

INSPECTION REPORT

ST MICHAEL'S CHURCH OF ENGLAND PRIMARY SCHOOL

Oxford

LEA area: Oxfordshire

Unique reference number: 123143

Headteacher: Mrs S Mortimer

Lead inspector: Mrs J Gill

Dates of inspection: 27th - 29th June 2005

Inspection number: 267897

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:	205
School address:	Marston Road Oxford Oxfordshire
Postcode:	OX3 OEJ
Telephone number:	(01865) 241 476
Fax number:	(01865) 728 035
Appropriate authority:	The governing body
Name of chair of governors:	Mr E John Forty
Date of previous inspection:	February 1999

CHARACTERISTICS OF THE SCHOOL

The school is situated near the centre of Oxford in a largely residential area. With 205 pupils on roll, the school is about average size. There are more pupils than at the time of the previous inspection as the school was then a First school. There are now seven classes, Foundation Stage to Year 6, following the reorganisation of primary schools in Oxford city. Pupils generally come from the immediate locality but also a significant group come from further afield. The intake is both socially and academically mixed. There are considerably more pupils from minority ethnic homes than is usually found; just 50 per cent are White British. The other pupils are from a range of minority ethnic backgrounds and of these 14 are given extra support because their first language is not English. There is no one dominant minority ethnic group. Many of these are second and third generation and do not require additional support to speak English. There is a small group of refugees, who are very well integrated. Attainment on entry is broadly average. In some year groups, there is considerable mobility, which has an impact on the results that pupils achieve in the National Curriculum tests. The percentage of pupils eligible for free school meals has increased and is now broadly average. The level of special educational needs has increased to just below average and three pupils have a statement of special educational needs because of their learning difficulties. The school has received a School Achievement Award and the International Schools Award in recognition of its work with schools in other countries. There are good links with initial teacher training at Brookes University.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18706	Mrs J Gill	Lead inspector	English Art and design Design and technology The Foundation Stage English as an additional language
13526	Mr R Barnard	Lay inspector	
23412	Mr A Jeffs	Team inspector	Mathematics Personal, social and health education and citizenship Music Physical education Special educational needs
14509	Mr P Mann	Team inspector	Science Information and communication technology Geography History

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St Michael's Church of England Primary School is a good school. The pupils achieve well. The headteacher is a very good leader and with her staff and governors has a strong commitment to ensure that every child is fully integrated into all aspects of school life. The teaching is good, promotes effective learning and contributes to improving standards. Pupils enjoy coming to school, are very well behaved, enthusiastic and keen to take part in the vast range of activities provided. The school gives good value for money.

The school's main strengths and weaknesses are:

- Standards are above average in reading throughout the school and in information and communication technology (ICT) in Year 6.
- The headteacher's leadership, determination and very clear vision are significant strengths.
- The teaching is effective. The work of the teaching assistants contributes very strongly towards pupils' academic and social achievements.
- Effective personal development and a very caring approach from all staff strongly contribute towards pupils' positive attitudes, high standards of behaviour and harmonious relationships.
- Strong community links and very effective enrichment of the curriculum enhance learning.
- Staff have a very strong commitment to ensuring pupils are included in all aspects of school life.
- Teachers' expectations for neat handwriting and good presentation are not always high enough.
- Marking does not always help pupils know how they can improve.
- There is not enough challenge in some work offered to higher attaining pupils.
- Pupils have too few opportunities to write at length across the curriculum.
- Parents are not given sufficient information about homework provision.

The school has improved well since the previous inspection in 1999. Areas of weakness have been tackled well. Standards, the quality of teaching, management and efficiency of the school have all improved. In addition, there has been effective enrichment of the curriculum, including multicultural development and international links. Provision has improved for pupils with special educational needs, those who speak English as an additional language and children in the Foundation Stage. A very strong emphasis on care and the effective promotion of personal, social and health education has significantly contributed to pupils becoming responsible citizens of the future.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	n/a	n/a	B	B
mathematics	n/a	n/a	E	E
science	n/a	n/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.*

Achievement is good overall. Children learn rapidly in the Foundation Stage and steadily throughout the school, and progress accelerates in Year 6. Children enter the Foundation Stage with broadly average attainment, but often lower in language development. They achieve well and by the end of the year: the majority attain the Early Learning Goals in all areas, but achieve higher than expected standards in personal, social and emotional development. Standards are above average in reading throughout the school and in ICT in Year 6. Overall standards are broadly average in English, mathematics and science at the end of Years 2 and 6, but improving. In

geography and physical education, standards are average. Art and design, design and technology, history and music were not a focus of the inspection; therefore, judgements about standards were not made. Pupils with special educational needs and those who speak English as an additional language achieve well and make good progress because they get effective support. However, higher attainers are not always sufficiently challenged: this has been identified as a priority by the school. There are no significant differences between the standards of boys and girls. The school's test results vary from year to year because of the relatively small numbers in each year group and because the rate of pupils leaving and joining the school can be high. 2004 was the first year that the school had a Year 6 group taking the tests and of these 40 per cent did not start the school in Year 1. In the present Year 6, around a third of pupils are new to the school. This level of pupil mobility can have a significant impact on targets set for the school and the standards that are ultimately achieved.

Pupils' personal development is good and their moral, social and cultural development is very good. Pupils behave very well and have very positive attitudes. Attendance is unsatisfactory but levels of unauthorised absences are falling due to the very good checks that the school carries out.

QUALITY OF EDUCATION

The overall quality of education is good. Teaching is good, particularly in Foundation Stage and Year 6, and contributes towards pupils' good achievement and their positive attitudes to learning. Pupils with special educational needs and those for whom English is an additional language are taught well, which helps them to make good progress and integrate fully in school life. However, there is insufficient challenge for the higher attaining pupils. Assessment is satisfactory overall. Marking is inconsistent and does not always help pupils to improve. The curriculum is effective and enhanced significantly by very good extra-curricular activities. The school's resources, staffing, equipment and accommodation are good. There is a good partnership with parents and local schools and very good links with the local community, including the church. A consistent, caring approach from all staff means pastoral support is very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher is a very effective leader who has a clear vision for the direction of the school. As yet, some of her innovative strategies have not had time to have fully impacted on standards. Leadership and management by key staff have been developed well through better definition of roles and responsibilities. Governance is good. Governors know the school well and have a good understanding of its strengths and weaknesses and ensure they meet statutory requirements. Financial management is excellent, with resources being effectively targeted.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The school has a positive partnership with parents. The majority are supportive both of the school and their children's learning and most ensure their children attend school regularly. Parents work hard to support the school with funding through a range of events. Annual reports to parents are helpful and newsletters provide good information. The inspection team agree with the parents, that there is not enough information regarding homework. Pupils' views and opinions are valued very well and the effective recognition of requests made by pupils on the School Council strongly promotes their development.

IMPROVEMENTS NEEDED

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

- Improve pupils' handwriting and presentation in all subjects throughout the school.
- Provide greater challenge in the work set for higher attaining pupils.
- Ensure pupils have more planned opportunities to write at length across the curriculum.
- Raise the quality of marking in order to help pupils understand what they need to do to improve.
- Ensure meaningful homework is given on a regular basis and supports learning in school.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall, achievement for pupils is **good**. Children enter Foundation Stage with attainment that is broadly average, although lower in communication, language and literacy. By the time they leave in Year 6, standards are above average in reading and ICT.

Main strengths and weaknesses

- Standards are above average in aspects in English in both Years 2 and 6 and in ICT in Year 6.
- There have been good improvements in standards in mathematics for older pupils.
- Children in the Foundation Stage achieve well in all areas of learning, which gives them a good start to their schooling.
- There is good provision for pupils with special educational needs and those who speak English as an additional language, which helps them to make good progress.
- Higher attaining pupils are not always sufficiently challenged in their work.
- The quality of handwriting is not always good enough and pupils do not have sufficient chance to write at length across all subjects.

Commentary

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

Standards in:	School results	National results
reading	16.6 (15.6)	15.8 (15.7)
writing	15.1 (13.3)	14.6 (14.6)
mathematics	17.3 (16.1)	16.2 (16.3)

There were 30 pupils in the year group. Figures in brackets are for the previous year.

1. In the 2004 National Curriculum tests, Year 2 pupils achieved above average results in reading and mathematics and average standards in writing. When compared to similar schools, achievement was similar to national comparisons in reading and writing but well above average in mathematics. In all three subjects, pupils achieved better results than in the previous year. Only a few pupils gained the higher Level 3 in writing, but this was an improvement over the previous year. Teacher assessment in 2004 showed that pupils achieved average standards in science, but very few gained the higher Level 3. In 2003, there was a considerable dip which brought down the overall trend to below the national trend.

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

Standards in:	School results	National results
English	27.9 (n/a)	26.9 (26.8)
mathematics	25.0 (n/a)	27.0 (26.8)
science	28.8 (n/a)	28.6 (28.6)

There were 27 pupils in the year group. Figures in brackets are for the previous year.

2. In the Year 6, 2004 tests, standards were above average in English, better in reading than writing, well below average in mathematics and average in science when compared nationally and with pupils from similar schools. Standards were low in mathematics because very few pupils gained the higher Level 5 in the tests and a considerable number did not achieve the average Level 4. Strategies were put into place, following effective analysis of data, which

have had a positive impact. Inspection evidence indicates a good improvement in the subject. This was the first year that St Michael's have had a Year 6 group taking the tests, so no earlier comparisons can be made. Care will need to be taken when analysing the data year on year, as the results are likely to vary because there are small numbers in each year group, in addition, the numbers of pupils who move into the school after Year 1 are often significant: in the last Year 6, 40 per cent entered the school.

Inspection findings

3. Children enter the Foundation Stage with broadly average attainment, although often language development is lower, depending on the number of children who have little spoken English. Standards on entry can vary considerably each year. Children's acquisition of English is often rapid due to the good provision in Foundation Stage and skilful promotion of language development. Children achieve well and by the end of the year, many are likely to achieve the Early Learning Goals in all areas. A few are likely to exceed the goals in some areas of learning, including reading, aspects of mathematics and ICT. Virtually all have reached the early learning goals in personal, social and emotional development. This is because all staff have high expectations of the way children approach their work, behave and become independent. Children respond very positively to all the activities on offer, behave well and learn effectively.
4. Inspection evidence indicates that standards in Years 2 and 6 are above average in reading. This is because there is good emphasis on reading. Staff effectively promote a love of children's literature and poems and encourage the use of non-fiction books for research. Standards in speaking and listening are improving through a greater emphasis on drama, role-play and discussions about work. Standards are average overall in writing but improving, particularly in Year 6. However, the quality of handwriting is inconsistent throughout the school, with some untidy work and older pupils still not writing in a joined script. In 2001, when in Year 2, no pupil in the present Year 6 class achieved the higher Level 3. Through effective tracking and targeting of pupils' work and improved teaching, several pupils are now working at the higher Level 5. This shows good achievement from Year 2 to 6. Standards are average in mathematics and science in both Years 2 and 6, but improving well.
5. Overall, throughout their time in school, pupils achieve well. This is because the school is promoting greater equality of opportunity to ensure that there is a good match of work to pupils' ability. This is particularly the case for those with special educational needs and who speak English as an additional language, which is over half the pupils in the school. Progress accelerates in Year 6, where the teacher has very high expectations of what the pupils can achieve, tracks their progress very accurately and ensures the pupils know clearly what the 'next step' is in their learning. Effective deployment of teaching assistants in English and mathematics also contributes to the good progress many pupils make in their learning. The higher attainers, however, are not always given sufficiently challenging work. This is an area that the school recognises needs greater attention.
6. Provision has improved for pupils who speak English as an additional language and is now very good. This helps pupils make good progress in learning to speak English, which contributes to their good achievement. From data, those pupils from minority ethnic groups and those who speak English as an additional language who have been in full-time education for the maximum time in school, achieve similar results to others. This is due to very effective support, monitoring and tracking from both the school and the specialist teacher. Pupils with special educational needs achieve well in literacy and language skills. In particular, they make good progress in reading and speaking and listening, gaining steadily in confidence as the result of early success and skilled support. These pupils also make very good progress with regard to the targets on their individual educational plans (IEPs) which relate to behaviour, social skills and self-confidence.
7. Overall, satisfactory links are made to promote cross-curricular links in English and mathematics. From the evidence in pupils' work, there is insufficient planned use to develop

these skills. In addition, pupils do not have sufficient opportunities to write at length in English and across all subjects: this does not give them the chance to practise their literacy skills. However, in science, mathematical skills are used well to complete graphs, enter data and measure sizes and in history, older pupils use their literacy skills to write as journalists about conditions in a cotton mill. The use of ICT skills across the curriculum is developing well and supports learning in several subjects. For example, in a Year 4 geography lesson, ICT material was used effectively in a Water Aid project.

8. In art and design, design and technology, history and music, a judgement could not be made about standards, as these subjects were sampled and not a major focus of the inspection. In ICT, standards are average for seven-year-olds but above average for 11-year-olds and pupils meet national expectations in physical education at seven and 11.

Pupils' attitudes, values and other personal qualities

Attitudes and behaviour are **very good** overall. Pupils' spiritual, moral, social, and cultural development is **very good**. Attendance is **unsatisfactory** and punctuality **satisfactory**. Standards, apart from attendance and punctuality, have improved since the previous inspection.

Main strengths and weaknesses

- Relationships are very harmonious and pupils are developing very well as good citizens.
- Standards of behaviour are very high – the school sets a very strong moral code.
- Pupils enjoy school and their activities.
- Levels of unauthorised absences are falling due to very good monitoring and promotion of attendance.

Commentary

9. Relationships between pupils are very good; they work and play together very well. They are very friendly, chatty and helpful. They show very good natural confidence and the school builds on this well so that their self-esteem is developed very well as they move through the school. Pupils undertake a wide range of duties, as demonstrated by the older pupils, "Blue bibs", taking responsibility of younger ones at playtimes with enthusiasm, confidence and care. Pupils show very good appreciation of the needs of others. They raise money for a wide range of charities. They have a very good appreciation of other religions and cultures. This is encouraged especially well through the use of display around the school. Racial harmony is particularly strong. This was especially good in the dining room where lunch is a very pleasant social occasion. Other aspects of Citizenship are promoted very well through the provision of a very effective School Council. For example, members have arranged their own fundraising activities such as cake stalls to help provide resources for the school like sponge balls for tennis. Personal development is enhanced further by the very good provision of residential experiences which enhance pupils' confidence and independence.
10. Behaviour around the school, in assemblies, in the dining hall and at playtimes is very good. This is helped by the very good range of play activities provided and the good use of grounds. Pupils and parents say there is no serious bullying, racist or sexist behaviour. Pupils are shown very effectively what is right or wrong and what to do if minor squabbles or accidents happen. Members of staff deal with potential problems very quickly and effectively and no evidence was found to support the worries of a small number of parents on this count. Pupils reported that "Teachers are open to ideas" and quoted the example of the introduction of the "problem box" as how they respond to their concerns. The simple but meaningful set of school rules are displayed prominently around the school and are appreciated and followed well by the pupils, who also ensure all adults, including the headteacher, "always walk in the corridors".

11. Pupils say they like coming to school and appreciate what is provided for them. They are very keen on all school activities, for example, speaking very keenly about athletics and choir. Throughout the school, they show a good interest in their lessons. This was evident in the very good attitudes displayed by the youngest pupils in the Foundation Stage. They have settled very quickly into class routines, concentrate well and respond very enthusiastically to teaching. Throughout the rest of the school, attitudes and behaviour in lessons are generally good. Pupils work diligently and pay attention well; in particular, they are very keen to answer questions and listen attentively.
12. Pupils with special educational needs are enthusiastic about coming to school and about receiving additional support. They participate enthusiastically in class and group work and feel very much part of the school. Pupils who do not experience learning difficulties relate to them well and the overall effect of the good special needs provision is to make the school a very inclusive and welcoming place to learn and play.

Attendance

13. Attendance levels for the last reporting year were below average. There has been an overall improvement of 0.3 per cent in the current year but, in particular, the number of unauthorised absences has halved. This has been achieved through very effective monitoring allowing regular offenders to be identified and the very good range of methods used to make parents aware of the importance of regular and prompt attendance of their children at school. A small but significant number of parents still fail to recognise this with children from the same few families being constantly late and absent.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.4	School data	1.5
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.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	107	1	0
White – any other White background	11	0	0
Mixed – White and Black Caribbean	7	0	0
Mixed – White and Black African	3	0	0
Mixed – White and Asian	5	0	0
Mixed – any other mixed background	5	1	0
Asian or Asian British – Indian	12	0	0
Asian or Asian British – Pakistani	11	0	0
Asian or Asian British – Bangladeshi	6	0	0
Asian or Asian British – any other Asian background	3	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	8	0	0
Black or Black British – any other Black background	1	0	0
Chinese	3	0	0
Any other ethnic group	9	0	0
No ethnic group recorded	3	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. The quality of teaching and learning is **good**. Assessment is good in the Foundation Stage and satisfactory in Years 1 to 6. The curriculum is good and its enrichment very good. Accommodation and resources are good and have improved well in the Foundation Stage. Pupils are effectively cared for because staff know them very well. Links with parents and other schools are good and with the community very good.

Teaching and learning

Overall, the quality of teaching and learning is **good**. Teaching has improved since the last inspection. There are significant strengths in the quality of teaching throughout the school, particularly in Year 6 and Foundation Stage. Procedures in assessment are satisfactory overall, but good in the Foundation Stage.

Main strengths and weaknesses

- The quality of teaching is good, which has had a positive impact on pupils' achievements.
- Significant strengths in teaching in the Foundation Stage help children have a good start.
- The very high quality of teaching assistants strongly contributes to the achievements and inclusion of all pupils.
- Behaviour management is very good; pupils respond by behaving very well and they have very positive attitudes towards learning.
- Pupils with special educational needs and those who speak English as an additional language receive effective support which helps them achieve well.
- Teachers do not always provide sufficiently challenging work for their higher attaining pupils.

- Marking does not always help pupils know how they can improve.
- Teachers' expectations for neat presentation are not always high enough.
- Pupils do not have enough planned opportunities to use their literacy and numeracy skills.
- Homework is not used effectively to support learning in school, nor is it given on a regular basis.

Commentary

Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	7 (18%)	24 (64%)	7 (18 %)	0 (0%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

14. There is a very much higher percentage of good teaching since the last inspection. No unsatisfactory lessons were observed in the inspection, unlike the previous inspection, when 15 per cent of lessons were judged to be unsatisfactory. Effective strategies have been put into place to bring about improvement. The headteacher has developed particularly strong links between performance management and continuing professional development.
15. Teachers have good subject expertise, particularly in English and mathematics, and they teach basic skills well, which is contributing to higher standards. However, pupils do not have sufficient planned opportunities to use their literacy and numeracy skills across the curriculum. In addition, homework is not given on a regular basis, which means that opportunities are lost for pupils to reinforce the skills they have learnt in lessons. Teachers now place a greater emphasis on using ICT to support learning in other subjects, particularly for older pupils, which is helping them to develop their ICT skills well. Teachers have very high expectations of their pupils, in the way they behave and their attitudes to learning; this, coupled with very positive relationships, means pupils behave very well, are enthusiastic and work hard. However, expectations are not always high enough with regard to pupils presenting their work neatly. Planning is good, although there is not always sufficient challenge for the higher attaining pupils. Learning objectives are shared effectively in most cases at the beginning of lessons; this helps pupils to be clear about what it is they will be learning. In many lessons, the review at the end is effective and consolidates learning; this helps pupils have an understanding of what they achieved, although there were occasions when the review was far too short to be meaningful.
16. Teaching and learning for pupils who speak English as an additional language are good, which helps them learn effectively and achieve well. Teaching is very good when pupils who are new to speaking English, or who are at the early stages of speaking English, are withdrawn to work with the specialist teacher. She provides stimulating lessons with a very strong emphasis on language development but based on the other work taking place in the class. She liaises effectively with the class teachers and teaching assistants and provides reinforcement work to ensure pupils are fully integrated and can effectively access work in the class. The very good teaching assistants make a valuable contribution to raising the pupils' achievements by supporting teachers and pupils effectively within the classroom.
17. Staff provide good opportunities for pupils with special educational needs. The co-ordinator is a skilled teacher and provides a good role model for all colleagues. The good achievement in the area of special educational needs is also attributable to the skilled and committed work of teaching assistants. They know their pupils well, use sensitivity in their relationships and show considerable skills in the support of literacy and behaviour development. Teachers are currently too reliant on the skills of the special educational needs co-ordinator and this means that their own awareness and repertoire of skills with regard to devising precise targets and evaluating their success are not being developed.

18. Teaching in the Foundation Stage is good with significant strengths, particularly in the teaching of language and personal development. This contributes strongly to children's good achievement in these areas, particularly for children with special educational needs and those who speak English as an additional language, some of whom were at the very early stages of language acquisition at the beginning of the school year. There is very strong teamwork between all staff who work effectively to provide a stimulating learning environment both inside the classroom and in the outside area. This contributes to children's achievements, positive attitudes to learning and good independence. Assessment is good; there is an effective range of assessment procedures based on detailed observations, carried out by all staff - photographs, tick sheets and staff noting significant achievements. These feed into the Foundation Stage Profile, which is updated at the end of each term.
19. Assessment is satisfactory overall, but has good elements. The effective analysis of data from the national tests by the assessment co-ordinator and headteacher identified weaknesses in aspects in English, mathematics and science. Strategies to tackle problems in writing, problem solving in mathematics and investigations in science have begun to have a positive impact on raising standards in these aspects. Targets are being set throughout the school. These are now shared with older pupils, which is working well, as pupils in Year 6 know what it is they need to do to achieve the 'next steps' in learning. Plans are in place to implement the system throughout the school. Marking of pupils' work is inconsistent; some teachers are more effective in using marking to enhance pupils' knowledge and understanding of their work than others. Often, the quality of marking does not help pupils move forward in their learning, and some work is not marked.

The curriculum

Curriculum provision overall is **good**. There are **very good** enrichment opportunities on offer for all pupils. The school's resources, staffing, equipment and accommodation are **good**.

Main strengths and weaknesses

- The school has a good curriculum, with appropriate schemes of work, and meets all of its statutory requirements.
- It welcomes and includes all pupils and adults, providing equal access to all activities.
- The programme of visits and the wide range of additional activities enrich the curriculum significantly for all pupils.
- Support for pupils with special educational needs is good and secures good achievement for them.
- The staff mix now makes a very good contribution to the curriculum developments taking place.

Commentary

20. The curriculum provided is broad in the range of subjects it offers and balanced in the time allocated. Subjects such as music now receive their full entitlement of time and good timetabling means that additional subjects such as French and Italian are also taught on a regular basis. There is a good policy relating to relationships and sex education which has been agreed with parents as part of an effective personal, social and health education programme. Imaginative work has taken place to devise suitable provision for drugs awareness and parents will be consulted.
21. The school is very inclusive, with all pupils being welcomed and their successes celebrated. As a result of the value placed on each individual, all pupils thrive, develop in maturity, skills and awareness of others as they progress through the school. The staff and the governors see the rich mixture of pupils and backgrounds as a very real strength and draw upon it well to enrich the lives of everyone involved.

22. Support for pupils with special educational needs is good throughout the school. It is well managed by the special educational needs co-ordinator. Good plans are developed and teaching assistants provide skilled teaching and strong personal support for pupils who often initially lack confidence and self-esteem. The curriculum for these pupils is as broad as that for their peers and also includes many opportunities for small group support work and discussion time with teaching assistants. Similar opportunities exist for pupils who speak English as an additional language, which helps them to learn to communicate in English well and integrate effectively.
23. Good opportunities for enrichment have developed over the past few years. The inspectors saw good examples of after-school provision for many pupils whose parents wished them to stay later. 'Mickey's Club' is run very effectively by teaching assistants and is very much enjoyed by the two dozen pupils who make use of it. In addition, there are school clubs which include ICT, fitness, netball, art and music. These provide exciting activities for pupils, while supplementing the day-to-day curricular experience. Strong links with the community exist; for example, work with the local wildlife group contributes imaginatively to the development of the school grounds. There are many opportunities for pupils to participate in sport, from athletics to rounders, from football to golf. The school has been very imaginative in drawing on the skills of its librarian, teaching students and local coaches to provide a rich sporting diet. During the inspection, the school gained fourth place in the local Partnership athletics day, a considerable achievement for a school of this size. Overseas links are very strong at St Michael's and this has led to mini-olympics, visits from a wide range of nationalities and the opportunity for older pupils to visit countries such as Czech Republic and Belgium. Links with Uganda have also stimulated pupils to participate in fundraising, which has also taken place in the context of the recent tsunami and for a children's hospital. The headteacher's vision includes an international partnership with a wide range of schools and people. This has contributed very well to the maturity and enjoyment of all pupils involved. It is an unusual and extremely effective form of curriculum development which parents appreciate.
24. Participation in the arts is strong. All pupils attend concerts, visit galleries and museums on a regular basis. They have visits from musicians, potters, authors, Buddhist groups and theatre groups. Modern foreign languages work now includes French and Italian, partly as the result of engaging a teacher through one of the many international links. Recently, the youngest pupils have attended concerts on the themes of 'singing pigs' and 'frogs', while older pupils have been engaged by a local theatre to investigate the resilience of bubbles prior to a performance requiring these in a long-lasting form. A strength of the enrichment activities which is quite unusual is the degree to which very young pupils are able to receive the same experiences, trips and visits as older ones.
25. Accommodation and resources are of a good standard throughout the school. Senior managers have done well to develop classroom teams that are now able to provide the more complete and richer curriculum. In addition, significant enhancement to provision has come about from the work of the ICT technician, the specialist music teacher, the librarian and special educational needs assistant. Care has also been taken to employ staff with good expertise in areas of special educational needs, for example, autism, and the recruitment of a sports specialist will further enhance physical education (PE) provision from September. The grounds and external areas, particularly of the Foundation Stage class, contribute well to the development of play, PE and science. There are still small constraints. The hall limits the development of indoor PE for older pupils and the lack of small rooms means that support work often has to take place in corridors.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is **very good**. The provision of support, advice and guidance based on the monitoring of pupils' achievement is **good**. The involvement of pupils through seeking and acting on their views is **very good**. Standards have improved on those described in the previous inspection report.

Main strengths and weaknesses

- Very good, consistent, caring approach from all staff.
- Pastoral support is very good and educational support satisfactory.
- Pupils' views and opinions are valued very well.

Commentary

26. All members of staff know the pupils very well, enabling them to provide a very high level of care that is appreciated by both the pupils and their parents. The very thorough approach to Child Protection procedures and awareness, detailed evaluation of Health and Safety risks, very good first aid procedures, especially the importance placed on training staff on a regular basis, and supervision of pupils at break and lunchtimes, enable pupils to say they feel very secure and can work in confidence. In addition, the premises are secure, clean and tidy. Very good care is taken to ensure all children are collected by a responsible adult at the end of the school day. Pupils say they all feel very confident about talking to members of staff if they have any worries.
27. Good induction arrangements and continuing care and support ensure the youngest children quickly settle into the Foundation Stage and make very good progress in their personal development. This is supported very well as pupils move through the school due to the very consistent caring approach of all members of staff. Pupils know what to do if they have personal issues to raise. Pupils with special educational needs are given very good support with outside agencies suitably involved. Healthy eating and care of the environment are promoted very well, for example, through the provision of a salad bar at lunchtimes. Drinking water is readily available and pupils encouraged to drink it. Academic support and advice for pupils is satisfactory. Systems to assess and track pupils' progress and to provide them with help are satisfactory, apart from in the Foundation Stage, where they are good. The arrangements made as they move to the next stage of education in the local secondary schools enable pupils to feel they are prepared well for the move. Pupils are very confident and self-assured by the time they leave the school.
28. Pupils feel that members of staff value their views very well and this gives them confidence to discuss issues and raise questions. The very effective School Council is very much valued by all pupils. As one member said, "teachers are very open to ideas". Members of the council are given very good opportunities to discuss ideas in class and provide feedback on decisions. They have had a significant say on issues such as playground organisation, purchase of play equipment and the quality of school lunches.
29. There are good procedures for assessing and reviewing pupils' individual education plans and their statements of special educational needs. In this way, the school ensures that pupils receive the education they require. A few pupils experience emotional and behavioural difficulties. The provision for these pupils is detailed and appropriate. Staff are keen that parents are fully involved in reviews of their child's individual education plan and parents participate well as a result. The school is very aware that early intervention is the key to success and is prompt in its response to all new pupils who experience learning difficulties. Parents value the support given.

Partnership with parents, other schools and the community

The school has a **good** partnership with parents. Links with the local community are **very good** and those with local schools are **good**. The quality of the partnership has improved on that described in the previous inspection report.

Main strengths and weaknesses

- The school places high priority on its links with the local community and is developing good links with local schools to help enrich pupils' learning experiences.
- Annual reports to parents are very helpful.
- Most parents are supportive of the school and their children's learning.

Commentary

30. The school places very high emphasis on its links with the local community with the establishment of a Community and Pre-School Committee of Governors over the past six years. This has met its aims very successfully to further develop links with the Community, pre-school provision and the Parent Teacher Association (PTA). Very strong links have been established, for example, with the local residents' association and the local university. These are having a very good impact on both opportunities for pupils and the encouragement of community use of the school premises, for example, for a Sudanese supplementary school. The partnership agreement for the pre-school unit using the premises and the Foundation Stage is having a significant impact on the early development of the pupils. The outside courtyard was paid for by the Oxford Centre for Islamic Studies. The very strong PTA provides a wide range of community events which also provide valuable funds for the school, for example, a football tournament, fireworks party and a Christmas Fair where local crafts people are involved. Good links with local schools, especially in relation to sport and music, are widening pupils' experiences and also helping them to get to know new friends before moving to a much larger secondary school.
31. Annual reports give parents very good information on their pupils' progress and achievements, especially indicating relative weaknesses and areas for development to encourage parental help. Especially good are the succinct but very helpful comments on achievement, the targets set for English, mathematics and science, and the very strong comments on personal development. The quality of reports is consistently very good throughout the school. The reports for the Foundation Stage are very helpful, especially the 'Next Step' feature. Newsletters provide good information on school life and events. The school is "open", allowing good contact with members of staff. However, parents are not given sufficient information about homework provision.
32. The majority of parents are supportive of the school and their children's education, for instance, through the PTA. Most parents value the importance of regular and prompt attendance but a small number do not and this results in poor attendance for their children and detrimental impact on their achievements. Parent governors make a valuable contribution, for example, having a 'table' at open evenings, and they have few complaints from parents.
33. The co-ordinator for English as an additional language knows the pupils very well and contributes significantly to their inclusion through effective liaison with families, other schools and support groups in Oxford. The school links well with a wide range of external support agencies, such as educational psychologists, speech and language therapists, and specialist teachers from the teaching support services. There is a particularly strong link with the autistic support provision within the local education authority and the special educational needs co-ordinator is active within the 'cluster' of local co-ordinators.

LEADERSHIP AND MANAGEMENT

Leadership of the headteacher is **very good**. The headteacher is a determined and effective leader. The management and governance of the school are **good**.

Main strengths and weaknesses

- The quality of the headteacher's leadership is very good.
- The leadership and management of English as an additional language and special educational needs are of a high quality and contribute significantly to the rising standards within the school.
- The school's commitment to inclusion is a strength and enriches everyone involved.
- Some changes recently implemented require more time to become established.
- Clearer roles and responsibilities have been established for subject leaders.
- Roles and responsibilities of governors have improved and are now good.
- Clearer financial links in the school development plan would help prioritise targets.
- There is excellent financial management.

Commentary

34. The headteacher is a very successful leader. Through her purposeful leadership, she has ensured good improvements since the last inspection. Several of the areas where she has made changes require further time to become established. These include assessment and the monitoring of performance data. She has a clear vision concerning how children learn, through innovative cross-curricular links, and this is another change being implemented. This is already apparent in the excellent links with schools abroad, residential visits, additional teaching of modern foreign languages and use of local amenities to enhance pupils' learning. The headteacher has inspired and motivated her staff to work closely as a team so that there is now a shared commitment among all staff to raising standards, to ensure good inclusion of all pupils, including those with special educational needs, and to effect further improvement. Therefore, the school is now in a strong position to improve still further.
35. Management is also good and the school operates efficiently and effectively on a day-to-day basis. Performance management is good and has been effective in identifying weaknesses in teaching highlighted in the previous inspection and bringing about improvements through professional development and the headteacher's monitoring of teaching and learning. The organisation of teachers' planning, preparation and assessment time will be in place at the beginning of the next academic year. Subject co-ordinators have had roles and responsibilities clearly defined. They have provided improved leadership and management of their subjects, which they have developed through well-thought out development priorities linked to the targets within the school development plan.
36. The governance of the school is good. There has been a steady improvement in the understanding of roles and responsibilities since the previous inspection. Great care has gone into the makeup of the governing body, which has included a community and pre-school committee to ensure the school communicates effectively with these two important areas. The governing body, through its close contact with the headteacher, has a good knowledge of the strengths and weaknesses of the school. Essential information concerning standards is passed to the governing body by the headteacher, enabling important decisions to be made. Governors become involved at the development planning stage once the headteacher and teaching staff have produced a first draft of the school development plan. A longer view of development, more specific criteria for evaluating the impact of developments on pupils and clearer financial links are needed to improve the quality of school development planning. Recently, the aims of the school were updated. This involved all who worked in the school helping with the wording and this has resulted in corporate ownership of the school's aims. The governors ensure that all statutory requirements are met.
37. Leadership and management of the support for pupils who speak English as an additional language are very good. There have been good improvements since the previous inspection,

which help pupils learn effectively. The leadership provided for special educational needs is of a high quality. The co-ordinator keeps detailed records and advises staff on a regular and effective basis, making the most of additional support to ensure that all pupils make good progress. She is supported in this by a very effective 'assistant', a teaching assistant with a very strong commitment and significant skills in this area. The governor with responsibility for special educational needs provides an informed and enthusiastic link between the staff and the governing body. Overall, the commitment to the full inclusion of pupils with special educational needs is very good indeed. Funds are used well to provide the right balance of individual support and teaching assistant support of groups.

38. Financial management is excellent. The finance committee meets monthly and is updated with the latest financial situation, so enabling the governing body to make informed decisions. The finance committee is fully aware of the principles of best value and applies these wherever possible. The school provides good value for money.

Financial information

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	520,861	Balance from previous year	41,700
Total expenditure	557,959	Balance carried forward to the next year	4,602
Expenditure per pupil	3,044		

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 and has improved well since the previous inspection. There is now a secure, attractive outside area where children successfully access all areas of learning through a combination of child-initiated and teacher-directed activities. Children join the Foundation Stage class in September in the year in which they are five. Attainment on entry is broadly average but dependent upon the number of children who are early English speakers. Generally, attainment is below that expected in communication, language and literacy. However, all children, including those with special educational needs and early English speakers, are very effectively included in all aspects of the curriculum, which helps them learn well; some make amazing progress. Children achieve well. Virtually all have already reached the Early Learning Goals in personal, social and emotional development and many in physical development. By the end of the Foundation Stage year, many are likely to achieve the Early Learning Goals in all other areas, with a few exceeding the goals in aspects of language and mathematical development. Teaching is always at least good and often very good. Leadership and management are effective. The teacher/ Foundation Stage co-ordinator has a good understanding of the needs of young children, and with her well-trained staff has good assessment systems in place which contribute to an effective curriculum based on the needs of the children. Children make good progress because there is very effective teamwork between staff, who create a positive, stimulating learning environment. They all have very high expectations of the way children approach their work, behave and become independent. This helps children learn effectively, behave well and respond positively to all the many activities on offer, both inside the attractive classroom and outside areas.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Teaching and learning are very good because all staff have very high expectation with regard to positive attitudes towards behaviour, work and play.
- Children are strongly encouraged to become independent and select their own activities.
- All children are very skilfully included in all aspects of the curriculum.

Commentary

39. Teaching and learning are very good. This helps children achieve well, which leads to above average standards in personal, social and emotional development. By the end of the Foundation Stage, virtually all are likely to achieve the Early Learning Goals, with a significant number exceeding them. Children behave well, enthusiastically taking part in all activities, and co-operate with one another well. Staff sensitively include the children with special educational needs into the activities with others, which helps all children play and work harmoniously together. Those learning to speak English achieve well in this supporting, encouraging environment. Children have settled well to all routines, whether in the hall, the classroom or outside. In the ICT suite, they settle to the task quickly, concentrate and diligently complete their work. They behave very well in the hall and are encouraged to listen carefully to instructions, which they do well.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- All children are encouraged and supported sensitively to verbalise their thoughts and actively listen to the staff and their peers.
- Children with special educational needs and those who speak English as an additional language learn well because they receive very good support to access all aspects of the curriculum.
- There are very good opportunities for children to learn the basic skills of writing and reading through a range of teacher-directed activities and good opportunities when playing.

Commentary

40. Teaching and learning are very good for all children, including those with special educational needs and who speak English as an additional language. This is because there is a very strong emphasis on language development. For example, effective intervention and skilful questioning in role-play and mathematical activities extend children's use of language linked to the 'Beach Shop'. This is helping to extend children's vocabulary very well. By the end of the Foundation Stage, standards are as expected, which represents good achievement, as some children started at a low starting point. Imaginative teaching of letter sounds helps children learn individual sounds and simple words. A puppet is used to encourage children to learn letter sounds and match the sound to the appropriate letter on a card. Higher-attaining children are already reading simple texts. All children have a good awareness of books and are fully aware that print carries meaning, and discuss the characters well. In children's workbooks, there are examples of a wide range of literacy skills, from the early stages of writing development to several sentences. Opportunities for children to extend their reading and writing skills are promoted through a good of range of practical activities. Children enthusiastically take part in making their own little books following a '*butterfly and caterpillar hunt*'. The books included a title, pictures and labels with several pages joined together with sticky tape.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Staff effectively promote mathematical vocabulary through a wide range of practical activities.
- Effective use of both the indoor and outdoor environments contributes to children's learning.

Commentary

41. Teaching and learning are good, which helps children achieve well. By the end of the Foundation Stage, standards are in line with that expected; many children are likely to reach the Early Learning Goals in mathematical development. There are good opportunities for children to develop their understanding of mathematical concepts both in the classroom and the outside area. Practical tasks contribute towards children gaining correct mathematical vocabulary, such as making patterns on one side of a board and then matching the pattern to show both sides are symmetrical. Through good questioning by the teacher, children described their patterns well using correct terminology. This concept was effectively reinforced by painting butterflies, chalking patterns outside and using a computer program to create a symmetrical pattern. Good opportunities exist for children of all abilities, for example, the higher attaining child is working with numbers up to 100 and formally recording simple addition.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Children have good opportunities to learn from direct experience.
- Children show an interest in using computers and are learning ICT skills quickly.
- There is a good range of activities to promote this area of learning, including the outside area.

Commentary

42. Teaching is good, which helps children learn effectively. This means that by the end of the Foundation Stage, many, including those with special educational needs and who speak English as an additional language, will have achieved the Early Learning Goals, particularly in ICT. Children enjoy using the computers; they are confident and work well to place images of the life cycle of a butterfly in the correct order. The higher attaining children enter text such as '*has got babies*' and '*is hatching*'. Other children enter labels, such as '*eggs*'. ICT effectively reinforces exploration and investigational skills, as this lesson in the suite took place following a '*butterfly and caterpillar hunt*' earlier in the day. Good planning to use the environment promotes children's awareness about the natural world. They talked enthusiastically about their surroundings and enjoyed finding out about living things in the school grounds. The outside area offers lots of space for using large construction equipment. Children worked well together building and creating structures with large blocks, and they adapted their castle to ensure they included windows and doors.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children have a good range of opportunities for all aspects of physical development.
- The newly-created outside area is providing children with an increased range of physical activities.

Commentary

43. Children have good opportunities to play and exercise outside in a secure, attractive environment and also have lessons in the hall. Teaching and learning are good, which helps children to achieve well in physical development. By the end of the Foundation Stage, the majority of children are likely to achieve the Early Learning Goals. There have been good improvements in the provision of an outside area. Children have good access to all Foundation Stage areas, including physical development through child-initiated and teacher-directed activities in the outside area. The lesson observed in the hall was well planned and much enjoyed by the children. Children balance on beams and benches and travel along them with good control, they concentrate well and try to improve their movements. They show good creativity in their choice of movements and are very aware of their own space and observe the needs of others. The more cautious children or those with special educational needs have very good support from the staff; this helps them to access lessons well. In the classroom and the outside area, the children's use of simple tools is developing well and they have opportunities to dig, and to use glue spreaders, scissors, paintbrushes and pencils. Several children co-operated well and showed accuracy while digging with diggers and spades when creating lakes for the '*crocodiles and duck*'!

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- There is good promotion of role-play, which helps children use their imagination effectively.
- Children are encouraged to use a good range of media and explore pattern, colour and shape.
- Children's role-play and artwork effectively supports all areas of learning.

Commentary

44. Teaching is good and this helps children make good progress. Consequently, by the end of the Foundation Stage, many are likely to achieve the Early Learning Goals. Children enjoy playing in the role-play area and have good opportunities to use their imagination as well as their literacy skills. Good intervention by the staff helps to extend children's ideas and develop appropriate language and mathematical skills. For example, in the *Beach Shop*, when children were keen to serve *customers*, they wrote out a receipt and stated the price for the shells. Meanwhile, others restocked the shelves. Children enjoy painting; they mix colours, hold brushes well and apply paint with care. They have good opportunities to work with a range of media and create both two-dimensional and three-dimensional work in paint, pastel and clay.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH AND FRENCH

English

Provision in English is **good** and improving.

Main strengths and weaknesses

- Standards in reading are above average.
- Teaching is effective for all pupils, which is helping to raise standards.
- The school effectively promotes a love of books; this contributes to above average standards.
- A greater emphasis on speaking and listening skills, drama and role-play is helping pupils become confident and articulate.
- Good analysis of national test data highlights areas for development well.
- Higher attaining pupils are not sufficiently challenged.
- Handwriting needs improving and some work is not presented carefully enough.
- Writing skills are not always used effectively across the curriculum.
- Marking is inconsistent and does not help pupils know what they need to do next to improve.

Commentary

45. Overall, pupils' achievement is good; progress is particularly rapid in Year 6. Pupils with special educational needs are supported well and achieve well, some from a low starting point. Those who speak English as an additional language make equally good progress, and those that have been in the school since the Foundation Stage achieve similarly to their classmates. Inspection findings show that the current pupils in Years 2 and 6 are attaining above average standards in reading, just above average in speaking and listening and around average standards in writing. The number gaining the higher Level 3 in writing in Year 2 has risen. The first group of Year 6 pupils in the school took the national tests in 2004 and achieved above average results overall. It is likely that the present class will achieve similar results, which in itself would be an improvement, as there are more pupils with special educational needs than in the previous class. These pupils are achieving well, because no-

one achieved Level 3 in writing in the Year 2 tests in 2001, but a few are now working at the higher Level 5.

46. Standards are generally above average in speaking and listening and pupils achieve well. This is because there has been a good emphasis on pupils communicating in many different situations and talking about what they are learning. Teachers have attended drama workshops which has had a beneficial impact on their teaching. In addition, teachers have good questioning skills which help to draw out answers from individual pupils and encourage longer replies than some pupils might otherwise give. Role-play, drama and partner discussions feature well in many lessons. For example, in Year 3, pairs of pupils decided which questions to ask a character in a story. They were asked to remember the rules about what makes a good speaker and listener. They listened carefully to others without interrupting, had good eye contact and spoke with clarity. By Year 6, most pupils are working at the expected level, with a good proportion at the higher level and they are attentive listeners and confident speakers who express their views well.
47. Pupils achieve well in reading, which means standards are above average throughout the school. Teachers promote reading well and build on the good start that is made in the Foundation Stage. Pupils enjoy reading, on their own or in class lessons. Pupils in Year 6 are trialling the use of a Reading Journal, which has been successful and will be implemented throughout the school. Pupils include diary entries, character description, ratings and recommendations. They talked with enthusiasm about books they had recently read by Anne Fine, Jacqueline Wilson and Michael Morpurgo. Pupils visit the school library regularly, which is a good resource; it is well-maintained with up-to-date books and used well by pupils who enjoy using it. Teachers are promoting the use of research skills well and ensuring pupils have good strategies for locating information. For example, in Year 2, pupils have a good knowledge about books; they understand the use of the content, index and glossary. Linked to their mini-beast topic, Year 2 pupils in their literacy lesson showed they understood features of report writing. They knew why some writing was in bold, identified headings, used the contents appropriately and later selected suitable labels to go with photographs. Year 2 pupils who are early English speakers achieved very well in a small group session with their specialist teacher and accessed the same learning objectives as the class. This was because the teacher very skilfully taught basic skills in conjunction with work on mini-beasts. Pupils learnt about the use of bullet points and remembered that the ladybird had three parts – the head, thorax and abdomen and made good attempts to spell words, such as *joint*.
48. Improving the quality of writing is a whole-school priority. Standards are broadly average in both Years 2 and 6, with some pupils working at the higher levels. Too little emphasis on handwriting and presentation means that there is untidy work in both English books and in other subjects, as noted in the scrutiny of work and lessons. In addition, some older pupils use a mixture of print and joined script. Strategies put into place are already having an impact but the school is aware that still more needs to be done, particularly ensuring pupils have greater opportunities to write across the curriculum, including the use of ICT. There are some good examples of word-processing used to support the writing of poems and stories and in the Year 4 lesson observed, lower-ability pupils achieved the class learning objective through the use of the highlighter tool to identify the differences between two poems. Some imaginative teaching, as in Year 5, helped pupils to write in a persuasive manner, using appropriate vocabulary because they had understood a dilemma that Mary faced in '*The Secret Garden*'. In Year 6, pupils are achieving well. They are developing complex sentences well, use adventurous vocabulary to capture the interest of the reader, effectively turn play scripts into lively narrative, and use similes and a suitable rhyming structure in poems.
49. The overall quality of teaching is good, with some very good aspects. Teachers have good subject knowledge; this helps them to teach basic skills effectively. The deployment of teaching assistants is very effective and strongly contributes to pupils' good achievement and inclusion into lessons. They often support the lower-attaining pupils or those who are at the early stages of learning to speak, read and write in English. However, work to extend the higher-attaining pupils is not always challenging enough. Planning is good and all teachers

share the learning objectives for the lesson effectively, which helps pupils know clearly what they are learning during the lesson. However, the review at the end of the lesson is sometimes too brief and does not reinforce the learning points in the lesson. In addition, pupils do not have regular homework to reinforce and consolidate work that has taken place in the classroom. Teachers have very effective questioning skills which help pupils to clarify their thoughts and extend their learning. However, the quality and use of marking is inconsistent throughout the school; it rarely helps pupils know what they need to do next to achieve the 'next step' in learning. Pupils behave very well and have positive attitudes in their lessons because teachers have good behaviour management skills. Expectations are generally high but teachers do not expect pupils to present their work neatly enough.

50. The co-ordinator leads and manages the subject soundly. She is knowledgeable, supports her colleagues by moderating work, checking planning and ensuring there are sufficient resources, but has little involvement in monitoring teaching and learning in the classroom. Assessment is satisfactory overall and an area for further development. The assessment co-ordinator/Year 6 teacher is successfully trialling strategies to involve pupils more in their learning through target setting. Through discussion, it is evident that Year 6 pupils are very clear about their standards and what they need to do next to improve. The assessment co-ordinator and the headteacher have effectively analysed national data and shared their findings with staff. The need to improve standards in writing has been highlighted and become a whole school initiative. Early indications of data from the latest national tests and inspection evidence show some improvement in the standards pupils achieve in writing.

Language and literacy across the curriculum

51. Cross-curricular links are satisfactory. There are some good examples of pupils writing in a variety of styles and for different purposes. For example, in history, Year 6 pupils wrote as a journalist for a newspaper article about the visit of the Earl of Shaftesbury, who visited a cotton mill. The writing showed empathy for the conditions in which the people worked. Language and literacy skills are not always used effectively across the curriculum, as evident from the scrutiny of pupils' previous work. There are missed opportunities for pupils to develop their skills because these links are not planned systematically. The school has identified that this is a weakness and through the restructuring of the curriculum should be addressed in the next school year. In addition, the overuse of worksheets, as in science, inhibits pupils' ability to write in an appropriate style at length.

French

52. Pupils in Years 3 to 6 have an hour of French each week, taught by a specialist teacher from within the school. Her teaching was observed on one occasion and was seen to have pace, humour and good attention to pronunciation and meaning. Her emphasis on role play, song, games and real life situations meant that all pupils are highly motivated and see foreign languages as an area of fun as well as a challenge. Thus, Year 4 pupils started by revising colours and basic sentence structures, at which the large majority were proficient. Using coloured cubes, the teacher asked which colours she had in her hands. The opportunity to guess this gave a large number of pupils the opportunity to practise colour names and the experience of speaking French to a group without hesitation or embarrassment.
53. French makes a strong contribution to the international flavour of much of the school's work and provides a good mental challenge. The fact that it is well-taught and co-ordinated is indicated by the fact that school is now adapting the work for Years 5 and 6 to ensure that the challenge and enjoyment continues.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well and meet national expectations by the age of 11.
- Teaching is good throughout the school, with detailed planning that matches most pupils well to tasks and materials.
- Progress over time in Years 1 and 2 is not as good as that seen in lessons during the inspection.
- Pupils' attitudes in mathematics lessons are good in all classes.
- Good leadership has ensured a clear focus on weaknesses such as problem solving and consistency in calculation.
- Links with ICT in teaching and learning are weak.
- Marking is not consistent and often misses opportunities to help pupils move on.
- There are insufficient links between numeracy and other curricular areas.

Commentary

54. There has been a considerable improvement since last year in the standard of work by the end of Year 6. The percentage of pupils meeting or exceeding national expectations in the Year 6 national tests in 2004 was only 59 per cent compared with an average national figure of 74 per cent. Evidence gained during the current inspection, together with teacher assessment data, strongly indicates that the school's success rate this year is likely to be higher. This shows that the careful analysis of the situation and the strategies put in place by the mathematics co-ordinator have worked well. The standards of seven-year-olds exceeded national expectations, with over 95 per cent of pupils attaining Level 2 or above in the 2004 national tests.
55. Inspection evidence indicates that standards are broadly average for pupils in Years 2 and 6. In four of the six lessons observed, the teaching was good. This good teaching was characterised by effective use of time by teachers, motivational activities and good work routines within class, with uniformly good teaching assistant support for lower ability pupils. The National Numeracy Strategy is now firmly established within every class and good use is made of lesson introductions to revise topics and vocabulary and develop mental mathematics skills well. In a good Year 2 lesson introducing multiplication grids, the teacher started with whole-class games before moving on to group work. She ensured that each of the groups had appropriate challenge, which meant they achieved well. The teaching assistant was well briefed and provided good support for those pupils with special educational needs. The teacher spent time with the higher achieving group that allowed her to introduce more sophisticated concepts; this enabled them to use a range of strategies to solve problems. However, in some other lessons, higher attaining pupils did not receive this concentrated time and their progress in learning about perpendicular and parallel lines in Year 5 and multiplication and division in Year 3, was not as good as it might have been. In a very good Year 6 lesson conducted by the co-ordinator/teacher, pace and humour were used to engage everyone. The pupils worked on developing graphs that represented shoe sizes within the class. There was good variation in the tasks according to the pupils' different abilities. The higher attaining pupils were introduced to terms such as 'median' and 'mode' through the use of mnemonics, which meant they understood the concepts effectively, although lack of time meant that the terms were not fully consolidated for every pupil in this group. Very good work was carried out by the teaching assistant that ensured lower attaining pupils had similar experiences as their peers, which helped them make good progress.
56. The progress made by pupils from Year 1 to Year 6 is good and the Year 6 pupils achieve well. The standards achieved by Year 2 are average and pupils' progress during the first two years in school is only satisfactory. By the end of the Foundation Stage, pupils are proficient in many areas of basic mathematics and are able to deal with and talk about aspects of number work, shapes and measurement that are expected of five and six-year-olds. They show less proficiency in using mathematics to solve simple problems. This skill is developed during

Years 1 and 2, but overall the good start is not totally capitalised upon and seven-year-olds are only average by national standards when they move into the junior section of the school. There is a mismatch between the quality of the teaching seen with Years 1 and 2 pupils during the inspection and the progress each pupil makes over time. An assessment of pupils' work indicated that weak marking strategies and a lack of expectation, especially of the more able pupils, are contributory factors.

57. In all mathematics lessons, it was clear that this was a popular subject. Pupils showed enthusiasm to answer during the introductory sessions and applied themselves well during the group work at the heart of the lessons. There were a number of good examples of effective working in pairs and many teachers used 'maths partners' to encourage pupils to discuss problems or share strategies. This had the added benefit of enhancing pupils' speaking and listening strategies throughout mathematics lessons.
58. The development in mathematics, which has been very good, especially with older pupils, is very largely due to the work undertaken by the co-ordinator. She has developed a good action plan using data from national assessments, scrutiny of planning and observations of teaching. The emphasis on problem solving has borne fruit during the current year and there is every indication that the greater consistency within mathematics teaching will contribute to an upward trend in attainment in future years. This has been supplemented by very good training opportunities.
59. Two key areas that still require attention are the effective challenging of higher attaining pupils on a regular basis and the consistent use of a marking system that assists pupils in seeing which skills they need to develop and how to go about it. The fact that homework is not regular and predictable means that many opportunities are lost for pupils to apply the skills they have learned within class in an independent context and for the teacher to assess how well established the concepts are.

Mathematics across the curriculum

60. In some subjects, such as science and ICT, mathematical skills are used well to complete graphs, enter data and measure sizes. The skills are, therefore, reinforced well. However, there is no consistent policy for the use of mathematics concepts and vocabulary across the curriculum and practice varies. In all mathematics lessons, there is a strong emphasis on the understanding and use of the technical vocabulary. There is not the same emphasis on mathematics skills in the planning of other subjects and many opportunities are missed.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Science investigations have improved in quality and quantity.
- Over-dependence on work sheets limits more sustained writing.
- Teachers' marking varies in quality.
- There are good opportunities to develop numeracy skills.
- Local resources provide good material for learning in science.

Commentary

61. Year 6 pupils reached average standards in the 2004 national tests. Teacher assessment in 2004 showed that Year 2 pupils achieved average standards, but too few achieved the higher Level 3. Inspection evidence indicates that standards are in line with those expected nationally for both the seven-year-olds and 11-year-olds. Standards have not been maintained for the

seven-year-olds since the previous inspection, where they were found to be above average. Pupils were beginning to understand the processes for fair testing but were lacking in understanding about making predictions. An overuse of photocopied worksheets limits their progress in the use of scientific terminology and applying its meaning. The higher achieving pupils make good progress, especially in science investigations, where they demonstrate clear understanding of the investigation process.

62. Achievement is good for the 11-year-old pupils and their development in knowledge and understanding of science investigations is also good. There has been an emphasis on the improvement of investigational work and the balance of these activities with science content activities is satisfactory. Where there is an overdependence on photocopied material, pupils have limited opportunities to develop their descriptive and illustrative skills.
63. Pupils in Year 2 could explain their investigation into forces. By running a toy car down a ramp onto varying surfaces, they found variation in how far the car travelled. They described how they found the best substance to mend a hole in a bucket. They are beginning to understand the meaning of fair testing and could say why, for example, it was important to have the same amount of water in the bucket for each test. Pupils in Year 6 are confident about the processes of investigations. They make predictions, for example, concerning how the rate of sinking of a piece of bread in water is affected by what shape it is. They were confident in their use of measuring equipment and were able to set out their investigations in an appropriate way. They use tables to log their readings, plot graphs and interpret their findings. Many of the investigations are put into a 'creative starter - real life' context, which helps to give pupils a familiar and friendly context within which to carry out their investigation.
64. The quality of teaching is generally good. Teachers plan activities carefully for the varying abilities of pupils and the use of teaching assistants to support those who find learning difficult is well organised throughout. Care is taken with explanations so that after the introduction to lessons pupils know exactly what is expected of them. With younger pupils, teachers use a system of "planning houses" to teach the aspects of investigation work. This is effective as it enables pupils to see why they carry out the tasks in a particular order. Where there is less dependence on photocopied worksheets, pupils are able to make better progress in developing illustrative skills. Some of the diagrams of plants in Year 5 were of very good quality. High expectations of behaviour enable groups to work well in science activities. In pupils' exercise books, there is variation in the quality of marking and there are cases where untidy work goes unchecked. Where teaching is good, marking enables pupils to understand clearly how well they have done and what they need to do to improve.
65. Throughout the school, there are good opportunities for the development of numeracy skills in science, especially through the use of graphs. ICT is used effectively in some of their investigations. The mini-beast lesson in Year 2 was greatly enhanced through the use of the PC microscope. In Year 6, the use of ICT to measure light using a data logger and the PC microscope to study the structure of fabrics, provided pupils with important information in their bathroom blind activity.
66. The management of science is good. The school has adopted the local education authority scheme of work and pupils are offered the full range of programme of study. There has been a focus on the teaching of investigations which has had a good impact on teaching and learning. Teachers moderate pupils' work each year to ensure their levelling is appropriate across the school. The system of assessment allows pupils' progress to be tracked and areas of weakness to be identified. Development planning is realistic with an emphasis on raising standards, standardising the approach to science investigations and continued professional development for teachers. Continued use of local resources helps to stimulate learning such as visits to Oxford Botanic Gardens and the school's own environmental area, which is an excellent resource.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are above average for the 11-year-olds.
- Achievement is good in Years 3 to 6.
- Pupils have a generous access to ICT in the suite each week.
- ICT is used well to support learning in other subjects.
- Development planning needs to be more strategic.
- Resources in the suite need some attention.

Commentary

67. Standards in ICT for the seven-year-old pupils are average. They make good use of a variety of software to support their learning in other subjects. The quantity of material produced by them is low and this impacts on how well they make progress. Older pupils develop good skills and understanding of the variety of software they use and the standards for 11-year-olds are above average. ICT is used freely within other subjects and pupils talked confidently about how ICT helped them in their learning. The pupils achieve satisfactorily in Years 1 and 2, and well in Years 3 to 6.
68. In a Year 2 science lesson on mini-beasts, pupils were able to identify different kinds of woodlouse by using a branching database. A PC microscope was also used so that particular features could be easily seen. They had produced bar charts illustrating patterns in their collected information on their favourite games. Graphics software had enabled them to show a firework display and the Great Fire of London. However, the limited amount of work completed impacts on pupils' development of ICT skills, knowledge and understanding.
69. Year 3 pupils showed a good level of confidence as they added sound effects to a poem about musical instruments. This brought their poem to life and was an unusual use of ICT within a literacy context. Older pupils demonstrate increased confidence. Year 4 were using a variety of software to help to produce a presentation, posters and letters in connection with a geography project on Water Aid. Year 5 made use of software that enabled them to create animations of Tudor characters wearing different period costume. Year 6 made good use of ICT for illustrating their findings on a geography field trip such as a graph of the depth of water across the river. Use of a data logger in Year 6 enabled decisions to be made concerning the suitability of bathroom blinds. Pupils' decisions were also helped through the use of the PC microscope where they could see the structure of the fabric for the blinds.
70. The quality of teaching is good overall and sometimes very good. The use of the interactive whiteboard greatly enhances teaching and enables pupils to make good progress. The Foundation Stage class watched a demonstration on the interactive whiteboard of sequencing the life cycle of a butterfly. They could involve themselves immediately on their computers as they had all seen very clearly what to do. Teachers usually provide differing activities to suit the varying abilities of their pupils. Pupils are well organised so that through additional cover in the classroom they are able to have a computer each during their session in the suite; this helps them to make good progress. Pupils have generous access to ICT. Two sessions per week enables firstly the concentration on ICT skills and then, secondly, the application of these skills within a subject. Through well-organised in-service training, teachers are gaining in confidence and are able to use ICT more as a teaching tool. The employment of a technician/teacher greatly enhances the school's provision. He keeps the ICT technically running smoothly and is able to bring a high level of expertise into the school.
71. The provision has improved through good leadership. However, strategic planning does not enable clear development beyond a year ahead and it lacks budgetary links. The assessment system enables coverage to be clearly monitored and teachers can track pupils' progress. Provision would be further improved through enhancements to the suite such as improved

display area, speakers beside the interactive whiteboard and staging to improve access to the interactive whiteboard.

Information and communication technology across the curriculum

72. This is good across the school, especially with the older pupils. There were numerous examples of where ICT supported learning in other subjects. Teachers plan for ICT to support learning in English, mathematics, science, history and geography. There is a culture of using ICT within other subjects and this helps pupils to develop their skills, knowledge and understanding in the subject.

HUMANITIES

Geography was inspected in full but history was sampled because it was not a major focus during the inspection and no lessons were seen.

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- Standards have improved throughout the school.
- Cross-curricular links are good.
- Links with other schools enhance the provision.
- Teaching does not always exploit available resources.
- Blocked time for the subject affects progress.
- Assessment is underdeveloped.

Commentary

73. Standards are average both for the seven-year-old and 11-year-old pupils and the achievement they make is satisfactory. This is an improvement since the previous inspection for the older pupils. The concentration on improvement of geographical enquiry and skills by the school is proving successful.
74. Much work is carried out using the local area and school grounds to support the development of enquiry with younger pupils. Year 1 using a plan of the school playground to find out the areas of shade and sounds and Year 2 mapping the local streets to find out which streets had the most houses are examples of activities enabling the development of these skills. Older pupils carry out enquiries across a wider scale; Year 4 pupils were studying the dam over the river Yangzi and how hydro-electricity is generated and Year 6 studied mountain ranges and rivers of the world. Additional aspects of geography, understanding of places, patterns and processes and environmental change are included within these studies. There are very good opportunities to compare countries and cultures through the excellent links made with schools abroad. Additionally, residential visits to places such as Kingswood and Yenworthy enable further opportunities.
75. Teaching varies from satisfactory to good. Teachers make good cross-curricular links such as the link in Year 2 of history and geography in their map work connected with the Great Fire of London and in Year 6, where a field study of the river Cherwell enabled poetry writing, data handling and ICT to be used within the study. Where resources are creatively used, teaching is good, such as the use of ICT in Year 4, where material was being produced for the Water Aid project, and in Year 6, where a model of water, clay and sand helped to explain the processes that cause flooding.

76. Leadership and management of the subject are good. Training for teachers has included the development of fieldwork, 'real life' situations and cross-curricular aspects. Year 4 pupils became involved in the redesign of Corn Market Street, where they interviewed shopkeepers and drew up plans. In certain year groups, geography is blocked with history and this has an impact on pupils' general progress in the subject. Assessment is an area for further development. There is not yet enough assessment of skills knowledge and understanding to challenge pupils and raise standards further.

History

77. No lessons in history were observed during the inspection so no overall judgement can be made on provision. From the quantity and quality of work sampled, pupils are offered a comprehensive range of activities where they are able to develop satisfactory skills, knowledge and understanding of history. History activities are often linked to other curriculum areas such as geography, literacy, art and ICT. For example, in Year 2, whilst studying the Great Fire of London, models of London houses were positioned so that pupils could draw a street plan as a geography exercise. ICT was also used to create pictures of the fire. Pupils wrote about what made a good castle and so were introduced to many historical terms which they used in a geographical activity drawing plans of castles. Year 6 pupils made good use of ICT in their research and presentation of work on the Victorians. Activities in history are frequently introduced within a child-centred context such as the writing of a Victorian diary, the comparison with present day school and Victorian schooling and the use of The Boscombe Valley Mystery to learn about life in everyday Victorian times.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology, and music were sampled and were not a major focus of the inspection. It is therefore not possible to make overall judgements about provision or on standards and teaching in these subjects. Planning generally follows national guidelines and meets curriculum requirements.

Art and design

78. Only one lesson was seen in art and design. Scrutiny of pupils' work on display and past work indicates that in both Years 2 and 6 standards are similar to those expected. Displays of art enhance the learning environment well and indicate that pupils are given satisfactory opportunities to mix colours and use a range of different media such as paint, pastels, ink and pencils. Pupils are learning about a range of artists. For example, pupils in Year 4 have produced portraits in the style of Picasso, capturing the geometric, abstract form and use of bold colour well. Large pictures of flowers, painted in the style of Georgia O'Keeffe, show a good use of colour and make an impressive display in the hall. Opportunities are taken to support other areas of the curriculum and the school grounds and the local Botanic Gardens are used effectively. For example, Year 2 pupils have used their observation skills and carefully drawn pictures of flowers. However, there are limited opportunities for pupils to employ their computer skills to create pictures and patterns. Artwork is used well to reinforce pupils' understanding and knowledge of different cultures, which is an improvement from the last inspection. In the Year 5 lesson observed, pupils investigated art and design from different cultures and traditions. During the lesson, they successfully printed designs based on Nigerian art and recently used inks to create animal designs based on techniques used in Aboriginal art. As at the time of the previous inspection, the use of sketchbooks is limited. They do not show progression and there are few occasions when pupils use their books appropriately to experiment with a variety of techniques. An after-school art club for pupils in Years 1 and 2 helps to extend their artistic skills and enjoyment of art.

Design and technology

79. The school has identified the need to raise standards of achievement in design and technology and to enhance teachers' understanding and knowledge of the subject. Several teachers have been on training sessions. The co-ordinator is enthusiastic and is developing a skills progression checklist to supplement the long-term plans, which are based on national guidance. Evidence from displays and the scrutiny of work indicates that a satisfactory range of activities is provided in design and technology. Standards of pupils' work appear to be in line with that expected in Years 2 and 6. Just one lesson, in Year 2, was observed. Teaching and learning were good in this lesson; the pupils thought carefully about making a moving object with the use of a pulley. In class and partner discussions, they commented on the tools and materials they would need, using technical vocabulary well. Good questioning by the teacher made pupils think about the need for careful measuring when using lengths of dowelling, which reinforced the pupils' numeracy skills. Observation of completed work indicates sufficient attention is paid to the stages of design, make and evaluation. A range of techniques is used to join materials and attention is paid to finishing products with care.

Music

80. Only one lesson was observed in music. This showed good teaching with a high level of application and enthusiasm on the part of Year 3 pupils. The specialist music teacher employed by the school from the local support service is a good practitioner who has a very good relationship with pupils and a strong commitment to the school. She provides a lesson for each class in Years 3 to 6, with the two younger classes being taught by their own teachers. Her work also includes the development of an appropriate scheme of work. The curriculum meets the national requirements. There is a structured development of both performance and appreciation skills. Pupils experience a range of classical and vocal music. They have the opportunity to sing spirituals, riffs and songs from countries such as Switzerland, Portugal and Austria. They listen to classical composers in works such as Saint Saëns' 'Carnival of the Animals' and Holst's 'The Planets Suite'. In addition, they encounter modern music by such composers as Reich and Cage. There is a strong emphasis on the development of key aspects of music, including notation, conventional and graphic, dynamics and rhythm.
81. There are many visits and trips that further enrich the music curriculum. African drummers, steel bands and a local ukulele expert have visited the school and the pupils show a real interest in these activities. In addition, the school has performed at events such as the councillors' carol service, at a local residential home and in their own performances such as 'The Grumpy Sheep' last Christmas. The most impressive aspect of the music curriculum is the provision for active involvement by all ages. Pupils from Reception and Years 1 and 2 perform as a percussion section in the school orchestra and have participated in Irish music, facilitated by a parent, for St Patrick's Day. It is a rich and stimulating musical environment. More work needs to be carried out to fully utilise the pupils' singing skills and this is within the subject planning for the next year.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Teaching is of a good quality, with a strong focus on skills and enjoyment.
- Good use is made of the grounds, staff skills and coaches to enrich the PE curriculum.
- Good leadership means that this subject is developing well on a termly basis.

Commentary

82. Pupils meet national expectations in PE at seven and 11. In PE, the school continues to provide good experiences for pupils. The pupils achieve well throughout the school. By the

beginning of Year 1, they have already gained good body awareness and balance. They use equipment and take turns well. In Years 1 and 2, they receive good teaching and additional opportunities outside school, which means they develop well. There is similarly good teaching within the junior classes. The pupils' success is accompanied by a strong enjoyment of the subject, together with a good and detailed knowledge of how their bodies act and react when exercising.

83. Class teachers are good at teaching PE. They set clear boundaries, important for health and safety as much as for behaviour. They use language well to explain, praise and question all pupils. In addition, they provide challenging and enjoyable tasks to help in the development of movement, balance and co-operation. Thus, in a good Year 2 PE class, pupils were taught good techniques for running. The teacher used pace and humour to demonstrate what did not work and gradually introduced efficient techniques which pupils were able to demonstrate at the end of the lesson. Similarly, in a good Year 6 lesson, the co-ordinator started with an excellent warm-up session, giving a running commentary on the muscles that were being loosened and why. This was followed by a step-by-step practice of the three elements of triple jump. Once again, humour and structure went hand-in-hand and kept all pupils deeply involved in the process. Good development took place within the one-hour session.
84. Good class teaching is enhanced in a number of ways. The very good outdoor accommodation is well used to ensure that pupils develop the relevant athletics and gymnastic skills. Residential weeks for Years 5 and 6 pupils provide very good adventurous activities and there is good access to swimming in Years 3 and 4. In addition, the use of local skills means that pupils have access to expert advice and training in areas such netball, dance, golf and hockey in addition to the standard elements of the PE curriculum.
85. The success of this subject is also due to the very effective leadership provided by the co-ordinator. As well as being a good role model for teaching in PE, she has made strong links with local schools, leading to a new and appropriate scheme of work, as well as participation in a number of competitive events that pupils and parents value highly. She has also drawn on skilled coaching in hockey, rugby and athletics through Sport England. The strong emphasis on health and fitness has been boosted by a new fitness club and the purchase of new equipment such as space hoppers. Current plans involve the introduction of ICT into sports work and increasing games work in Years 1 and 2. The school hall places a limitation on PE and games work for older pupils.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

86. Personal, social, health and citizenship education is well established and makes a valuable contribution to the personal development and maturity of all pupils. All staff, including catering and site staff, have received detailed training for the 'Family Links' programme and they set good role models for pupils in every aspect of school life. The co-ordinator indicated that this went as far as staff apologising to pupils if staff made mistakes. The scheme of work has been well researched and there is a strong commitment by all staff to ensure that healthy eating, fitness and social development form part of all experiences during the week. Good quality resources have been purchased to back up the scheme.
87. The school has been very active in encouraging healthy eating and there is very good work, especially within PE, to emphasise how pupils can develop a healthy body. There is now an effective relationships and sex education policy with good involvement from the health sector. Events such as the incident minimalisation course for Year 6 at the John Radcliffe, fundraising for the tsunami and Sudan and the school's shadow elections have all contributed well to the development of good citizenship and social skills which were evident throughout the inspection week. The institution of 'playground buddies', the effective recognition of School Council requests and the development of access to the ICT suite and sports coaching are all seen as the school putting into effect the teaching it provides concerning the development of pupils as citizens of the future.

88. Three well-planned lessons were observed during the inspection. The teaching was characterised by very good relationships between staff and pupils, very effective use of 'circle time' techniques and good opportunities to reflect on pupils' own worth and how to work and play together successfully. This subject permeates all aspects of school life with success.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	2

How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

Overall standards achieved	4
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	2
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3

The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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