

INSPECTION REPORT

St Christopher's CE School

Langford/Gloucestershire

LEA area: Oxfordshire

Unique reference number: 123190

Headteacher: Mr Michael Wilks

Lead inspector: Georgie Beasley

Dates of inspection: 18th – 21st April 2005

Inspection number: 267761

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: 111

School address: Langford
Lechlade
Gloucestershire
Postcode: GL7 3LA

Telephone number: 01367 860318

Appropriate authority: The governing body
Name of chair of governors: Mr Richard Parsons

Date of previous inspection: 2nd November 1998

CHARACTERISTICS OF THE SCHOOL

St Christopher's CE School is situated in the small village of Langford, about three miles from Lechlade. It is a small primary school with 111 boys and girls on roll. Nearly all pupils are of white UK heritage. No pupils are at the early stages of learning to speak English. A below average proportion of pupils has free school meals. The socio-economic circumstances of pupils are more favourable than most schools nationally. The proportion of pupils with special educational needs is below average. The majority of special educational needs are for moderate learning and behavioural difficulties. No pupils have a statement of more significant needs, which is well below average. Attainment on entry to the school in reception varies from year to year. Overall, it is above average because of the small proportion of pupils with special educational needs in each year group. About half of pupils join the school in Year 3 from a local infant school. Attainment of this group is above average because most gain at least average levels of attainment and an average number achieves the above average Level 3 in Year 2 tests. The number of pupils who start at the school at other times is small. The school was awarded a Chartermark in 2004 and Investor in People in 2005 because of its commitment to developing the people who work in the school. The headteacher was absent during the inspection week.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
27899	Georgie Beasley	Lead inspector	Science Art and design Music Provision for children in the Foundation Stage.
32698	Steven Barker	Lay inspector	
21090	David Manuel	Team inspector	Mathematics Information and communication technology Design and technology Physical education Special educational needs
34056	Deborah Whittle	Team inspector	English Geography History Personal, social and health education and citizenship

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St Christopher's CE School is providing its pupils with a satisfactory quality of education. Pupils and parents have good relationships with class teachers and support staff. These relationships and the satisfactory teaching and learning ensure pupils achieve satisfactorily overall. The school gives satisfactory value for money despite the unsatisfactory overall leadership and management, because teaching staff work hard to ensure pupils' achievement is at an acceptable level. The school nevertheless has serious weaknesses because crucial aspects of leadership and management are poor.

The school's main strengths and weaknesses are:

- the leadership of the headteacher is poor;
- teachers and support staff work hard to build pupils' self-confidence and self-esteem;
- governors and senior staff have a limited strategic overview of the school's provision so weaknesses are not always tackled quickly or effectively enough;
- the school's performance is not checked rigorously enough so higher-attaining pupils in Year 2 have not always achieved as well as they should;
- pupils achieve well in mathematics in Years 3 to 6 and in music throughout the school;
- day-to-day care is good because of the commitment of teachers and support staff;
- a wide range of clubs, visits and visitors provides good opportunities for pupils to extend their skills and interests.

Improvement since the previous inspection in 1998 is unsatisfactory. There has been satisfactory improvement to pupils' cultural development and higher-attaining pupils in Years 3 to 6 are doing better than they were. However, too little has been done to tackle crucial aspects of leadership and management and higher-attaining pupils in Year 2 have not achieved as well as they should.

STANDARDS ACHIEVED

Achievement is **satisfactory** overall. Children start school in reception and Year 3 with above average attainment because most have average skills and few children have special educational needs. All pupils achieve satisfactorily in the reception year and most will achieve the expected goals in personal development and literacy and numeracy skills. Many will exceed these goals this year. Achievement in Years 1 and 2 is satisfactory in speaking and listening and reading. The school has focused on improving these aspects so progress has been good this year. Standards in these are above average at the end of Year 2. Although pupils' progress in Years 1 and 2 is currently satisfactory in writing, mathematics and science, achievement is unsatisfactory in Year 2 because pupils have not made up for learning lost last year. Standards are below average because, in work seen, too few pupils do better than expected for their age.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			Similar schools
	2002	2003	2004	2004
English	A	A	C	B
Mathematics	B	A	C	B
Science	E	A	D	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.

The school has small year groups so comparisons should be treated with caution. The table indicates that pupils achieved well in the 2004 national tests in English and mathematics and standards at the end of Year 6 were average. Standards in science were below average and achievement was satisfactory. Standards seen are above average in English and mathematics and average in science. Achievement is satisfactory in English and science and good in mathematics. More pupils are doing better than expected for their age this year. Pupils with special educational needs get the support they need in lessons so some achieve average standards. Pupils achieve well in music and standards are above average. Achievement is satisfactory in history and information and communication technology (ICT) and standards are average by Years 2 and 6.

Pupils' spiritual, moral, social and cultural development is **satisfactory** overall. Pupils' spiritual and cultural development is good. Pupils' attitudes are good and behaviour is satisfactory. Pupils enjoy school and behave well in lessons. A small number of pupils display boisterous behaviour at playtimes. Attendance is well above average and punctuality is very good.

QUALITY OF EDUCATION

The quality of education is **satisfactory**. Teaching and learning are **satisfactory**. The lack of a whole-school overview and guidance on what makes teaching and learning good has led to inconsistent practice across the school so that the good teaching in one class is not always present in another. Strengths in all lessons seen were the good relationships, effective use of humour so pupils know teachers like them and have the confidence to try new learning, and the effective support from teaching assistants which enables all pupils to be involved in lessons. Weaknesses remain in the inconsistent quality of teachers' marking. While assessment information is sometimes now being used well to track progress and plan some challenging work for more-able pupils in all classes, this is not yet consistent enough to raise achievement in all lessons and subjects.

The curriculum is satisfactory. A wide range of clubs, visits and visitors enriches the curriculum well. Care, welfare, health and safety are good overall because the teaching team ensures that pupils are looked after well when at school. Partnership with parents and the local community are satisfactory. The school has not taken pupils' views sufficiently into account when planning for the future.

LEADERSHIP AND MANAGEMENT

Leadership and management are **unsatisfactory** overall. The leadership of the headteacher, who was absent during the inspection, is poor. There has been too little whole-school guidance on procedures for some time and, as a result, individual teachers are working harder than necessary to ensure they are making a difference to pupils' achievement. Leadership of key staff is satisfactory. Subject leaders regularly meet with colleagues informally to talk about standards and provision in their subjects and agree ways of implementing improvements. Too few formal checks are made at a whole-school level to make sure that pupils are achieving as well as they should. Governance is satisfactory overall. For some time, the governing body has diligently sought support to put the necessary improvements into place. Management is unsatisfactory. The school does not use the information from its evaluation procedures to identify targets for improvement so priorities tend to be a list of isolated initiatives compiled by the headteacher. Financial planning and management are now satisfactory because governors are beginning to tackle the considerable number of weaknesses identified in the recent audit report. All statutory

requirements are met apart from a few minor omissions in the school prospectus and governors' annual report to parents.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' views are positive towards the teaching staff in school and they are pleased with the way they are welcomed into classrooms. Inspectors agree with the significant number of parents who think the school is not well led and managed and that their views are not valued or acted upon by the headteacher. Pupils enjoy the wide range of activities. They particularly like art.

IMPROVEMENTS NEEDED

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

- strengthen the leadership of the school so that a clear strategic plan for improvement is established immediately;
- put whole-school systems into place for the assessment and evaluation of the school's performance and ensure these are followed consistently;
- enable subject leaders to do their job effectively;
- involve pupils more by listening to, valuing and acting on their views.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is **satisfactory** overall. Children's achievement in the reception year is satisfactory. Achievement in Year 2 is unsatisfactory overall despite current satisfactory progress in lessons. It is satisfactory in Year 1 and in Years 3 to 6. Standards are **above average** in English and mathematics and **average** in science by the end of Year 6.

Main strengths and weaknesses

- Higher-attaining pupils in Year 2 do not achieve well enough in writing, mathematics and science.
- Pupils achieve well in music.
- Pupils usually achieve well in mathematics in Years 3 to 6.

Commentary

Foundation Stage

1. The school's assessment information indicates that the children start school with above average levels of attainment. Achievement is satisfactory and, by the end of the reception year, nearly all pupils reach the expected goals in personal development, communication, language and literacy and mathematical development. A good proportion of children exceed these in most years.
2. The school has a small number of pupils in each year group so figures in national tests should be treated with caution. One pupil can make a significant difference to the average points scored. Results can and do, therefore, vary considerably from year to year, with some year groups attaining well above average levels and others average and below. The trend is equally unreliable and should be treated with a great deal of caution. The trend in test results was above the national trend at the end of Year 2 in 2004 and below the national trend at the end of Year 6.

Key Stage 1

Standards in national tests at the end of Year 2 – average point scores in 2004		
Standards in:	School results	National results
English	15.7 (16.6)	15.8 (15.7)
Mathematics	15.7 (15.6)	14.6 (14.6)
Science	17.0 (15.7)	16.2 (16.3)
There were 11 pupils in the year group. Figures in brackets are for the previous year.		

3. Results in the 2004 national tests for Year 2 pupils were average in reading and above average in writing and mathematics compared to all schools nationally which reflects a similar picture to the one reported in the previous inspection. When compared to schools with a similar proportion of pupils taking free school meals, they were well below average in reading and average in writing and mathematics.

Standards seen during the inspection paint a different picture. They are above average in speaking and listening and reading because the school has put a particular focus on improving pupils' skills in these aspects and progress has been good this year. Achievement in these aspects of English is now satisfactory because pupils have caught up their previous underachievement while in Year 1. Standards seen during the inspection are below average in writing, mathematics and science. Although most pupils are attaining average standards, too few pupils are doing better than expected for their age in lessons. Current progress is satisfactory in Years 1 and 2 because changes in staffing have led to satisfactory teaching this year. This is not good enough however to help Year 2 pupils overcome their previous underachievement in these aspects so achievement for this year group remains unsatisfactory since starting school. The school has identified boys as the group that is underachieving. As most of the boys are summer born, their less well-developed skills are because of their age and experience rather than underachievement.

Key Stage 2

Standards in national tests at the end of Year 6 – average point scores in 2004		
Standards in:	School results	National results
English	27.4 (28.8)	26.9 (26.8)
Mathematics	27.4 (28.3)	27.0 (26.8)
Science	28.2 (30.4)	28.6 (28.6)
There were 15 pupils in the year group. Figures in brackets are for the previous year.		

- Achievement in Years 3 to 6 is satisfactory. When compared to schools nationally, results in the 2004 national tests were average in English and mathematics and below average in science. When compared to schools whose pupils gained similar results in the 2000 Year 2 tests, results were above average in English and mathematics and average in science. This indicates achievement was good in English and mathematics and satisfactory in science. In the current Year 6, standards are above average in English overall. Speaking, listening and reading skills are above average while writing is average. Standards are above average in mathematics and average in science. Achievement is satisfactory in English and science and good in mathematics since this group of pupils started at the school in Year 3. More pupils are achieving the higher than average Level 5 this year, except in writing, as a result of recent improvements in focusing on weaker aspects of pupils' understanding and in planning more challenging work for higher-attaining pupils. These improvements came about because results in the end of Year 5 tests were analysed more closely by the Year 6 teacher to identify gaps in knowledge and particular levels of expertise. Work in mathematics is particularly well planned in Years 3 to 6 to extend learning for higher-attaining pupils.
- Standards are above average in music at the end of Year 2 and Year 6, and pupils achieve well. Good teaching and a wide range of extra-curricular activities enable all pupils to develop good levels of skill and perform to a high standard. Standards in history and information and communication technology (ICT) at the end of Year 2 and 6 are average and achievement is satisfactory. Pupils benefit from applying their computer skills to their work in most other subjects. There was insufficient evidence to make an overall judgement about standards and achievement in geography, art

and design, design and technology and physical education. Religious education was not inspected.

6. Pupils with special educational needs achieve satisfactorily throughout the school. Adults working with them know their needs very well, and so they get the focused support they need to succeed in lessons. This support helps them to reach their potential and, in a few cases, to attain average standards by the time they leave the school.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes are **good** and behaviour is **satisfactory**. Attendance and punctuality are **very good**. Provision for pupils' spiritual, moral, social and cultural development is **satisfactory** overall.

Main strengths and weaknesses

- Pupils show willingness to be enterprising and take responsibility, even though the school does not do enough to promote independence.
- Pupils' relationships with each other and teaching and support staff are good so they develop good levels of confidence and self-esteem.
- Some pupils' behaviour at playtimes does not always take account of the feelings of others.
- Pupils are given good opportunities for spiritual development and to experience their own culture and the cultural traditions of others.
- There are too few planned opportunities for pupils to be involved in planning and assessing their own learning.

Commentary

7. When given the opportunity, pupils enjoy taking on responsibility. The pupils have been very active in fundraising for Comic Relief. A small group of Year 6 girls have successfully organised and run a dance club for younger pupils. They took the initiative, wrote letters to parents and have performed some of the dances in an assembly. The school council has just started up again and this is beginning to give pupils a voice. However, decisions are still made by adults and pupils' views are not always acted upon straight away.
8. Relationships between pupils are good overall because the large majority get along well. Pupils understand the school rules and do their best to keep them. The teachers and teaching assistants set a good example and most older pupils set good examples for the younger ones. A few older pupils can sometimes be too boisterous during lunchtimes and this is not liked by some younger pupils who think it is unfair that the older pupils sometimes get away with rough play. A small number of boys refer to their play groups as 'gangs'. This terminology is strongly discouraged by staff who emphasise that this can be a form of bullying and the importance of including all friends in games. When the school is aware of these issues, staff respond appropriately. However, because there has been too little direction from the headteacher to monitor and nip any potential misbehaviour in the bud, sometimes these actions go unnoticed.

9. Pupils' start school with good attitudes, confidence and self-esteem. Teachers and support staff work particularly hard to nurture these aspects and, as a result, most pupils, whatever their age, display mature attitudes. Pupils are confident, courteous and polite when talking to visitors and established good relationships with the adults present during the inspection period. Adults and pupils respect and support each other well and this encourages those who are less confident to get involved in activities. A very small minority of pupils with special educational needs have behavioural as well as learning difficulties. Effective and sensitive management by teachers and teaching assistants ensures the behaviour of these pupils has very little negative effect on their own learning or that of other pupils. There have been no exclusions in the last year.
10. Pupils are given many good opportunities to develop self-awareness and a good understanding of different cultures in a range of subjects including music, art and design and English. A minister from Uganda whose church is linked to the local church has talked to pupils in assembly about his church and work, and Year 3 pupils have visited a temple and synagogue. Pupils were very active in raising money for the tsunami appeal showing good awareness of those less fortunate than themselves. Pupils' cultural development has improved since the previous inspection and is now good.
11. The school's role in stimulating in pupils a desire to learn is satisfactory, although opportunities for pupils to take more initiative during lessons are rare. Lessons are usually planned by the teacher and, although opportunities are available for pupils to express opinions and ideas, they rarely plan their own learning or think about how they can make improvements to their work.

Attendance

12. Regular attendance is a priority for parents and carers and this is reflected in low absence levels. Pupils arrive promptly and enthusiastically at the start of the day. The school now works effectively with the education welfare officer to follow up on issues of attendance and punctuality. Recent systems introduced to record pupils' necessary absence during the day for important appointments are now satisfactory.

Attendance in the latest complete reporting year (%)				
Authorised absence		Unauthorised absence		
School data:	3.3		School data :	0.1
National data:	5.1		National data:	0.4
<i>The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.</i>				

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **satisfactory**. Teaching and learning are **satisfactory**. The curriculum is **satisfactory** overall. It is enriched **well** by a good range of clubs, visits and visitors. Care, welfare, health and safety arrangements are **good** overall. Partnership with parents and the local community are **satisfactory**. Links with local schools are **good**.

Teaching and learning

Teaching and learning are **satisfactory** overall. Assessment procedures are **satisfactory**.

Main strengths and weaknesses

- Resources are used effectively to sustain interest.
- Teachers have high expectations of pupils' behaviour and, consequently, behaviour in lessons is good.
- Teachers do not involve pupils enough in planning and assessing their own work.
- Assessment information is not always used consistently well to plan sufficient challenge for higher-attaining pupils in some classes and subjects.
- Teaching assistants give good support to learning in lessons.

Commentary

13. Teaching and learning are satisfactory throughout the school. There are strengths in the way teachers plan lessons to engage the interest of pupils in their classes. In all lessons, relationships are good so pupils are confident to try out new skills and put forward their suggestions and ideas. Pupils' willingness to think about what they are learning is not yet always used by teachers to involve them in planning their learning as well as they might. Behaviour is managed in a focused way, with agreed expectations being reinforced consistently. Some good use of homework was seen to support learning in lessons, for example the use of research completed at home to introduce a new topic about Ancient Greece. Teaching in reception, Year 1 and Year 2 has improved this year because learning is relevant and focused on filling gaps in knowledge arising from some subjects not being taught in sufficient depth in previous years. This is helping Year 1 pupils to achieve satisfactorily. However, there is still too little challenge planned in lessons for Year 2 pupils to overcome their previous underachievement.

Summary of teaching observed during the inspection in 26 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	1	11	14	0	0	0

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

14. Staff work together to ensure resources are fully available in lessons to make learning more interesting. During science, for example, enough equipment is available for all pupils to be involved in practical exploration. Where available, teachers use interactive whiteboards (a computer-generated image projected onto a white screen) effectively to keep pupils' attention focused on learning in lessons. The good use of a wide range of musical instruments involves all pupils in the performance of musical compositions, some written for them and some composed by the pupils themselves. This ensures that pupils' involvement in music lessons is good overall.
15. Whilst the use of assessment information to plan work which is matched effectively to the learning needs of all pupils is satisfactory overall, it is inconsistent. It is good in mathematics in Years 3 to 6 so work is better matched to individual needs and is leading to good achievement in these year groups. Whilst pupils with special educational needs are given good support by teachers and teaching assistants to enable them to succeed, work for higher-attaining pupils has not always contained

enough challenge. Some pupils do the same work in lessons regardless of previous learning and ability. Whilst this is being tackled by individual teachers in individual classes in some subjects, it is not yet whole-school practice. For example, pupils in Years 3 and 6 are now doing well enough in science because test results are analysed carefully to find out what pupils still need to learn and lessons planned to cater for this. Higher-attaining pupils are challenged in these year groups well. However, higher-attaining pupils in Years 1, 2, 4 and 5 are not. Discussions with pupils indicate that whilst they have limited experience of carrying out investigations, many are capable of investigating more challenging scientific ideas. This inconsistent practice is due to a lack of whole-school guidance on assessment.

16. Teachers have a good knowledge of what individual pupils can do in their classes and this has led to good information being given to parents in annual reports. However, the school's leadership failed to pick up that formal assessments were not recorded for pupils in Year 1 last year to let the next teacher know what individuals were capable of. It has therefore been difficult for the school to judge whether these pupils achieved as well as was suggested or to plan suitably challenging work for them in Year 2. Teachers' marking is similarly inconsistent and weaknesses have not been effectively tackled since the previous inspection. The best marking communicates clearly with pupils how well they have done in lessons and gives clear guidance on how they can improve. Some comments are linked closely to pupils' targets in English and mathematics and this helps them decide for themselves whether they have moved up to the next level. In some classes, marking consists only of ticks and comments about presentation which do not give enough guidance on how pupils can improve and are not linked to targets. This inconsistent practice is a result of poor guidance and leadership as many new teachers are unaware of the policy and procedures.
17. Pupils with special educational needs receive good support in class. Activities for these pupils are broken down into small steps to ensure understanding. There is a strong sense of teamwork based on effective liaison between the special educational needs co-ordinator, teachers and teaching assistants. As a result, support for these pupils focuses on their individual needs and therefore helps them to make expected levels of progress towards their individual targets. Analysis of teachers' planning reveals a suitable emphasis is placed on ensuring that pupils build effectively on what they already know and can do.

The curriculum

Curricular provision is **satisfactory** overall. Provision for pupils' learning outside of the school day and the development of their interests are **good**. The accommodation and resources of the school are **satisfactory** overall.

Main strengths and weaknesses

- A good range of additional activities, visits and clubs provides good curriculum enrichment.
- The organisation of the curriculum does not ensure that the majority of subjects are taught in sufficient depth and breadth.
- Curriculum development is unsatisfactory because there is no whole-school monitoring of its effectiveness.
- Provision for special educational needs is good overall.

- There are some good links between subjects to make learning interesting.
- The outside area for children in the Foundation Stage is poor.

Commentary

18. The school provides pupils with a good range of activities that enrich their learning well. For example, the whole school has attended theatre trips to support the creative arts curriculum, and visitors to the school have included 'The Viking Man' to support pupils' learning in history in Year 3. The majority of Year 6 spent a very successful week on a residential visit for outdoor and adventurous activities which made a good contribution to their personal development and the physical education curriculum. Other activities include a science week and opportunities for pupils to take part in a wide range of music activities. A wide range of clubs provides well for the interests of all pupils, including orchestra, recorders, gardening, football, netball and dance.
19. The curriculum meets statutory requirements in that all subjects and aspects are covered. In some subjects, particularly history, geography, art and design, ICT, science and design and technology, time is not allocated and organised sufficiently well to ensure that pupils cover the required curriculum content in sufficient breadth and depth. In Years 3 to 6, there is a shortfall of an hour a week in the recommended teaching timetable and this is giving pupils too little time to extend their learning. There has been insufficient analysis and monitoring of the effectiveness of the curriculum in all subjects so curriculum development is not properly based on an understanding of identified strengths and weaknesses in pupils' learning. Teaching staff meet informally to plan links between subjects and this makes learning relevant and interesting. However, a lack of overview of the timetable means that different amounts of time are allocated to different subjects in each class and this affects pupils' achievement in some subjects in some classes.
20. The provision for pupils' personal, social and health education is satisfactory. This element of the curriculum is taught through regular weekly lessons in each class and through science and religious education. The dangers of alcohol and drugs misuse and sex and relationships education are taught through science and personal, social and health education lessons.
21. Teachers and teaching assistants carefully adapt work to meet the specific needs of pupils with special educational needs giving them access to all subjects and greatly improving their attitudes to learning. Targets in their individual learning plans are precise and this helps teachers to set tasks that match pupils' needs. Good progress has been made in this aspect over the last two years, particularly in Years 3 to 6, as a result of the efforts of the new co-ordinator for special educational needs.
22. Literacy, numeracy and ICT skills are used effectively and developed well through other subjects. A number of good links between subjects has been identified by teaching staff to make the curriculum more relevant to pupils. For example, Year 6 pupils have painted portraits of Henry VIII and his six wives as part of their topic in history, and Years 1 and 2 pupils have looked at the work of William Morris to support their observations of plants in science.
23. The curriculum for children in the Foundation Stage is satisfactory overall because of the balance between adult-led and child-initiated learning activities. These are suitably based in play and practical activity so the children are interested and

engaged in their learning. The outdoor area is far too small and resourced unimaginatively. As a result, children are not inspired to learn outside. The lack of a covered area means that children can only go outside when the weather is fine. The school has started to tackle this weakness and plans are in place to redesign this area into an outdoor classroom, complete with canopy, to improve children's learning in the outdoors.

Care, guidance and support

Procedures to ensure pupils' care, welfare, health and safety are **good**. The school's provision of support, advice and guidance is **satisfactory**. The steps taken to involve pupils in the work and development of the school are **unsatisfactory**.

Main strengths and weaknesses

- Classroom-based staff know all pupils extremely well and this leads to very close relationships and an overall ethos of care in the school.
- Good induction procedures ensure that children happily settle into the routines of school life.
- Variations in monitoring academic progress prevent the school from providing consistently good advice and guidance to pupils on how to improve their learning.
- The views of the pupils are not routinely sought, valued or acted upon.
- Informal systems for monitoring health and safety could potentially place pupils and staff at unnecessary risk.

Commentary

24. Classroom staff consistently demonstrate great concern for the care and welfare of pupils in the school. The school's small size means that all pupils are known to all staff and this enables teachers and support staff to create a community based on a very real ethos of care. Strong relationships exist between teachers, support staff, pupils and families and these enable pupils to quickly settle into school when they join the reception class or Year 3. Induction procedures for children joining reception class are good and those pupils joining the school in Year 3 are sensitively integrated into the school.
25. Teachers are very aware of the needs of individual pupils and this helps to ensure that pupils with particular difficulties are identified early in their school lives. Pupils needing extra help with their learning or personal development are identified swiftly by the special educational needs coordinator. Individual learning plans are reviewed and updated regularly and all staff keep a close watch on progress. They know their pupils well and have a clear awareness of their strengths and weaknesses.
26. Monitoring of pupils' personal development is consistent and effective and is built upon the strong knowledge that teachers and support staff have of individual pupils. However, a lack of consistency in the school's monitoring procedures and its use of assessment mean that pupils do not always receive sound advice and guidance on the steps they need to take next to improve their learning. Personal and social education is closely monitored and pupils share in discussion of their own targets in literacy, numeracy and personal development, although this does not happen in other subjects.

27. Pupils have not until recently had a sufficiently strong voice in their school. Although the school does not have procedures in place to routinely ask pupils for their views, so they can help to shape the life and future of their school, there is a clear plan of action to remedy this. The recently re-instated school council is beginning to allow pupils to express their views but is not yet allowing them to set their own agenda or make their own decisions because it is so new. Pupils' opportunity to raise issues with the school council have now been recently introduced and occasions when they can receive feedback on what the council has discussed have now been put into place.
28. The school has satisfactory procedures in place for health and safety, risk assessment and child protection. Staff are fully trained. However, systems for monitoring health and safety issues and attendance are informal at present and left to individual members of staff to complete. This sometimes impedes the school's ability to address areas of weakness or concern. Registers are not returned to the school office by a specified time and this creates an unnecessary risk in the event of a school evacuation.

Partnership with parents, other schools and the community

The school has a **satisfactory** partnership with parents and **satisfactory** links with the community. Links with other schools are **good** and have a positive impact on pupils' learning and personal development.

Strengths and weaknesses

- Class teachers forge effective links with parents and carers.
- A significant number of parents are dissatisfied with the school's leadership.
- Good links with partner schools broaden sporting links and enhance the physical education curriculum well.
- Progress reports provide parents and carers with good information on the steps that pupils need to take to move forward their learning.
- The prospectus and governors' annual report to parents do not meet statutory requirements.

Commentary

29. The school, through the good efforts of teaching staff, works satisfactorily in partnership with parents and carers and this enables them to make a good contribution to their children's learning. Parents generally hold the school in high regard as a result of its warm welcome for children and the open door policy teachers have towards parents.
30. As a result of the good relationships fostered by teachers and teaching assistants, many parents help in the school, both in classrooms and with the many after-school activities on offer. The school has a successful 'Friends' organisation, which is an effective fund-raising and social group of parents and school staff. Parents are actively involved in running or helping with a wide variety of sports clubs after school and at weekends. Parents have had the opportunity to take part in a series of meetings during the day designed to help them assist their children with learning mathematics. The school has plans to organise a similar course for reading.
31. The information sent to parents and carers is inconsistent in quality. Whilst pupils' progress reports provide parents and pupils with good quality information, especially on the steps that pupils need to take next to improve their learning, the school

prospectus and governors' annual report to parents are both unsatisfactory as neither document meets statutory requirements.

32. A significant minority of parents expressed concerns on a variety of aspects of the school mainly linked to the leadership and management of the school. The good relationships between classroom staff and parents have often been put at risk in the past by the actions of the headteacher. A significant number of parents are not confident to raise concerns or make suggestions because the school's leadership, apart from the governing body, has not always been receptive to these.
33. Community links are improving at the school. The school, through the parish, has established a link with a partner school in Uganda which makes a significant contribution to pupils' appreciation of other cultures. Although the school does benefit from the involvement of the school nurse, local police and fire brigade and a number of community groups and organisations, it does not routinely harness all that the community could offer to enrich many aspects of the curriculum. On the positive side, an effective link with the Brize Norton RAF base enables the school to provide regular swimming tuition and to participate in swimming galas.
34. Links with partner schools, through the local cluster group of primary schools, make a significant contribution to the school's sport provision and to the physical education curriculum. As a consequence, pupils are able to take part in a good variety of sports, including football, hockey, netball and rugby, and participation levels are high. Good links with feeder schools and pre-school providers ensure that all pupils have a smooth transition into school. Links with secondary schools are not highly developed, but the small size of the Year 6 group of pupils and the wide variety of secondary schools in the area make this problematic.

LEADERSHIP AND MANAGEMENT

Leadership and management are **unsatisfactory** overall. The headteacher provides **poor** leadership. The leadership of other key staff is **satisfactory**. Overall management is **unsatisfactory**. Governance is **satisfactory**.

Main strengths and weaknesses

- The headteacher does not provide clear leadership or direction for the work of the school.
- Procedures for monitoring the work of the school are very informal and have only limited effect on improving the quality of education.
- Teaching staff try hard within their limited areas of responsibility to support pupils' achievement.
- The governors are taking early steps to improve the work of the school, including the management and controls of the school's finances.

Commentary

35. The headteacher was absent during the period of the inspection for personal reasons. It was not, therefore, possible to interview him personally regarding certain key matters. However, evidence has been obtained from other sources, including documentation, and discussions with governors, pupils, parents and teaching staff. Comprehensive evidence supports the team's judgement that the quality of his

leadership is poor. As a direct result, the school lacks a clear sense of direction and purpose.

36. The school has not established whole-school approaches to school improvement. Occasionally, priorities are discussed with staff and governors, but there is very little formal follow up, overview or evaluation of progress initiated by the headteacher. Staff meetings are planned to discuss and evaluate progress in areas that have been prioritised but they do not always take place or are cut short before decisions are made. Teachers often take it upon themselves to discuss matters informally amongst themselves to ensure that some consistency occurs in practice.
37. Management of subjects is done in an informal way because there is no direct overview and co-ordination of the development of the school's priorities from the school's self-evaluation procedures. This is unsatisfactory. Most class teachers have responsibility for particular subjects or aspects of the school's work and work hard in their own management roles to achieve some limited success. These successes are solely due to their own initiatives, commitment and determination to improve the provision for pupils. This is particularly evident in the effectiveness of the deputy headteacher and the good leadership of ICT and special educational needs which have led to good improvements in recent years. Staff have built on their own skills and expertise to help other teachers and are clear about ways in which provision in their areas could be improved further. Leadership and management of the Foundation Stage are satisfactory because the deputy headteacher is the class teacher and therefore has a clear overview of provision and improvement needs. She is hampered slightly because, although consulted through discussion, she has no formal input into the strategic planning for development.
38. Performance management is in place and followed up well by the deputy headteacher in her role as team leader. As a result, good support and guidance have been provided to newly qualified teachers in the past. There has been very little follow up between the headteacher and individuals in his team to review targets agreed. Newly appointed staff have been adequately supported by the deputy headteacher to ensure a smooth induction. The allocation of responsibilities follows no clear evaluation of roles and so some staff are overloaded with responsibilities.
39. A large number of the governors have been appointed within the past two years. This includes the chairman who took over the role eighteen months ago. He quickly identified low morale amongst staff because of the lack of leadership and sought help from the local education authority over a number of important issues. Governors also sent out their own questionnaire to parents and responses revealed that over half the parents disagreed or strongly disagreed that the school was led and managed well. Since then, the governors have sought to be involved in the preparation of the school development plan and have tried hard to bring about improvements in resources, pupils' standards and curriculum leadership. They have begun to evaluate trends in test results and have voiced some concerns about these. They have set up committees and so become more proactive in the school's leadership. They have an increasing awareness of the need to apply the principles of best value in the school's work, including comparing how well the school is doing with schools nationally and locally. From the evidence obtained, the quality of governance since the previous inspection had been poor for some time and is only now at a stage where it can be judged as satisfactory. Some statutory requirements are not yet fully met, although, now they have been pointed out, plans are already set to put these into place.

Financial information

<i>Financial information for the year April 2003 to March 2004</i>			
Income and expenditure (£)		Balances (£)	
Total income	322,126	Balance from previous year	44,139
Total expenditure	275,537	Balance carried forward to next year	46,589
Expenditure per pupil	2,528		

40. The overall efficiency of the school is satisfactory. Day-to-day financial controls have been carried out by the headteacher and monitored by a visiting bursar once every two weeks. The carry forward figure of 14 per cent included funding for accommodation refurbishment and the all-weather surface on the field completed but not yet paid for by the end of the financial year. The most recent audit took place six months ago and judged that procedures and systems in place for the financial management and administration were poor. A very large number of recommendations were made, some very significant. Governors have dealt with these tirelessly and effectively. A new finance governor has taken over the task of implementing changes and improving the quality of financial monitoring. As a result, financial management is now satisfactory.
41. Taking into account the high commitment of teaching and support staff, parents, governors and pupils, the satisfactory teaching and learning, satisfactory achievement, leadership of governors and key staff and the average unit costs, the school provides satisfactory value for money overall. It nevertheless has serious weaknesses in crucial aspects of leadership and management.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the reception year is **satisfactory**.

Main strengths and weaknesses

- The children are confident learners by the time they start in Year 1
- Links with the local nursery and with parents are good so the children get a confident start to school.
- The outdoor area is poor.

Commentary

42. Good links with parents and the local playgroups ensure the children are ready to start school. Most children start on a part-time basis to begin with and this ensures they are settled into learning without getting too tired from a full school day. Children start with above average skills overall. Teaching and learning are satisfactory. Learning is suitably play based, although the children usually follow tasks planned by the teacher rather than initiating any for themselves. Assessment procedures are satisfactory, although the information is not yet being used effectively to plan tasks matched to the needs of individuals in all areas of learning.
43. The curriculum is satisfactory. There is a suitable balance between adult-led tasks and those the children do independently. An appropriate range of resources supports the children's learning in a satisfactory way. The outdoor area is far too small, unwelcoming and lacks the imagination to stimulate learning. The children are not given enough opportunity to choose for themselves whether to learn indoors or outside because the current outdoor area is unsuitable. Some attempt is made to tackle the weaknesses in the accommodation by providing the children with a play session each afternoon when a range of equipment is used to develop social and physical skills. There is no covered area so children do not go outside in wet or windy weather. Plans have already been agreed to redesign the area, complete with canopy, to cater for these needs in the future. Leadership and management are satisfactory and there has been satisfactory improvement since the previous inspection.
44. Achievement in **personal, social and emotional development** is satisfactory. Children start school as confident learners as a result of the relationships already built up between the school, parents and children. This self-confidence helps children to look after their own personal needs well and to get along with others in the class during learning and play. Although most children enjoy the larger playground at playtimes, some stand on the edge and still prefer to play with their own age group during the morning and afternoon breaks. The poor outdoor area does not support children well enough at these times. Staff work hard to help the children develop high levels of self-esteem, and this is reflected in the confident and joyful way they join in with singing during lessons and assemblies with older pupils. By the time they start in Year 1, as a result of satisfactory teaching and learning, all children will reach the goals expected and a good number will exceed these.

45. The children's achievement in **communication, language and literacy** is satisfactory. Good focus has been given to developing the children's early reading and writing skills this year, with some success. Assessment information is used well to target the needs of individual children in reading and writing and this has led to the greater achievement of higher-attaining children this year. Most children write independently, and confidently have a go at spelling words by themselves because they know the letter names and sounds. Most letters are formed correctly as a result of focused practice of handwriting skills. Speaking and listening skills are better than expected. Children talk with confidence, explaining what they are doing and asking questions with good levels of vocabulary. As a result of satisfactory teaching and learning, all children will reach the goals expected and many will exceed these by the time they start in Year 1.
46. Achievement in **mathematical development** is satisfactory because teaching and learning are satisfactory. All children count confidently to 20 and most add and take away numbers to ten accurately to find answers to simple problems. A full range of practical activities supports the development of skills and the knowledge and understanding of numbers, shape and measures. Learning is matched appropriately to the needs of individuals through one-to-one support in lessons. By the end of the reception year, all children will reach the goals they are expected to this year.
47. Too little teaching and learning were seen in **knowledge and understanding of the world, physical development** and **creative development** to make an overall judgement about standards, achievement and teaching and learning. Teachers' planning indicates that a full range of curriculum opportunities supports these areas of learning, through practical play based activities.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Achievement in writing in Year 2 is unsatisfactory.
- Teachers have good subject knowledge.
- The use of language and literacy in other subjects is good.
- Teaching assistants support learning well in lessons.
- Teachers' use of questioning is not always used effectively to support learning.
- Systems for checking the quality of teaching and learning are unsatisfactory.

Commentary

48. Results in the 2004 national tests were average in reading and above average in writing at the end of Year 2. Achievement was satisfactory. At the end of Year 6, standards were average in English. When compared to attainment when the same group of pupils was in Year 2, achievement was good.
49. Achievement is satisfactory overall. Pupils with special educational needs achieve satisfactorily and some reach average levels by the end of Year 2 and Year 6. Standards in speaking and listening are above average across the school and

achievement is satisfactory. The majority of pupils speaks clearly, listens carefully and shows understanding of main points in lessons. In classes where the focus of the lesson is on speaking and listening, pupils are very confident. Pupils in Year 2 and Year 6 reach above average standards in reading and achievement is satisfactory. The school has recently introduced a reading slot into the day and this is giving more focus to the teaching and learning of skills. Pupils are introduced to a variety of texts suitable to their age group and so show clear understanding of what they have read, readily discuss the text and correctly answer questions posed.

50. Standards seen in writing are below average in Year 2 and average in Year 6. The dip in Year 2 is because pupils did not have sufficient opportunities to develop their basic skills and complete writing activities in a number of styles last year while they were in Year 1. This has been rectified this year and pupils now have had more opportunity to write for a range of purposes to develop their skills. As a result, achievement is satisfactory in Year 1. Achievement in writing in Year 2 is unsatisfactory because pupils have not made up for the learning they lost last year. Achievement in Years 3 to 6 is satisfactory. Since the start of the year the school has been regularly assessing pupils' writing against National Curriculum levels and so has a clearer picture of achievement across the school. The information is now being used to set individual targets for improvement with pupils and to plan suitable activities in lessons. These procedures are relatively new, so are not yet effectively raising standards and achievement in writing. Most pupils show pride in their writing. Expectations for the quality of pupils' handwriting and presentation of work are mostly high and are reflected in the books and in work displayed around the school.
51. The quality of teaching and learning is satisfactory overall. Although there are variations across the school, teaching is never less than satisfactory. Teachers use a good range of strategies to interest pupils. For example, in a good Year 2 lesson, drama and role-play were used effectively to help pupils understand the characters in a story. Teachers have a good command of the subject and are able to clearly explain the purpose of the task and therefore settle the pupils very quickly to work. Teaching assistants are used well to keep pupils on task in the whole-class part of the lesson and to support individuals in group work. However, teachers' questions are not always used effectively to guide and extend pupils' learning. Questions that require pupils to think, or that encourage them to speculate and hypothesise, are not used consistently well nor are all pupils given the opportunities to share their opinions when answering questions.
52. Pupils know their targets because these are discussed regularly. However, their understanding of how they can improve to meet these targets is not always secure. When feedback to pupils is good, it always relates to the learning objective, highlights where success has been achieved and identifies clearly how the work can be improved. However, pupils are not always given the time or opportunity to act on the points for development. Feedback is not consistent across all classes and in many classes, pupils are not involved in the assessments of their own work and that of other pupils.
53. Leadership is satisfactory. Priorities for the development of the subject, for example in reading, have been identified through analysis of test data. Weaknesses in the attainment of pupils are beginning to be identified and acted upon because the leadership is starting to analyse the reasons for these. Management is unsatisfactory. Teaching and learning have been monitored through some lesson observations but these have been very recent and in response to the forthcoming inspection. There are

no formal, regular or rigorous systems for checking the quality of teaching and learning and pupils' achievement across the school and no time is found to share good teaching strategies with the rest of the teachers.

54. There has been unsatisfactory improvement overall since the previous inspection. Writing has shown some improvement in Years 3 to 6, although it is still not good enough in Year 2. Teachers provide more opportunities to extend writing skills in English and other subjects in Years 3 to 6. Reading books are beginning to show more cultural diversity and achievement in reading is more closely checked through regular termly assessments.

Language and literacy across the curriculum

55. The use of language and literacy across the curriculum is good and is developing well. For example, Year 6 pupils used their literacy skills to write prayers about the Tsunami disaster in religious education, and pupils are encouraged to write at length in history. Good opportunities exist for pupils to research new topics at the beginning of each term and this supports their learning in a number of subjects.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils in Years 3 to 6 enjoy the subject and achieve well.
- Achievement is unsatisfactory in Year 2.
- There is a strong focus on developing pupils' numeracy skills.
- Teachers' good strategies and use of ICT in Years 3 to 6 encourage pupils to respond well in their learning.

Commentary

56. Results in the 2004 national tests were above average in mathematics at the end of Year 2 and achievement was satisfactory. At the end of Year 6, standards were average. When compared to attainment when the same group of pupils was in Year 2, achievement was good.
57. Achievement is satisfactory overall. At the end of Year 6, standards are above average. Achievement is good in the junior classes as a result of good teaching, particularly in the current Year 6. Standards seen in work and lessons at the end of Year 2 are below average which paints a different picture to last year's test results. The school's tracking systems confirm that these pupils made unsatisfactory progress in Year 1 and although making better progress this year, achievement is unsatisfactory overall. Higher-attaining and average pupils have not been sufficiently challenged since they started in Year 1. Better teaching this year is ensuring that pupils currently are making satisfactory progress and pupils in Year 1 are achieving satisfactorily. Pupils with special educational needs achieve satisfactorily and there is no evidence of differences between the achievements of boys and girls.
58. The quality of teaching and learning is satisfactory overall. The most successful lessons are based on high expectations of productivity and behaviour. Teachers use questions and prompts skilfully to promote further understanding and to stimulate

different ways of approaching a problem. Teachers in Years 3 to 6 make good use of the interactive whiteboards to stimulate pupils' responses. As a result, all pupils achieve well in relation to their different capabilities. Good support from teaching assistants ensures that less capable pupils settle to work promptly and are helped to think through problems step by step. Feedback provided by teachers in the form of marking and comments during lessons is good. It is constructive and designed to help pupils improve. Groups of pupils have clear targets and work productively towards reaching these.

59. Teachers consistently make good use of the National Numeracy Strategy and the linked unit plans to ensure the systematic development of numeracy skills and understanding, particularly in Years 3 to 6. Teachers make pupils aware of different methods of calculation in their introductions which focus on mental arithmetic skills. They encourage pupils to use a range of strategies and to explore and discuss the different methods used by others. This approach is very successful in Year 6 and, as a result, pupils grow in confidence and work with more complex calculations. More pupils are achieving better than expected for their age this year. Although standards in numeracy remain below average in Year 2, pupils in Year 1 are doing better because of more focused teaching this year. Teachers are currently focusing on providing more opportunities for pupils to use and apply their skills to practical situations.
60. Leadership of the subject is satisfactory. Strengths are in the management of initiatives by individual class teachers. They have developed good systems for assessing pupils' attainment to carefully track pupils' progress. Management is unsatisfactory because there is a lack of formal overview and monitoring of agreed priorities to raise standards further. As a result, improvement since the previous inspection has been unsatisfactory. Standards are lower at the end of Year 2 and the quality of teaching and learning is not as good as that reported at the time of the previous inspection.

Mathematics across the curriculum

61. There are good opportunities for pupils to use mathematics as part of their work in other subjects. These include the development of measuring skills and the analysis of data in subjects, such as science, and good links with ICT when producing graphs and pie charts to present information and results of surveys.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils in Year 2 have not achieved as well as they should.
- Pupils' progress is not checked regularly enough, although this is beginning to happen in Year 6.
- Teaching and learning are good in Years 3 and 6 because higher-attaining pupils are challenged in these classes.

Commentary

62. Teacher assessments at the end of Year 2 assessed pupils at average levels. Results were below average in the 2004 Year 6 national tests. When compared to attainment when the same group of pupils was in Year 2, achievement was satisfactory overall. Since then the subject leader has analysed pupils' attainment at the end of Year 5 and noted where there were weaknesses in pupils' learning. Lessons have focused on improving knowledge, understanding and skills in these weaker areas. Standards seen during the inspection are average at the end of Year 6 and achievement of this group of pupils since they were in Year 2 is satisfactory. More pupils are doing better than expected for their age as a result of more focused teaching and learning in the subject in Year 6. Weaknesses remain in the challenge presented to some pupils lower down the school because teachers' expectations of what pupils can do are not always high enough, particularly in scientific enquiry and investigation. Achievement in Year 1 is satisfactory because science is being taught more regularly this year. Achievement in Year 2 is unsatisfactory because pupils did not cover the range of work required last year. Last year's assessments for pupils in Year 1 were not completed so teachers did not have enough information about what pupils could do at the beginning of the year. As a result, higher-attaining pupils have not been challenged enough and are not reaching the levels of which they are capable. Standards are below average at the end of Year 2. Pupils with special educational needs achieve satisfactorily because careful attention is given to their learning in lessons and the support they receive is focused well on their needs.
63. Teaching and learning are satisfactory overall. They are satisfactory in Years 1, 2, 4 and 5, and good in Years 3 and 6 because teachers in these classes expect more of pupils. Good teaching does not always result in good achievement because not enough time is always given to the subject in weekly timetables. Pupils do not always have enough time to plan and carry out investigations independently and thus extend their skills and understanding. Assessment systems are not fully in place in all year groups so teachers do not always have enough information to plan work matched to individual needs which in some classes leads to all pupils doing the same work regardless of their ability. Whilst pupils with special educational needs are given good support to enable them to learn satisfactorily, higher-attaining pupils are not challenged sufficiently well in all classes.
64. Leadership of science is satisfactory and has led to higher standards this year. Teachers have held discussions to make sure resources and curriculum planning covers what it should. Recent systems for checking pupils' progress have been introduced and the information is helping some teachers to identify gaps in pupils' knowledge and understanding of science. Lesson planning for pupils in Years 3 and 6 has taken this analysis into account and pupils are now learning in a more focused way. As a result, more pupils are doing better than expected for their age in these year groups. Good enrichment is provided by the science week, introduced by the subject's leadership to enhance curriculum provision last year.
65. Management of science is unsatisfactory because the subject leader has not been given enough opportunity to do the job by the school's leadership. While gaps in curriculum coverage have been tackled this year because of the subject leader's initiative, weaknesses remain in the way that standards, achievement and teaching and learning are checked at a whole-school level. Improvement since the previous inspection is unsatisfactory because too little time and focus have been given to the subject by the school's management until recently to raise standards and achievement. Consequently, despite precise weaknesses having been identified by

the school's analysis of results, no action has been identified in the school's strategic plan.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Limited new resources have helped maintain pupils' achievement and skills.
- Pupils use ICT confidently to support their learning in a range of subjects.
- Teachers use resources well to stimulate pupils' interest in learning.
- The subject benefits from the commitment of the subject leader.
- There is a lack of planned development of the subject within the overall school leadership.

Commentary

66. By the end of Year 2 and Year 6, standards are what you would expect for pupils of these ages. Achievement in all year groups is satisfactory. Improvement since the previous inspection is satisfactory. Standards have been maintained, and resources have been improved with the acquisition of newer computers and the installation of interactive whiteboards in three of the classrooms, with plans to install them in the other two. Whole-class teaching of ICT is difficult because the computers are placed around the school in small groups. However, there are sufficient computers in each classroom and teachers' planning ensures that all pupils have adequate access to become increasingly competent in their use of ICT as they move through the school.
67. Pupils throughout the school have a satisfactory understanding of how ICT can help them in their learning. In all classes, pupils make suitable use of word-processing software to draft and edit their written work. They share ideas and work together well in pairs. By the end of Year 6, pupils show good levels of confidence as they successfully combine text and graphics. Throughout the school, pupils use the Internet and CD-Rom sources sensibly to gather information. Pupils are introduced to control technology at an early age when they learn how to control floor models. Older pupils were observed making good use of their interactive whiteboard to create a sequence of instructions to control the flashes of a lighthouse in a particular context. Pupils in Year 6 use spreadsheets well to explore and interpret mathematical data and produce graphs and charts.
68. The quality of teaching and learning is satisfactory overall with some strengths in Years 3 to 6. These strengths include the way in which teachers use the interactive whiteboards to stimulate pupils' interests in different subjects. They also encourage pupils to share their work with others, and to appraise their own work and that of their classmates. The opportunities for pupils to explain their ideas help to clarify their thinking, and benefit the lower-attaining pupils, who listen attentively to different ways of solving problems. Pupils have good attitudes to the subject and most show good levels of confidence. Pupils are keen to act upon their teachers' suggestions in order to improve the presentation of their work.
69. The leadership of the subject is good. Good improvements in resources and teaching and learning, mainly due to personal enthusiasm, initiative and informal discussions with class teachers, have taken place despite the lack of a planned overview within

the school's development. Teachers have been given a clear lead as to how they can incorporate ICT into their daily classroom practice, and teachers have been keen to take the subject leader's ideas on board. Assessment systems are satisfactory, but are in the early stages of development, and do not yet provide consistent information about the progress of individual pupils as they move through the school. Management is unsatisfactory. There are no formal systems in place to evaluate what is happening in the subject and to check standards and the quality of teaching and learning.

Information and communication technology across the curriculum

70. Teachers make effective use of ICT to promote pupils' learning in other subjects. Pupils of all ages use word-processing software in a range of subjects to assemble text and ideas to enhance their presentations. In addition, computers are used, as needed, to promote learning in science, art and design, geography and history, as pupils search for information from CD-ROMs or from the Internet.

HUMANITIES

71. No judgements are made about **religious education** as it is inspected separately.
72. No lessons were observed in **geography** during the inspection so no judgements could be made about overall provision in the subject. Inspection findings are based on the analysis of pupils' work, teachers' planning and discussion with staff and pupils. Inspection evidence indicates that standards in geography meet expected levels and the curriculum is covered satisfactorily. Work in books shows good development of literacy skills, such as pupils asking geographical questions. Leadership is satisfactory. There is a clear scheme of work for the subject and satisfactory assessment systems have been introduced. There are sufficient resources to support teaching and learning. Management is unsatisfactory. As yet there are no formal systems in place to check the quality of teaching and learning and standards in the subject, although this is done informally during discussions in the staffroom. The amount of work in pupils' books and timetable allocation suggest that the amount of time allocated for the subject may not be enough to ensure that topics and geographical skills are covered in sufficient depth in some classes. Since the last inspection, resources have improved and links with other subjects are planned to make learning more interesting.

HISTORY

Provision in history is **satisfactory**.

Main strengths and weaknesses

- The use of language and literacy in history is good.
- Learning is made more interesting because of the good range of visits and visitors.
- Good links exist between history and some practical subjects.
- Too little time is given to the subject in some classes.

Commentary

73. Standards are average at the end of Year 2 and Year 6 and achievement is satisfactory. Good opportunities are planned for pupils to write extended accounts

and this supports pupils' learning in history and English especially in Years 3 to 6. Good links with art and design and design and technology are established in most history topics, such as the Tudors and Ancient Greeks. The amount of time given to the subject in some classes is not always enough to learn about historical periods in sufficient depth and so pupils' knowledge and understanding are at a superficial level in some topics.

74. Teaching and learning are satisfactory. Visits and visitors enrich learning well and make lessons interesting for pupils. Year 6 pupils talked enthusiastically about their trip to Sulgrave Manor and what they had learnt. Pupils have good opportunities to research new topics through books and the Internet. Teachers have a secure knowledge of the subject and teaching assistants effectively support pupils' learning.
75. Leadership is satisfactory and has led to satisfactory improvement since the previous inspection. A satisfactory system for recording pupils' achievements has been introduced and is giving teachers a better idea of what pupils can do. Management is unsatisfactory. There are no formal systems to look closely at the quality of teaching and learning or pupils' work. Some topics are repeated because the curriculum has not been reviewed since the new mixed-aged classes have been introduced.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

76. No lessons were observed in design and technology and physical education and only two lessons in art and design so no overall judgement could be made about provision and teaching and learning in these subjects. Inspectors talked to pupils, looked at work and records of achievement.
77. Standards meet expected levels in **art and design** and pupils achieve satisfactorily. One lesson observed was good and the other satisfactory. Pupils have suitable opportunities to try out their ideas before choosing which ones they want to use in their own work. Good links with learning in other subjects help to make the subject relevant and interesting. For example, work in Years 4 and 5 about Greek architecture links well to work in geography and history, and leaf sketches in Year 2 link to work on plants in science.
78. In **design and technology**, a helpful policy is in place, based on the national guidance for the subject, which highlights the importance of designing and making skills and the need to evaluate finished products. Work samples show that tasks are often linked well to other subjects, such as the making of monsters linked to literacy work in Year 2, hat making to art and design in Years 4 and 5, and the making of a range of musical instruments to science in Year 6.
79. In **physical education**, a detailed policy places due emphasis on the provision of gymnastics, games, dance, athletics, swimming and outdoor pursuits. Discussions with pupils reveal their awareness of the need for warm-up before physical activities and their awareness of a range of safety factors both indoors and outdoors. Swimming records show that in the current Year 6, most pupils can already swim the statutory 25 metres or more and the remaining 15 per cent are expected to achieve this level by the end of the summer term. A wide range of clubs, including football, hockey, athletics and dance, and good links with local schools provide additional good opportunities for pupils to develop their sporting skills.

MUSIC

Provision in music is **good**.

Main strengths and weaknesses

- Good teaching expertise leads to good levels of challenge in lessons.
- A good range of musical instruments helps to involve all pupils in performing music.
- Good opportunities exist for individuals to take part in musical performances.
- The orchestra provides very well for all pupils, and higher-attaining pupils in particular.
- Learning is sometimes rushed as the teacher tries to fit in a lesson for all classes during a morning.

Commentary

80. Standards at the end of Year 2 and Year 6 are above average overall and achievement is good. Performance skills are well above average at the end of Year 6 because more pupils than you would usually expect read music competently when performing their musical pieces. Pupils learning to play a musical instrument have very good opportunity to play together during orchestra. This activity is open to all pupils and, because so many want to take part, a waiting list sometimes exists. A percussion section exists to involve pupils who are not learning to play an instrument but who want to join in. As a result, the performance skills of pupils taking part in orchestra are well above average and achievement is very good.
81. Teaching and learning are good. Specialist teaching by teachers in school and visiting teachers ensures good expertise and so pupils are given good guidance on how to improve their skills and perfect their performances. Good emphasis is given to learning about rhythm, melody and harmony so pupils use and understand a range of musical terms to talk about their own and other musical compositions. Regrettably, some learning is rushed because lessons are too short. As a result, the quality of performance is not always developed as well as it could be despite the good expertise of the teacher. A small number of pupils use the lessons as a time to talk to friends about playtime activities rather than concentrating on their learning, something that is sometimes missed by the teacher who has an overriding sense of urgency to get through all that is planned for the lesson.
82. Leadership is good. A wide range of clubs and extra-curricular activities enrich the curriculum well. Assessment procedures are informal but the information is used effectively to make sure pupils use their musical expertise in lessons. Management is unsatisfactory. There has been no opportunity for the subject leader to check the quality of learning so the shortness of some lessons affecting pupils' progress has not been picked up. The good standards and achievement have been maintained satisfactorily since the previous inspection because of continued specialist teaching.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

83. Although each class has regular timetabled lessons in this subject, no lessons were seen during the inspection so no judgements were made on provision, the quality of teaching and learning, standards or achievement. The curriculum for teaching personal, social, health and citizenship education is satisfactory. Discussion with Year 6 pupils shows that work has been covered in a relevant way on issues such as

learning to take responsibility, drugs awareness, bullying and keeping safe. Lessons in sex education are provided in line with the governing body's policy. The school has provided a range of visitors that enhances their learning. For example, the nurse has visited to talk about healthy eating. The school has recently set up a school council. This is still establishing itself and as yet pupils are not playing a full enough part in decision making. There is an established and clear plan of action, although the quality of teaching and learning has not been checked recently.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities (ethos)	4
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	5
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
The leadership and management of the school	5
The governance of the school	4
The leadership of the headteacher	6
The leadership of other key staff	4
The effectiveness of management	5
<i>Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).</i>	