

# **INSPECTION REPORT**

## **JOHN BLANDY VC PRIMARY SCHOOL**

Southmoor, Abingdon

LEA area: Oxfordshire

Unique reference number: 123150

Headteacher: Mr C Spring

Lead inspector: Mrs C Skinner

Dates of inspection: 25<sup>th</sup>-27<sup>th</sup> April 2005

Inspection number: 267111

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

## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
Number on roll:	168
School address:	Laurel Drive Southmoor Abingdon Oxfordshire
Postcode:	OX13 5DJ
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Appropriate authority:	The governing body, John Blandy VC Primary School
Name of chair of governors:	Mr T Clark
Date of previous inspection:	June 1999

## **CHARACTERISTICS OF THE SCHOOL**

John Blandy VC Primary School is smaller than the average size for primary schools. There are 168 pupils on roll, all of whom attend full-time. The admission arrangements have changed since the previous inspection. Pupils now enter the Reception class at the beginning of the year in which their fifth birthday falls, attending part-time from September to December. At the time of this inspection, all Reception children had been attending school full-time since January 2005. The school no longer has a nursery. The proportion of pupils from minority ethnic backgrounds is lower than average. There are no pupils at an early stage of learning English as an additional language. There are 23 pupils (14 per cent) on the school's register of special educational needs, which is lower than the national average. Most of these pupils have moderate learning or social, emotional and behavioural difficulties. Two pupils have statements of special educational need. For a small school, the turnover of pupils is relatively high. In 2004, almost a third of the pupils had joined the school since Year 2; in the current Year 6 almost 40 per cent have joined at various stages during Key Stage 2. Attainment on entry to the school varies from year to year but is similar to that seen in most schools overall. Pupils come from a wide variety of social backgrounds. The school received an Achievement Award in 2002 and a Healthy Schools Award in 2003.

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Members of the inspection team			Subject responsibilities
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9977	Fran Luke	Lay inspector	
10808	Alan Britton	Team inspector	Mathematics, geography, history, physical education (PE), personal, social, health and citizenship education (PSHCE), the Foundation Stage curriculum.
16492	Bob Lever	Team inspector	Science, design and technology (DT), information and communication technology (ICT), special educational needs.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**John Blandy Primary School is a good school.** Overall, pupils' achievement is good because of good teaching throughout the school. Pupils achieve above average standards in Year 6. The leadership and management of the school are good. The school gives good value for money.

The school's main strengths and weaknesses are:

- Standards in English, mathematics and science are above average.
- Good quality teaching fully engages pupils in learning, meets their individual needs and promotes good progress.
- The headteacher provides good leadership and clear direction for the school.
- The role of other staff in the management of the school is insufficiently developed.
- The school's strong caring ethos and good provision for pupils' personal and social development are reflected in the pupils' positive attitudes and good behaviour.
- Learning is enhanced by a well planned, interesting curriculum and a good range of extracurricular activities.
- Assessment procedures are good, but the systems for target setting and reviewing individual pupils' progress are not rigorous enough.
- The school makes very good use of its links with the Faringdon Partnership to enrich pupils' learning.

The school has made a good improvement since it was inspected in 1999 and the issues raised have been addressed well. Strategic planning is more comprehensive and the role of governors has developed well. Assessment procedures are used more efficiently to inform teachers' planning. Pupils continue to make good progress and good teaching has been sustained. Curricular provision for children in Reception and Year 1 has improved.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	A	A*	D	C
mathematics	A	A	B	B
science	A	A	C	C

*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.*

*\*Standards are in the top five per cent of schools in the country.*

**Achievement is good throughout the school.** In Year R, children are on course to exceed the goals they are expected to reach by the end of Reception in communication, language and literacy, personal, social and emotional development and mathematical development and to meet expectations in all other areas of learning. In Year 2, standards are above average in reading, writing, mathematics, science and physical education (PE). They are average in information and communication technology (ICT). In Year 6, standards are above average in English, mathematics, science, ICT and religious education (RE). They are average in PE. The dip in standards in 2004 can be explained by the make-up of the small year group (14 pupils) which had also had a high turnover of pupils.

**Attendance and punctuality are very good. Pupils' attitudes and behaviour are good. Their spiritual, moral, social and cultural development is good.** Pupils show good interest in learning and are very keen to take responsibility. Their behaviour is good in lessons and around the school. The attendance rate is well above the national average.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good. The quality of teaching and learning is good.** Teachers have high expectations of the pupils, and, as a result, pupils work hard, both independently and in collaboration with others. Lessons are interesting and enjoyable and are planned well to meet pupils' widely differing needs. Assessment information is used well to plan appropriate work for pupils but the arrangements for setting and reviewing individual targets are not rigorous enough. Interesting and meaningful links between different subjects help to create a well planned curriculum. Excellent outdoor facilities greatly enhance the learning environment. The school's relationships with parents and the community are good. Very good links with the Faringdon Partnership of schools help to enhance the quality of teaching, learning and the curriculum.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are good.** Good leadership by the headteacher maintains a clear focus on achieving high standards. The governors know the school well and are effective in their role as critical friends. Statutory requirements are fully met. There is a strong team spirit in the school. Management responsibilities are not delegated sufficiently which results in a heavy workload for the headteacher. The role of curriculum co-ordinators in evaluating teaching, learning and standards is underdeveloped. Good financial management ensures that the school is well staffed and resourced.

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

Parents have positive views of all aspects of the school. The only significant improvements they would like to see are related to the school's accommodation.

Pupils also value their school highly. The only concern they expressed to inspectors was about the adequacy of the provision of toilets for the boys.

## **IMPROVEMENTS NEEDED**

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

- Find ways to delegate some management responsibilities in order to reduce the headteacher's workload.
- Further develop the role of curriculum co-ordinators in order to increase their effectiveness in evaluating teaching, learning and pupils' achievement.
- Sharpen the procedures for setting and reviewing targets for individual pupils and for tracking their progress as they move through the school.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

Overall, achievement is good. In the Foundation Stage, achievement is good and standards exceed expectations. Pupils continue to achieve well in Years 1 and 2 and standards are above average in Year 2 in English, mathematics and science. In Years 3 to 6, achievement is good. Standards in Year 6 are above average in English, mathematics, science, ICT and RE.

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

- Pupils make good progress because the quality of teaching and learning is good throughout the school.
- Standards in writing are rising because teachers are using an effective range of strategies to develop pupils' skills.
- Standards in ICT and RE have risen since the last inspection due to improvements in teaching and resources.
- All groups of pupils achieve well because teachers plan work that meets their differing needs.

#### **Commentary**

1. Achievement in the Foundation Stage is good. Children are on course to exceed the goals they are expected to reach by the end of the Reception year in communication, language and literacy, mathematical development and personal, social and emotional development. In creative development, knowledge and understanding of the world and physical development they are on course to meet expectations.

#### ***Standards in national tests at the end of Year 2 – average point scores in 2004***

Standards in:	School results	National results
reading	15.7 (16.1)	15.8 (15.7)
writing	14.3 (14.1)	14.6 (14.6)
mathematics	16.0 (15.9)	16.2 (16.3)

*There were 21 pupils in the year group. Figures in brackets are for the previous year*

2. In the end of Year 2 national tests in 2004, standards were in line with the national average in reading and mathematics and below average in writing. Compared to similar schools based on the number of pupils known to be eligible for free school meals, standards were well below average in reading, writing and mathematics. There has been a downward trend in the school's results in the Year 2 tests over the past three years. Analysis of all available evidence indicates that a combination of factors have affected pupils' performance, particularly changes in the admission arrangements which resulted in some pupils having only two or three terms part-time education before starting in Year 1. In addition, some year groups are smaller than average and statistics for single years can be unreliable. Over the past three years, the performance of pupils overall was above average in reading, below average in writing and average in mathematics.

3. The findings of this inspection are that standards in Year 2 are above average in reading, writing, mathematics, science and PE and average in ICT which were the only subjects where sufficient evidence was gathered to make valid judgements. Where the evidence allows comparisons to be made, these standards are the same as they were when the school was last inspected. The judgements of the inspection are higher than the school's results in the 2004 national tests. This is partly because a different group of pupils is involved, but it also reflects the successful steps that have been taken to raise standards in writing.

### **Standards in national tests at the end of Year 6 – average point scores in 2004**

Standards in:	School results	National results
English	26.6 (30.0)	26.9 (26.8)
Mathematics	27.9 (29.5)	27.0 (26.8)
science	28.7 (30.8)	28.6 (28.6)

*There were 14 pupils in the year group. Figures in brackets are for the previous year*

4. In the Year 6 national tests in 2004, standards were below the national average in English, above average in mathematics and average in science. Compared with schools whose pupils performed similarly in Year 2, standards were above average in mathematics and average in English and science. Between 2000 and 2003, standards had been consistently high. In 2004, the year group was small and there had been a significant turnover of pupils. Taking an average of the past three years, the performance of pupils in English, mathematics and science was well above the national average.

5. The findings of the inspection are that standards in Year 6 are above average in English, mathematics and science. Pupils achieve well due to the high quality of their teaching and learning. These judgements are similar to those made by the 1999 inspection, except that standards in English were then found to be well above average. Standards are also above average in ICT, which is an improvement since the last inspection. Standards in ICT have risen because the school's resources have improved, teachers' expertise has increased through effective training and the curriculum has developed well. Pupils in Year 6 also achieve good standards in RE, which is an improvement since the last inspection. Teachers now give pupils more opportunities to explore ideas and issues in greater depth and challenge them to think more deeply about what they have learned. Standards in PE are in line with national expectations. No clear judgement of standards in PE was made by the last inspection.

6. The school's analysis of pupils' performance in national tests revealed that standards in writing were not as high as they should be. This was then identified as a key priority in the school's strategic plan for the next three years. As a result of further training in teaching techniques and continuing discussion and sharing of ideas among teachers, standards are already rising and pupils are making better progress. Successful strategies include closer links between reading and writing, teaching writing skills in the context of other subjects and developing pupils' speaking and listening skills with specific reference to their impact on writing.

7. All groups of pupils achieve well by the time that they leave Year 6. Discussions with pupils showed that they felt they were required to work hard and were making good progress. Parents also feel that their children progress well. Pupils with SEN make good progress against specific targets and goals. They do well when receiving extra support and teaching appropriately matched to their needs. Pupils' individual education plans are sufficiently specific for accurate assessments of progress to be made. Records show that those with emotional and behavioural difficulties have made significant improvement since joining the school. The findings of the inspection show that boys and girls achieve equally well in all year groups. The school caters well for more able pupils and has improved its provision for these pupils in writing, enabling them to achieve high standards. It also identifies gifted and talented pupils, who benefit greatly from opportunities to take part in activities with pupils from other schools in the local consortium. Pupils who are talented in music have the opportunity to learn to play an instrument and to perform in school concerts and assemblies.

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

Attendance and punctuality are very good. Pupils' attitudes to school and their behaviour are good. Pupils' spiritual, moral, social and cultural development is good.

### Main strengths and weaknesses

- Pupils show interest in learning and are well motivated.
- They form constructive relationships with each other and with adults.
- Pupils are free from harassment and as a result feel safe and secure.
- Behaviour is good throughout the school.
- Pupils have very good opportunities to take on additional responsibility.
- Attendance and punctuality are very high.

### Commentary

8. Pupils have positive attitudes to learning and show enjoyment in their work. They concentrate well and participate in activities with enthusiasm. Teachers manage lessons well and ensure that pupils are well behaved and attentive. This contributes to a positive and productive atmosphere in the school. Pupils work sensibly and co-operate with each other in lessons, sharing equipment and ideas sensibly and learning from each other. Good behaviour throughout the school maintains a calm atmosphere. Nearly all pupils have a good awareness of the behaviour expected of them and the school rules, which are shared with parents, clearly set out the boundaries between right and wrong. There were two fixed period exclusions in the school year prior to the inspection.

### Exclusions

#### *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	90	2	0
White – any other White background	3	0	0
Mixed – any other mixed background	1	0	0
No ethnic group recorded	35	0	0

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

9. Pupils are polite and courteous and show respect for each other and for all adults in the school. Positive relationships exist between staff and pupils. Racial harmony is evident throughout the school and there are effective procedures in place to deal with any harassment. Consequently, pupils are all confident that little bullying takes place and say that members of staff deal with issues very quickly. Pupils with learning and emotional difficulties form good relationships with teachers, support staff and each other. When they are supported they increase their confidence and self esteem. Other pupils are very understanding of their needs.

10. The school places a strong emphasis on pupils' personal development. A key feature of this aspect is the level of trust and responsibility given to pupils. All but the very youngest may stand as School Councillors. Monitors look after the playground equipment and pupils in Years 5 and 6 help younger children in the dining hall. Some of the older pupils also help in the school office at lunch times. Pupils respond well to these opportunities, which help to develop their confidence and self-esteem. Every class also participates in the 'hexagon' award scheme which encourages pupils to value endeavour in all areas.

11. The positive school ethos provides pupils of all ages with a good understanding of their responsibilities of living in a community. They have participated in raising money for many charitable causes and are at present raising money for the National Society for the Prevention of Cruelty to Children. The school's collective worship and RE programmes develop pupils' spiritual,

moral, social and cultural awareness through a focus on traditional Christian celebrations, other religious traditions and whole world issues such as poverty and human rights. A range of visits and visitors also helps to provide for these areas of pupils' personal development. Quiet reflective music when pupils congregate for daily assemblies gives a spiritual element to the session. Other aspects of pupils' personal development are well catered for across other areas of the curriculum, for example in lessons that encourage pupils to work together cooperatively and in the annual residential visits made by the Years 5 and 6 pupils.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	3.8	School data	0.0
National data	5.1	National data	0.4

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

12. The level of attendance is well above the national median and is therefore very good. The school encourages pupils to come to school and to arrive on time. Parents support the school well in this which means pupils are very punctual and there is a swift and effective start to the school day.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching and learning are good throughout the school. Assessment is good and is used well to respond to pupils' individual needs. The curriculum is well planned and enriched by a good range of additional activities. The school's relationships with parents are good and its links with other schools are very good. Pupils are cared for well, but the procedures for checking their progress towards individual targets are not rigorous enough.

## Teaching and learning

The quality of teaching and learning is good. Assessment is good overall; it is very good in the Foundation Stage.

## Main strengths and weaknesses

- Good teaching in English, mathematics, science, ICT and RE enables pupils to make good progress in these subjects and reach above average standards by the time they leave the school.
- Teachers plan lessons well to meet the needs of different groups of pupils.
- Teaching methods are varied and interesting and engage pupils effectively in learning.
- Teachers expect pupils to behave well in lessons, and this greatly assists their learning.
- Good teaching and very good assessment procedures in the Foundation Stage ensure that pupils make good progress during their first year in school.
- Assessment procedures are thorough and constructive but the setting of individual targets for pupils is not yet consistent across the school.

## Commentary

13. The quality of teaching and learning is good in Reception, in Years 1 and 2 and in Years 3 to 6. This is similar to the findings of the last inspection, except at that time there was a Nursery where teaching was judged to be very good. The weaknesses that were identified at that time have all

been addressed well. In 1999, there was insufficient use of assessment to inform teachers' planning and the quality of marking was inconsistent. Teachers now make good use of assessment information to guide them in preparing work to meet pupils' needs and match their capabilities. Teachers' marking has also improved, but is more effective in some classes and subjects than others.

### **Summary of teaching observed during the inspection in 30 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4 (13%)	19 (64%)	7 (23%)	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.*

14. In addition to the lessons observed during the inspection, inspectors examined pupils' work books and discussed their work with them. All of this evidence confirms the view that teaching and learning are good and lead to good achievement in English, mathematics, science, ICT and RE. Literacy skills are taught well, combining speaking, listening, reading and writing skills effectively to make learning more meaningful and relevant. Good teaching of numeracy skills involves pupils in working out their own mental strategies and learning through practical activities. In science a strong emphasis on investigative work helps pupils to develop the skills of prediction, observation and drawing conclusions from evidence. ICT skills are taught effectively in specific lessons and also used and developed well across the curriculum. In RE, teachers encourage pupils to consider the relevance of what they have learned to their own lives and, as they get older, to reflect in depth on a variety of issues.

15. Teachers take into account their knowledge of individual pupils' achievements and capabilities when planning lessons. In the good and very good lessons, work was set at suitably challenging levels for higher attaining pupils, those of average ability and pupils with special educational needs. Occasionally, the work is aimed a little too high for some pupils, but teachers soon realise this and adjust it accordingly. In one mathematics lesson, some higher attaining pupils were capable of more than the task demanded of them. The high standards achieved by more able pupils reflect the good teaching they receive. Teachers use appropriate methods which enable pupils identified with SEN to learn effectively. Teachers are aware of the targets set out in pupils' individual education plans and devise activities to enable pupils to meet these. Teaching assistants provide good support, which helps pupils to achieve well in learning basic skills and in other lessons. Individual support for pupils with emotional and behavioural difficulties is proving very effective and enables pupils to access the curriculum.

16. Pupils are fully engaged in and enjoy learning because teachers use an interesting variety of teaching methods and resources. Pupils are encouraged to learn through investigation, independent research and practical tasks. Teachers make effective use of ICT across the curriculum to enhance pupils' learning and give them a different perspective on a range of subjects. There are good opportunities for discussion, role play, working in groups and watching visual presentations, as well as plenty of time for personal study and the recording of information.

17. Teachers' high expectations of good behaviour have a positive influence on the quality of pupils' learning. In most classes, pupils know exactly what is expected of them, with the result that teachers do not have to interrupt the flow of the lesson to remind them how they should behave. This means that teachers are able to move learning along at a good pace in most lessons. Pupils with emotional and behavioural difficulties are managed well by teachers and assistants which enables them to make good progress in relation to their prior attainment.

18. The quality of teaching and learning is good in the Foundation Stage. The teacher is very well supported by a nursery nurse, and a wide range of resources and very good accommodation enhance pupils' learning further. Lessons are planned well across all areas of learning and very detailed records of children's progress and individual development are used very diligently to

respond to individual children's needs when planning lessons. These records are also used effectively to identify children who need extra help or those of high ability. There is a wide range of suitable activities and children are encouraged to select some tasks for themselves for part of the day, which helps to develop independence.

19. Teachers assess pupils' attainment in reading, writing, mathematics and science through a variety of standardised tests and informal assessments. They use the information gained well to plan work for different groups of pupils according to their previous achievement. Simple but effective procedures are in place to assess and record pupils' attainment in other subjects. Teachers set targets for individual pupils to show what levels in the National Curriculum they are expected to achieve by the end of each school year. This process is not yet rigorous enough to ensure that targets contain an appropriate degree of challenge for all pupils. For example, assessments of pupils' writing are too infrequent to show teachers whether pupils' targets need to be adjusted or whether they could do better. Teachers are beginning to set short term targets for individual pupils and to involve them in checking their own progress towards achieving them. This is a good initiative but it is not being implemented consistently across the school.

### **The curriculum**

The curriculum is good. There are good opportunities for enrichment, including extra-curricular provision. The quality and quantity of accommodation and resources are good overall and generally meet the needs of the curriculum well.

### **Main strengths and weaknesses**

- The curriculum covers all subjects and cross-curricular links are developing well.
- The school provides well for pupils with special educational needs.
- There are good opportunities to extend the curriculum through clubs and other activities.
- Outdoor facilities are excellent and there are good resources.
- The curriculum is good for the youngest children and ensures a good start to their education.

### **Commentary**

20. The curriculum is appropriately planned to provide breadth and continuity in learning. The numeracy and literacy strategies are fully in place and all staff have received training. Work is well matched to pupils' needs and all pupils are challenged to achieve higher levels. Policies and schemes of work are now in place for all subjects and the school is developing cross-curricular links well. This is particularly evident in mathematics, ICT and science.

21. The curriculum is appropriately organised for those identified with special educational needs and no pupils are disapplied. Arrangements for using individual education plans are effective in ensuring learning and emotional needs are met whilst still enabling pupils to have access to the whole curriculum. Individual support for pupils with emotional and behavioural difficulties is proving very effective and enables pupils to access the curriculum. The teaching assistants are experienced and receive training within and outside school. Accommodation enables disabled access and there are disabled toilet facilities. However, there is only a screened off area in the corridor where pupils can be withdrawn to be taught individually or in groups.

22. A wide range of activities enhances the curriculum at lunchtimes and after school. Pupils take part in computer and gardening clubs, netball, athletics, and choir and recorder groups. Sporting opportunities are good and all can participate in school teams. A good range of visits and visitors, such as visits to the theatre and dance festivals, enriches the curriculum. Pupils are able to take part in residential visits in both Years 5 and 6.

23. The accommodation is good overall. The outdoor facilities are excellent for play and educational activities. There are numerous hard surface areas and extensive, well-maintained

playing fields. There is a very good outdoor area for the youngest children. Other resources support the curriculum well.

24. Curricular provision for children in the Foundation Stage is well planned and organised around the six recommended areas of learning for children of this age. There are good opportunities for children to learn through play, to make choices and to develop basic literacy and numeracy skills. Some activities make very good use of the enclosed outdoor area and wider school grounds.

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

The provision for pupils' care, welfare, health and safety is good. Pupils' personal development is tracked very well but the monitoring of their academic progress is not rigorous enough. The involvement of pupils through seeking and acting on their views is good.

### **Main strengths and weaknesses**

- Staff and governors are fully involved in health and safety reviews of the school.
- Good levels of care for pupils ensure that they are well supported.
- Pupils' personal development is monitored very well as they progress through the school.
- The procedures for setting targets for individual pupils and tracking their progress are not yet fully developed.
- Good induction procedures for pupils entering the school ensure that pupils settle quickly.

### **Commentary**

25. Good health and safety procedures are in place. Staff and governors are vigilant in ensuring that the environment is kept safe by routinely checking grounds, buildings and equipment. Regular health and safety audits are carried out. Any concerns are reported, prioritised and promptly addressed.

26. Child protection procedures are firmly in place. The headteacher has been trained in the procedures and regular discussion ensures that all staff are aware of the need to inform him should they have any concerns. Pupils who suffer minor accidents or who are feeling unwell are well looked after. As a result, pupils feel safe and well cared for.

27. There are good opportunities for the school to obtain pupils' views through questionnaires and through the recently introduced school council. Pupils confirm that they are confident their views are taken into account and can talk about the impact the school council has had already on the school environment. Very good procedures to monitor pupils' personal development as they proceed through the school, together with good relationships throughout the school, mean that all adults in the school know the pupils well and are quickly aware if something is wrong. As a result pupils feel valued. Pupils spoken to confirm that they are happy there is always someone they can turn to for help and advice.

28. Teachers set individual targets for pupils in reading, writing, mathematics and science, based on their previous attainment. The procedures for setting and reviewing these targets are not yet sharp enough to ensure that they are sufficiently challenging for all pupils. There are not enough checks during the course of the school year to make sure that pupils are on course to reach their targets, and to determine whether the targets have been set too high or too low, whether pupils require additional help or whether teaching needs to be modified in some way. The arrangements for checking the progress of pupils with SEN are effective and records are thorough and well maintained. The school uses assessment data from teachers and from a range of tests to inform target-setting procedures in individual education plans. Assessments made on entry to school enable early identification of pupils needing extra support.

29. Good induction procedures for pupils entering the school ensure that they feel welcome and settle into school quickly. If pupils start at the school in older year groups, they and their parents meet the Headteacher, and pupils are then allocated an assigned 'buddy' to show them around and help them understand school procedures so they can fit in quickly and take an active part in school life.

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

The school's links with parents and the community are good. Links with other schools, particularly curricular links with the Faringdon partnership, are very good.

### **Main strengths and weaknesses**

- Information provided for parents about pupils' progress, the school and the curriculum is good.
- Parents have positive views of the school.
- Good links with the local community support learning well.
- Very good links with other schools support the curriculum very effectively and contribute to the smooth transfer of pupils when they move to secondary school.

### **Commentary**

30. Parents regularly receive a good range of information, which lets them know what is happening in school. At the beginning of each term every teacher provides curriculum information which parents find useful in showing them how they can help their children at home. Parents support their children with homework and ensure that it is completed and returned to school. Written annual reports for parents are good. They inform parents what their children know, understand and can do as well as showing where improvement is needed. Parents can easily see the progress their children are making. There are good opportunities for parents to discuss pupils' progress informally as well as at formal consultation evenings. Parents of pupils with SEN are encouraged to be involved in identifying their needs and providing support. They are well informed and are supportive. They speak highly of the support their children receive. Good links with behaviour support agencies enhance the school's work with pupils who have emotional and behavioural difficulties.

31. When the school surveyed parents' opinions last summer, a number of significant concerns were raised. These views were analysed and acted upon, and, as a result, parents feel confident that they have a say in the way the school is run. Parents at the pre-inspection meeting were positive about all aspects of the school. They are happy with the level of communication and the school's open door policy means they can come in and discuss concerns at any time. The Friends' Association is very supportive of the school and raises significant funds, the benefits of which are evident around the school.

32. The school is supported well by its good links with the local community. Links with the local church bring the Vicar into school once a month to take assembly and the pupils make regular visits to the church for festivals as well as in connection with the RE curriculum. Links with the local elderly community are supported through Harvest Festival collections as well as visits made by the pupils to the day care centre. These, together with fund raising activities to help build a school in Kenya, support pupils' personal development well by ensuring they receive a wide range of experiences.

33. Very good links with other schools, particularly with local schools in the Faringdon Partnership, support the curriculum very well. Staff work together on a range of issues and pupils take part in joint events. These and links with the local secondary schools help pupils when transferring at the end of Year 6. Links with the local pre-school and private nursery are also good.

### **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are good. The leadership of the headteacher and other key staff is good. The management of the school is satisfactory. The school's governance is good.

### **Main strengths and weaknesses**

- The headteacher provides a clear sense of direction for the school and has created a strong team spirit amongst staff and governors.
- The school's strategic plan reflects high aspirations and provides clear direction for its future development.
- Governors support the headteacher and staff well and make an effective contribution to strategic planning.
- There is currently no senior management team and too many management responsibilities fall to the headteacher.
- Some subject co-ordinators are new to the role and have not yet become fully effective in evaluating teaching and the curriculum, although they are leading developments well.
- Good financial management ensures that the school is well staffed and resourced despite budget limitations.

### **Commentary**

34. Parents speak highly of the headteacher's commitment and continuing enthusiasm for the school, and this is evident in the way he values and cares for both staff and pupils. He leads staff with concern and sensitivity to their needs and has created an effective team with a shared vision for the school. As part of his own continuing professional development, he continues to undertake training in order to remain abreast of national and local developments and has forged a close working relationship with headteachers in the Faringdon Partnership.

35. The previous inspection found that the school development plan did not prioritise areas for improvement sufficiently well, which detracted from its usefulness. The revised strategic plan for the school's development over a three year period clearly establishes the most important priorities for the school to address and sets challenging targets for both staff and pupils to achieve. It takes into account the most important factors that are likely to affect the school and draws upon the headteacher's analysis of the pupils' performance in national tests. The strategic plan clearly reflects the school's aims and aspirations for its pupils.

36. The role of governors was also found to be in need of further development at the time of the last inspection. There has been a good improvement in this aspect of the management of the school as governors have become increasingly knowledgeable about the school and more involved in discussing and analysing its performance, under the guidance of the headteacher. Governors visit the school regularly to observe how well it is working at first hand. They sometimes help out in lessons and meet with teachers to discuss what they have seen and to ask questions. As their understanding of educational matters has grown, so they have become more effective in their role as critical friends to the school. They monitor the school's financial situation carefully and check the effectiveness of spending decisions by looking at their impact on the provision for the pupils.

37. Changes of staff over the past two years have resulted in a re-organisation of subject responsibilities, with the result that some co-ordinators are still developing their role, and others, like the English and Foundation Stage managers, have only just taken them on. The co-ordinator for Years 1 and 2 is developing her role well, providing support for and liaison between the recently appointed Foundation Stage and Year 2 teachers. She has also analysed the effect on pupils' attainment of the changes in admission arrangements since 1999 and is aware of the steps that need to be taken to raise standards in Years 1 and 2. She is working closely with the Foundation Stage teacher to ensure that there is a smooth transition from Reception to Year 1. The headteacher has quite a heavy load of responsibilities, including a day a week teaching commitment. At present, there is no management team to share the load, although the headteacher

has been involving all staff increasingly in evaluating the school's performance and contributing to its strategic development.

38. The headteacher has identified the need to develop further the role of the co-ordinators and has already provided training and support for them. All have prepared an action plan which shows what issues need to be addressed and how this will be achieved. They offer good support for colleagues, regularly check their planning in the subject, and their own teaching provides examples of good practice for others to follow. The aspect of the co-ordinators' role that remains underdeveloped is their involvement in checking and evaluating the quality of teaching and learning in their subjects, through observing lessons, examining pupils' work and talking to pupils to assess their understanding. Most of this work is currently done by the headteacher. Budget constraints have made it difficult for the headteacher and governors to ensure that teachers could be given time to carry out these duties but they recognise that this is a priority for the immediate future.

39. Governors work closely with the headteacher to prepare, review and monitor the annual budget, which takes good account of the priorities in the school's strategic plan. As a result of good financial management, the school is well staffed and resourced. Governors took the decision to increase the number of teaching assistants employed by the school in order to improve the support for pupils with SEN. This is having a beneficial effect on pupils' learning. There are effective arrangements for ensuring that the school receives best value for money. The Parents' Association makes a significant contribution to the school's resources through its successful fundraising efforts which have recently helped to enhance the school grounds and provision for ICT.

***Financial information for the year April 2003 to March 2004***

Income and expenditure (£)		Balances (£)	
Total income	399,865	Balance from previous year	65,711
Total expenditure	442,532	Balance carried forward to the next	23,044
Expenditure per pupil	2,650		

## **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 **good**.

40. There were 22 children in the Reception class at the time of this inspection, all attending full time. All children achieve well, including those of higher ability and those with special educational needs. The vast majority of children are on course to achieve the recommended early learning goals in all six areas of learning by the time they enter Year 1 and a significant minority are on course to exceed them in literacy and numeracy.

41. The standards and progress judged in the previous inspection have been maintained. The quality of teaching and learning is good and is very well supported by a nursery nurse, a wide range of resources and very good accommodation, both indoor and outdoor. Lessons are planned well and very detailed records of children's progress and individual development are used very diligently to respond to individual children's needs when planning lessons. These records are also used to identify children who need extra help as well as those of high ability. There is a wide range of activities and children are encouraged to select some tasks for themselves for part of the day. Although the Reception class teacher has only been in post for a short time she gives good educational direction for the Foundation Stage, which is reflected in the standards achieved by all the children.

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

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

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

- Children achieve well due to a strong emphasis on this aspect of learning.
- The provision for pupils' personal, social and emotional development is evident in all areas of learning.
- All adults act as very good role models for children's personal and social development and relationships are very good.

#### **Commentary**

42. The quality of teaching and learning in this area of learning is good and all children achieve well. Good emphasis is given to children's personal, social and emotional development through all aspects of their school life, for example when they move around the school and participate in a 'buddy' scheme with Year 6 pupils. The everyday routines established in the classroom and outside areas help children to feel secure and to begin to develop independence. On arrival in the morning, children select their own name card to place into a container as a means of registering their attendance. They can identify their own coat pegs and show independence when dressing or undressing. They quickly learn to share equipment and to listen when others are speaking. Relationships between children and adults are very good and all adults provide very positive examples of how to behave. Children are attentive and well behaved in lessons. This is also particularly noticeable when they attend assemblies and eat their lunch with older pupils. They are growing in confidence and have developed the ability to co-operate with others in their many activities. All children are on course to meet the nationally expected standards in this area of learning before they enter Year 1.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Adults make every effort to engage children in conversation, during all aspects of the school day, to develop their speaking and listening skills.
- Teaching and learning are good.
- All children are attentive and respond well in lessons.

### **Commentary**

43. Nearly all children are likely to meet the nationally expected standards in this area of learning by the time they leave Reception due to good teaching of basic skills. A significant minority is working in the early stages of the National Curriculum. Children make good progress in developing new skills in speaking and listening, reading and writing. A few children are not confident speakers and adults make every effort to engage them in conversation, both in formal and informal situations such as registration and independent play periods. Children with special educational needs receive very good support. All children show good appreciation of books and they listened carefully while the teacher read *A Dragon in a Wagon* to develop their recognition of rhyming patterns. Children were invited to suggest words that rhymed with a word suggested by the teacher and their social skills were encouraged by discussion with a partner. Children are given good opportunities to practise writing, both independently and under the guidance of the teacher.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**

### **Main strengths and weaknesses**

- Children achieve well in their development of mathematical skills.
- The teacher uses good, practical, 'hands on' activities to develop children's mathematical awareness and skills.
- Children, including those with SEN, are very well supported by the nursery nurse.

### **Commentary**

44. The quality of teaching and learning is good and all children achieve well. Most are able to recognise, count and write numbers to ten. Some can count up to twenty. Lessons are planned well in small, short steps with an emphasis on 'hands on' practical mathematics to enable all children to progress well. In the lesson concerned with identifying simple two dimensional shapes, the teacher used a 'feely' bag to assist children's learning. The children took turns to feel and identify various shapes by their number of sides and corners. Most indicated a good knowledge of the shapes. In the follow up group activities to extend their learning, children were organised very well to participate in making a dragon out of mathematical shapes and using construction blocks to form shapes. Extension tasks were provided for higher ability children and those with special educational needs were very well supported by the nursery nurse. Counting songs such as *Five Little Speckled Frogs* are sung enthusiastically by children to develop their numeracy skills and understanding. All children listen and answer well to any questions from the teacher.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD, CREATIVE DEVELOPMENT AND PHYSICAL DEVELOPMENT**

45. No lessons were observed in these areas of learning during the inspection but observations of wall displays, children's work and teacher's planning and assessment information indicate that nearly all children will achieve these recommended areas of learning by the time they enter Year 1. No judgements on the quality of teaching and learning or children's achievement could be made for these areas of learning. All the recommended areas of learning are closely linked in all lessons and activities that take place in the classroom and out of doors. A good example of this was in an outside activity where children had connected a long length of guttering and rolled small balls down to try to catch them in a bucket. This involved elements of all six areas of learning including communication and language, as the teacher constantly conversed with children, and social development, when children shared the task and took turns to roll the balls. Inside the classroom, and under the outside covered area, children's physical and creative skills are developed well through activities involving sand, water and a wide range of construction kits. The very good outside facilities and environment are used effectively, for example when instruction cards are provided for individual children to read and follow directions to move around the enclosed grounds. Children are developing good computer skills and these are used well to enhance their knowledge and understanding in most areas of learning. Children are also developing the ability to programme a toy robot using simple directional instructions.

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

### **ENGLISH**

Provision in English is **good**.

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

- Pupils achieve above average standards in all aspects of English.
- There are good opportunities for pupils to develop speaking and listening skills.
- Teachers make effective links between reading and writing and this is helping to raise standards in writing throughout the school.
- The systems for setting targets for each pupil and tracking their progress are not rigorous enough.
- Good leadership in the subject ensures a clear focus on the main priorities for improvement.
- Language and literacy skills are developed effectively across the curriculum.

#### **Commentary**

46. Over the past five years, there has been a decline in the school's results in the Year 2 national tests in reading and writing. The school has analysed the reasons for this, and evidence points to a clear link with changes in the school's admission arrangements since 1999, after which time pupils spent less time in the Reception class and many entered Year 1 having only had part-time education in the Nursery. Standards in the current Year 2 are above average in speaking, listening, reading and writing, which shows good improvement on the previous year. This also reflects the school's current emphasis on improving standards in writing which is one of the main priorities of the current strategic plan.

47. The results of the Year 6 tests fell to below average in 2004, having been well above average for the previous three years and in the top five per cent of schools nationally in 2003. There were only 14 pupils in the 2004 cohort, of whom ten were boys. Some of these narrowly missed reaching the levels predicted for them. The evidence of the inspection shows that standards are currently above average in all aspects of English in Year 6. Pupils achieve well because the quality of teaching is consistently good. More able pupils achieve well because teachers have high expectations of them and challenge them to tackle subjects in depth. Pupils with SEN receive good support in lessons and when withdrawn for specific teaching, which helps them to make good progress towards their individual targets.

48. The quality of teaching and learning is good in all aspects of the subject. Pupils develop good listening skills because teachers stress the importance of these in all areas of the curriculum. As they progress through the school, pupils learn to express their ideas with increasing clarity and confidence. In some lessons, teachers ask pupils to discuss ideas in pairs or small groups. In mathematics, pupils are encouraged to explain the strategies they use when working out problems. By Year 6, pupils have learned to speak with a variety of expression and an increasingly complex vocabulary. This is reflected in their writing which shows a growing awareness of grammatical structure and increasingly adventurous and imaginative choices of vocabulary. Pupils read fiction and non-fiction texts with understanding and obvious enjoyment. Younger pupils read aloud together with good expression and answer questions about what they have read. Older pupils read and evaluate the style of individual authors, demonstrating a good ability to make inferences from the text.

49. The school has identified writing as one of its key priorities for improvement and much has already been done to ensure that writing skills are taught well. A particularly strong feature is the way teachers link reading and writing by using well-chosen texts to introduce pupils to a genre before asking them to write in a similar style or format. For example, Year 5/6 pupils examined and discussed examples of persuasive writing, focusing on the use of language and how to structure an argument, before attempting to write a letter to the school governors arguing the case for either keeping or abolishing school uniform. Pupils produced work of a high standard because they used what they had learned from reading the model texts and adapted it to suit their own purposes. In a very good Year 2 lesson, the teacher built effectively upon what pupils had already learned about the structure and content of fantasy texts as she took pupils carefully through the planning and writing process. Her imaginative use of a 'cooking pot' containing story ingredients immediately grabbed the pupils' attention and kept them fully engaged in learning. Teachers model the writing process well, and this is clearly already having a good effect on pupils' own writing.

50. The school has recently introduced systems for setting targets for individual pupils in writing in order to involve them more in checking their own progress. These are not yet used consistently throughout the school. Pupils are not always aware what their targets are and do not refer to them readily when completing a piece of writing. The assessment and recording of pupils' attainment in both reading and writing are not fully effective in informing their future targets or checking their progress throughout the year. For example, pupils' writing is formally assessed only at the beginning and end of each year. Consequently, teachers do not have a clear picture of whether pupils are progressing at the rate they should from one term to the next in order to reach their ultimate goal.

51. Good leadership in the subject has ensured its continuing development. The recently appointed co-ordinator has quickly picked up the reins from her predecessor and put together an action plan which builds effectively upon the priorities of the school's strategic plan. Challenging whole school targets have been set in order to raise standards further and actions identified in order to bring these about. Thorough analysis of the pupils' performance in national tests has enabled a clearer focus on those aspects where pupils do not do well. For example, Year 6 pupils were carrying out an in-depth study of a particular writer's style and how she reveals character through description and dialogue as this had been identified as a weaker area.

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

52. Teachers are skilled in developing pupils' language and literacy skills in a range of subjects. They plan effectively to make meaningful links between subjects which makes learning more relevant for the pupils. As well as writing reports of investigations in science, instructions for making things in DT and accounts of aspects of Jesus' life in RE, pupils have many opportunities to discuss ideas and to present their findings to the class. A strong feature is the way teachers identify key vocabulary to be taught in each lesson and ensure that pupils know and understand the words that are specific to a particular topic.

## **MATHEMATICS**

Provision in mathematics is **good**

### **Main strengths and weaknesses**

- Standards are above average in Years 2 and 6 as a result of good teaching.
- Pupils with SEN are supported well in their learning.
- There are good links with other curriculum areas, especially ICT.
- Teachers' marking of pupils' work does not always encourage pupils to further develop their knowledge and understanding of mathematics.
- The systems for tracking pupils' progress and achievement are not rigorous enough.

### **Commentary**

53. Standards are above the national average in the current Year 6. This is similar to the 2004 national test results and in line with the judgement of the last inspection. Pupils achieve well in mathematics. No significant gender differences were observed during the inspection, although girls outperformed boys for the last three years in the national tests.

54. In the current Year 2 standards are also above average. This judgement indicates an improvement on the 2004 national test results and is in line with the findings of the previous inspection. There are no significant differences between the performance of boys and girls in this year group. Pupils' achievement is good.

55. The quality of teaching and learning is good, overall, as at the time of the last inspection. An examination of pupils' past work confirms that teaching and learning are good and have enabled pupils to make good progress throughout the year to date. Teachers generally plan their lessons well but on occasions the activities planned are not sufficiently challenging for some pupils. Pupils with special educational needs receive good support by experienced teaching assistants and work is planned to match their levels of attainment. Although there is some good practice, not all teachers' marking shows pupils how to improve their work.

56. All teachers use resources effectively to give pupils 'hands on' experience of mathematics. In a Year 2 lesson an assortment of raffle tickets was placed on desks for pupils to order and record. The work was well matched to pupils' needs as lower ability pupils worked with numbers between 0 and 50 and higher ability pupils with numbers from 0 to 500. Pupils in Years 5 and 6 were tackling the multiplication of decimals and the use of various strategies to solve problems. Pupils made good use of computers and calculators in this lesson to enhance their problem solving skills. The teacher encouraged pupils to explain their methods of working and to estimate their answers before actually calculating them. Working with a partner also helped to develop pupils' speaking, listening and social skills and the use of appropriate mathematics vocabulary.

57. Most teachers have established good classroom routines. As a result, pupils behave well, remain on task and are generally keen and interested in mathematics, which helps them to make good progress in the subject. Pupils' progress is better in those lessons which are fast paced and challenging. In the few that are not, pupils become inattentive and their learning is subsequently slowed. Comprehensive assessment by class teachers is used well to plan lessons and for responding to the needs of individual pupils.

58. Leadership and management in the subject are good. The subject co-ordinator has only recently been appointed and has already analysed and assessed national and optional test results. Target setting for individual pupils has been introduced for all year groups, but this is not yet developed enough to ensure that targets and predictions are accurate and useful. However, this has been identified by the co-ordinator and is a priority for development. The subject co-ordinator has not had the opportunity to monitor the quality of teaching and learning in classrooms but this is planned as a priority for the autumn term. Resources for the subject are good and are well used in all aspects and areas of mathematics.

## **Mathematics across the curriculum**

59. Several examples of the use of mathematics in other curriculum areas were evident during the inspection. These included pupils' work in ICT, science, geography and PE. Mathematics also plays a large part in the DT curriculum. All teachers are eager to promote speaking and listening in the subject and they encourage the use of appropriate mathematical vocabulary. A wide variety of data handling work has been produced using computer programs and some teachers use whiteboards and data projectors in their mathematics lessons.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Teaching and learning are good and lead to pupils achieving well and reaching good standards.
- Science teaching supports pupils' skills in English and mathematics well.
- The subject is well led, but the co-ordinator does not have enough time to monitor standards or the quality of teaching.
- ICT is well used to support pupils' learning.
- There is a strong emphasis on investigative science.

### **Commentary**

60. All boys and girls are achieving well and the percentage reaching and exceeding the national expectation is above that normally found in both Year 2 and Year 6. This shows that standards are similar to those at the time of previous inspection and reverses last year's fall.

61. Teachers manage pupils well and quickly engage their interest. They insist on high standards of presentation and marking is good. It is evaluative and tells pupils how to improve. Pupils have good attitudes to learning and take an obvious pride in their work. When engaged in investigations they work sensibly and safely and co-operate well. On other tasks they show good concentration and work hard. Pupils' enthusiasm was particularly evident in a Year 2 lesson when they investigated the distances travelled by a toy car down a ramp. In a very good lesson in Class 4, the teacher set a realistic scenario taken from the Help the Aged website. An article on Winter Deaths led to the investigation into the thermal insulation properties of a range of materials. Pupils showed a good understanding of a fair test and accurately measured the fall in temperature at 5-minute intervals.

62. There is a strong emphasis on investigations, which is built on well as pupils go through the school. In Years 3 to 6, for example, investigations challenge pupils to think scientifically. In Year 3, pupils separated materials by filtration and by dissolving substances. Year 4 investigated which drinks are bad for your teeth and Year 5 tested which material was best for making ketchup appear red whilst being translucent. Year 6 produced exciting work on the reflective properties of materials.

63. The co-ordinator is experienced and has ensured good resources to support the curriculum. She supports teachers' planning and gives help and advice but is not given time to monitor teaching in the subject or examine pupils' work.

64. The subject supports pupils' skills in speaking and listening and numeracy well. Pupils are developing scientific vocabulary and have appropriate opportunities to talk about their findings from investigations. In mathematics they collect and display data and have opportunities to measure capacity, time, temperature and forces. The use of ICT to record results and research topics is developing well. The digital microscope is used when appropriate and ICT is used to monitor external events such as measuring the reflective properties of a range of materials.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- All aspects of the curriculum are covered well and pupils reach above average standards by the time they leave the school.
- Greater use of ICT is developing in other subjects.
- The subject is well led and managed and there is clear vision for future development, but the co-ordinator has insufficient time to monitor the subject throughout the school.
- Accommodation and resources are good and are well used.
- The subject is well taught and pupils are keen to learn.

### **Commentary**

65. Standards are broadly in line with expectations in Year 2 and above average in Year 6. Pupils are achieving well and making good progress in developing their skills, which is a good improvement on the previous inspection when standards were average and pupils made sound progress. Previous work shows a good range of experiences across all strands of the subject.

66. The quality of teaching and learning is good as it was at the time of the previous inspection. Sessions in the computer suite are well managed and pupils show good attitudes and are keen to learn. When required they work well in pairs. Teachers and assistants offer good support and intervene appropriately to extend pupils' learning. In a very good lesson in Class 5, the teacher followed up a science investigation by skilfully teaching the use of a spreadsheet to display data. This was then recorded as a line graph and clearly showed the relationship between the distance of the light source and the height of the shadow.

67. There is now an above average number of computers in the school and each class in Years 3 to 6 has a digital projection system, which is proving successful in delivering whole class lessons and providing clear explanations to teach new skills. Pupils have access to computers at lunchtimes and the suite is always busy. This gives opportunities for pupils to share and extend their skills.

68. Leadership and management of the subject are good. The co-ordinator is experienced and has good skills. She has a clear vision for development in the subject and gives good support to colleagues. However, she has little opportunity to observe teaching in other classes.

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

69. Opportunities to use computers in other subjects are developing well. Examples were seen of several year groups using a selection of mathematics programs to reinforce learning and of using the Internet to find information. Pupils handle data in science and mathematics and use a range of techniques in art packages. Across all subjects pupils make good use of the digital camera. By Year 6, pupils confidently produce multimedia presentations for various subject topics and produce web pages to show many aspects of their work. They use control technology on their fairground rides in DT and compose music using pictorial notation.

## **HUMANITIES**

70. Only one ICT lesson linked to **geography** was observed during the inspection, but an analysis of pupils' work and teachers' planning indicates that standards are in line with those expected by the time pupils leave the school. It was not possible to make judgements about the quality of teaching and learning or pupils' achievement.

71. In the Year 2 lesson, which took place in the computer suite, pupils were asked about the difference between physical and human features at the start of the lesson to ascertain their previous knowledge. Pupils showed a sound ability to identify sea and land and could add various features to an island, including a house, a church, a post office, a school, a lake and a river. This developed their understanding of map symbols. Appropriate geographical language was emphasised by the teacher and used by the pupils.

72. An analysis of Year 5 pupils' work indicates a sound ability to compare two different locations when they compared their own village with another near Weymouth, prior to a forthcoming residential visit. They also made a note of the different counties that they would pass through on their journey to Weymouth and the categories of land use. Year 4 pupils discussed the positive and negative effects of a proposed new bypass on their local environment. Resources for the subject are satisfactory and learning is enhanced by two residential trips in Years 5 and 6 during the summer term.

73. No **history** lessons were observed during the inspection but an examination of pupils' work and classroom displays indicates that standards are in line with those expected throughout the school. No judgements could be made about the quality of teaching and learning or pupils' achievement

74. Pupils in Year 2 have constructed a message time-line relating to their work on the life of Alexander Graham Bell. They have also looked at the lives of Samuel Pepys and Florence Nightingale. Good use of ICT is evident in the work of pupils in Years 4 and 5 who have used the internet to devise their own fact-sheets before producing a mock Tudor newsletter. Year 5 and 6 pupils have been using a wide range of evidence in their study of the Second World War. They have looked at the reasons for the outbreak of war, the evacuation of children, the Blitz and the influence of Winston Churchill. A great deal of independent study is apparent in the work of these pupils on the topic of 'Kitchens and Food – 1930 to 2004'.

75. Medium and long term plans have been formulated using recommendations from a published scheme to ensure progression in learning through the year groups. Resources for the subject are satisfactory and are enhanced by an annual residential trip by the eldest two year groups.

## **RELIGIOUS EDUCATION**

Provision in religious education is **good**.

### **Main strengths and weaknesses**

- In Year 6 pupils achieve high standards and show good understanding of the key features of different religions.
- Teachers provide good opportunities for pupils to apply knowledge and understanding to their own lives.
- Pupils learn well because teachers present ideas in a variety of ways that engage their interest.
- Although the curriculum includes opportunities for pupils to learn about Islam and Judaism, the scheme of work does not place enough emphasis on these aspects of the subject.

### **Commentary**

76. Pupils in Year 6 have a good understanding of the key events in Jesus' life, such as his baptism, his temptation by the devil and some of the miracles he performed. They are able to relate these events to their own lives, as when they consider the temptations they and others often face in everyday life. Pupils learn about and discuss the meaning and relevance of some of the parables

told by Jesus, such as the story of the Prodigal Son. They discuss and write about concepts such as respect for self, friends, family and the environment and compare qualities such as arrogance and humility. Pupils explain how, where, when and why Muslims pray and make comparisons between Islam and Christianity.

77. It was not possible to judge standards in Year 2, but in a good Year 1 lesson, pupils listened carefully to the story of the Good Samaritan and discussed ways in which they could help others. Throughout the school, many examples were seen of how teachers make learning relevant to pupils' own lives and encourage them to reflect on the meaning and significance of religious stories and events. Year 2 pupils learn about special books, such as the Bible and the Torah, and find out what makes them special and important to people. Pupils in Year 6 reflect on the implications of the story of the Good Samaritan and how they might apply its message to their own lives.

78. The two lessons seen during the inspection were taught well and pupils' work reflects this good teaching. In the Y4/5 lesson, the teacher engaged pupils fully from the outset by asking them to brainstorm the characteristics of a 'superhero'. This was extended well as the teacher asked pupils what qualities they would like to have and which they thought Jesus' disciples needed to have when they were left to carry on His work after Pentecost. Pupils made effective use of a website to increase their understanding of what happened at Pentecost and presented their ideas using Power Point. A range of approaches in Year 5/6 makes learning interesting and relevant for the pupils. For example, their cartoon strip presentations of the life of Moses show good understanding, and their retelling of the story of the Prodigal Son from different viewpoints illustrates a mature approach to the subject. The teacher has used 'The Miracle Maker' video to enhance pupils' understanding of the life of Jesus and clearly has high expectations, not only of pupils' ability to discuss concepts with maturity but also to present their work neatly and carefully. Teachers develop pupils' literacy and ICT skills well through RE. For example, Year 4/5 pupils retell the Easter story by producing a newspaper front page using text and pictures in interesting and eye-catching ways to interest the reader. Pupils' work shows a good emphasis on developing appropriate vocabulary, as when Year 4/5 pupils came up with 'courage', 'fearlessness' and 'boldness' to describe the disciples.

79. The newly appointed co-ordinator for RE has already identified the need to review and improve the scheme of work for the subject, in order to ensure a better balance between its different elements. Pupils are given opportunities to learn about various aspects of Judaism and Islam, but the majority of the work seen relates to Christianity. There is scope to improve the way units of work are planned so that other faiths are taught in greater depth. Although only recently in post, the co-ordinator has produced a detailed action plan which provides clear direction for the future development of RE throughout the school.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

80. It was not possible for inspectors to gather enough evidence to make judgements about provision in **art and design**. However, displays of pupils' work around the school include examples of observational drawing, still life painting, weaving and three dimensional work, which are of sound quality. Good links with other subjects are evident in the papier-mâché Greek masks in Class 3 and the use of a computer program to draw signs of new life that Class 2 pupils saw on a walk around the school grounds.

81. No **DT** lessons were seen during the inspection so it is not possible to judge the overall provision, the quality of teaching and learning or standards achieved. Planning indicates that the required aspects are covered at appropriate levels in line with national guidelines. There are appropriate opportunities for pupils to use their measuring skills and there are useful links with other subjects. An attractive Year 1 display shows carefully made wheeled animals which link effectively with science work on the forces of pushing and pulling. There is some interesting work on fairground rides in Year 6, which incorporates control technology using computers.

82. It was not possible to make an overall judgement about the quality of provision in **music** as there were insufficient opportunities to observe and evaluate pupils' skills in performing and

composing. In a singing assembly, pupils sang tunefully with obvious enjoyment and appropriate expression. In two lessons, listening and appraising skills were taught well and pupils were encouraged to respond to music through dance and drawing. Teachers, none of whom is a music specialist, make use of a commercial scheme of work which ensures that skills and knowledge are taught in progression from year to year. The school makes good provision for pupils who wish to learn to play instruments. Specialist visiting teachers provide tuition in piano, violin and clarinet, and 28 pupils are learning to play the recorder. Pupils have the opportunity to perform in school concerts and assemblies.

## **PHYSICAL EDUCATION**

Provision in physical education is **good**.

### **Main strengths and weaknesses**

- The quality of teaching and learning in Key Stage 1 is good.
- At least 90 per cent of pupils can swim for at least 25 metres before they leave the school.
- Resources and accommodation are good.

### **Commentary**

83. In the two lessons observed, junior pupils reached standards in athletics similar to those found in most schools. Both lessons had to take place in the hall due to very heavy rain. In the games lesson observed, Year 2 pupils achieved standards better than those expected for the age group. At least 90 per cent of Year 6 pupils are able to swim for at least 25 metres by the time they leave the school and this represents above average performance. The standards achieved lead to satisfactory achievement by most pupils and this is promoted by overall satisfactory teaching and learning and good leadership. The quality of teaching and learning observed was better in the infant classes. There were no clear judgements on standards in the last inspection but progress was seen to be satisfactory.

84. In the Year 2 games lesson, pupils were encouraged to develop their throwing and catching skills with different sized balls. The teacher and assistant were actively involved in the lesson and used pupils to demonstrate good performance. Pupils performed in pairs and the lesson was frequently stopped to accentuate a particular catching technique enabling most pupils to reach above average standards. Year 5 and 6 pupils were introduced to the Athletics Association Indoor Award Scheme which involved appropriate athletics activities in the case of bad weather. This involved a standing long jump, two handed overhead throws, speed bounces and vertical jumps all organised to sustain and improve pupils' athletic abilities. A good link to mathematics was evident when pupils used their timing and measuring skills in conjunction with the athletics activities. All teachers have a good awareness of health and safety factors in PE, and encourage pupils to wear the appropriate kit and to 'warm up' and 'cool down' before and after strenuous exercise. Teachers stress the importance of 'spacing' in the confined area of the hall and most pupils show good awareness of this as they work.

85. The subject co-ordinator is experienced and well qualified and gives valuable advice to other staff members. A School Sports Co-ordinator programme has increased teachers' ability to deliver PE lessons and has improved the continuity and development of pupils' skills. Sports and games resources and facilities are good and playing fields and playgrounds are used well for games and athletics activities. The school participates in competitive games with neighbouring schools in various sports including soccer and netball.

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

86. The success of the school's personal, social and health education programme is reflected in pupils' attitudes and behaviour and their good relationships and is evident in all aspects of school life. Pupils show a good ability to express themselves on local and school issues, for example in

their discussions on whether or not they should wear a school uniform. They show a developing awareness of how to play an active part as citizens when they discuss the pros and cons of a new local bypass and its effect on the environment. The School Council, composed of representatives from Years 1 to 6, has already had an impact on school issues such as replacement toilet doors and improvements to the school grounds and equipment. Pupils also appreciate the benefits of a healthy life style through PE and science lessons and other sporting activities. Boxes of apples and other fruit were apparent in many areas of the school during the inspection to encourage pupils to eat healthily. The school has already been awarded a 'Healthy School' certificate and is at present working towards the next grade of award. Good links with the community, including the Local Education Authority, school nurse and community policeman, increase pupils' understanding of sex education, hygiene and drug abuse. The school's most recent initiative is the implementation of a Primary Behaviour and Attendance Strategy to further develop and enhance pupils' emotional intelligence.

## 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	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities (Ethos)</b>	<b>3</b>
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
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	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	4

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