

INSPECTION REPORT

TACKLEY CHURCH OF ENGLAND PRIMARY SCHOOL

Tackley

LEA area: Oxfordshire

Unique reference number: 123117

Headteacher: Karen Metcalfe

Lead inspector: Martin Creasey

Dates of inspection: 16th - 18th May 2005

Inspection number: 268022

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 controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	138
School address:	42 St John's Road Tackley Kiddlington Oxfordshire
Postcode:	OX5 3AP
Telephone number:	(01869) 331 327
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Appropriate authority:	Local Education Authority
Name of chair of governors:	Mr C Ward
Date of previous inspection:	23 rd November 1998

CHARACTERISTICS OF THE SCHOOL

Tackley CE Primary School is a small village primary school that serves the immediate village of Tackley and the wider community of the Heyfords from which children are bussed in. There are 138 pupils on roll which represents a considerable increase on the previous inspection. Children are admitted to the school at the beginning of the year of their fifth birthday and there is one admission date to the school in September. The attainment of pupils on entry to the school is in line with the national average, which is lower than at the time of the previous inspection. The number of pupils with special educational needs, including those with statements, is well below the national average but the number with first languages other than English is above the national average. The school has a strong commitment to ensuring that children and families from all the communities the school serves are included in the activities planned both during and outside school hours. The parents and the wider community are very involved in the activities of the school.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2451	Martin Creasey	Lead inspector	Science Art and design Geography History Music
9646	Geraldine Osment	Lay inspector	
20001	Bill Davies	Team inspector	Mathematics Information and communication technology (ICT) Design and technology (DT) Physical education (PE)
20934	Jennie Cutler	Team inspector	English Religious education (RE) Foundation Stage

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Tackley Church of England Primary School is an improving school and provides satisfactory value for money. It is an inclusive school and meets the needs of its pupils well. Pupils achieve standards in the national tests at the end of Key Stage 2 that match their capabilities. Throughout the school, pupils with special educational needs (SEN) and those with first languages other than English (EAL) do well and are well supported by teachers and teaching assistants. The leadership and management by the headteacher are good and the improvements she has focused on since being appointed have been successfully achieved. Most notably, the Foundation Stage provision is now very good and children have a successful beginning to their school life.

The school's main strengths and weaknesses are:

- The standards in speaking and listening and number are good throughout the school.
- Pupils achieve well in their reading and standards are above those expected nationally in both key stages.
- Teaching and learning in the Foundation Stage are very good and children progress very well in their first year at school.
- The standards of presentation of handwriting, punctuation and spelling are often unsatisfactory.
- The provision the school makes for extra-curricular opportunities is very good.
- The standards in ICT are very good and pupils use the resources well in many subjects.
- In Key Stage 2, the standards in music are high.
- There is a homework policy but homework is not set or marked consistently across the school.
- The links with parents and the community are very good.
- Relationships are very good between pupils and adults and with each other.

There have been significant changes in the past six years, with the school now admitting pupils from a wider area, the admission of pupils with EAL, an increase in the numbers on roll to over 130 and changes in staff, including the headteacher. These factors mean that there are few comparisons with the previous inspection; however, there are improvements in the Foundation Stage which are considerable and the accommodation is also better than in 1998. **Standards have been maintained, therefore the improvement since the last inspection is satisfactory.**

STANDARDS ACHIEVED

This table needs to be interpreted with caution as there were only nine pupils in the group in Year 6 in 2004 sitting the national tests. Each pupil accounted for more than 11 per cent of the total.

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

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

The standards attained by the individual Key Stage 2 pupils in these tests were good and matched their capabilities well. The improvement they made over their previous attainment in Key Stage 1 was better than the national average. In the Foundation Stage, children make very good progress and most meet all the goals they are expected to reach at the end of Reception. In Key

Stage 1, pupils' achievement is satisfactory when compared to similar schools in reading and mathematics but below average in writing. ('similar schools' means all those with less than eight per cent of the pupils qualifying for free school meals).

Pupils' personal development is good. The provision for social, moral spiritual and cultural education is good and contributes well to the personal development of pupils. There were no incidents of poor behaviour and there is a high level of care and responsibility amongst the pupils demonstrated at breaks and lunchtimes.

QUALITY OF EDUCATION

The quality of education is good throughout the school. Teaching is very good in the Foundation Stage, good in Key Stage 2 and satisfactory in Key Stage 1. Pupils' learning matches this and they make most progress where teaching is best. There needs to be some improvement in teachers' marking so that pupils have a clear indication of what they need to do to improve. **The care, guidance and support for pupils are good.** All staff work hard to ensure this. The curriculum is broad and balanced, with very good provision for pupils outside school hours where their sport and creative learning experiences are enhanced. Teachers are innovative and join some subjects together and pupils are enjoying the experience, particularly where art and music are used to enhance other subjects such as history or personal and social development.

LEADERSHIP AND MANAGEMENT

The headteacher provides good leadership and management and is clear about the improvements required in the school and the programme of development. Governors are supportive and they are improving their knowledge and understanding of their role. The school improvement plan covers one year and lacks a longer strategic view of developments.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents expressed general support of the school and many participate and help in lessons and activities. Most concern was expressed with the inconsistency of the setting and marking of homework and this is confirmed in the inspection findings. Both pupils and parents were appreciative of the wide range of activities provided outside the school hours, particularly the high quality of musical performance. Some pupils felt at times their work was too easy.

IMPROVEMENTS NEEDED

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

- Improve the presentation, handwriting, punctuation and spelling skills of pupils.
- Ensure the homework policy is followed consistently so that all pupils benefit.
- Improve teachers' marking so that pupils have a clear idea of what they need to do to improve their work and are encouraged to do so.
- Make the school improvement plan more strategic by covering more than just one year of planned improvements.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards of achievement are satisfactory throughout the school. There are no significant differences in the achievements of boys and girls. Pupils with special educational needs (SEN) and those learning English as an additional language (EAL) achieve well and are supported by good teaching assistants and carefully prepared work. In the Foundation Stage, children achieve very well and have a good beginning in the school with almost all successfully completing the early learning goals. The very small Key Stage 2 Year 6 group of pupils in the 2004 national tests showed above average improvement on their Key Stage 1 results and more than half of the group attained the higher level in mathematics. Standards in reading, speaking and listening and number are good throughout the school. Standards in written presentation, spelling and punctuation are unsatisfactory in much of the work in pupils' books.

Main strengths and weaknesses

- Achievement in the Foundation Stage is good and pupils progress well.
- Pupils achieve well in reading in both key stages.
- Speaking and listening is good across the school.
- Pupils' achievement in ICT is very good.
- More than half of last year's Year 6 group attained the higher level in the national tests in mathematics.
- Pupils' standards in handwriting, presentation skills, spelling and punctuation are below average.

Commentary

Starting school

1. Children beginning school in the Reception class have a wide range of skills, knowledge and understanding. The groups of children are small and therefore making a judgement about the overall capability of the group is difficult; each child demonstrates a wide range of abilities. However, assessment shows that most children begin school with skills in language, literacy and numeracy that are in line with those expected of this age group.

School's results in national tests

2. There were 28 pupils in the group taking the national Key Stage 1 tests in 2004. In comparison with the results in similar schools (those with less than eight per cent of the pupils on free school meals), pupils attained standards in line with the national average in reading and mathematics and below average in writing. In both mathematics and reading, the percentage of pupils attaining the higher levels was well above the national average. The trend in results over the last five years shows the school's results to be above the national average. Despite the wide variation in the numbers of Key Stage 1 pupils taking the tests each year, the school is maintaining the standards achieved previously.

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

Standards in:	School results	National results
reading	17.1 (17.8)	15.8 (15.7)
writing	14.8 (15.4)	14.6 (14.6)
mathematics	17.3 (17.3)	16.2 (16.3)

There were [number] pupils in the year group. Figures in brackets are for the previous year.

3. Only nine Year 6 pupils took the Key Stage 2 national tests in 2004. This number is too small for a significant comparison to be made with national standards. Nevertheless the group of pupils did significantly better than in their previous tests in Key Stage 1 and demonstrated improvement above the national average. More than half the number of pupils attained the higher level in mathematics. Standards are being maintained when compared to those of previous groups and those reported in the last inspection.

Inspection findings

The Foundation Stage

4. At the time of the inspection, the staff in the Foundation Stage were undertaking the end-of-year assessments of children's progress. The progress children are making is good and most are likely to achieve the expected levels by the end of the year. Many children already read, write and handle simple number ideas well and are well prepared for the Year 1 work to come. Socially they demonstrate very good skills as they do in creative and physical development. There has been significant input by the headteacher into the staffing and development of the Foundation Stage and this is reflected in the improvement since the last inspection in the standards attained and the progress of the children.

Years 1 and 2

5. The children in Key Stage 1 make satisfactory progress and achieve standards in English, mathematics and science that are in line with the national expectations by the end of Year 2. Reading is good and most children's standards are above average. ICT is good and pupils have opportunities to develop their skills across the curriculum using the technologies very well, particularly in word-processing, art and design and data-handling. The artwork undertaken in classes and on display is good and so is music; children sing well and talk knowledgeably about the subject. Both subjects demonstrate the developing skills of the pupils. The standards and achievement in all other subjects are satisfactory.

Years 3 to 6

6. The achievement of pupils in ICT is now very good and this represents an improvement since the previous inspection. By the end of Year 6, pupils demonstrate a high level of skills in the use of ICT across the curriculum, using the technologies well for drafting and presenting work in English, history and geography particularly. They are confident in the use of interactive whiteboards and in handling and analysing data. The standards in English, mathematics and science are satisfactory although the understanding demonstrated by pupils suggests that this is generally better than average. Often the work in exercise books is presented poorly and does not represent pupils' knowledge and understanding appropriately. Standards in music are very good and many pupils play instruments and read music to standards well above those expected at this age. Work in art and design is good and used extensively around the school to highlight a variety of subjects and activities. Pupils are able to design, draw and paint well with a variety of media. Achievement in other subjects is satisfactory. Religious education (RE) has improved since the previous inspection and pupils achieve the standards set out in the locally agreed syllabus.

Whole-school matters

7. Pupils with special educational needs achieve well throughout the school and are well supported by teachers and teaching assistants preparing work based on individual education plans. These plans build on good knowledge of the individual pupils' capabilities. Throughout the school, the work in the pupils' books and folders does not always reflect the standards attained in end-of-year assessments, including the national tests. This is because skills of presentation, handwriting and basic punctuation are not as well developed as they should be. Teachers could expect more and often do not set high enough standards for pupils to aspire to. This applies to mathematics and science presentation too, where often the emphasis is placed on the worksheet and not on pupils' ability to set out and express their own work clearly. The school has changed since the last inspection and grown significantly. There have been considerable improvements in standards in the Foundation Stage and ICT, standards in national tests have been maintained. Pupils could achieve higher standards in the

presentation of their day-to-day work in Key Stages 1 and 2. There are no significant differences in the achievements of boys and girls.

Pupils' attitudes, values and other personal qualities

Pupils' behaviour and attitudes are good. Their personal qualities are developed well. Pupils are punctual for the start of school and the attendance rate is above the national average. The spiritual, moral, social and cultural aspects of the school are good.

Main strengths and weaknesses

- Relationships are very good between pupils and adults and with each other.
- The pupils are well behaved around the school and they respond positively when teachers provide interesting lessons.
- The strong school ethos strongly supports the pupils' personal development.
- Parents ensure their children attend school regularly and on time.

Commentary

8. A large majority of the parents who responded to the pre-inspection questionnaire feel that their children like school and this was borne out when speaking to pupils during the inspection. They said this is a 'very friendly and fun school' where everyone knows everyone else. In many lessons, pupils work together successfully in small groups and pairs, for example during a good Year 2/3 science lesson as they took turns working on computers whilst studying animal habitats.
9. During assemblies, break and lunchtimes, the pupils are very well behaved. They move around the school sensibly and play well together on the field and in the playground. In the majority of lessons, pupils listen well to their teachers, get on with set tasks without a fuss and are able to work productively. This was clearly seen in a good Year 5 art and design lesson when the class was creating printing blocks influenced by the work of William Morris. In the one unsatisfactory lesson, the teacher did not have high enough expectations of behaviour and the learning was adversely affected. There have not been any exclusions from the school in the last year and pupils do not feel that bullying is an issue at this school.
10. The inspection team agrees with the parents that the strong caring ethos engendered by the community spirit of the school is a strength. Music plays an important part in enhancing pupils' spiritual development, as there are high numbers of pupils involved in instrumental tuition and the orchestra. In an assembly as part of the Christian Aid project, 'Make Poverty History', and by collecting for charities and Global Awareness Week, the pupils are encouraged to think about other people. Pupils feel they take care of each other well; for example as playground buddies and dinner table monitors. Through the school council, they are taking some responsibility for their school. Teachers use the community and local area well to enhance pupils' understanding of their own culture, including visits to the Natural History and bus museums and the Oxford Literary Festival. Pupils learn about other faiths in religious education and other countries' cultures in history and geography, but they are not sufficiently aware of the presence and diversity of other cultures in Britain.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.4	School data	0.3
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.

11. As reported at the previous inspection, the attendance rate is good, with very few unexplained absences. However, the headteacher has concerns about the increasing numbers of parents

taking their children out of school for term-time holidays. Most of the pupils are punctual for the start of school and lessons begin on time.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. In the Foundation Stage it is very good and it is good in Key Stage 2.

Teaching and learning

Teaching is very good in the Foundation Stage, satisfactory in Key Stage 1 and good in Key Stage 2. The children in the Foundation Stage make progress in line with the teaching and are developing their skills, knowledge and understanding in the curriculum very well. The teachers are developing ways to establish and record how well pupils are achieving and to use this information for planning work matched to pupils' capabilities. Pupils with SEN and EAL are taught well and make good progress because teachers and teaching assistants plan carefully to ensure that work matches pupils' capabilities.

Main strengths and weaknesses

- Teaching and learning in the Foundation Stage are very good and are a strength of the school.
- Pupils are enabled to develop their independent and collaborative learning skills best in the Foundation Stage and in their music lessons.
- Pupils often know what they have to do to improve but are not always encouraged to do so.
- In some lessons teaching is not demanding enough to challenge and improve pupils' achievement.
- Teaching assistants work well and contribute to pupils' learning across the school, including for those with SEN and EAL.

Commentary

12. In literacy and numeracy lessons in both key stages, teaching was satisfactory in all but one literacy lesson in Key Stage 1, where it was unsatisfactory. Pupils' progress in these lessons was also satisfactory and they are meeting the requirements of the national strategies. Pupils are progressing well towards successful completion of the numeracy and literacy strategies and the expected levels in the national tests. However, the teaching in these lessons was sometimes undemanding and pupils managed the work without enough challenge or developing independent and collaborative learning techniques.
13. The school is exploring ways of improving pupils' learning of literacy and numeracy in other subject areas, for example in science, using ICT and data-handling to monitor the pollution levels in the school pond year on year. This methodology is not embedded in all teachers' practice.

Summary of teaching observed during the inspection in 18 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	3	6	8	1	0	0

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

14. It was in the lessons in other subjects that the teachers demonstrated techniques that promoted pupils' independent and collaborative learning with enthusiasm and delight. In a Year 5/6 music lesson, pupils managed their rehearsal time in small groups and showed good collaboration in twos and threes in order to produce music successfully. In art and design the same age group worked all afternoon, inspired by their engagement with the ideas of William

Morris, to acquire new skills of printing using a range of techniques. In the Foundation Stage, children are developing independent learning skills, managing their day around the wide variety of resources and activities available for them to choose from. In addition, the teaching helps them develop awareness of other children's needs and space.

15. Teachers assess individual pupils' work regularly and thoroughly and they have detailed files containing the records of these assessments in English and mathematics. These records are used for planning of a general nature although some work in these subjects does not challenge the pupils nor set high enough aspirations. Older pupils commented that they find some mathematics and English work too easy. They also commented that they are helped to know what they need to do to improve their work but this is not always required by teachers. Consequently some presentation of work is not of the highest quality despite the fact that pupils are able to describe how they could make it look better.
16. There is a policy for homework which is used effectively by most teachers to reinforce and extend the work in lessons. Both parents and pupils felt that there was some inconsistency in the use of homework and the inspection findings would agree that the setting and marking of homework could be improved. The policy is not monitored regularly enough nor its success assessed with sufficient rigour.

The curriculum

The overall quality of the curriculum is **satisfactory**. There is **very good** provision for out-of-class activities that enrich pupils' learning. Accommodation is very good in the Foundation Stage and satisfactory in other areas of the school.

Main strengths and weaknesses

- Opportunities for enrichment through visits and visitors and through extra-curricular activities are very good and there is good participation both in sports and the arts.
- Good structures are in place to ensure that all pupils are fully included in all that the school offers.
- Pupils with special educational needs are very well supported.

Commentary

17. The school's curriculum is satisfactory in all areas. As a result, pupils are well prepared for the next stage of learning. Staff and governors systematically review the curriculum in order to evaluate progress and determine improvement priorities. Planning takes account of the varying ages and needs of pupils in classes to ensure that new learning builds on pupils' prior experiences. The school has identified the need to involve pupils more in assessing their own learning, which will give teachers and pupils more opportunities to identify appropriate targets and focus planning for the next steps in learning. The teaching and use of ICT in the curriculum are very good. ICT has been developed well across the curriculum. Links with other subjects are satisfactory and this continues to be a priority for improvement. The school has invested in a wide range of new resources which make learning and teaching interesting for pupils and staff.
18. The school's provision for pupils with special educational needs and those for whom English is an additional language is good. Work is planned to ensure that these pupils are included and make progress. Teachers make good use of additional adult support. External specialist support is used effectively to assess, monitor and review these pupils' progress.
19. The school provides well-structured programmes to support pupils' personal, social and health education and this includes education about sex, drugs and relationships. Pupils are given time to talk about issues that affect them and feel secure to seek support and guidance from staff. The school is very committed to providing pupils with a caring and stable

community and considers their personal, social and health education in all aspects of the curriculum. This helps pupils to take an active role in their learning.

20. A very good range of visits out and visitors to school increases pupils' knowledge and understanding effectively as do the residential visits that pupils undertake every year. Pupils talked enthusiastically about their visits to museums, involvement in school productions and social events in the school. Others talked about their participation in the school choir and orchestra. There are a good number of playing resources for pupils to use at break and lunchtimes that serve to both occupy and exercise them. There is also a good range of physical activities in the curriculum and sports clubs that generate a healthy interest in fitness and team games. These experiences make a very good contribution to pupils' enjoyment of school life and to their participation in the arts and sport.
21. Resources in the school are satisfactory. The school has worked to increase the range and quality of resources available. They are used effectively to enhance the curriculum by making lessons more stimulating for pupils. The recent introduction of the interactive whiteboards has made a significant contribution to helping pupils access learning in both visual and practical 'hands-on' ways. The whiteboards are used effectively to enhance the curriculum by making lessons more stimulating for pupils.
22. The school has a satisfactory number of teachers and support staff and they are provided with opportunities to attend training to ensure they gain the skills they need to do a successful job.
23. The accommodation is satisfactory overall and has been improved since the last inspection; it is very good for the Foundation Stage.

Care, guidance and support

Procedures to ensure the care, guidance and welfare of the children are very effective. Achievement and personal development are monitored well. The pupils' involvement in school developments is good.

Main strengths and weaknesses

- The school takes very good care of the pupils.
- Pupils receive good support and guidance from their teachers.
- Pupils have good opportunities to be involved in the life of the school.

Commentary

24. The inspection team agrees with the parents who are happy with the care that is taken of their children. Child protection procedures, first aid and medical support are good; health and safety checks and regular risk assessments take place and are recorded and followed up. Pupils receive guidance on sex, the abuse of alcohol and drugs and take part in citizenship schemes to learn more about keeping themselves healthy and safe, including on the roads and near water. During break and lunchtimes, the pupils are supervised appropriately and the playground buddies play an important part in helping these to run smoothly.
25. All adults who work in the school form close and trusting relationships with the pupils. Pupils understand that there are adults to go to if they have worries. Teachers know the pupils very well and are able to monitor their personal development effectively. The celebrations of pupils' achievements through the Celebration assemblies, the acknowledgements of Writer of the Week and praise from teachers in lessons are all contributing positively to the pupils' personal development and belief in themselves. Older pupils told the inspectors that their work is usually marked and teachers often refer to their targets so that pupils know what they need to do next to improve their work or reach the next National Curriculum level.

26. The school council is highly regarded by the pupils and headteacher and is very successful in enhancing pupils' social and moral development. The school council suggested the successful playground buddies scheme, agreed the new school sweatshirt and was responsible for the introduction of playground equipment. Pupils write articles for and produce the 'Tackley Crier' school magazine, and the high numbers involved in the wide range of extra-curricular activities - for example, clog dancing, French, art, recorder and the orchestra – reveal the pupils' enthusiasm for the school.

Partnership with parents, other schools and the community

The school has a good partnership with the parents and other schools and colleges. Links with the community are very good.

Main strengths and weaknesses

- The school works hard to include parents as partners in their children's education.
- The school's strong links with the community enhance the curriculum.

Commentary

27. Although many parents expressed positive views of the school prior to the inspection, some have concerns about aspects of communication. These include homework, which the inspection team feels is satisfactory and pupils said is usually, but not always, set on a regular basis. The headteacher agrees that the homework policy needs to be reviewed. Some parents also said that they do not feel they have enough information about the progress their children are making. However, the annual reports to parents show the skills that the pupils are acquiring and they set clear targets for improvement. Parents are invited to consultations with teachers in the autumn and spring terms when the pupils' targets are reviewed. The school organises workshops for parents to see how reading and mathematics are taught, how teachers use the interactive whiteboards and about the National Curriculum tests. Parents are also sent termly details of what their children will be studying.
28. Newsletters are informative about what is happening in school but the governors' annual report does not contain all of the required information. The headteacher sent a questionnaire to parents in 2003 and followed up their comments on homework by producing a new policy, and on dress code by allowing the school council to agree on the school sweatshirts. The parents show good support for the school through the very active teacher association (PTA), which is planning to renew the outdoor play equipment. Many parents attended the celebration assembly during the inspection and obviously felt comfortable in the school. Many contribute to pupils' learning by helping in lessons and with activities after school.
29. Pupils' school lives are greatly enriched by the very strong family atmosphere and the involvement of the local village and Heyford Park communities. Visiting clergy and ministers from the local churches regularly lead assemblies and contribute well to the spiritual, cultural and moral development of the pupils. The PTA and pupils contribute to the Tackley Horse Show and local community members share their experiences with the pupils. For example, an ex-member of the bomber squadron talked to the pupils about World War II. The Foundation Stage teacher works closely with the pre-school group and through the Woodstock partnership of schools. Pupils are well prepared for the next stage of their education.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. There is a clear focus on school improvement provided by the good leadership of the headteacher. The school is governed effectively. The school provides satisfactory value for money.

Main strengths and weaknesses

- The headteacher and governors work together well and have a sharp focus on curriculum improvements in order to raise standards.
- The headteacher is making sure that there are systems in place to help the school improve.
- The school development plan (SDP) is not yet developed enough and does not go beyond planning for one year at a time.
- The headteacher monitors teaching and learning regularly and effectively in line with the SDP priorities.
- Subject leaders do not do enough checking on the teaching and learning in the school.

Commentary

30. The leadership team is successful in creating a climate for learning. The headteacher and the newly reorganised governing body work well together in shaping the vision and direction of the school. They have a keen eye on raising achievement and the standards that pupils attain. This has been successful because of the focus on making sure that the school's finances are wisely invested in developing curriculum areas, such as in the subjects of information and communication technology (ICT) and music. Standards in these areas are good and they are strong points in the school's provision. The head and governors have a good understanding of the strengths and weaknesses of the school. In particular, the under-performance of some pupils has been spotted but the good developments in ICT have addressed this to some extent, particularly in the case of boys. Indeed, boys are very keen to use ICT to assist them in their work and, consequently, the effects on their learning are good.
31. This clarity of vision means that there is a sense of purpose and high aspirations in the school development plan. The shortcomings lie in the fact that it does not yet go beyond planning for the immediate year and this inhibits the leaders of the school from making the very best use of resources and of processes to achieve its aims. The head and governors have a firm grasp on the finances and are successfully managing the school as it has become bigger. Together they are developing robust systems to help the school improve further.
32. The headteacher knows the pupils very well and keeps a good track on their achievements and the standards they attain in the national tests. She is realistic and knows the strengths and weaknesses in the teaching and learning in the school. Whilst the leadership of the curriculum and the teaching by other key staff are mainly satisfactory, not all subject leaders influence what happens in the classroom. The strategies the headteacher is developing are having a good effect and are helping staff and governors to plan for improvements in standards and the quality of education. The school development plan and performance management targets for staff are a firm basis upon which the head is driving improvements. Initiatives such as working towards accreditation from 'Investors in People' enhance the process further.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	346,580	Balance from previous year	13,069
Total expenditure	346,853	Balance carried forward to the next year	-273
Expenditure per pupil	2,513		

33. Good financial systems are in place and the day-to-day management of the budget is unobtrusive and helps the school achieve its educational priorities. The school has managed

to stabilise itself and has dealt successfully with the over-spend from the last financial year. The principles of 'best value' are assured because there is a good focus on pupils' achievements and the raising of standards.

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 **very good** and has improved greatly since the last inspection when there were weaknesses. Children are now admitted in the September before they are five and all have the benefit of spending a year in the Reception class. This is having a good effect on the standards they reach and prepares them well for the transfer to Year 1.

Most children in the Foundation Stage come to school with capabilities expected for this age group. Care has to be taken about judging children's standards on entry to the reception class because of the size of the cohorts and their attainment obviously varies from year to year. However, because **the teaching is very good, all children achieve very well and reach the goals expected, with many exceeding expectations**. The lively teaching means that children want to learn. They have fun and are enthusiastic about all they do. They are willing learners because the staff capture their imagination and feed their curiosity. The curriculum is well planned to provide a wide range of interesting and relevant activities. Children are totally involved because the projects staff organise for them are meaningful. The teacher has a very good understanding of how children learn and has organised a "seamless" timetable that enables them to move from one activity to another without obvious breaks. One activity leads naturally onto the next and children learn with a purpose. Teachers seize upon opportunities to develop children's skills and to help them achieve as well as they can. The staff work well together as a team and carefully monitor children at work. This has a good effect on the progress that children make. The accommodation is good and children have continuous access to a well-equipped outside area which helps them make even better progress in all areas of learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Teaching is very good and expectations are high.
- Children are happy and work well together.
- The well-organised classroom means children can be independent.
- Very good attention to this area affects children's learning for the better.

Commentary

34. The good layout of the classroom and plentiful resources enable children to be independent and to have easy access to all they need. They can choose to work alone or with their friends. Consequently, they rarely find themselves in conflict with another child and when they do, problems are quickly resolved. Children are happy and secure and learn well. In particular, many can concentrate for significant periods of time even when not directly supervised. The teacher and support assistant intervene in a sensitive way and are very good at pulling together groups of children to talk, play together or, for example, carry out observations on the mini-beasts they have collected for their science project. This is very effective as staff can then direct children to follow up their work by reading, writing or drawing. Children know the routines very well and are learning to look after their classroom and tidy up after themselves efficiently. The teacher is firm and sets clear boundaries for behaviour. The very good progress that children make in this aspect helps them succeed in other areas of learning.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Staff make the most of all situations to develop children's language skills, and their reading and writing skills.
- Staff talk to children in a natural way which gives them confidence to seek help and take the initiative to learn.

Commentary

35. Indications are that most children are reaching the early learning goals in this area of learning, with some going beyond expectations. Children's speaking and listening skills are good. They are curious and want to learn. They want to ask questions and staff are always ready to seize upon opportunities to develop children's skills further. Because of this, children achieve very well and make great strides in their reading and writing. They have a purpose for their work and the way the activities are planned helps make the day 'seamless'. Areas of learning are linked to one another to promote good progress in all aspects. Children appreciate the value of books; they want to read to find out about the life-cycle of the caterpillar and they want to write and draw and see this as a natural part of things they need to do to share their discoveries with others in the class.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Staff plan a wide range of opportunities which support children's mathematical development.

Commentary

36. No direct observations of staff teaching mathematics took place. However, indications are that provision in this area of learning is good, that children are achieving well and reaching good standards because the curriculum is well organised and relevant to the needs of this age group.

37. Mathematical thinking is developed naturally through practical activities such as counting at registration time. Children are already becoming acquainted with numbers up to and beyond 20 as they use the number line to count how many there are in the class. They are also given opportunities to develop their mathematical vocabulary when cooking, playing with sand or when operating the programmable toy. When learning about the life-cycle of the butterfly, children can order the sequence of the insect's development from egg to emergence from the cocoon. The activities staff prepare and the way they intervene makes learning meaningful and consequently has a positive impact on how well children achieve.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children's achievements are particularly good because the teaching is of high quality.
- ICT is used very well and children make very good progress.
- Staff intervene sensitively when necessary to develop language skills in a natural way.
- Activities are varied and purposeful and resources are good.

Commentary

38. This is a very strong area of learning in the Reception classroom because staff are very good at developing children's language skills. They intervene at the right time and successfully guide children's learning by engaging in high quality conversations. Children develop their scientific vocabulary and become well acquainted with words such as 'habitat'; another child was able to offer the word 'ditch' as an alternative to the word 'stream'. A key to the strength of this aspect is the good variety of activities planned for this area of learning which are developed effectively alongside others. There are lots of opportunities for children to use instamatic cameras to take photos of their 'mini-beasts'. Staff have prepared the children to use this invaluable resource admirably. Children are independent and share without difficulty. The programmable toy, which is used to reinforce the letters and sounds learnt in literacy time, wears a ladybird cover, and no opportunity is lost to connect ideas and make learning meaningful.

CREATIVE DEVELOPMENT AND PHYSICAL DEVELOPMENT

39. Although no specific lessons were seen in teaching the creative or physical areas of learning, the good classroom layout and outside play area allow for children to have easy access to equipment and resources. Indications are that achievements are at least satisfactory and often good. Children make successful strides in their learning because they feel secure in their environment.
40. Children are able to concentrate for extended periods of time when cutting and sticking and when playing with play dough. They are independent and confident. Again, teachers interact extremely well and make very good use of all the opportunities in the classroom to develop children's skills in all areas of learning.
41. Small bikes and trolleys, a sandpit and large and small construction toys are readily available for children in a safe and cheerful outside area. The classroom and the accommodation have been successfully developed to provide very well for children in this age group.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils have good speaking and listening skills.
- ICT supports English well.
- Pupils read well from a range of fiction and non-fiction texts.
- Handwriting, spelling and punctuation in the presentation of pupils' work are sometimes unsatisfactory.
- Lessons do not always allow pupils enough time to get on with their work.
- Marking does not always give pupils a clear picture of how they can improve.

Commentary

42. Over the years, there have been variations in test results because of the make-up of the particular groups of pupils. Consequently, care must be taken when analysing the most recent 2004 test data because of the small size of the year group. By the age of seven, pupils' test results were well above average in reading and average in writing when compared with those in all schools nationally. Results were only average in reading and below average in writing

when compared with those in similar schools. In comparison with the results of all schools nationally, results showed that 11-year-olds reached average standards in English. In comparison with the results of similar schools, 11-year-olds standards were below average. However, the progress that pupils made since the age of seven was good.

43. The inspection found that most pupils throughout the school achieve in a satisfactory way. Pupils with special educational needs make good progress because every effort is made by staff to support and encourage them. In all year groups and in classes where there are mixed age ranges covering two years, there is a wide span of ability. Girls and boys achieve equally well and the school has worked hard to make sure there are no differences in the achievements of any particular group.
44. The school has changed a great deal since the last inspection seven years ago and almost doubled in size. Whereas standards are now average overall in English, standards in speaking and listening remain above average. Pupils are articulate and enjoy taking part in discussions. They are keen to contribute their own ideas and have many good suggestions when talking about a text or a book. Pupils achieve well when teachers take the time to prepare interesting points for discussion about characterisation. In a Year 2/3 lesson, for example, the teacher was able to develop the pupils' ideas about 'being brave' or 'being timid'. Pupils do not achieve so well in lessons where the teacher spends too much time talking or reading from a text. Pupils are passive and miss the chance to ask questions, to learn and to talk about their learning.
45. In one lesson where the pupils saw a video clip from the film of 'Oliver Twist', speaking and listening skills were very good and pupils achieved very well. Pupils had their imaginations stimulated and they did not want to stop talking. This had a good effect on the latter part of the lesson when pupils were given the task of preparing a PowerPoint presentation for their classmates. This excited them greatly and was a good example of how ICT successfully supports pupils in their English work. When lessons are interesting and pupils can take part, their attitudes and behaviour are good. In some classes, there is a good atmosphere which contributes to pupils' confidence and ability to speak up and to use the good vocabulary learnt in the writing sessions. In the one unsatisfactory lesson, pupils became bored and their attention wandered. They misbehaved and produced the minimum, not taking a pride in writing up their account of a recent trip.
46. Pupils' reading standards are good and most achieve well. The group that read to the inspectors showed that they enjoyed reading and were developing a love for books. The structured reading scheme and the skills the younger pupils have to help them tackle unknown words go hand in hand with their success. Older pupils in Year 6 are confident readers even when they are not high achievers and they can retell a story competently or talk about some of their favourite authors. Parents are encouraged to practise with their children at home and this is having a beneficial effect on the pupils' reading standards. The home-school diary is very useful when it is used regularly to keep staff and parents informed about how well a child is doing.
47. Pupils' writing is average. By Year 6 and by Year 2, pupils have a range of experiences to successfully develop their writing skills, and achievement is generally satisfactory. They have the opportunity to write across a range of genres and staff take the opportunity to celebrate pupils' skills further in 'The Tackley Crier', the school newspaper. However, the school is continuing to target raising standards in writing and spelling in its development plan in order to bridge the gap between reading and writing attainment. Recent test results indicate that the school's attention to this area is wise. Furthermore, during the inspection, the barriers to pupils attaining higher standards in writing and spelling were due to:
 - teachers spending too much time explaining what needs to be done and not allowing enough time for pupils to carry out the writing activity towards the latter part of the lesson.
 - weaknesses in pupils' handwriting formation.
 - pupils rushing work and making simple spelling errors.

- pupils not taking enough pride in the finished result.
- pupils not taking enough pride and care of their books.
- teachers not being consistent in the way books are marked so that pupils have a clear idea of how to improve.

The subject leader is very aware of the strengths and weaknesses in English, particularly the weaknesses in handwriting and the presentation of pupils' work. She has time to check on work in the classrooms and is agreeing with teachers new ways to make improvements in standards and teaching.

Language and literacy across the curriculum

48. Pupils use their language and literacy skills adequately in other areas of the curriculum such as history and religious education. In some subjects there are too many worksheets which merely require pupils to fill in a space.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Teachers' planning is thorough because teachers build on pupils' prior learning effectively.
- Teachers make very good use of interactive whiteboards to make learning more visual.
- The attitudes and behaviour of pupils are good and pupils are managed well.
- Pupils' written work is often poor.
- Marking sometimes provides inadequate feedback to pupils to help them to improve further.
- Higher attaining pupils are not always challenged fully.

Commentary

49. The successful introduction of the National Numeracy Strategy in the school has had a positive impact on the curriculum and the way pupils' skills are developed. By the end of Year 2, pupils' work is at the expected standard for their age and this reflects satisfactory achievement. Overall achievement is satisfactory. Standards in Year 6 are average, which is lower than was found in the last inspection report. However, pupils make sound progress. Work in pupils' books revealed that they develop a growing understanding of addition, subtraction, multiplication and division and their use in a range of practical contexts. When compared to the last inspection, standards appear to have fallen. However, the present school is very different to that in 1998 when the school was much smaller and pupils' attainment on entry was higher. Standards also vary from year to year because of the small and varying number of pupils in each year group. Pupils with special educational needs make the same progress as their classmates.
50. The higher-attaining pupils in Year 2 have a secure knowledge of numbers to 1000 and carry out addition and subtraction operations accurately. The teachers make effective use of 'mental maths' warm-up at the start of the lesson and pupils demonstrate their knowledge of number facts and secure understanding of multiplication tables. Pupils enjoy this challenge and demonstrate secure knowledge of number facts and multiplication. These are lively starts to lessons and generate interest and enthusiasm and most pupils participate well. Pupils with special educational needs are encouraged with sensitive prompting by their teachers and support staff. In Years 3 to 6, pupils develop a growing understanding of addition, subtraction, multiplication and division and their use in a range of practical contexts. In a good lesson observed in Year 3, pupils showed understanding and a growing confidence in measuring and sorting acute and obtuse angles. However, lower attaining-pupils struggled to use the 90-degree measure and to understand the difference between obtuse and acute angles.

51. Teaching and learning are satisfactory in Key Stage 1 and Key Stage 2. Teachers have undertaken appropriate professional training to ensure they accommodate the wide ranges of ability in their classes. This has had a positive impact in raising pupils' interest and enthusiasm for mathematics, particularly with elements such as 'mental maths'. Number skills are promoted well across the school and pupils enjoy the systematic operations they learn in order to solve numerical tasks. The use of interactive whiteboards has helped pupils at all ability levels to see concepts in more concrete terms. Teachers' planning is satisfactory and often good in providing tasks to suit the interest and ability levels of most pupils. It is made clear to pupils what they are learning and what strategies they need to apply to formulate their answers. Overall management of pupils is satisfactory. Pupils occupy themselves and respond well to their teachers and each other. In a few lessons, activities for pupils with above-average ability are not challenging enough. Although practical investigations do take place, pupils are not consistently provided with enough opportunities to apply their mathematical skills and solve more complex problems which require a number of operations.
52. The quality of pupils' recording is inconsistent. As a result, it is not always clear to teachers or pupils at what stage errors occur in pupils' calculations. Marking is carried out regularly and is satisfactory, with encouraging comments such as, "Well done!" or "Good work!". There is inconsistency in the quality of written feedback to indicate what pupils have grasped successfully or what they might do to improve their work. In some classes pupils are regularly reminded of their targets for improvement; this practice is also inconsistent, and pupils occasionally have no way of recognising how well they are doing.
53. Teachers are very aware of the needs of pupils with special educational needs. Wherever possible, planning ensures these pupils are fully involved in all the activities. The use of homework to consolidate what is taught in lessons is satisfactory overall but again inconsistently applied across the school.
54. Leadership and management of the subject are satisfactory. The co-ordinator monitors and evaluates planning and teaching. She has a sound understanding of the strengths and weaknesses in mathematics. The assessment and monitoring of pupils from year to year have improved since the last inspection. The procedures are good and help teachers group pupils effectively. The use of the assessment data to set challenging targets for pupils is still developing, hence in some lessons opportunities are missed to challenge all ability groups sufficiently in order to raise standards further.

Mathematics across the curriculum

55. Pupils make satisfactory use of counting and measuring strategies in other subjects such as measuring plant growth in science and calculating dimensions when planning in design and technology projects. All pupils have access to mathematics programs to consolidate their skills using computers. In art and design, pupils explore symmetry and use computers to develop their ideas.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- A good scheme of work ensures appropriate curriculum coverage.
- ICT is well used to support pupils' work in science.
- The standards of recording work in books could be better.
- Pupils are developing good investigative skills in Key Stage 2.

Commentary

56. In the 2004 teacher assessments, Year 2 pupils' standards were well below average, a reduction in standards since the last inspection. The school is still a small village school and the size of the groups of pupils taking the tests is usually too small for detailed statistical analysis to enable valid comparisons to be made. An examination of pupils' current work indicates that only a small amount of the work undertaken is recorded and written in detail and there is also a predominance of worksheet-based activity. The lack of good quality recorded work means that teachers have little evidence on which to base their assessments. As a result, they tend to be over-cautious and so the school's results do not accurately reflect the standards attained. Current Year 2 pupils' achievement is, in fact, close to the national average, with many pupils demonstrating above average knowledge and understanding.
57. Only one lesson was observed in Key Stage 1 but this showed that standards were good, following the good planning and teaching plus support from the teaching assistant. Pupils were developing a good knowledge and understanding of creatures' habitats and of the different environments favoured by different minibeasts. The Internet was being used well to support the research into observable similarities and differences. Pupils with SEN were being supported to achieve in line with their capabilities. This lesson formed part of a programme set out in the school's scheme of work which ensures there is appropriate coverage of the curriculum. Other work in books and evidence from discussions with pupils show that pupils are making satisfactory progress towards the standards expected of pupils at the end of Year 2.
58. In the national tests in 2004, the Year 6 group was too small for national or similar school comparisons to be appropriate. In the science tests, the results fairly reflected the pupils' capabilities.
59. In the lessons observed in Key Stage 2, teaching and learning were good. In one Year 5 lesson, pupils were demonstrating good investigative skills using the school's pond and wild-life area as the starting point. They were making comparisons with data collected last year to measure whether pollution was affecting the established life in the water. They understood how to search for patterns and similarities in their own and other data and were successfully drawing conclusions and explaining observations. For example, discussions were undertaken about how the unseasonable cold weather might be affecting the results. In other Key Stage 2 lessons, pupils were using ICT well for collecting and storing data from different sources. Pupils were enthusiastic and well motivated, demonstrating care for resources and, where appropriate, the creatures being handled. The standards of completed work observed show that pupils are likely to achieve those levels expected by the end of Key Stage 2.
60. The subject leader was unavailable during the inspection due to long-term absence. However, the scheme of work and teachers' planning showed that good coverage of science is provided. The headteacher includes science lessons in the general observation of teaching and learning. There is time for the Science co-ordinator to work with colleagues across the school on science investigation and enquiry identified in the current improvement plan for the school.
61. Pupils with special educational needs make appropriate progress and are well supported; there is no significant statistical difference in the achievement of boys and girls.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **very good** and has improved considerably since the last inspection.

Main strengths and weaknesses

- There are very good resources in classrooms and the ICT suite.
- Pupils' achievement by the end of Years 2 and 6 is very good.
- Pupils enjoy using ICT skills in their work.
- Teachers make very good use of interactive whiteboards in many lessons.
- Pupils have many opportunities to use ICT in other subjects.
- Assessment for the subject does not include target-setting and pupils' assessment of their own learning.

Commentary

62. Two lessons specifically timetabled as ICT were seen and a number of other lessons were observed which included ICT and the use of ICT. Much work has been done to improve the resources, planning and use of ICT across the curriculum. An analysis of work in books, in displays and discussions with pupils enable inspectors to make the following judgements.
63. Standards are well above those expected nationally at the end of Years 2 and 6 and this is an improvement since the last inspection. Pupils have many opportunities to practise their ICT skills across the curriculum. There are strengths in the use of ICT in mathematics, word-processing, publishing and design. Achievement is good for all pupils, including those with special educational needs. Pupils use the Internet and CDs to seek information and gain knowledge.
64. There is very good provision of computers and other electronic learning aids in the ICT suite and classrooms and these are very well used. Teachers consistently incorporate the use of ICT in their planning programmes. Pupils enjoy the opportunities provided to improve their skills. Lower-attaining pupils benefit particularly as some have inadequate writing skills to produce work that is well presented and are better pleased with their efforts when they use ICT. All pupils have personal folders in which to save and retrieve their work and these provide a record of their achievement over time. The school has interactive whiteboards that are very well used to support teaching and learning. The most confident teachers are skilled at preparing lessons and presentations which pupils find interesting and easy to follow. Many of the pupils have access to computers at home and a number of higher-attaining pupils enjoy carrying out independent research on the topics they are pursuing in lessons.
65. The quality of learning is good. In planning, teachers take care to provide a range of tasks to cover all levels of ability. Where ICT is used in lessons, teacher assistants are well used to support and guide pupils to practise and develop their ICT skills. Pupils enjoy working with computers and other ICT resources. They persist when they experience difficulties. Assessment is satisfactory; it is carried out in a systematic way but does not include target setting or allow pupils to assess their own progress.
66. The co-ordinator's leadership and management are good. She knows the strengths and weaknesses of the subject. She has led the improvements to ICT resources in the school and reviewed the school's policy and scheme of work for ICT.

Information and communication technology across the curriculum

67. ICT is well used in many subjects. There has been a determined effort by staff to integrate ICT wherever possible in all subjects of the curriculum. Good examples were noted in English where pupils are regularly involved in publishing a school newspaper; in one lesson, pupils created a PowerPoint presentation for younger pupils. In mathematics, older pupils use a database program to present information on rainfall and younger pupils experimented with an art painting programme to produce symmetrical butterflies.

HUMANITIES

68. No **geography** lesson and only one **history** lesson was observed during the inspection and the scrutiny of work yielded very little evidence in geography and so overall judgements on standards and provision are not possible. However, in **history**, the lesson observed showed **standards to be satisfactory** and the work scrutiny supported this. Through the work in history, the school is developing cross-curricular links very well. The current school theme of 'The Victorians' is providing a rich source of work across the school for a variety of activities such as writing stories about poor working conditions and developing ICT and research skills through extensive use of the Internet. This cross-curricular work is most vividly demonstrated in music, where pupils are learning Victorian songs, studying and listening to Victorian composers such as Elgar, learning to play the music of the time and composing their own music in a similar style. The **humanities** co-ordinator has completed a scheme of work for both subjects and prepared clear topic maps for the school. This ensures that there are no repetitions of units of work for pupils and that there is good coverage of the geography and history curriculum throughout the key stages. Resources are satisfactory and very good use is made of local museums and other places of interest to provide artifacts and a programme of visits and visitors to the school to supplement lessons.
69. Most lessons in **religious education** were planned for the end of the week after the inspection and therefore insufficient evidence was available to support making judgements about the teaching and learning in religious education. Samples of pupils' work were assessed and this showed that themes from the Oxfordshire Agreed Syllabus are being followed and curriculum coverage is good. Year 2 pupils have learnt about the Easter Story and Jesus's entry into Jerusalem; Year 6 pupils have drawn a comic strip to portray a modern-day story about how to deal with moral dilemmas. Pupils learn about other religions, for example Judaism and Hinduism, the school's choices for study in world religions. The evidence shows standards to be in line with those expected and have been maintained since the previous inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

70. The provision in **music** is **very good** and is a strength of the school. The teaching in the Key Stage 2 lessons observed was very good and the pupils' learning matches this. The standards pupils achieve by the end of Key Stage 2 are well above those expected for this age group. Pupils can compose and play pieces using a range of instruments, percussive and wind. Many are also proficient string players. All pupils enjoy singing and creating music and enter into these activities with joy and enthusiasm. The lessons were using good links to history to provide a basis for the pupils' work and the Year 6 pupils demonstrated a very good knowledge and understanding of the construction and phrasing of Victorian songs and of how the Victorians enjoyed romantic lyrics and stories in song. The Key Stage 1 pupils were not observed in lessons, but in assembly and in discussions, they displayed similar enthusiasm for the subject. Many pupils across the school have additional music lessons provided by visiting teachers and there is a high level of instrument-playing maintained into Year 6 and beyond into the secondary school. There is also a good orchestra club.
71. The two **art and design** lessons observed and evidence from displays around the school indicate that provision in art and design is **good**. The scheme of work is in place and there is a good range of resources for painting, printing, drawing and using various media. ICT is well used in the subject and pupils across the key stages were observed using programs to design and produce good results. Certain elements such as painting and printing are covered well and there was evidence of observational drawing, textiles and three-dimensional work. Art and design is used well to support learning in other areas of the curriculum and to illustrate study themes around the school such as the work going on about making world poverty history. Staff are generally confident and enthusiastic when teaching art, which results in positive attitudes from pupils. The school has a popular and successful after-school art club.
72. Provision in **design and technology** is **satisfactory**. No design and technology lessons were observed during the inspection but pupils' work in displays and books shows that standards

are satisfactory. Pupils gain experience of a range of materials and techniques and develop their skills through designing and making a variety of products. Pupils' work reveals a sound understanding of the design process and of how to make modifications and improvements. Teachers' planning is based on the progressive acquisition of skills and is satisfactory.

73. Resources in the school are satisfactory. Discussion with the subject co-ordinator and staff shows the leadership and management of the subject to be satisfactory. The relatively new co-ordinator is enthusiastic and committed to further improvement. She uses pupil evaluations and assessment to decide what works well and to make changes to planning. ICT has been introduced to support teaching and learning and pupils enjoy the additional challenge of using computer design and digital photography to achieve higher standards.
74. Provision in **physical education** is **satisfactory**. No physical education lessons were observed. Discussion with staff and pupils and a review of resources, the school policy and scheme of work established that the statutory curriculum is followed. Physical education is enriched through extra-curricular activities. Pupils talk with enthusiasm about the range of opportunities available in the school and how they enjoy them. Resources are good and pupils have the opportunity to improve their skills and fitness and participate in team games. Access to the village field and all-weather sports surface further enhances the provision and opportunity for the pupils. The timetable shows regular teaching throughout the school. The scheme of work for the physical education curriculum enables teachers to plan activities which lead to the progressive acquisition of skills.

PERSONAL, SOCIAL AND HEALTH EDUCATION

75. No lessons were observed and so no judgements can be made about overall provision. Information was obtained in discussions with staff, pupils and parents. The school sees this area as an important part of its work. There is a good programme of activities, including work on diet, health, sex and drugs education and personal safety. This programme helps pupils develop a safe and healthy lifestyle, gain confidence and interact with others. It is well supported by visits from outside agencies. Parents feel that this is a strength of the school and that there is an appropriate programme of support for pupils. In discussions, pupils showed a good developing knowledge and understanding of personal health and safety issues.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

Overall standards achieved	4
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

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	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	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	3
The leadership of other key staff	4
The effectiveness of management	3

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