

# INSPECTION REPORT

## **THE GRANGE PRIMARY SCHOOL**

Banbury

LEA area: Oxfordshire

Unique reference number: 122997

Headteacher: Mrs S Bradley

Lead inspector: Mr Christopher Gray

Dates of inspection: 13 – 15 September 2004

Inspection number: 268059

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	304
School address:	Avocet Way Banbury Oxfordshire
Postcode:	OX16 9YA
Telephone number:	01295 257861
Fax number:	01295 279784
Appropriate authority:	The governing body
Name of chair of governors:	Mr M King
Date of previous inspection:	22 February 1999

## **CHARACTERISTICS OF THE SCHOOL**

The school serves the Cherwell Heights and Bodicote Chase estates on the southern outskirts of Banbury and is larger than other schools of its type. Children's attainment on entry was above average for a number of years, as it was when the oldest children now in the school began in reception. But this has altered over the last few years, with the result that attainment on entry is much more similar to what is found nationally, except in personal development and speaking and listening, where children's skills are higher. The school's population is fairly constant and is little affected by movement in or out during the course of the year.

Although pupils' backgrounds vary, the majority come from homes whose socio-economic circumstances are above average. Entitlement to a free school meal is less than average. The proportion of pupils on the special educational needs register is below average but the proportion with statements is average. Pupils' needs include severe, specific and moderate learning difficulties, social, emotional and behavioural problems and speech or communication difficulties. The percentage of pupils from ethnic minorities (seven per cent) is a little higher than found in most schools nationally, though none is at the early stages of learning English.

The school was given an Achievement Award in 2002 for progress in national test results and was awarded the Gold ActiveMark and Healthy Schools status in 2003.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21037	Christopher Gray	Lead inspector	Mathematics Information and communications technology Music
9769	Margaret Morrissey	Lay inspector	
23054	Graham Johnson	Team inspector	Special educational needs English Geography History Religious education
23009	Anne Hogbin	Team inspector	English as an additional language Foundation Stage Science Art Design and technology Physical education

The inspection contractor was:

Cambridge Education Associates

Demeter House  
Station Road  
Cambridge  
CB1 2RS

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>8</b>
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>11</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>14</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>17</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>28</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school** which gives good value for money. Pupils achieve well and standards are good in English, mathematics and science. The quality of teaching is good overall and the school's management is effective.

The school's main strengths and weaknesses are:

- Pupils attain well above average standards in English, mathematics, science and physical education by Year 6.
- Higher attaining pupils in Years 1 and 2 could reach higher standards.
- Pupils' attainment in religious education is below what is expected because the time allotted to the subject is too short.
- Pupils have very good attitudes to learning and behave very well.
- The curriculum is very well enriched by extra-curricular activities and sport.
- The standard of care and welfare given to pupils is very good.
- The school is well led by the headteacher, senior management and governors.
- Teachers need to give pupils more opportunities to use their information and communications technology (ICT) skills throughout the curriculum.

The school has made good improvement since the last inspection. Standards are higher in core subjects by Year 6 and the school's management is improved. The key issues in the last report were effectively dealt with. Standards in ICT have risen, though there is scope for further improvement. Teachers' planning is better and assessment procedures have been developed well. All statutory requirements are now met.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	A	B	D
mathematics	A	B	A	C
science	A	A	B	D

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.*

*Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Pupils' achievement is good throughout the school.** The table above is over a year out of date because national results for the 2004 tests have not yet been published. It shows that standards were well above average in mathematics by Year 6 and above average in English and science. The last column shows that these results are not as high when compared with those of similar schools. However, there are two points to note: first, the year group contained a larger percentage of lower attaining pupils than did previous groups; secondly, a comparison of individuals' results with how each performed in the Year 2 tests in 1999 shows that pupils made good progress. Provisional results of the 2004 tests are higher and likely to be well above average in all three subjects, though comparisons are not yet available. The inspection's findings corroborate these results: standards in English, mathematics and science are well above average by Year 6. Standards in reading, writing and mathematics by Year 2 are above average and similar to the national test results of 2003 and 2004. Higher attaining pupils in Years 1 and 2 could reach better standards in writing given more regular guidance. Attainment is also high in physical education throughout the school. Standards in ICT are in line with expectations, though few pupils are performing above what is expected for their

age. Standards in religious education by Year 6 do not meet the requirements of the agreed syllabus because too little lesson time is spent on the subject. Children in the Foundation Stage meet the goals children are expected to reach by the end of reception in communication, language and literacy and mathematical development, and exceed them in personal development. Because they attended for only mornings during the inspection, there was insufficient evidence to judge standards in the other areas of learning.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good.** Children behave very well and develop very good attitudes to school and to learning. They take their responsibilities seriously and are pleased to have a part in affecting the school's development. Attendance and punctuality are very good.

## **QUALITY OF EDUCATION**

**The overall quality of education provided by the school is good. Teaching is good.** Pupils learn well because teachers and children have mutual respect and enjoy learning together. Teachers plan lessons which fit the learning needs of most children so that pupils generally make good progress. Pupils of middle ability are not always given different work from others in mathematics. All pupils' work is marked regularly, but teachers need to be more consistent in the amount of guidance for improvement that they give, especially for the development of higher attaining pupils' written work in Years 1 and 2.

The school provides a good and interesting curriculum which is considerably enriched by sport, tuition in musical instruments and other extra-curricular activities. The care, guidance and welfare offered to pupils are very good. The school has good links with parents, the community and other schools.

## **LEADERSHIP AND MANAGEMENT**

**Overall leadership and management are good.** The headteacher leads well and has built a strong and successful management team that gives clear direction and purpose to the school's work. Most subject co-ordinators give a good lead, though some are new to their roles and need more time to influence developments. The school's governance has improved since the last inspection, and is now good. Governors ensure that all statutory requirements are fulfilled.

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

Parents have good opinions of the school and are confident that their children are happy, safe and well taught. About one-fifth of those who responded to the questionnaire expressed some concern about bullying, but this opinion was not shared by pupils and the school council. Parents and children are confident that issues are well dealt with if they arise. Parents appreciate the homework set during the term, but are less fond of holiday work - though the school stresses that the latter is purely voluntary.

Pupils speak highly of their school and are clearly proud of it. When asked what they liked best, many said 'The teachers and my friends'.

## **IMPROVEMENTS NEEDED**

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

- Use teachers' marking to give greater and more consistent guidance to higher attaining pupils as to how and where to improve their written work, so as to raise overall standards of writing in Key Stage 1.
- Increase the time available for religious education in order to raise standards to meet the requirements of the agreed syllabus.
- Give pupils more opportunities to use their ICT skills in subjects across the curriculum.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Pupils achieve well in all stages of the school. By Year 6, pupils' attainment in English, mathematics and science is well above average.

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

- Standards are high by Year 6 in English, mathematics, science and physical education.
- More pupils should be reaching Level 3 in writing by Year 2.
- Standards in religious education do not meet the requirements of the agreed syllabus.

#### **Commentary**

1. In the 2003 national tests and teacher assessments at the end of Year 2, results were above average at the expected level (Level 2 and above) in reading, writing and science and average in mathematics. At the higher stage (Level 3), results were well above average in reading, mathematics and science and average in writing. The table below shows the average points scores (where pupils' attainment at all levels is taken into account); these were above average in reading, writing and mathematics, compared with all schools nationally; compared with those of schools with similar proportions of free school meals, results were average. The provisional results of the 2004 tests and teacher assessments were fairly similar in all areas except in writing, where a much lower percentage of pupils gained Level 3 than in 2003. Despite a school focus on developing boys' writing, a number of higher attaining boys just missed reaching the higher level.

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

Standards in:	School results	National results
reading	16.9 (15.6)	15.7 (15.8)
writing	15.5 (13.8)	14.6 (14.4)
mathematics	17.2 (15.7)	16.3 (16.5)

*There were 33 pupils in the year group. Figures in brackets are for the previous year.*

2. The trend over three years is below the national trend because of a dip in results in 2002, caused by a set of pupils which included more lower attaining pupils than is usual; this group of pupils is now in Year 5 and can be seen to have lower attainment than the current Year 6 did when at the same stage.
3. At the end of Year 6 in 2003, pupils' results in the National Curriculum tests at the expected standard (Level 4 and above) and at the higher level (Level 5) were well above average in English and well above average in mathematics. In science, results were average at the expected level and well above average at the higher level. The average points scores (see table on the next page) were above the average of all schools in English and science and well above in mathematics. Compared with the results of pupils in similar schools (those whose pupils had similar prior attainment in 1999, when they were aged seven), results were below average in English and science and average in mathematics. This year group had more lower attaining pupils than is common at the school; provisional results of the 2004 tests are higher in English and science. The present Year 6 are expected to achieve more highly; their test



results in Year 5 show they are in line to do so. The trend over the last three years has been above the national trend.

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

Standards in:	School results	National results
English	27.8 (30.1)	26.8 (27.0)
mathematics	28.7 (28.2)	26.8 (26.7)
science	29.6 (30.3)	28.6 (28.3)

*There were 40 pupils in the year group. Figures in brackets are for the previous year.*

4. These results show that pupils achieve well throughout the school. There are no significant differences in the performances of boys and girls. Pupils with special educational needs, those from ethnic minority backgrounds and those whose first language is not English achieve as well as their classmates. The school has no register of gifted and talented pupils, but higher attaining pupils are generally well provided for, though they need greater guidance to reach higher levels in writing in the infants.
5. The inspection corroborates recent test results. Standards in English, mathematics and science are above average by Year 2 and well above average by Year 6. Pupils also achieve highly in physical education, where standards are above expectations by Year 2 and well above by Year 6. Standards in ICT are as expected throughout the school, but more pupils could reach the higher levels. Attainment in religious education is below what is expected in the agreed syllabus by Year 6; there was insufficient evidence on which to base a judgement on attainment by Year 2.
6. Children in the Foundation classes achieve well and exceed the early learning goals in personal development. In communication, language and literacy and in mathematical development, most children are likely to reach the goals expected of them, though there are limited opportunities for written work in both areas. As the children were in school for the mornings of the inspection only, it being the start of the year, there was insufficient evidence to form judgements on achievement in the other areas of learning.
7. Pupils with special educational needs generally achieve well because teaching assistants offer the right degree of support, sometimes re-phrasing or supplementing teachers' questions in class discussions to aid understanding, or helping them to complete the practical and recording parts of the lesson when they are working in a group. Pupils for whom English is an additional language also achieve at rates similar to their peers.

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

Pupils have very good attitudes to learning and behave very well. Attendance is very good. Pupils' personal development and values are very good, including their spiritual, moral, social and cultural development.

### **Main strengths and weaknesses**

- The school succeeds in promoting very good behaviour.
- Pupils like their school and are very keen to take responsibility.
- Relationships in the school are very good.
- Attendance has improved considerably since the last inspection.

### **Commentary**

8. Pupils' behaviour in and outside the classroom is very good. Pupils are trusted and therefore learn to be trustworthy; they treat each other and the environment with respect and are well

aware of what is expected of them. The very good behaviour overall contributes well to pupils' progress and development.

9. Teachers' high expectations of pupils stimulate a desire to learn. Clear policies and good relationships build pupils' confidence and self-esteem. They are keen to take responsibility and through the school council and Eco group have a full role in school life. Children in the Foundation Stage are happy in their class and many are likely to exceed the early learning goals for personal development. Parents say that their children enjoy coming to school and pupils speak enthusiastically about their work, evident in the lessons seen and the very good attitudes of virtually all pupils.
  
10. Pupils' spiritual awareness is good. The school emphasises development of pupils' self-knowledge; time for pupils to reflect on their experiences is well established and this reflection enhances their personal development. Moral development is very good; pupils understand right from wrong and show evidence of this in their daily actions around school; this confirms parents' views. Social development is very good. Pupils are beginning to take responsibility for themselves and for others. Pupils are involved in making and upholding school rules and classroom rules. Cultural development is good overall. Pupils are aware of their own culture and traditions and a range of activities ensures that pupils' multi-cultural understanding is developing, particularly through art, religious education, personal, social and health education (PHSE), music and dance.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	4.0	School data	0.1
National data	5.4	National data	0.4

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

11. The school's very good procedures to promote attendance have resulted in improved attendance in the last year, very good punctuality and few unauthorised absences.

## Exclusions

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	236	2	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British – Indian	3	0	0

Asian or Asian British – Pakistani	3	0	0
Black or Black British – African	1	0	0
Chinese	1	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	2	0	0

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

12. These exclusions were very unusual for the school. They both referred to the same child, who attended the school for a short, temporary period.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is good. Teaching and learning are good. The school provides a good curriculum which is very effectively enriched by sport and extra-curricular activities. The care, guidance and support given to pupils are very good. The partnership with parents is good. Links between the school and the community and those with other schools are good.

### Teaching and learning

Teaching and learning are good in all three phases of the school. Assessment procedures are good and are used well to respond to pupils' needs.

### Main strengths and weaknesses

- A very good ethos for learning exists in all classrooms because teachers have very good relationships with pupils.
- Good use of assessment data enables teachers to match most of their work closely to pupils' learning needs in English, mathematics and science.
- Teachers' marking of pupils' work is not consistent in showing pupils how they may improve, especially in English.

### Commentary

#### *Summary of teaching observed during the inspection in 40 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2.5%)	9 (22.5%)	20 (50%)	10 (25%)	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.*

13. Pupils learn well because they enjoy very good relationships with their teachers. Almost all pupils have a very good attitude to learning and teachers harness this effectively to encourage them to want to learn. This was seen in an excellent physical education lesson for Year 3 and 4 pupils, who were creating a dance sequence to respond to the changes in mood in a piece of lively music. Through an exceptionally skilful demonstration of the differences between random and controlled movement, the teacher enthused her pupils to copy and refine the sequences she suggested. They then created their own sequence, depicting evil characters from a pantomime through posture and grimace. Pupils achieved outstandingly well and high standards were achieved in this lesson and the enjoyment and involvement of all pupils were evident.

14. Teachers generally use time and resources well, though their introductions to lessons are occasionally too long and restrict the time available for pupils' response. Classroom assistants give good support and are a valuable asset to pupils' learning. They are generally well used, though the absence from school of a target pupil occasionally means their time might have been better employed. The teaching of pupils with special educational needs and those whose first language is not English is good and enables these pupils to learn as well as their classmates.
15. Procedures for assessing pupils' performance are good, and have improved considerably since the last inspection. As a result, teachers display a good knowledge of the learning needs of their pupils in almost all areas of the curriculum, and match the work they set accordingly. However, there are occasions when average pupils in Years 3 and 4 could be given mathematics work that is tailored more closely to their ability levels.
16. The quality of marking is more variable; in a few classes, teachers' marking shows pupils how they may improve, asking them questions about their work or challenging them to act in response. Often, however, marking is bland and summative, praise is used gratuitously and there is little evidence that pupils' work improves as the result of teachers' comments. The effect of this is particularly acute with regard to the writing of higher attaining pupils in Years 1 and 2.
17. Assessment procedures for pupils with special educational needs are also good. These pupils are carefully monitored, and the regular dialogue between teaching assistants and teachers ensures each is well informed about the pupils for whom they are responsible. Pupils' individual education plans vary in quality. Some are detailed enough to be really helpful to parents or to a teacher taking the class for the first time. Others are superficial, and pupils' targets are too vague to be useful in planning. Pupils needing the support of outside agencies receive prompt attention, and arrangements are good for communicating their progress and the results of assessment findings to their parents.

## **The curriculum**

The curriculum is good. It is enhanced by very good provision outside lessons. The school's accommodation is satisfactory and staffing and resources are good.

## **Main strengths and weaknesses**

- The school provides a wide range of activities to enrich pupils' learning, including extensive opportunities in sport and music.
- The provision for pupils' PSHE is good.
- Too little time is spent on religious education.

## **Commentary**

18. The school's curriculum meets all statutory requirements including the provision of religious education, though standards in that subject need to be higher. Provision for pupils to develop as individuals is good - this is described in paragraph 79.
19. The school has effectively addressed weaknesses identified in the previous report. Curriculum planning is now good, although the use of ICT is not yet fully developed in all curriculum areas. The reception curriculum has improved and is now organised according to the six areas of learning rather than as National Curriculum subjects. The school has appropriately identified the need to form a seamless transition between the curriculum in reception and Year 1, so that higher attaining pupils can begin National Curriculum work when they are ready. There is no systematic phonic teaching programme in reception, which impedes children's achievement in reading and writing. The time allocated to religious education is insufficient for pupils to cover

the curriculum in sufficient depth and so their achievement is unsatisfactory because of what they have not covered.

20. Pupils with special educational needs are offered a curriculum similar to that for other pupils. Teachers adapt well the work they set for other groups to make it relevant for their particular needs. Pupils for whom English is an additional language receive good support in the curriculum to meet their English language needs.
21. Enrichment of the curriculum is very good. There are clubs for a very wide range of sports and pupils successfully enter Banbury partnership and county competitions. The residential trip for older pupils gives exciting opportunities to try adventurous activities such as caving and abseiling. There are very good opportunities to learn musical instruments, to take part in the choir or orchestra and to attend theatre workshops and clubs. All pupils regularly experience live theatre performances and benefit from the expertise of visiting musicians, artists and sports men and women. There are many themed days when visiting actors and teachers bring subject areas alive. Take-up of extra-curricular activities is good and children of all backgrounds and abilities, and of both sexes, participate freely.
22. There are plentiful, good quality resources available for subjects. They are well used to support pupils' learning. The new ICT suite has enabled a stronger curriculum to be introduced for whole class teaching. The library is well stocked but is very small and is used as a teaching space for individual music lessons and small group work, which prevents most pupils having regular access to it. There are plans to enlarge it. The school hall is small but good use is made of the adjacent community hall both for physical education and larger assemblies and productions. There is extensive outdoor space, including the adjacent field, which is well used in many curriculum areas. The outside provision for reception lacks climbing equipment and the pathway through the centre which provides access from the main school to the playground prevents a continuous outdoor curriculum being planned. Pupils have indicated that they would like improvements to the lavatories, which are clean but old, and the governors have this in hand.

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

The care and welfare of pupils are very good. Support, advice and guidance are good. Pupils are very well involved in running the school.

### **Main strengths and weaknesses**

- The health and safety of the environment are very good.
- There are very good induction arrangements for all pupils.
- Pupils recognise that their views are taken into account.

### **Commentary**

23. Child protection procedures are very good. The school has an agreed policy that is well known to the staff and there are good working relationships with all relevant support agencies; overall, this provides good protection for pupils.
24. The day-to-day awareness of health and safety is very good. The headteacher, supported by the governors, carries out checks according to the school policy and records her findings, providing very safe care for pupils. Pupils' personal health and safety and that of staff working in the school are very good; through their everyday learning and through the PSHE programme, pupils are learning to care for their own health and safety, and that of others.
25. The procedures and practice for the induction into school of reception children are very good; parents are supportive of the school's preparation and say their children have found it easy to

settle into school. Very good procedures are in place for any pupils joining the school at other times, including a pupil mentor system.

26. Pupils' access to support and guidance is good; they understand targets. All are confident to ask for help and respond well to class teachers, learning assistants and other staff.
27. Pupils' views are important to staff and are consulted via the school council and the eco-committee. The pupils' strong views on the provision of lavatories have been mentioned elsewhere, and the school responded by a programme of redecoration. Children's concern for environmental issues is reflected in the collection of recyclable waste and in their growing of their own vegetables.

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

There are good links with parents, other schools, colleges and the community.

### **Main strengths and weaknesses**

- Parents think well of the school.
- The community is used well to support the school.

#### **Commentary**

28. Parents have good opinions of the school and would freely recommend it to others. The contentment and success of their children and the eagerness of children to return to school on the first day of term assure them all is well and standards are good. Inspectors corroborate their good opinions. Parents receive all the information necessary to meet statutory requirements and are pleased with the information provided, though some would like more detail on what children will learn each term. Regular meetings are held to discuss their children's progress and to seek parents' views on school issues and agree certain policies.
29. Parents make a good contribution to pupils' learning and to the school, particularly through the Parent Teacher Association, which raises substantial amounts of money to resource the curriculum and school events.
30. The links with other schools and colleges are good. Pupils are well supported before and at their transfer to secondary school. Work with the local secondary school and with the local partnership schools includes shared INSET and having work experience pupils in the school. A number of initiatives with other schools, training colleges and the local education authority helps enrich the school's curriculum and widen experience for staff.
31. There are good links with the local community; which are being developed by the work of the school council and eco-committee. Members of the community visit the school to support the curriculum, broaden pupils' learning and extend their wider environmental awareness. Community links are further strengthened by liaison with local churches; this helps extend pupils' learning and develops their awareness of other beliefs and cultures.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are good. The headteacher leads well and has built a strong and cohesive management team that gives clear direction and purpose to its work. Many subjects are well managed by experienced leaders, although a few require further development. The school's governance has improved since the last inspection, and is now good.

### **Main strengths and weaknesses**

- The headteacher provides reflective, purposeful leadership that clearly focuses on raising standards.
- The deputy and other members of the senior management team strongly support the headteacher and facilitate an open, consultative approach to management.
- The management of the Foundation Stage, and of special educational needs, is good.
- The governing body monitors the school's performance carefully and plays a major part in its decision making.
- Staff evaluate the school's performance accurately and identify the right areas for improvement.
- The school's development plan should be more closely linked to its spending commitments.



## Commentary

32. The leadership and management of the school have improved since the last inspection. Building on the work started before her appointment, the headteacher has formed a cohesive management team that shares a vision for raising standards and regularly evaluates the school's performance. She is strongly supported by a deputy whose experience and understanding successfully complement her work. Together with other members of the senior management team, they create a climate of open communication in which there is a free flow of ideas and views. As a result, there is the capacity for differences in practice to be resolved quickly. Staff are well motivated because they are consulted fully before decisions are made.
33. The school's management is good because responsibilities are clearly defined and its structures are uncomplicated. Apart from the headteacher, each member of the senior management team supervises the curriculum details for a group of classes. This arrangement works well, but senior managers are rightly working on closer liaison to ensure that there is smoother continuity in curricular provision as pupils move through the school. Subject leadership has been strengthened over the past two years; those responsible prepare an annual subject action plan that is linked closely to the school's priorities for development. This ensures that staff have a clear understanding of initiatives and that subject leaders form a strong sense of ownership of the areas for which they are responsible. Arrangements for the performance management and training of staff are good. Subject leaders monitor the quality of teaching and learning, and their responsibilities are closely linked to performance targets. However, the monitoring of teaching focuses a little too closely on teaching strategies rather than on the quality of pupils' learning.
34. The management of the Foundation Stage is good because the manager develops a strong team spirit that gives a clear sense of purpose and direction to the school's work with the under sixes. Practices are constantly evaluated and updated, and strong links are evolving with pre-school providers. Special needs provision is managed equally well. The co-ordinator works closely with teachers and outside agencies to ensure that pupils' needs are promptly met. She clearly identifies the right areas for development; for example, inconsistencies in the level of detail included in pupils' individual education plans. Teaching assistants are well trained and regularly report to teachers the outcome of their work so that the progress of those with special needs is constantly monitored. No pupils are at the early stages of learning English as an additional language, but the headteacher ensures that those whose first language is not English receive additional support as necessary.
35. Under the leadership of the hard-working chairman, governors receive sufficient information to enable them to support the school well, and to challenge senior staff about their work. The governing body has redefined its role since the last inspection and focuses much more closely on the strategic decisions necessary for the school's long term development. For example, it has prudently managed a reducing surplus planned to alleviate the effects of a fluctuating income, with the result that funds are available to improve the school's facilities. Governors' visits are planned monthly, and some develop a very close knowledge of the school and its activities. Statutory obligations are now fully met.

## Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	707,405	Balance from previous year	85,370
Total expenditure	702,242	Balance carried forward to the next	90,533

---

Expenditure per pupil	2,295
-----------------------	-------

36. Financial management is satisfactory. The finance sub-committee receives sufficient information on the school's income and expenditure to make judicious spending decisions. These are partially guided by the priorities of the school's development plan, but its annual review occurs five months after the beginning of the financial year so that some crucial spending decisions may not be linked as closely to the school's plans for development as they might be. Nevertheless, the school has managed its deficit budget well by cushioning its effects with its large surplus planned to reduce over the coming year, prudently monitoring its performance and provision while seeking to extend its facilities. The school development plan is primarily concerned with curriculum provision and its review timed to coincide with the start of the school year. Its contents are thoroughly discussed by members of staff and the governing body before approval. The school receives very good financial support from its parents' association.
37. The school makes good day-to-day arrangements for the administration of its budget, and the headteacher is regularly informed on the school's financial position. Sufficient care is taken to ensure that bulk supplies are purchased at competitive rates, and the school takes appropriate advice from the local authority when making large purchases or major improvements. The school regularly checks its performance against that of other schools and makes satisfactory use of best value principles.

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Reception pupils were starting their second week of part-time school during the inspection and so were in school only in the mornings. Consequently, there was not enough evidence to judge standards of attainment, the quality of teaching or provision in knowledge and understanding of the world, physical development or creative development. There is a good curriculum planned according to the six areas of learning and based on purposeful play, with a suitable balance of activities initiated by the children and by an adult. Pupils show less expertise in written mathematical and writing activities than generally found because the school believes it inappropriate for this stage of development. Provision for pupils with special educational needs is good. Most pupils start school with average attainment overall but with strengths in speaking and listening and in personal development. Pupils are well taught and achieve well. Assessment procedures are good. Accommodation and resources inside and out are good, although it is not ideal for the main pathway between school and the playground to run through the centre of the gated area. The two teachers and their assistants are well trained for the age group. The co-ordinator leads and manages the Foundation team well and has brought about good improvements since the previous inspection. She has identified three main areas to develop:

- to form a partnership group with the fourteen pre school settings so the school has greater awareness of pupils' previous experiences when they start reception;
- to develop the curriculum for the end of the reception year so the more able pupils can move into the early stages of the National Curriculum;
- to introduce a phonic scheme to develop reading and writing skills more systematically.

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

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

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

- A high emphasis is put on children's personal development.
- The photographic records of each area of learning show a rich practical curriculum.

#### **Commentary**

38. Children achieve well as a result of good teaching and by the end of the year nearly all children meet the early learning goal for this area. New children quickly settle to learning and to classroom routines. They play well together and confidently choose their own activities at certain times of the day. The clear boundaries and the consistent role models set by the adults ensure that the children know what is expected of them, so that they quickly learn the correct way to behave. The majority of children show interest in what they are doing, concentrate very well, even when not directly supervised and are keen to learn. Children are encouraged to share and take turns amicably, and put up their hands when answering a question. When children do not conform, they are dealt with firmly but fairly, so that they learn how to appreciate the needs of others in the group. The very supportive relationships ensure children feel secure and confident to seek help when required. The gains in learning in this area are as a result of the continual reinforcement of rules by the adults, and treating each other and the children with courtesy and respect. This leads to trusting relationships, and helps the children succeed. Children learn well from visitors such as Harold the Giraffe who teaches road safety.

## COMMUNICATION, LANGUAGE AND LITERACY

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

### Main strengths and weaknesses

- Pupils make good progress in speaking and listening.
- Pupils do less written work than generally seen.
- The school's scheme for teaching letter sounds (phonics) is not sufficiently rigorous.

### Commentary

39. Achievement is good. The emphasis on developing spoken language and the practical curriculum provides many opportunities to develop vocabulary and pupils' communication skills. 'Carpet Time' following registration, for example, provides opportunities for pupils to talk to the whole class about the weather, or explain what is special about the favourite toy they are holding. These sessions are well managed and pupils learn to take turns and listen carefully to others. Teaching is good. The teachers clearly value each child's contribution and through their open-ended questions help more reluctant speakers to develop their ideas. Most pupils reach or are close to reaching the early learning goals for reading and writing. A love of books is fostered through the sharing of stories and taking part in World Book Day activities. At the start of reception most pupils look carefully at the details in pictures and have favourite books at home. Rarely are any children reading words independently. Children are encouraged to take home books to share with parents. However, this is insufficiently linked to a rigorous system to teach the sounds that letters make and this prevents pupils from developing strategies to read or write new words unaided. Pupils are taught how to form letters correctly and by the end of reception most pupils have neat handwriting and write a sentence unaided but few write more than this.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

### Main strengths and weaknesses

- Children use a good variety of games to encourage understanding of number.

### Commentary

40. Children's achievement is good. Most pupils attain or are close to the goal for this area by the end of reception. Most pupils count past 20, have a good mathematical understanding about comparative heights and weights, know the names of two-dimensional shapes and add numbers to ten in practical situations. Children have a good repertoire of mathematical action songs and rhymes such as Five Little Speckled Frogs. Teaching is good. Effective methods, such as playing dice games, measuring the growth of sunflowers and using computer programmes, engage pupils' interest well. Teachers identify problem-solving and calculation as being weaker skills. However, there is little evidence of starting to record simple sums by the more able pupils.
41. No teaching was observed in **knowledge and understanding of the world**. New children were seen confidently using the mouse to match numbers on a computer screen. The curriculum has a strong scientific element. Pupils plant and maintain the flowering pots outside the room. They make jellies and cakes. Photographs show pupils' amazed faces as they felt blocks of ice and a chimney sweep's brush. Pupils appreciate their own and other cultures. For example they learn about festivals such as marriages and christenings and act

these out in creative play. Pupils take part in harvest festival and celebrate Chinese New Year. Teachers use videos well to give greater understanding. Outings such as that to the Cotswold Wild Life Park provide good opportunities to extend pupils' horizons.

42. No teaching was observed in **physical development**. Children are well co-ordinated and show good control of their movements in the outside play area. They are aware of others moving around them and show appropriate stamina and co-ordination when steering wheeled toys. They use pencils and other small tools and implements safely - for example, when using coloured dough. The hall is used regularly for formal physical education lessons. The outside area has no climbing equipment so pupils do not experience regular physical freedom at different heights unless they are taken to the school's climbing area on the far side of the field. As the outside area abuts garden fences, opportunities to throw balls are limited.
43. There is a good curriculum for **creative development**. New pupils were seen painting self-portraits with classroom assistants, who were helping individual children develop good observational skills through their very good, open-ended questions. Pupils were encouraged to look closely at themselves in a full length mirror and discuss what they could see before starting to paint. Photographs show pupils engaged in a variety of role play situations such as a class café and hospital. Pupils expressions show their delight in playing percussion instruments and putting on puppet shows using puppets they have designed and made. Insufficient evidence was available to make a judgement on the quality of teaching and learning.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- Pupils achieve well because they are generally offered challenging work.
- Standards have improved since the last inspection and are now well above average by Year 6.
- Teachers motivate pupils well and encourage them to work hard.
- Higher attaining pupils in Year 2 are not regularly shown how to improve the content of their writing.
- The subject leader constantly reviews pupils' performance and initiates improvements.
- The quality of teachers' marking is not consistent.

#### Commentary

44. Pupils enter Year 1 with average skills in reading and writing and attain well above average standards by the time they reach Year 6. They consistently achieve well as they move through the school because teachers offer work that is matched carefully to their learning needs. A single exception to this occurs in the quality of writing achieved by higher attaining pupils in Year 2. These pupils reach average levels of competence but, too often, their first efforts are accepted and they are not shown how they can improve further the content and structure of their writing. In other respects, teachers have high expectations for the achievement of their pupils. Well-established practices for the teaching of reading, for example, ensure that pupils are regularly heard to read individually throughout the school, and homework is frequently used to reinforce and practise skills. As a result, many read with fluency and enjoyment by Year 6. Teachers develop very good relationships with their pupils, so that they are eager to do well for them. Pupils with special needs or whose mother tongue is not English achieve as well as others because teachers and their assistants thoroughly understand their learning needs, and support them well.
45. Standards of speaking across the school are above average, and pupils achieve well. Many gain confidence in speaking at length through role play and through the opportunities teachers provide for them to explain or justify their answers. In a good lesson for pupils in Years 1 and 2, for example, the teacher expected her pupils to explain the characters' feelings and motives in a book they were sharing; this challenged their thinking and encouraged them to speak at length. In a minority of lessons, teachers speak for too long or do not give pupils enough time to reflect on the questions they ask. Listening skills improve as pupils mature, so that they are above average by Year 2, and well above average by Year 6. Pupils concentrate well because they are well motivated and enjoy their lessons. Some teachers use the inflection and dynamic of their voice imaginatively to hold pupils' attention or to create atmosphere. Pupils heed the opinions of others in group discussion before offering their own views.
46. Pupils achieve well in reading. Standards in Year 2 are above average, and pupils reach well above average levels by Year 6. Teachers in Year 1 work hard to consolidate pupils' knowledge of sounds, with the result that higher attaining pupils already read simple stories with understanding and enjoyment by the beginning of Year 2, while those of lower attainment are beginning to recognise how letters used in combination are pronounced. By Year 6, most pupils talk confidently about the plot or characters of their book, often expressing a preference for a particular author or type of story. Teachers give clear guidance on the amount of reading expected at home, fostering a culture for regular practice that makes an important contribution towards high standards. Those with special needs achieve as well as other pupils; their reading is carefully monitored, and teaching assistants offer the right degree of support.

47. Achievement in writing is equally good, except that higher attaining pupils in Year 2 do not achieve as well as they might because their first effort is often accepted as their best; there is little evidence that these pupils have checked their punctuation or spelling, or that marking shows them how they could do better. As a result, much of Year 2 work is just above the average standard but there is little at a higher level. In Years 3 and 4, pupils are offered plenty of opportunity to re-draft and improve their work, and there is a good blend between the practising of writing techniques and producing finished work for a particular audience or purpose. Many pupils achieve well above average standards by the end of Year 6 and have become fluent, confident writers, able to vary the tone and formality of their writing according to their audience or the character they are portraying. Higher attaining pupils use punctuation well to clarify meaning, sometimes incorporating brackets or hyphens to comment on characters or plot.
48. Spelling standards are average in Years 1 and 2 and are generally above average in Years 3 to 6. While pupils learn spellings regularly at home, they do not always apply this learning in everyday writing, and the degree to which teachers ensure that pupils correct and practise the words misspelt in their work varies from class to class. Standards of presentation are generally good. By the time pupils reach Year 6, many are developing a joined, legible hand that attracts the reader to their work.
49. The quality of teaching and learning is good. A greater proportion of good or very good teaching was observed in Years 3 to 6 during the inspection, but over time teaching is consistently good across the school, and this reflects the good achievement. Teachers know their pupils well, and apart from the exception in writing at Year 2 already described, consistently match the tasks they set to pupils' learning needs. Lessons are well planned and allow enough time for individual work, though introductions are occasionally too long. Pupils enjoy learning because teachers make their lessons interesting and motivate them well. In a very good Year 6 lesson, pupils worked very hard because the teacher animated the subject with skilful questioning and bright delivery. However, the quality of marking is variable, and could be used more imaginatively to help pupils learn from the mistakes they have made.
50. Leadership of the subject is good. The school accurately assesses pupils' performance, so that teachers come to a good understanding of their learning needs early in the school year. The subject leader monitors teaching and learning and organises staff training, and the senior management team have rightly identified the writing of higher attaining pupils as an area for improvement.

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

51. Writing supports learning adequately in other subjects, and it is employed well for some geography and history topics in Years 3 to 6. However, there is scope to extend its use in religious education. Pupils sometimes use the computer to write or edit stories. The library is often used after school, but there are plans to enlarge it so that it may be employed more effectively for research and browsing during lessons.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Standards are well above average by Year 6.
- Teaching is good.
- Very good analysis of test results promotes pupils' progress.
- Occasionally, work given to average pupils could be more closely matched to their abilities.
- There is not enough work at higher levels in shape and space.

## **Commentary**

52. Standards by Year 2 are above average; pupils achieve well, as is shown by the large proportion who work at Level 3. By Year 6, standards are well above average and pupils continue to achieve well.
53. Teaching and learning are good overall. Pupils learn well because teachers make careful use of test results and other assessment information to set pupils appropriate work. Sometimes, in the Year 3/4 mathematics sets, pupils in the middle ability range work either with above average or with below average pupils; there is scope for giving this group tasks which are more closely tailored to their needs. The co-ordinator has also identified this inconsistency.
54. Pupils' books show a spread of work in all areas of the subject, with an emphasis on investigative mathematics, the school's recent target; however, work undertaken by older pupils in geometry rarely reaches above average levels. Examples of work not represented are rotational symmetry and the sum of the angles in polygons, on a line or at a point. The school has closed most of the gap indicated at the last inspection in this area, but not at the higher levels. Overall improvement since that time has been good, as standards by Year 6 are much higher.
55. The leadership and management are good. The co-ordinator's analysis of strengths and weaknesses is key to the good teaching, as is shown by the recent focus on practical mathematics and the improvements in assessment procedures. The monitoring of teachers' work has shown the co-ordinator the need to achieve greater consistency in the way teachers use their marking to help pupils to improve.

## **Mathematics across the curriculum**

56. In ICT, pupils use their knowledge of angle when programming a floor robot to travel and turn. In science, older pupils used measuring and estimating skills in testing different types of parachute. Others display the results of experiments in tables and graphs. Younger pupils practise counting skills throughout the day, as when finding the number of children present at the start of the morning.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Standards are very high at the end of Year 6.
- Pupils are well taught and so they achieve well.
- The use of ICT is not fully developed in the science curriculum.
- More able Year 2 pupils have too few opportunities to do practical work at an appropriate level.

## **Commentary**

57. At the end of Year 2, there is a consistent trend for pupils to attain above average standards and for a high proportion to attain Level 3. Pupils achieve well; however, pupils' investigational and enquiry skills lag behind their very good knowledge base at the higher level because this area is less well taught. At the end of Year 6, pupils have continued to achieve well and standards are consistently very high, with a very high proportion of pupils attaining Level 5.
58. The quality of teaching and learning overall is good. No teaching was seen in Years 1 and 2. The teaching in the lessons observed in Years 3 to 6 was very good and pupils achieved very



well. Teaching is enthusiastic and stimulating. Very detailed planning ensures that all pupils are appropriately challenged. Lessons are practical and pupils find them very interesting. Pupils' very good behaviour and very positive attitudes ensure that lessons proceed briskly, enabling very good learning to take place. Pupils' very good personal development allows them to interact very effectively in groups during experiments. Teachers combine pupils' literacy and scientific learning very well through the attention paid to developing correct scientific vocabulary, extending pupils' oral predictions and conclusions and insisting on orderly recording in books.

59. Pupils' past work shows that, whilst marking is supportive and helps pupils move forward, teachers of older pupils do not consistently correct scientific spellings. Teachers use video, word processing and the internet well as part of their teaching strategies, but this does not happen frequently enough for pupils to look upon ICT as an automatic tool for scientific research and recording.
60. Science is effectively managed. Issues identified in the previous report have been addressed well, standards have risen throughout the school and improvement has been good. The co-ordinator analyses data well to identify where the curriculum needs strengthening and takes steps to see it happens; for example, she noticed that more able Year 2 pupils were attaining less well in investigational science than other curriculum areas and listened to teachers concerns about being able to provide sufficient challenge within the combined Year 1 and 2 classes. This academic year, groupings in science are to be adapted to address this and evaluated at the end of the year for effectiveness.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Computer resources are good and enhance pupils' learning.
- Good leadership has moved the subject forward quickly over a short period.
- Too few pupils reach levels of attainment above the expected levels.
- Pupils need more opportunities to use their ICT skills throughout the curriculum.

### **Commentary**

61. Pupils achieve satisfactorily and their attainment meets expectations by Years 2 and 6. At the last inspection, attainment was lower than the expected levels and improving the provision for ICT was a key issue. Progress on this was initially slow, because of a lack of resources. The school decided to build a computer suite and this has been available over the last twelve months only. Additionally, a complete new network of computers was installed over the summer, including an interactive whiteboard. Overall, the progress since the last inspection has been good.
62. The co-ordinator has worked hard to reinforce teachers' expertise and all are now confident in using the equipment. This means that pupils' learning is now improved and standards are set to rise, led by the co-ordinator's good action plan. This focuses on the need to enable pupils to work at higher levels; a target now made possible by the new resources and teachers' improved confidence. The co-ordinator has augmented the guidance given to teachers in the school's scheme of work and has introduced new assessment methods to enable teachers to monitor pupils' progress more closely. The leadership and management in the subject are good and effective.
63. No teaching was observed in Years 1 and 2 so no judgement can be made on its quality. Teaching and learning are satisfactory in Years 3 to 6. Teachers make good use of the

whiteboard to demonstrate new skills and techniques to pupils. Lessons are interesting and relevant to classwork, enabling pupils to enjoy the subject.

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

64. The use of computers in most subjects is not the norm, and the valuable resource of the ICT suite is under-used. It is part of the co-ordinator's action plan to increase its cross-curricular use and she has already led teachers in in-service training. Year 3/4 pupils used their computer skills in a mathematics lesson when practising and developing their ability to establish number. In a graphics program, they created groups of identical picture stamps and then estimated how many were on the page, using a variety of methods of estimation. Pupils frequently use word processing in English to improve the appearance of their written work. Pupils in several classes have used the internet to research a class topic, such as Olympic athletes.

## **HUMANITIES**

Three lessons were observed for religious education. No overall judgement on standards, teaching and provision may be made for geography and history as neither subject was a focus for inspection and no lessons were observed.

### **Religious education**

Provision in religious education is **unsatisfactory**.

### **Mains strengths and weaknesses**

- Standards by Year 6 are below those expected by the agreed syllabus.
- Insufficient teaching time is allocated to religious education.
- Pupils display a good level of knowledge and understanding in those aspects of the subject that have been covered.

### **Commentary**

65. Too little evidence was available for Years 1 and 2 for a judgement to be made on achievement and standards among younger pupils, but an examination of books and discussions with older pupils and staff confirm that too little teaching time is allowed to enable pupils to meet the requirements of the agreed syllabus. For this reason, achievement by Year 6 is unsatisfactory.
66. Pupils in Years 1 and 2 identify similarities and differences between individuals, and learn to respect the feelings and opinions of others. They understand that people have different beliefs that are expressed and represented in a variety of forms. Pupils know that places of worship are used for prayer, and understand a little about naming ceremonies, such as christenings. They have heard of the Bible and the Koran, and have some knowledge of the Christmas and Easter stories, although they can relate little else about Jesus. By Year 6, pupils have a closer understanding of some of the stories that occur in the Bible; for example, they recount in detail the events surrounding the Last Supper and the Crucifixion. They explain clearly the essential differences between Judaism and Christianity. While the areas of learning they have covered in school are well understood, there are considerable gaps in their knowledge and much of their general understanding is more superficial than expected. This is because the time available for learning (30 to 40 minutes weekly) is insufficient and is sometimes further reduced by the demands of other subjects.
67. Three lessons were seen across the school in the course of the inspection. Teaching in Years 1 and 2 is satisfactory overall, but too few lessons were observed in Years 3 to 6 to judge its quality. Subject knowledge is generally good. In two of the lessons seen, explanations were clear and a good climate for learning was created, but pupils did not have long enough to

discuss or reflect on the questions the teacher raised. In a good lesson, pupils were given sufficient time to explore the similarities and differences between different members of the class, examples were carefully chosen, and the lesson made an important contribution to pupils' social and cultural development.

68. No judgement may be made on leadership in the subject because the new subject manager has only very recently been appointed. However, the curriculum is unsatisfactory and the school needs to review urgently the amount of time allowed for teaching. Members of the local clergy regularly contribute to assemblies, and representatives of other faith communities sometimes visit the school to share their experience with the pupils.
69. In **geography**, pupils in Years 1 and 2 develop a good understanding of how their own lives are different from those of children in distant communities. For example, they compare the life of a child on a fictitious Scottish island with their own experiences in Banbury, and list the advantages and disadvantages of living in a remote locality. Younger pupils begin to appreciate that the relative location of places can be represented on maps because they draw simple plans or use them to find holiday destinations. Between Years 3 and 6, pupils study distant countries in greater detail. A number of pupils in Year 4 produce work of above average standard about the Amazon. This is sufficiently detailed to enable pupils to develop a real understanding of the theme, and is well presented and researched. In Years 5 and 6, pupils learn about the effect of the Nile on the civilisation of ancient Egypt. Much of pupils' learning is combined with history studies. They make a relatively detailed examination of life in the Gambia, comparing living conditions there with their own. The school's wider interest in environmental issues is reflected in much of the work of older pupils. A sample examined revealed little evidence of the progressive development of geographical skills, such as map work, but the presentation and detail of much of the work surveyed was above the level expected.
70. Very little written work was sampled for **history** in Years 1 and 2. Pupils compare the old buildings in a nearby village with present-day construction. They note their appearance and the materials used, making and annotating simple drawings to record the experience. Pupils understand that methods of transport in Victorian times were different from modern ones. They appreciate that the appearance of people and objects change over time; some make careful drawings of early cars and compare them with recent ones. By Years 5 and 6, pupils learn in much more detail about past civilisations. For example, many produce above average work about life in ancient Egypt, making detailed comparisons of transport by boat and chariot. Visits support pupils' learning well. Pupils learn much from first hand about how the urban and rural environment has changed in the course of the years, and this is valuable because it assists them in understanding the social and historical context of the present local landscape. This enables them to make effective contrasts with a rural setting in Herefordshire studied during a residential visit.

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

Only one lesson was observed in music, one in art and none in design and technology, as these subjects were not foci for inspection. No judgement on standards, teaching, learning or provision can thus be made in these subjects.

### **Physical education**

Provision in physical education is **very good**.

### **Main strengths and weaknesses**

- Standards are very high and have improved since the previous inspection.

- Very good teaching results in high levels of achievement.
- The co-ordinator's drive and expertise are outstanding.
- There are extensive extra-curricular opportunities in sport.

### **Commentary**

71. The quality of pupils' expertise across the wide and varied curriculum is well above that generally found. Many Year 6 pupils represent their school and successfully enter local and county competitions and teams. Pupils have a very good level of general fitness when they leave the school through taking part in weekly cross country runs and physically demanding lessons.
72. The quality of teaching seen during the inspection was very good. Many teachers have performed at the highest competitive levels and use their expertise to inspire pupils. All lessons have a very good pace and pupils are constantly exhorted to improve their performance. For example, older pupils are timed to the second in cross country running, and are expected to improve week by week. Pupils respond very well to the high levels of challenge and work extremely hard. Their behaviour is always very good. Pupils in all age groups nominate physical education as their favourite subject. One boy said, "Before I came here I thought netball was for girls but I tried it and now I love it".
73. The management of physical education is outstanding. The co-ordinator is passionate about sport, has a strong belief in health through fitness and is totally committed to getting the best from each pupil. She is an excellent role model for all staff, who readily turn to her for ideas, such as how to extend a gymnastics theme over several weeks. Currently she is devising a simple but useful assessment system to chart pupils' achievement more effectively.
74. Teachers and outside coaches run a wide variety of sports clubs open to any junior pupil who wants to attend and there are an increasing amount of clubs for younger pupils. The co-ordinator willingly gives up hours of her spare time for extra-curricular activities. The residential visit for older pupils affords them the opportunity to experience more adventurous sports such as canoeing and orienteering. The school hall is cramped but good use is made of the nearby community hall. There is very good outside space, which is a significant factor in the school's ability to provide such a broad curriculum.
75. **Music** plays an important part in the life of the school. About 20 per cent of all pupils learn to play an instrument and a concert is given every year, where all take part, as well as the school choir. Teachers lead recorder groups and choir practice at lunchtimes, and recorder players and percussionists frequently accompany singing in assembly. Singing in the hymn practice was accurate and bright, with clear diction. Singing is best when it is accompanied by live music rather than the taped singing.
76. Teachers' planning shows that the full National Curriculum is covered, with due attention to listening and composition. In the lesson observed, standards and teaching were good; one half of the class sang while the other performed *ostinati* on various percussion instruments.
77. In **art and design** there is satisfactory curriculum coverage. Pupils enjoy their lessons but regret that provision is confined to a few 'art days' each term rather than regular weekly sessions. The co-ordinator has introduced guidance sheets so teachers have a clear understanding of how to develop pupils' skills systematically through the different elements of the programme of study. In the lesson observed, Years 1 and 2 pupils were working on self-portraits, adding objects which helped to show aspects of their character or hobbies.
78. In **design and technology**, teachers' planning and work on display show that National Curriculum requirements are met and there is a comprehensive programme for the development of skills. Photographs show older pupils designing, making and serving a balanced and healthy meal. Good risk assessments are made for all activities.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHE)**

Provision for PSHE is **good**.

### **Main strengths and weaknesses**

- Pupils are effectively involved in the running of the school.

#### **Commentary**

79. Pupils' personal development has been a particular school focus for the last two years. There are democratically elected school and class councils which have a good input to management decisions. For example, pupils asked for the toilets to be redecorated and were consulted about the bullying and drugs policy. Class representatives sit on the eco- committee together with parents, governors and district councillors. They are considering how to develop a 'walking bus' to reduce pollution from cars. Pupils recycle all waste materials - for example, their apple cores from break go into a compost bin. The school's promotion of environmental awareness and health promotion have won it several prestigious local authority awards. Teaching about sex and relationships is dealt with at an appropriate level for each year group. Older pupils attend a safety day run by the police and visit the Life Education Bus. Pupils are made aware of the possible hazards linked to drugs, tobacco and other substances. Personal development is reinforced through many aspects of the curriculum and regular PSHE timetabled sessions. Two lessons were seen where the focus was on developing friendships. Teaching was good and pupils achieved well because the lessons were well structured and pupils had good speaking and listening skills. Pupils take part in community events; for example, they provide a choir for switching on the lights at a Christmas ceremony, and have a close relationship with a local high-dependency nursing home for the elderly.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
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	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
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).*