning.

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

Authorised absence		Unauthorised absence	
School data	3.7	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.*

- Spiritual and moral development is very good. Work in this area is strongly influenced through the close links with the church and the well-planned programme of daily worship. During the inspection the topic for an assembly was the bible story of The Creation. Pupils were able to reflect and describe examples of the awe and wonder experienced in their own lives. The school places a strong emphasis on encouraging pupils to be polite, behave well and to show consideration for the views of others. A very good example was seen in a successful lesson on the importance of rules and laws. The Year 3 and 4 pupils gave cogent examples of their own experiences to illustrate how such requirements influence their daily lives. Pupils are actively involved in the extensive fund raising activities for charities. A particularly noteworthy example

was the collection of over 80 boxes of toys, clothes and toiletries for the Christmas Samaritans' Appeal to help children living in deprived circumstances in Eastern European countries. The very new children in the reception class are settling in quickly to their routines and are likely to meet or exceed the goals expected for their age in personal, social and emotional development. However it is much too early to judge this with certainty as they only started school six days before the inspection.

10. Extensive provision is made for pupils' social and personal development. Pupils are encouraged to take on responsibilities such as playground monitors and dining room duties whilst Year 5 and 6 work closely with younger pupils in the successful paired reading scheme. Pupils' suggestions about the school are encouraged through the school council. This was established during the spring term and has made a promising start. Social skills are enhanced by the participation in school clubs, sporting activities and school visits. Years 5 and 6 pupils benefit from a five day residential visit to an activities centre in Wales.
11. Provision for cultural education is good overall. Pupils enjoy taking part in drama productions, maypole and country dancing events. A strong emphasis is placed on music. This has included pupils singing in the Royal Albert Hall, The Kenton Theatre and at special services in church. Pupils are actively involved in supporting events organized in the village and by the school association. The curriculum enables pupils to learn about the faiths and beliefs of different world religions and to gain knowledge of different lifestyles, for example through history and geography. There is currently insufficient emphasis on multi-cultural life in Great Britain. However, the school development plan includes provision for addressing this issue during the current school year.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided by the school is good. There are very good opportunities for enrichment and very good inclusion of all pupils. Teaching and learning are good. Assessment is unsatisfactory overall. Pupils are very well cared for and there are very good links with the community. Links with parents and other schools are good.

### **Teaching and learning**

Teaching and learning are good. As a result, pupils' learning and achievement are good. Assessment is unsatisfactory overall.

### **Main strengths and weaknesses**

- Teachers' good subject knowledge and high expectations for pupils' learning result in pupils' good achievement.
- Teachers maintain very good relationships with pupils and manage their behaviour well.
- Very good teaching support is provided for pupils with special educational needs.
- Teachers do not use ICT effectively enough to support teaching and learning.
- Insufficient use is made of assessment information to promote pupils' learning and achievement.

### **Commentary**

#### ***Summary of teaching observed during the inspection in 21 lessons***

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	12	5	0	0	0

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

12. Teaching is good throughout the school and this represents good improvement since the last inspection. Teaching has improved significantly because the headteacher has ensured that lessons are systematically monitored and opportunities are in place for professional development. Teachers' good subject knowledge, particularly in English, mathematics and science, ensures that pupils acquire new knowledge and skills quickly and achieve well. It is slightly better in Years 3 to 6 with consistently good or better teaching. In Years 1 and 2 teaching is always at least satisfactory and sometimes good or very good. It is inappropriate to judge teaching in the reception class, as the teacher is newly qualified and had only been in post for six days. Teachers also have high expectations for learning and challenge pupils' thinking so that they try their best and work productively in lessons. As a result pupils are confident learners and show enthusiasm in lessons. Activities are carefully matched to individual needs as lessons are generally well planned to accommodate the needs of different groups of pupils. As a result, pupils of all attainment levels are achieving well. In their questionnaires and in discussions, parents and pupils confirm good teaching throughout the school. Most pupils agree that teachers expect them to work hard.
13. Teachers have expectations for good behaviour in lessons and manage pupils' behaviour very effectively. As a result pupils are generally very well behaved in lessons. In satisfactory lessons, where teaching lacks pace, pupils become distracted from their learning. Nevertheless, teachers then insist on high standards of behaviour and pupils quickly refocus on their learning. Teachers maintain very good relationships with pupils and consequently pupils listen carefully to teachers and follow instructions.
14. Very effective support arrangements are in place for pupils with special educational needs. Detailed assessment information is used to formulate individual education plans, which contain clear, achievable and challenging targets. These are incorporated into lesson plans, as teachers and support staff match work closely to particular special educational needs. Individual education plans are also monitored by well-trained specialist staff from the LEA and the outcomes of this are utilised very effectively staff to refine the targets as pupils' needs change. As a result pupils with special educational needs learn very well and their achievements are very good.
15. Teachers have recently been trained in the use of ICT but some staff still lack confidence in using this effectively to support pupils' learning. Some good use was made of the interactive whiteboard to support teaching in Years 3 to 6, for example in art, science and mathematics. In Years 1 and 2 teachers also made good use of computers to support learning in science and geography. However there were missed opportunities in using ICT so that pupils do not learn or achieve as well as they should.
16. Although new assessment systems have recently been introduced to track pupils' progress and record their achievements, these have yet to be fully developed within subjects. Although statutory targets are set for groups of pupils in English and mathematics, individual targets are not set in other subjects such as science and ICT. As a result pupils do not always have a clear enough idea of how well they are achieving.

Pupils' work shows that they are not always aware of their targets, despite the fact that these are discussed with parents at the parents' meetings. Furthermore no reference is made to individual targets in annual reports and there is no indication of what National Curriculum levels pupils are reaching in records of their work. Appropriate assessments systems are in place to record children's achievements at the end of their reception year, but no information is available to determine their attainment on admission to school. The school is fully aware of this and has rightly identified assessment as a priority for further development.

## **The curriculum**

The curriculum is sound overall. There are very good opportunities to enrich pupils' learning through a range of visits and clubs. The high quality accommodation is much improved since the last inspection and meets most pupils' needs very well, but further improvement is required to the accommodation and resources for the reception class.

### **Main strengths and weaknesses**

- Curriculum planning is not well developed and as a consequence the school does not meet statutory requirements for ICT.
- The provision for pupils with special educational needs is very good throughout the school.
- Completed improvements to the accommodation have been effective in improving the range and scope of the curriculum for all pupils with the exception of those in their reception year.

### **Commentary**

17. Although there has been considerable investment in resources for ICT, the school has yet to devise a method of planning that ensures that all elements of the curriculum are taught consistently and thus ensure adequate coverage of the ICT curriculum. ICT is not timetabled and allocation of the use of the suite of computers is ad hoc. Pupils report that they have few opportunities to use the school's ICT facilities. Inspectors observed that the hardware was seldom in use and that teachers' planning did not adequately cover the ICT curriculum. The curriculum overall is not as well developed as it might be as a result of the unsatisfactory provision for ICT, which has resulted in unsatisfactory achievement in the subject. Teaching staff are aware that the development of ICT is a priority for curriculum improvement. The headteacher has a scheduled a series of staff training sessions and is working in liaison with the LEA to devise a curriculum overview that will ensure that all pupils have coverage of statutory programmes of study.
18. Provision for pupils with special educational needs is very good and is strength of the school. Parents and pupils take a full and active role in setting targets. There is an effective system for monitoring assessment and regular review and as a result of this close supervision pupils frequently exceed expectation. The school maintains good relationships with external agencies and effective use is made of their expertise to support pupils' learning.
19. The curriculum for the Foundation Stage is sound. At the time of the inspection the accommodation and resources were in a state of flux, as the classroom was moved to the back of the building to improve security. However current accommodation is unfinished

and much of the outdoor equipment for children in reception is not readily accessible. These changes are impacting adversely on the quality of education on offer to the youngest children as they currently do not have enough scope to make choices to be independent in their learning. The school does have plans to make the necessary improvements.

20. Since the time of the last inspection there have been considerable improvements to the buildings, and a new, purpose built hall with a stage and public address system is in use for collective worship and for specialist teaching in PE and music. There is a new, airy classroom block for Years 5 and 6. The governors have successfully addressed the need to provide better resources for ICT. The teacher pupil ratio is good and their skills are well matched to curriculum requirements. The school offers specialist music lessons to all classes.

### **Care, guidance and support**

Very good provision is made for pupils' care, welfare, health and safety. Personal development is very well promoted and the monitoring of academic progress is satisfactory overall. Good provision is made for involving pupils in the work of the school.

### **Main strengths and weaknesses**

- Progress of pupils with special educational needs is monitored extremely well.
- A strong priority is given to health and safety aspects.
- Good arrangements are made for inducting pupils into the school.
- Commendable improvements for consultation with pupils have recently been made.

### **Commentary**

21. Staff provide a strong level of support and guidance to pupils. This makes a significant contribution to their personal development and to the happy atmosphere that prevails in the school. The very good arrangements for recording and reviewing progress of pupils with special educational needs, including those with statements, has a very positive impact on the standards that such pupils achieve. Over the last few months a revised system for monitoring academic progress in key areas has been introduced. Each pupil in Years 1-6 is given targets for improvement in literacy, numeracy and where appropriate for personal development. The targets are discussed with the pupil concerned and shared with parents. Parents are invited to meet staff each term to discuss the pupil's progress against the targets. The system needs further development linked with the proposals for improving assessment arrangements.
22. The governors' premises committee and the headteacher arrange for regular inspections of the school buildings and equipment. A high standard of maintenance and recent improvements to buildings have helped to ensure that pupils benefit from a safe and attractive learning environment. Procedures for dealing with illness and accidents work smoothly. Appropriate arrangements are in place for dealing with child protection issues. Pupils' well-being is supported effectively through the comprehensive personal, social and health education programme. This ensures that pupils are given appropriate information concerning personal hygiene, sex education and drugs awareness.

23. The school ensures a warm welcome to children joining the reception phase and to those transferring from other schools. The headteacher and reception teacher liaise with representatives of pre-school groups and nurseries that children may attend. This is followed up with a meeting with parents. The children make three pre-visits to the school in the preceding term and attend for half a day during the first term. Year 6 pupils are carefully prepared for transfer to secondary education and nearly all pupils transfer to Langtree School. They spend a full day in the new school in the preceding July. Staff are in close contact with colleagues in the secondary school and this is conducive to the smooth transfer of information about pupils, including aspects relating to special educational needs.
24. The school values pupils' views about the school, including those that arise during class discussions and from the self-assessment forms that pupils complete each term. The school council comprises two elected representatives from each year group in Years 3 to 6. Since the council was established last spring, the school has adopted several suggestions put forward. Examples include provision of clocks in the hall and library and the provision of litter bins in the playgrounds. An issue about the possible introduction of cooked meals at lunchtimes is to be further investigated.

### **Partnership with parents, other schools and the community**

Good support from parents makes an important contribution to the work of the school. Very good links with the community and good liaison with other schools help to enrich pupils' learning and development.

### **Main strengths and weaknesses**

- Parents are interested in and are supportive of the school.
- The School Association is extremely active and provides invaluable support.
- There are very strong links with church and the village community.
- The school works closely with nearby schools and the village playgroup.

### **Commentary**

25. Parents show a keen interest in their children's education. Several help in school with reading, art and ICT. Others assist with lunchtime supervision, sports clubs and educational visits. Extensive information about the school is given in the prospectus. The work of the governors and the school's achievements are described in the attractive governors' annual report. Helpful information about children's progress is given at meetings with the class teacher that are held each term and in the annual written reports. Parents provide strong support to the fund raising functions organised by the School Association. Last year this enabled £4,800 to be donated to the school to finance play equipment and other amenities.
26. The school values and acts upon views expressed by parents. In December last year, governors gave a full response to a few concerns that some parents had made when completing a school questionnaire. As a result parents are now given full written details about the key areas to be studied in the forthcoming term. The meetings with the class teacher each term now include discussions about progress under the new target setting arrangements. Parents have given very good support to the reading work undertaken at home by reception and infant pupils and the home school reading record is utilised well.

The homework policy has recently been revised with a view to improving the impact of other work undertaken at home and to take into account reservations expressed by some parents. The new arrangements are shortly to be implemented following an explanatory meeting with parents.

27. The close links with local playgroups help to facilitate the induction of pupils at the reception stage. The school hall is used for physical education sessions by the Stoke Row School and Checkendon Pre-school. There is good collaboration with the Langtree School in Woodcote that facilitates the transfer of pupils to secondary education. The Langtree Heads Cluster Group, comprising headteachers from 8 South Oxfordshire schools, meets to discuss topical education issues. It also organises joint activities such as subject workshops for teachers and inter-school sports and quizzes for pupils.
28. There are extensive links with the parish church. The children take part in special services, especially to celebrate the main Christian festivals. The school building is used for Sunday School each week and for wedding preparation training sessions. The local elderly enjoy concerts presented by the pupils and also receive harvest gifts. The school provides a monthly entry in the Village Newsletter. Visiting speakers include the vicar, local residents as well as a wide range of outside specialists and groups who do much to extend pupils' knowledge and experience.

## **LEADERSHIP AND MANAGEMENT**

Leadership is good and management is also good. The headteacher provides very good leadership and management. Subject co-ordinators are beginning to fulfil their roles effectively and provide satisfactory leadership and management overall. School governance is good. Statutory requirements are met apart from in aspects of ICT.

### **Main strengths and weaknesses**

- The purposeful leadership of the headteacher has led to a very good ethos for learning and achievement, very good inclusion for all pupils and strong teamwork among staff.
- Subject co-ordinators have made a good start in auditing their subjects and reviewing policies.
- Provision for special educational needs is managed very well.
- Effective management has had a positive impact on school improvement.
- The governing body effectively supports and challenges the school's work.

### **Commentary**

29. The new headteacher has worked very effectively to develop strong teamwork among staff and develop very good inclusion for all pupils in the school, since her appointment in September 2003. She enjoys the confidence of staff, governors and the majority of parents and she has successfully established a very good ethos for learning and achievement by setting high expectations for all pupils across the school, providing a very good role model for teaching and taking a strong lead on developing the curriculum and the role of subject co-ordinators. As a result the achievements of different groups of pupils are at least good throughout the school. The headteacher has also worked well with the LEA advisory service in providing good training for all teachers in the role of the subject co-ordinator and further training in using ICT to support teaching and learning. The headteacher's very good leadership is also reflected in the way she has improved

communication within the school, which was acknowledged by parents' at the pre-inspection parents' meeting. The headteacher combines her teaching and leadership and management roles very effectively for the benefit of the whole school community.

30. Subject co-ordinators are new to their roles and are now providing satisfactory leadership and management. They share the same vision as the headteacher for raising standards and improving teaching and learning and have made a good start in auditing their subjects, developing priorities for improving their subjects and in monitoring lesson planning. For example, co-ordinators are aware of the need to further develop the use of ICT to support teaching and learning. However they have yet to develop formal arrangements for monitoring teaching and learning.
  
31. The governing body has a very good knowledge of the school's strengths and weaknesses. Governors visit the school regularly, visiting assemblies, classrooms and school performances. They ensure that the strong Christian ethos of the school is maintained and they work closely with the headteacher and staff to monitor and review the work of the school. For example, governors have successfully monitored the improvements made in ICT resources and in the provision of retraining in ICT for new staff. They are well aware that statutory requirements are not yet fully met for ICT and that more needs to be done to develop the ICT curriculum. Governors have ensured that the school is resourced sufficiently for ICT, have overseen the training of new staff and have ensured that the development of the curriculum for ICT is prioritised. They have also ensured that all other statutory requirements are fully met. Governors provide good support for the headteacher and staff. They have successfully established formal links with co-ordinators and they challenge the school's work very effectively through their committees and in discussions with the headteacher. They are fully involved in school improvement planning and hold the school to account for its work.
  
32. The school is managed well, operating efficiently and effectively on a day-to-day basis. Very good analysis of performance data by the headteacher has led to improvements in teaching, learning and pupils' achievements through the setting of challenging whole school targets for pupils' performance in national tests. The headteacher has also effectively embedded Performance Management in the school, linking this to well-conceived development planning and the continual professional development of staff. She has worked well with the LEA link adviser in establishing formal arrangements for monitoring the school's work, particularly in the systematic monitoring of teaching and learning in all classes. These arrangements have been very effective in bringing about improvements in teaching, learning and pupils' achievements and resulted in the school's own recognition of the issues of this inspection. The budget is effectively managed and the school receives very good support from the finance officer, who prepares regular budget statements for the finance committee of the governing body to scrutinise. Although the proportion of the budget carried forward to the current financial year appears high, all monies were set aside for capital expenditure for improving the school's resources, particularly the purchase of two interactive whiteboards and the development of a new computer suite in the library. The school effectively achieves best value in its spending decisions, for example by successfully improving resources levels and the accommodation without going over budget.

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

Income and expenditure (£)	Balances (£)
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Total income	217,365
Total expenditure	207,871
Expenditure per pupil	2,735

Balance from previous year	18,218
Balance carried forward to the next	27,712

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

### AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **satisfactory**.

#### Main strengths and weaknesses

- Children in the Foundation Stage achieve well in personal, social and emotional development, in communication, language and literacy and in mathematical development.
- Children identified with special educational needs achieve very well.
- Assessment records do not record children's attainment levels when they start school.
- The outdoor accommodation and resources to further enrich the curriculum are limited.

#### Commentary

33. It is not possible to judge standards and achievement for the very few pupils in school at the time of the inspection, as they had been on roll for only six days. Although assessment records for the previous reception year demonstrate that most pupils reach and some exceed the early learning goals, they do not record the children's' attainment at the time they started school. As the majority of the previous reception year children attended on a part time basis for the summer term only, it is not possible to demonstrate progress over time in the children's Foundation Stage profile assessments. However, parents at the parents meeting were pleased with the progress their children made during the reception year. Discussions with the headteacher and Foundation Stage coordinator confirmed that children's progress in the Foundation Stage is good. This evidence was further collaborated by a detailed analysis of a sample of work that clearly showed good achievement and that pupils met and some exceeded the Early Learning Goals for personal, social and emotional development; communication, language and literacy; and for mathematical development. It was not possible to make judgements in other areas of learning as insufficient evidence was available during the inspection. Children with special educational needs are identified early and are well supported and as a result achieve very well, often exceeding expectations.
34. By the time they finish the reception year, children meet and often exceed the goals expected of them in **personal, social and emotional development** and achieve well. They sit quietly at appropriate times, listen attentively and are very well behaved in lessons. Children share, take turns and play co-operatively with each other. They respond well to teacher intervention and are beginning to develop friendships. Children are achieving well in meeting or exceeding the goals expected for them in **communication, language and literacy** by the end of the reception year. They use polite social language, saying, 'please' and 'thank you'. They copy and write words with well-formed letters and write independently in simple recognisable sentences using full stops. In **mathematical development**, children also meet or exceed the goals expected of them by the end of the reception year and achieve well. They recognise the tallest member of their family and draw them to scale and they identify 'one more' or 'one less' of a given number up to ten.
35. Children attend for mornings only, during the term in which their fifth birthday occurs. There are three intakes per year and children are taught in a mixed age class with Year 1. Induction procedures are good as there is effective liaison with the local pre-school group, from where most of the children transfer, but there is scope to develop visits to home and other settings. Methods of assessment are improving, and this year account for children's attainment on entry. Ongoing assessment of children's progress towards the Early Learning Goals needs to be more systematic and include dates and milestones to effectively monitor progress. At the time

of the inspection accommodation and resources were incomplete and consequently few opportunities for children to use equipment with independence were observed. The outdoor facilities are insecure, requiring direct supervision at all times. Improvements are underway as the school has prioritised the provision of an enriched Foundation Stage curriculum. Leadership and management are sound and have improved planning for the youngest pupils, as identified at the time of the previous inspection. They have worked effectively with the LEA to achieve this.

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

### **ENGLISH**

Provision in English is **good**.

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

- Teaching and learning are good and as a result pupils of all abilities achieve well.
- Standards are well above those expected, especially for reading.
- The quality of pupils' writing by the end of Year 6 has improved significantly

#### **Commentary**

36. The ability and aptitude of groups of pupils vary considerably between year groups. Inspectors therefore tracked progress over time of a sample of pupils of differing abilities to conclude that achievement, based on prior attainment, is good overall. The younger pupils have maintained good progress to the end of Year 2. Pupils achieve more now than they did at the time of the previous inspection by the end of Year 6, as writing has improved. Pupils with special educational needs achieve very well, as they are identified early and their progress is monitored very well. They often exceed expectations in National Curriculum tests. As numbers of pupils in each year group are statistically small, inspectors have tracked progress by gender and ability and conclude that all groups of pupils achieve well, given their prior attainment.
37. Standards vary considerably, but over time the trend is above average. In the reporting year 2003, results in national tests were above average at the end of Year 6 and exceptionally high by the end of Year 2. Inspectors found that the standards of pupils currently in school were well above average in Year 6 and above average in Year 2. Standards were higher for reading than for writing at the end of Year 2. Results are yet to be published for 2004 and they indicate a dip at the end of Year 6, however more than 70% of these pupils had special educational needs, and as such this represents an atypical pupil profile.
38. Reading is very well taught throughout the school. A designated time is set aside for reading each day and teachers group pupils by ability and guide reading by focusing on specific skills that enable pupils to tackle a text with good comprehension skills. In a very good lesson in Year 6, the teacher explained specific and technical vocabulary to a group of pupils prior to them reading so that they could maintain fluency and enjoy the story. A confident reader in Year 6 could describe differences between *Treasure Island* and its sequel, commenting on how the author uses the first and third person in the narrative. Younger pupils are encouraged to read daily to parents and this is regularly recorded and monitored, engendering a sense of pride and achievement in new-found skills.

39. Speaking and listening activities are regularly planned as part of the literacy hour. This is extended by an interesting range of drama and community activities that give all pupils confidence with speaking and listening. Writing for different purposes is effective with older pupils, however there is scope to improve the pace and expectation for younger pupils. Marking could be better focused on giving pupils specific feedback on what they need to do to improve. ICT is underused in planning for literacy lessons but effective use is made of simple listening centres for groups of pupils when reading from the same text.
40. Leadership and management are satisfactory. The role is developing beyond management of resources to include monitoring of planning and analysis of pupils' progress. Recent improvements include a recording and assessment system that informs individual pupil targets for English.

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

41. Examples of English in use across the curriculum are satisfactory. There are good examples of pupils recording the outcomes of school council meetings for publication to the school and some examples of extended work on biographical details in history in Year 6. However in most subjects there is a heavy reliance on worksheets and this restricts pupils' scope to manage their findings and record in their own words.

### **MATHEMATICS**

Provision in mathematics is **good**.

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

- Standards are well above those expected for pupils' ages and all pupils achieve well throughout the school.
- Pupils with special educational needs achieve very well.
- Consistently good teaching enhances pupils' learning and achievement.
- Pupils have very good attitudes to their learning.
- The curriculum is planned well, with a strong emphasis on pupils learning through using and applying mathematics in everyday situations.
- Assessment is not used well to help move pupils' learning forward.

#### **Commentary**

42. Standards vary considerably from year to year because groups of pupils taking the national tests are small and attainment levels vary according to the particular needs of individual pupils. Over the past few years, the results of the national tests for pupils in Year 2 and Year 6 have been above or well above the national average. For example, in 2003 all pupils in Year 2 achieved the expected National Curriculum Level 2 or above and in 2004, nearly all pupils achieved Level 2 with a high proportion achieving the higher Level 3. Year 6 pupils have also performed very well in comparison to similar schools, based upon their previous performance in the national tests at the end of Year 2. For example, results in 2003 show that Year 6 pupils reached standards which were above those expected nationally but their achievements were very good because a high proportion of pupils in that year group were identified with special educational needs. In 2004 a very high proportion of pupils (70%) in this small group who took the tests at the end of Year 6 were identified with special educational needs and yet many reached standards which were above those expected from their prior attainment. For example, one pupil with special educational needs achieved the higher National Curriculum Level 5. All

higher attaining pupils in this year group also reached the higher National Curriculum levels. Most of the pupils in the current Year 2 are reaching standards that are above those expected, and in Year 6 standards that are well above those expected. There are no significant differences between the achievements of boys and girls. The school's own analysis of test results also shows that any slight differences between boys' and girls' performance are due to the very small numbers of pupils taking the tests.

43. The achievement of pupils with special educational needs is very good because very effective support for their learning is provided in lessons. The school works very effectively with its external specialist support teacher to set clear numeracy targets in pupils' individual education plans, which are then taken into account in lesson planning. Support staff use this information very effectively to ensure that activities and resources are carefully matched to particular special educational needs. They motivate pupils by making good use of resources and challenge pupils' learning, paying particular attention to developing pupils' understanding of mathematical language. This was evident not only in lessons seen but in pupils' performance in the national tests.
44. Teachers ensure that lessons are well planned. Teachers demonstrate good subject knowledge in explaining new mathematical ideas precisely and linking these to what pupils already know, so that pupils make connections with their prior learning and develop a deeper understanding of new mathematical ideas. All pupils are given tasks that build on their prior learning and work is always matched to pupils' different attainment levels. This ensures that pupils are always learning within their capabilities. Lively introductions to lessons ensure that all pupils make good progress in their skills of quick mental recall. Teachers also consistently set high expectations for learning, particularly through the use of challenging questions, and problem-solving activities develop pupils' learning. For example, in a Year 6 lesson all pupils were shown how to use their knowledge of the 12 times table to multiply a given number by 24, mentally. Higher attaining pupils were then challenged to use their prior knowledge of the 12 times table to calculate mentally a given number multiplied by 24,000. Having recently been trained in the use of ICT, teachers are beginning to use this to support numeracy in lessons. For example, teachers in Years 3 to 6 made good use of the interactive whiteboard to support teaching. However, the use of ICT to support learning in mathematics is not yet fully developed, because an interactive whiteboard is not yet available in the Years 1 and 2 class. Furthermore, in lessons seen, teachers did not make use of mathematical software to consolidate or extend pupils' learning.
45. Pupils are very well behaved in lessons and have positive attitudes to learning. They are enthusiastic about their work and clearly enjoy activities, particularly mathematical investigations. They work very well together in pairs and small groups, sharing, taking turns and handling resources properly, and this makes a positive contribution to their social development.
46. Curriculum planning takes full account of the National Numeracy Strategy, which is well implemented. Pupils are provided with practical and interesting activities so that learning is enjoyable and their motivation is sustained. Literacy is very well promoted through close attention to the development of mathematical language. As a result, pupils develop understanding of new mathematical ideas quickly. Lessons are frequently based on the application of mathematics in everyday life, so that pupils use their own experiences to support their learning. For example, pupils' work shows that Year 2 pupils measured the length of the playground and the width and length of the hall to the nearest metre and they drew pictograms of their favourite pets and favourite milkshakes. Year 6 pupils applied their knowledge of measures to weather forecasting by measuring and recording rainfall and wind speed in standard units of measurement.
47. Good arrangements are in place for recording the attainment of pupils and tracking their progress. Standardised tests give numeracy scores for pupils in Year 1 and the school uses the optional National Curriculum tests in every other year group to track and record progress. As a result, assessment information is used effectively in lessons to match work to individual

pupil needs and very effectively to set whole school targets. However pupils' work shows that not all teachers use the information to set targets for individual pupils to improve their performance. Although the marking of pupils' work is consistent, pupils in some classes receive better guidance than in other classes as to how they might improve their work.

48. Leadership and management are very good and this has led to good improvement since the previous inspection. Numeracy planning is regularly monitored and lessons are evaluated against the National Numeracy Strategy objectives. Every teacher's lesson has been monitored twice per year and staff have recently received training on the use of ICT to support teaching and learning in numeracy. Gifted and talented pupils have been identified and plans are now in place to extend and enrich their learning through the Challenge Award with a system to encourage enjoyment and enrichment in numeracy.

### **Mathematics across the curriculum**

49. There are good opportunities for pupils to develop numeracy skills in other subjects. For example, pupils use co-ordinates in geography to locate various positions on a map, and they use standard measures in science investigations and record their findings in tables and graphs. Pupils use timelines in history to put famous people and significant events into chronological order. In music, pupils count out beats to the bar and in physical education they increase their spatial awareness in travelling and controlling the direction of a ball in team games.

### **SCIENCE**

Provision in science is **good**.

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

- There has been a steady rise in standards since the last inspection.
- Pupils throughout the school, including those with special educational needs, are achieving well because of good teaching.
- There has been good improvement in the curriculum since the last inspection, with a sharp focus on investigative science.
- Pupils are very well behaved and enjoy their science lessons.

#### **Commentary**

50. Results in Year 6 in the national tests for 2003 were above average nationally and well above those of similar schools based on pupils' prior performance in their Year 2 teacher assessments. The unpublished 2004 national test results show that the achievements of pupils in Year 6 are very good with most gaining three National Curriculum levels compared to their prior performance in Year 2. In 2003 teacher assessments for Year 2, all pupils, including those with special educational needs, gained Level 2, reaching very high standards both nationally and compared to similar schools. However no pupils gained the higher Level 3. The unpublished national test results for 2004 show that slightly fewer Year 2 pupils gained Level 2 and more gained Level 3 in science than in 2003, showing a steady rise in standards for this year group. Currently standards in Year 2 are above average, and in Year 6, they are well above average. Since the previous inspection, which judged standards to be broadly average throughout the school, standards have risen sharply with more pupils attaining the higher levels.
51. Pupils' achievements, which were satisfactory at the time of the last inspection, have also improved. The main reason for this rise in standards and good achievement of pupils is the high proportion of good and sometimes very good teaching. Teachers are now much more

secure in their subject knowledge and set higher expectations for learning. Teachers' planning has also greatly improved so that tasks are carefully matched to the variety of individual needs. There is also much more variety in teaching science. This was seen both in lessons and in pupils' work. Good provision is made for pupils with special educational needs in science and this has resulted in their good achievement. Higher attaining pupils are now achieving well and there are no significant differences in the achievements of boys and girls.

52. Another reason for pupils' good achievement in science is a much stronger focus on scientific enquiry skills and learning from practical investigations. This represent good improvement in curriculum planning since the last inspection. At that time, planning ensured coverage of all the programmes of study in science but did not identify opportunities for practical work and consequently pupils had very little experience of science investigations. Now opportunities for scientific investigations are firmly embedded in subject planning. As a result of this sharper focus, pupils are learning more effectively and developing a deeper understanding of fair testing and scientific enquiry. In a Year 2 lessons, for example, pupils sorted natural and man-made materials, naming and identifying these accurately. In a Year 5 and 6 lessons pupils investigated the reflective properties of materials using a light source. They made accurate predictions, tested these out fairly, tabulated their results and then drew accurate conclusions that dark dull surfaces absorb light whereas shiny bright surfaces reflect light. Higher attaining pupils used a mirror to show that the angle at which light entered the mirror was the same as the angle from which it left.
53. Pupils have very positive attitudes to learning, particularly when carrying out investigations. They are well behaved, pay particular attention to handling science equipment safely and they collaborate very well together in group investigative activities.
54. The subject is led and managed satisfactorily because the co-ordination role has only recently been established. However the co-ordinator has carried out an audit of science to identify gaps in learning and has used this information to improve planning and purchase the necessary resources for the subject. She has identified opportunities for promoting ICT and has established a clear priority to develop this aspect further. The co-ordinator has also rightly identified the need to improve assessment. Although teachers use their very good knowledge of pupils to develop their learning, individual targets are not yet set for science. Although planning is monitored, formal arrangements for monitoring teaching and learning have yet to be established.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- ICT is not sufficiently well planned, taught and assessed to cover all the elements of the curriculum and consequently pupils do not achieve as well as they could.
- Resources have improved substantially since the last inspection.

### **Commentary**

55. ICT is an integral teaching tool for other curriculum subjects, and as such, is not sufficiently well planned to ensure that all the statutory elements of the National Curriculum are met. This leads to patchy coverage and an uneven acquisition of knowledge and skills by pupils. By the end of Year 2 standards for most pupils are below national expectations, however there are exceptions and these mostly are pupils who have access to computers at home and are confident in accessing and using a range of software. By the end of Year 6 some pupils meet expectations for their age but there are considerable gaps in their knowledge, particularly for

control technology and data handling. Talking to pupils in Year 6, they expressed a desire to have greater access to the hardware. They were enthusiastic about the short burst of specialised teaching for PowerPoint in the previous year.

56. Direct teaching, when it occurs, is well received by pupils, who are keen and enthusiastic. However lesson planning does not ensure that all pupils have similar access and learning is ad hoc. Objectives for the lesson are focused on the curriculum subject of the lesson. In geography, for instance, the focus was on furthering knowledge of a Caribbean island and not on efficient ways to manage a search engine. The good facilities for ICT are underused by teachers; for long periods during the inspection the suite of computers was empty and the computers in classrooms not in use. Teachers' skills and competence have improved since the time of the last inspection but ICT remains an area for professional development. Assessment is not systematic in recording and monitoring key skills and reports to parents gave little indication of pupils' level of achievement, many reports having similar wording. Overall teaching and learning are unsatisfactory.
57. At the time of the previous inspection there were not enough resources for ICT. The governors have successfully addressed this and there is a good ratio of computers to pupils and in addition there are interactive whiteboards in use in the classrooms of the older pupils. The headteacher has made good progress with leading ICT as there have been significant improvements to hardware and increasing staff confidence with the use and application of ICT. However more needs to be done to ensure curriculum planning is managed and monitored with greater efficiency.

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

58. Although in many lessons seen good use was made of interactive whiteboards to support teaching, there is insufficient use of ICT to support work in other subjects. Some examples of good use of ICT to support learning were seen during the inspection. For example, in geography pupils used the computer to find positions on a map and in art they used the internet to research pictures in the style of a famous artist. However, the use of ICT to support teaching and learning across the curriculum has yet to impact fully on pupils' achievements.

## **HUMANITIES**

*Religious education was inspected by a diocesan inspector and does not form part of this report. History and geography were sampled, as insufficient work was seen in either history or geography to make overall judgements about provision or standards.*

59. In the few **geography** lessons seen, teaching was lively, well planned and pupils responded with interest, particularly to the teacher-led introductions. Effective use was made of prior learning and the teachers were skilful in the targeting of questions to consolidate and extend learning. In a class of Year 1 and 2 pupils, the well-informed teacher made effective links to a favourite storybook by Katie Morag as she extended pupils' learning about islands. Further resources illustrated pupils' learning as they looked and handled a range of photographs and postcards of islands. The pace of lessons dipped when pupils were engaged in recording findings. In Years 3 and 4 pupils were not inspired with the task of the identification of Caribbean island on a map; similarly, in Years 5 and 6, the pace of what had been a very good introduction slipped when pupils were asked to work independently to compile a climate map. Work from Year 2 and Year 6 of the 2004 group of pupils shows that teachers' assessment does not focus well enough on what pupils need to do to improve and how well they are progressing through National Curriculum levels. Feedback on written work to individual pupils is not sufficiently well

directed to the lesson objective. Pupils report that they spend a lot of time on some aspects of the geography curriculum like the weather, but they would prefer a greater emphasis on environmental issues. Record keeping in geography is satisfactory but at a basic level. Good use is made of visits to extend learning. Leadership and management are satisfactory.

60. In a good **history** lesson seen in Years 5 and 6, pupils were well informed following a trip to an Elizabethan manor house. The teacher used digital images to consolidate vocabulary and ideas about life for rich people during the Tudor period. Talking to pupils, they were well motivated by the programme of visits that the school organises. Pupils' work from the previous year indicates that standards at Year 2 and Year 6 are at least in line, and for some pupils higher than national expectations for their ages.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

*Art and design, design and technology, music and physical education were sampled, so it is not possible to make judgments on provision and standards.*

61. In the one **art and design** lesson seen, where teaching was good, pupils in Year 4 were investigating and combining various materials and processes to replicate pictures in the style of the artist John Miller. They had previously used the internet to explore his work and Caribbean calypso music played in the background while pupils eagerly produced some very interesting seascape and landscape pictures with soft oil pastels, hard and soft pencils and chalk. The teacher had planned the lesson well, making good use of the interactive whiteboard to display various works of John Miller as a reference point to guide pupils' learning. Pupils' work during the last academic year shows that in Year 2, they used a variety of media to produce a Roman mosaic, a stained glass window and observational drawings of the school. Year 6 pupils develop their ideas from experience and use their imaginations to create attractive designs as part of their topic on 'World Art'. Pupils make good use of sketchbooks and develop different techniques with control of tools for painting and drawing in the style of different artists. Planning is based on national guidelines and shows good cross-curricular links with other subjects. For example, pupils in Years 1 and 2 make a paper collage of shells and starfish as part of their 'Island home' geography topic. Pupils in Years 3 and 4 contribute to a picture of a Caribbean scene, which promotes multi-cultural awareness effectively. Years 5 and 6 pupils explore visual and tactile elements of Leon Bakst's designs for the Ballets Russes to deepen their understanding of how art and design can be used for different purposes.
62. There was insufficient evidence to make a judgement on provision in **design and technology** as no lessons were observed. Talking to a group of pupils enabled inspectors to report that pupils enjoy lessons and that pupils had a good understanding of the process of design, evaluation and improvement before making a final piece. Looking at pupils' records of work for the previous year, with photographs of finished products such as purses, papier mache chairs and celebration biscuits, there is every indication that standards are at least in line with national expectations at the end of Year 6.
63. In the one **music** lesson seen, where teaching was good, pupils used different percussion instruments to develop their understanding of how symbols are used to represent sounds. The teacher provided very good opportunities for pupils to use of a wide variety of instruments, including African drums, tambourines, xylophone and shakers in order to create their own compositions, using symbols to represent these. Pupils were then

encouraged to perform their compositions by reading their musical notation in front of the rest of the class, which they did with precision and expression. The lesson made a good contribution to pupils' personal development as they listened to and used musical instruments from different cultures. They also worked very well together in small groups, taking turns, sharing and appreciating the musical compositions of other groups. They showed good spiritual development in spontaneously applauding the works of other pupils and in reflecting on different musical compositions. There are very good opportunities for enriching pupils' learning through, for example, the recorder club, where pupils learn to play in parts; the cluster group, where pupils learn and perform songs together with pupils from other schools; and through Year 5 and 6 pupils' membership of the Oxfordshire School Choir, where they performed in the Royal Albert Hall Youth Prom. Pupils in Years 2, 3 and 4 also sang carols on the Des and Mel television show and every year pupils participate in musical Christmas and summer productions. Music permeates the life of the school, as pupils sing enthusiastically in church festivals and during assemblies. The subject is very well promoted by the co-ordinator, who has recently reviewed planning and carried out an audit in order to develop the subject further.

64. All pupils participate in various **physical education** activities such as country and Maypole dancing, invasion games, athletics, swimming, rounders, football, netball and outdoor and adventurous activities. In the one gymnastics lesson seen, where teaching was satisfactory, pupils in Years 1 and 2 moved confidently and safely around the hall, reproducing simple actions with co-ordination. The teacher made effective use of music to cue and focus pupils' movements and an orderly atmosphere was maintained throughout. The curriculum is effectively enriched by a number of clubs, such as the netball and rounders club, which is organised by a parent in collaboration with the subject co-ordinator. Fitness and health are not only promoted through physical education but also through science and PSHE. The school has also successfully achieved the Football Association Charter Mark in 2004. Planning is based on national guidelines and is monitored each half term. Staff also evaluate pupils' performance at the end of each unit of study. The school has made good use of its budget to purchase outdoor play equipment in order to encourage active play at breaktimes. The co-ordinator is currently pursuing a 3-year sports co-ordinator course which will lead to the accreditation of leading sports co-ordinator. As a consequence of this, the co-ordinator has effectively raised the level of subject knowledge through the school.

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

*Insufficient lessons were seen to form an overall judgement about provision in personal, social and health education or citizenship.*

65. Provision for pupils' personal, social and health education (PSHE) permeates throughout the school and is enshrined within its Christian values of love and kindness towards others. In two good lessons seen, teaching ensured that pupils were provided with effective opportunities to deepen their understanding of teamwork, the need to help others and the importance of rules to regulate our lives. Assemblies provide very good opportunities to celebrate pupils' achievements and enhance their self-esteem. Pupils learn to respect the feelings of others through their participation in lunchtime and after-school clubs. Through the school council, pupils' views are taken seriously as they successfully influence decisions in the school, which promotes citizenship very effectively. Pupils are encouraged to help in putting equipment away in lessons, for example in music and art, which develops a sense of community. Older pupils in Years 5 and 6 are also

given additional responsibilities in the school such as helping younger pupils with reading and acting as playground monitors

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	5
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	4
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).*