

# INSPECTION REPORT

## **UFFINGTON CE PRIMARY SCHOOL**

Uffington, Faringdon

LEA area: Oxfordshire

Unique reference number: 123170

Headteacher: Liz Robertson

Lead inspector: Michael J Cahill

Dates of inspection: 28 February – 2 March 2005

Inspection number: 268157

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:	5 – 11
Gender of pupils:	Mixed
Number on roll:	87
School address:	Broad Street Uffington Faringdon Oxfordshire
Postcode:	SN7 7RA
Telephone number:	01367 820296
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Appropriate authority:	Governing body
Name of chair of governors:	Graham Banks
Date of previous inspection:	11 January 1999

## **CHARACTERISTICS OF THE SCHOOL**

This Church of England primary school is situated in the centre of Uffington, a small rural village near the Ridgeway in South Oxfordshire. The school serves families from neighbouring villages as well as those from Uffington itself; the school roll has been steadily increasing over the last five years. The area is predominantly one of well-established owner-occupied houses with some rented accommodation; the percentage of pupils known to be eligible for free school meals is broadly in line with the national average. The school is much smaller than most primary schools with 79 full-time pupils and eight who attend the reception class part time. The school has a recently established Partnership Unit which caters for children from two and a half to five years of age in three age-based groups and there are classes for Years 1 and 2, Years 3 and 4, Years 5 and 6. Almost all pupils are from white British families; the percentage of pupils whose first language is not English and who are at an early stage of learning to speak it is extremely low. A few children come from families within the travellers' community.

The planned annual admission number is 15 and attainment on entry varies from year to year but is broadly average. The overall proportion of pupils who have special educational needs is close to the national average as is the proportion with a statement of special educational need. As well as a range of learning difficulties, the special educational needs in the school include social, emotional and behavioural needs.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19623	Michael Cahill	Lead inspector	English as an additional language Mathematics Science Information and communication technology Design and technology Physical education
9334	Jenny Mynett	Lay inspector	
22831	Clive Lewis	Team inspector	Special educational needs Foundation stage English Art and design Geography History Religious education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school with many very good features.** Leadership and management are very good and clearly focused on raising standards through improving the quality of education provided. Pupils achieve well in attaining standards that are above average and they are prepared very well for subsequent stages of education; their personal development is promoted very effectively. The school uses its resources well and provides good value for money.

The school's main strengths and weaknesses are:

- The headteacher and other key staff provide very good leadership and management directed effectively to raising all pupils' achievement.
- Standards are above average as a result of good teaching based on good assessment systems.
- Provision for pupils' spiritual, moral, social and cultural development is very good and pupils develop very good attitudes towards their learning.
- The curriculum is very stimulating and planned very well to make links between subjects; it is very well enriched by a wide range of visits, visitors and out of school activities. However, building delays mean that there is currently no library.
- All pupils benefit from the high quality of support, care and guidance that the school provides.
- Governors play a key role in shaping the future of the school and in maintaining the very good partnerships with the community, parents and other schools and colleges.
- Attendance is well below the national average because of term time holidays and the erratic attendance of a few pupils.

There has been a good level of improvement since the last inspection in 1999; the overall good standards have been maintained and the quality of education, including the teaching and the accommodation, has been improved. There are now good schemes of work in all subjects and the work for pupils in Years 3 to 6 is now as challenging as that in other year groups.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	B	B	E	E
mathematics	B	B	D	D
science	B	A	D	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' overall achievement is good.** Pupils of all abilities, including those with special educational needs, achieve well. However, the achievement of a very small minority of pupils suffers because of their poor attendance. Children in the reception year are on course to meet the national learning goals and to exceed them in their personal and social development and their mathematical skills.

Because of the small number of pupils in each year group, comparisons of national test results for different years should be treated with caution. Over the five years since the last inspection, the school's national test results for pupils in Year 2 have improved faster than the national trend. In 2004, results in reading and writing were well above average and very high (in the top five per cent of schools nationally) in mathematics; overall they were well above average. Standards in the present Year 2, at this point in the school year, are above average in reading, writing, mathematics

and science; in information and communication technology (ICT) and history, standards are average. In religious education, pupils match the standards of the locally agreed syllabus. National test results for Year 6 pupils have been above, sometimes well above, the national average for most of the period since the last inspection. In 2004 results were below average because the small year group included pupils who had significant special educational needs; the school did not meet all of the targets agreed with the local educational authority but pupils had made at least the progress expected of them in their time at the school. Inspection evidence indicates that the standards attained by the current Year 6 pupils are above average in English, mathematics, science and information and communication technology. Standards in history are at the expected level and they meet the requirements of the locally agreed syllabus in religious education.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are promoted very well.** Attitudes and relationships are very good and most pupils behave very well; overall, behaviour is good. Attendance is well below the national average, due largely to parents taking their children on holiday during term time and also to a few pupils whose attendance is poor; punctuality is satisfactory.

## **QUALITY OF EDUCATION**

**The school provides a very good quality of education for all of its pupils.** The quality of teaching and learning is good with a significant proportion of very good lessons and no unsatisfactory teaching. Lesson planning is very good and teachers and teaching assistants work together very well to make sure that pupils' learning needs are met. There are good systems for keeping track of the progress of individual pupils. Most pupils become well-motivated and confident young learners. The curriculum in the Foundation Stage and throughout the school meets pupils' needs very well and there is a very good programme of enrichment opportunities, including a good range of sporting and cultural activities. The Partnership Unit has enhanced the accommodation a lot but delays (beyond the school's control) in the next phase of building mean that the school is currently without a library. The school provides very good support, care and guidance based on very good knowledge of the pupils. The school maintains very good links with parents, the community and other schools and colleges; these enhance pupils' learning and achievement.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are very good.** The leadership of the headteacher and other key staff is very good and clearly focused on raising the achievement of all pupils. The school is very well managed and runs smoothly; all aspects of its performance are kept under continuous review by the governing body and the headteacher. Governance is very good and all statutory requirements are fully met.

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

Most parents hold the school in high regard, valuing the family atmosphere and the approachability of the headteacher and staff. Pupils are very happy and feel that the school is safe and secure; they appreciate the opportunity to contribute to school development through the school council and are enthusiastic about changes that have followed their discussions.

## **IMPROVEMENTS NEEDED**

To improve further, this good school should:

- Continue to impress on parents the importance of their children not missing lessons;
- Progress the planned improvements to facilities, including the provision of a library.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Achievement is good throughout the school. Standards in the current Year 6 are above average in all core subjects.

#### Main strengths and weaknesses

- Pupils make good gains in their skills, knowledge, and understanding in their time at the school, making at least the expected amount of progress.
- Standards in English, mathematics and science are above average in Years 2 and 6.
- Pupils in Year 6 demonstrate standards in ICT that are above expectations for their age.

#### Commentary

1. Caution is needed in interpreting the national test results in this school because of the small number of pupils in the year groups. Over the five years since the last inspection, the school's national test results for pupils in Year 2 have improved in reading, writing and mathematics in excess of the national trend. In 2004, results in reading and writing were well above average and very high in mathematics; overall they were well above average.

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

Standards in:	School results	National results
reading	17.4 (17.4)	15.8 (15.7)
writing	16.6 (16.5)	14.6 (14.6)
mathematics	19.0 (18.5)	16.2 (16.3)

*There were 10 pupils in the year group, 9 boys and 1 girl. Figures in brackets are for the previous year*

2. Results in Year 6 have usually been above national averages over the five-year period; in 2004 results were well below average in English and below average in science and mathematics. This caused the trend in the school's results to fall below the national trend. The reason for the apparent fall in standards was the presence in the small year group of a significant proportion of pupils with special educational needs. There are variations from year to year in the relative performance of boys and girls. The small group sizes, however, mean that it is not possible to identify any significant differences in the achievement of any group of pupils, including that of the small proportion from minority ethnic and traveller families. The school's records confirm this analysis.

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

Standards in:	School results	National results
English	24.8 (28.0)	26.9 (26.8)
Mathematics	25.9 (27.5)	27.0 (26.8)
Science	28.1 (30.1)	28.6 (28.6)

*There were 11 pupils in the year group, 5 boys and 6 girls. Figures in brackets are for the previous year*



3. In 2004, the school had variable success in meeting the targets agreed with the local education authority, meeting them for Level 4 in English and exceeding them in Level 5 for mathematics but failing to meet them in the other two respects. Targets for the present Year 6 are challenging but achievable.
4. Attainment on entry is broadly average and very variable because of group size. Children benefit from the good provision in the Foundation Stage and most of the present Reception class are on course to meet the national goals for early learning; some should exceed them in the areas of personal and social development and mathematical development. Overall, this represents good achievement.
5. Pupils with a wide variety of special educational needs achieve well. Due to a mixture of in-class support and, where appropriate, small group withdrawal activities, pupils with special educational needs make good progress in terms of the targets in their individual education plans. Because of sensitive lesson planning and the provision of extra opportunities in partnership with other providers, more able pupils also achieve well.
6. In the present Year 2, the attainment of pupils is above average in reading and writing, mathematics and science. In ICT and history, pupils' attainment in Year 2 is average. In religious education, pupils meet the expectations of the locally agreed syllabus. Overall, taking into account the 2004 national test results and assessments, achievement throughout Years 1 and 2 is good for pupils of all abilities and for all groups, including those from the Traveller community, although erratic attendance sometimes reduces achievement.
7. Standards in the present Year 6 are above average in English, mathematics, science and ICT. Standards in religious education match the requirements of the locally agreed syllabus. Most pupils, of whatever ability and from all groups, achieve well during their time in the school.

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

Pupils' spiritual, moral, social, cultural and personal development is very well promoted and reflected in the good behaviour, and the very good attitudes that pupils develop as they move up the school. Pupils' personal development is very good. Overall attendance levels are well below the national average.

### **Main strengths and weaknesses**

- The very good attitudes and good behaviour of most pupils enable them to make good progress because they are highly motivated and eager to learn.
- The provision for pupils' moral, social and cultural development is very good and contributes very effectively to pupils' personal development, confidence and self-esteem.
- Attendance levels are lower than in most schools.

### **Commentary**

8. The behaviour of the great majority of pupils is at least good and pupils develop very good attitudes towards their learning as they progress through the school. Both pupils and parents express very positive views about their school. Parents are very pleased that their children are happy and enjoy school. They value the warm relationships between staff and pupils, and the way pupils are encouraged to work hard and achieve their best. Pupils are very enthusiastic. They like the fact that it is '*a small school where you can get to know everybody... and make lots of friends*'. They think the teachers are '*kind and helpful... they don't get cross if you don't understand*', and '*they make learning fun*.' Most pupils, particularly the older ones, have very positive and responsible attitudes to their work and activities in school. They are enthusiastic and well-motivated learners and this helps them to progress well in their tasks and achieve good results.
9. The Reception children in the new Foundation Stage Unit are developing confidence and showing positive attitudes to school. They enjoy their activities, concentrate well on their work

and learning, interact well together and are happy to share their toys and equipment. Many of these children are on track to exceed the early learning goals in personal, social and emotional education by the end of the year.

10. Teachers have high expectations of behaviour and the majority of pupils behave well both in lessons and around the school. The older pupils are very mature, showing high levels of self-esteem and working hard to present their best work. Whilst the behaviour of the older pupils is very good, there are a small number of pupils in Years 1 to 4 with very challenging behaviour. They can be deliberately disruptive and this can sometimes affect things for the rest of the class. Whilst the majority behave well, the disruptive behaviour of the minority occasionally influences others who react in a silly and immature way. Teachers have received guidance from the behaviour support specialists in how to handle some of the worst behaviour but do not always have sufficient in-class help to meet the needs of these pupils. Relationships between staff and pupils and between pupils themselves are very good. Pupils generally work and play well together and harmony is a strong feature of the school. There are good systems in place to deal with any incidents of harassment, bullying or oppressive behaviour. Whilst there are incidents, pupils are generally confident that they will be dealt with.
11. The provision for pupils' spiritual, moral, social and cultural development continues to be very good and has a positive impact on their personal development. Spiritual development is very good and well embedded into the curriculum. This is evident in pupils' presentation and work, both in their books and on wall displays. Pupils gain a good understanding of their own and other religions through religious education lessons. The opportunity to develop pupils' self-knowledge and spiritual awareness and consider important issues and values is consistently well promoted each week during assemblies, in the personal, social and health education lessons and during class discussion time. Pupils listen well, pause and reflect about different issues and show great respect for the values and beliefs of others.
12. Moral development is very good. Pupils understand the golden rules, and the link to 'golden time' on a Friday. They have helped to devise their class rules, know right from wrong and are generally aware of how their actions affect others. The weekly celebration assembly encourage pupils to recognise and celebrate the achievements of others both in and outside school. Fund raising activities for both local and international charities help pupils to gain an awareness of others less fortunate than themselves. The good behaviour of most pupils in and around the school is a result of their developing self-discipline and is reflected in the fact that only one pupil has been excluded from the school recently for totally unacceptable behaviour.

### ***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	51	1	0
Mixed – White and Asian	2	0	0
No ethnic group recorded	17	0	0

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

13. Social development is very well fostered and results in productive relationships being forged throughout the school. This promotes an effective working environment and has a positive impact on pupils' achievement. The older pupils know they need to be good role models. They act as buddies to new pupils and are very caring of the younger ones, looking out for them in the playground. Pupils accept responsibility readily, acting as monitors in their

classrooms or undertaking the role of ‘helping hands’ enthusiastically at break and lunch times. The school council provides pupils with increased responsibility and engenders a good awareness of how they can meet the needs of other pupils in the school.

14. The provision for pupils’ cultural development is very good. There is a rich provision offered within the curriculum through music, art and dance, with involvement in various festivals and competitions, and through visits and visitors. The school provides a wide range of opportunities for pupils to explore and learn about their own cultural heritage and the diversity of other cultures, such as the art, music, dance and historical focus on Benin for Years 5 and 6. Links are well established with other schools in Germany and Spain through the British Council’s Comenius scheme. This promotes an awareness of cultural differences in countries through various projects and exchange visitors. With no pupils from ethnic minority backgrounds in the school currently, the school is aware that it could do more to promote a greater awareness of the diversity within multi-ethnic Britain.

### Attendance

Attendance levels have declined since the last inspection. Whilst the attendance levels of most pupils are good, the overall attendance figure is well below the national average. This is mainly due to a small number of pupils who have irregular attendance, including the traveller pupils, and the large number of parents who are taking their children on holidays in term time. The school encourages parents not to take holidays in term time and points out the difficulties in catching up missed work and how this will affect their children’s education. Punctuality is satisfactory with most parents bringing their children to school on time in the mornings. There are satisfactory systems in place to monitor attendance and follow up absences and lateness.

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

Authorised absence		Unauthorised absence	
School data	7.6	School data	0.1
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.*

### QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a very good quality of education for all its pupils. Teaching and learning are good. Curriculum provision is very good overall and there are very good opportunities for enrichment. The school provides very good support, advice and guidance for pupils and maintains very good relationships with their parents. There are very good links with the community and with other schools and colleges.

#### Teaching and learning

The overall quality of teaching and learning is good, with a significant proportion of very good practice. Assessment procedures are good.

#### Main strengths and weaknesses

- Lessons are very carefully planned so that the needs of pupils in mixed-age classes, including those with special educational needs, are met and as result their achievement is good.
- Teachers have high expectations of the standard of pupils’ work and behaviour and this promotes good learning habits.
- Very good teamwork between teachers and teaching assistants contributes to good behaviour and the involvement of all pupils in lessons.

- Very well planned links across the different subjects help Year 5 and 6 pupils in particular to make more sense of their learning.
- There are good procedures for keeping track of pupils' progress, especially in English and mathematics.

### **Commentary**

15. During the inspection the vast majority of lessons were of at least good quality and none were unsatisfactory. There was a well above average proportion of lessons that were very good in the class for pupils in Years 5 and 6. The overall quality of teaching has improved since the previous inspection. The quality of teaching of English, including the skills of literacy, and of mathematics, including numeracy, is good. The consistently good quality of teaching means that pupils make good progress from their different starting points, and they develop very good attitudes to learning and good work habits.
16. The teaching of pupils with special educational needs is good overall, and is frequently very good for individuals and small groups. Class teachers ensure in their lesson plans that appropriate provision is made for pupils with particular learning needs. Learning support assistants work very well with class teachers and provide good and frequently very good support for pupils, monitoring and recording pupils' progress and providing an appropriate blend of help and challenge.
17. The school has recently moved to a two year group per class organisation and teachers have put a lot of work into devising a planning structure that meets the needs of pupils in this context. The benefits were very obvious in a very good science lesson with the Year 3/4 class where for parts of the lesson the teacher and the teaching assistant worked with the two-year groups separately; pupils from both year groups achieved very well.
18. The very good team work between teachers and teaching assistants is an important feature of many lessons. Teaching assistants often make an essential contribution to ensuring that all pupils, especially those who have learning or behaviour difficulties, take a full part in lessons. The adults who work in the school all share high expectations of the standard of pupils' work and of their behaviour. Because pupils know what is expected of them and what they are supposed to do, lessons generally take place in a pleasant and purposeful working atmosphere and pupils do their best. They are helped in this because teachers' planning is designed to help pupils to build on what has been learned most recently; good assessment records help in this respect. In a Year 1/2 mathematics lesson, for example, the teacher set tasks at a good range of levels of difficulty to meet differing learning needs identified from the previous lesson.
19. Teaching and learning are often very good In the Year 5/6 class lessons, partly because the teacher is very good at helping pupils to see links between what they are learning in different subjects. For example, pupils learned to use a sorting program in ICT by using information about the properties of shapes that were being explored in mathematics lessons. Other good uses of ICT to help learning in other subjects included the use of a video camera to record and then view and analyse dance sequences that pupils in Years 5 and 6 were choreographing; this enhanced the quality of their learning greatly and developed their skills of self-assessment. Internet-based research is used well to help pupils develop their independent learning skills.
20. The school places a strong emphasis on helping pupils to feel good about themselves and to work well with each other and on their own. The foundations for this are very well laid in the Partnership Unit, where the quality of teaching is good. The teacher is very conscientious, well-organised, plans activities well and has developed a good rapport with the pupils so that they want to do their best for her. Assessment data are used well to plan work at the correct level for all children and to ensure children are fully challenged and reach their potential. At the time of inspection, no child had been identified as requiring additional support for special educational needs. By the time that they leave the school, most pupils are confident about

their ability to learn and take pride in the presentation of their work and have developed good skills at working with others on group class projects.

### **Summary of teaching observed during the inspection in 25 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	7	14	4	0	0	0

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

### **The curriculum**

The school provides a very good and broad range of curricular opportunities with very good opportunities for enrichment. The quality of accommodation is satisfactory overall and the range of learning resources in most areas of the curriculum is good.

### **Main strengths and weaknesses**

- The good provision for pupils with special educational needs supports their progress well.
- There is very good provision for equality of opportunity and inclusion for all pupils.
- The very good support for learning outside the school day enriches pupils' learning.

### **Commentary**

21. The curriculum is broad, balanced and coherent with a good level of continuity and progression and a very good range of opportunities for enrichment. In the Foundation Stage, children enjoy a broad range of exciting and interesting free-choice and adult-directed activities. The teacher has a good knowledge of the learning needs of young children and devises a good range of activities which encourage children to share, co-operate and develop their independence. As a result, children make good progress because activities are challenging and exciting. Good attention is given to developing reading, writing and number skills.
22. The curriculum meets all statutory requirements, including provision for religious education and collective worship and provides very effective personal, social and health education, including, for older pupils, sex and drugs awareness education. There is a very good level of equality of opportunity for all pupils and the school is very "inclusive" in all its policies and practices. There are consistent whole-school approaches to teaching and applying literacy and mathematics across the curriculum and there is ample evidence of the school's willingness to adopt new strategies and to seek and accept guidance on reformulating the curriculum in order to make improvements – for example, the Spanish lessons, the Reading and Writing Weeks, the Forest School project in the Foundation Stage and the bi-annual contributions to the local arts festival.
23. Provision for pupils with special educational needs is good overall. Pupils are supported well, both within and outside classrooms, by a well-trained and dedicated team of learning support assistants. The school works very hard to give all its pupils equal access to the full curriculum and is particularly successful in including pupils arriving from other schools with a history of significant behaviour problems. The special educational needs co-ordinator is very well-informed about the progress of pupils on the special needs register.
24. Class teachers, in consultation with the co-ordinator and teaching assistants, write the individual educational plans for pupils with special needs. Systems for regular review and consultation with parents are good. One clear indication of the success of the provision is that pupils are taken off the register, showing that they have made enough progress to continue without additional help. The positive atmosphere of the school promotes the very effective inclusion of pupils with special educational needs into every aspect of the school's life.

25. The school provides pupils with a very good range of interesting and relevant and well-attended extra-curricular activities. Sporting and cultural visits linked to the curriculum are organised to extend pupils' experiences and a good range of visitors works in the school during the year. At the time of inspections, there were two hand-bell groups and one recorder group held before school, a French club at lunchtime and after school netball and football activities.
26. There is a good match of teachers to the curriculum and there is a strong team of well-qualified and hard-working support staff who make a significant contribution to school life. The school accommodation is satisfactory overall – the new Early Years Unit accommodation is very good. However, at the time of the inspection, the school was awaiting completion of Phase 2 of the construction project which would make important and essential changes to staff accommodation and re-instate the school library. Resources for the majority of curriculum areas are good, though more computer programs are needed for some subjects, for example mathematics.

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

Systems to ensure pupils' health, safety and welfare continue to be very good. Pupils receive very good support, advice and guidance during their time at school, and feel it is a safe and happy school. Good systems are in place to seek pupils' views and they value the fact that they are consulted.

### **Main strengths and weaknesses**

- The school provides a safe, caring and encouraging environment where pupils can grow into happy confident individuals.
- Good monitoring, advice and guidance support pupils' academic and personal development well.
- The very inclusive nature of the school provides effectively for all pupils, including the traveller pupils, those with special educational needs and the more able, gifted and talented.
- The consultation process with pupils ensures they are given a voice and are involved in decision-making processes in the school.

### **Commentary**

27. The provision for pupils' health, welfare and protection is very good. Parents are particularly pleased that their children are so well cared for during their time at school and value the help they receive to prepare them for the transition to secondary school. Uffington is a very caring school with very good systems to ensure the well-rounded development of pupils. Reward systems are valued and help motivate pupils to try hard and do well, and they are enthusiastic about the new 'golden time' opportunity on a Friday. Midday supervisors are well trained to care for their charges at lunchtime and the teaching assistants provide sensitive support in the classroom. Arrangements for child protection and procedures relating to health, safety and security are well thought through. Risk assessments are undertaken regularly and the governors take their responsibility for health and safety issues conscientiously.
28. Procedures to monitor and support pupils' personal and academic development and progress are very good with clear tracking systems in place. Class teachers know their classes very well and parents and pupils are involved in target setting in both academic subjects and personal development. Targets are negotiated and reviewed at the twice-yearly consultation evenings with parents. Pupils are well aware of their targets and this helps them know how well they are doing. The school has good systems in place offering support and guidance for those pupils with special educational needs and these involve the various outside agencies as necessary. The school has established good links with the parents of these pupils and involves them in discussions about their child's progress. Parents are very complimentary about the school. They feel it is very inclusive and treats all pupils fairly.

29. The recent establishment of the Foundation Stage Unit is helping to ensure that the induction process into the school is very effective. With the combined Reception class and playgroup, children have early contact with staff, the school and its various systems. The transition to secondary schools is also very well managed through regular visits and good contact with secondary school staff.
30. Pupils are very happy and feel it is a safe and secure school. They speak confidently about the care and help received and say that incidents of bullying are generally dealt with well. Most but not all pupils indicated on their pre-inspection questionnaires that they feel that there is an adult they could go to if they have a problem. Inspection evidence indicates that relationships between adults and pupils are very good but that in this small school some pupils feel that adults may be too busy to deal with them. Opportunities to consult with pupils and to take their views into consideration are being effectively developed through 'circle time' and the school council. Pupils speak enthusiastically about the money they have raised to purchase new playground equipment and the various changes that have arisen following their discussions. They feel they are being given opportunities that encourage them to be more responsible and involve them in the decision-making processes of the school.

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

The partnership with parents is very good and most parents have very positive views about the school. Links with the local community, the church and other schools are very good.

### **Main strengths and weaknesses**

- The school has developed a very strong, supportive parent body and actively consults with them.
- Parents generally hold the school in high regard.
- The very good links with the church and local community help enrich the curriculum and provide widening opportunities for pupils' learning.
- Very strong links have been forged with partner primary and secondary schools.
- Parents offer valuable assistance to the school through the parent teacher association.

### **Commentary**

31. The school has developed a close liaison with parents. It keeps them fully informed about their child's progress and provides many opportunities for parents to become involved in their children's education both at home and in school. Most parents express a high level of satisfaction about the work of the school. They value the small school and its family atmosphere; they say that their children are happy and they find the headteacher and staff highly approachable. Parents like the good teaching and the fact that the high expectations of staff encourage their children to become mature and independent. The only concerns expressed during the parents' meeting and in the pre-inspection questionnaires were to do with the behaviour of the small minority of pupils and incidents of bullying. Although parents have concerns, they feel that the school deals with any incidents of bullying appropriately. Evidence from the inspection indicates that the school does deal effectively with any incidents of misbehaviour or bullying.
32. Information for parents is good with regular newsletters and the website to keep parents updated on different school activities and events. Consultation evenings and the 'open door' policy ensure the school is accessible as possible. Curriculum information is circulated each term so that parents can see what is going on with suggestions on how they can help their children at home. Parents are consulted about new initiatives and were kept fully updated and involved during the building of the Foundation Stage Unit. The annual reports to parents whilst good are under review. They clearly state what pupils have covered and indicate what they know, can do and understand and how well pupils are achieving, as well as identifying targets for improvement.

33. Links with the local community are very good. The school is central to village life with many local people involved in school activities and attending functions run by the school. Strong links with the local church are fostered through church services and regular visits to the school by the vicar and other church representatives. The curriculum is enhanced through regular visits and visitors and the school takes full advantage of the local environment. Pupils sing for the senior citizens at their Christmas party, visit the nearby museum and take part in local festivals including the annual White Horse Show. Visitors including theatre companies, a Buddhist monk, Nigerian artist, authors and a local farmer contribute to topic areas and help enrich the curriculum.
34. A small number of parents and grandparents volunteer their help on a regular basis by listening to pupils read, helping with groups for science, sewing or pottery and assisting on visits. Others help by undertaking various tasks around school, such as gardening or running the cycling proficiency scheme. The parent teachers association is run by an enthusiastic group of parents who organise a number of social and fundraising activities each year, which raise significant funds for the school. This money has been used effectively, most recently to help establish the Foundation Stage Unit.
35. Very strong links have been developed with other schools through the Wantage partnership, on both an academic and management basis. There are meetings with headteachers and other staff, sharing of expertise and resources, joint staff development activities and a range of sporting and music activities with neighbouring primary schools. Links with King Alfred's secondary school is very well developed with opportunities for visits for science projects, music, plays and sporting events, and summer events for the more able, gifted and talented pupils. The very good liaison with Year 7 teachers and support for the more vulnerable pupils helps facilitate pupils move to the next stage of their education.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are very good. The leadership of the headteacher and other key staff is very good, as is governance. Management is very effective.

### **Main strengths and weaknesses**

- The headteacher promotes a shared vision very effectively and has an enthusiastic commitment to the development of the school.
- The governing body provides very good leadership and support and helps to maintain the school's valued position in the community.
- The school runs very smoothly and evaluates its own performance rigorously.

### **Commentary**

36. The headteacher has a very clear vision for the school that is sharply focused on raising pupils' achievements by improving the quality of the provision, for example by the recent move to an organisation in Years 1 to 6 that is based on two year groups only per class. She has built a strong team of staff with a good range of skills and experience and all know that their contributions are highly valued. The very strong shared commitment to providing high quality opportunities and experiences for all pupils is exemplified by the very good range and standard of extra-curricular activities and links with other schools.
37. Development planning is very good and all members of staff are involved in its implementation. The governing body, with the headteacher, keeps all aspects of the school's performance under regular review. There are good systems for keeping track of pupils' progress and for setting improvement targets, especially in English and mathematics. All members of the small teaching staff readily accept leadership responsibilities and subject co-ordinators provide good support for colleagues although there have been few opportunities for observing work in other classes. The school runs on team work and the secretary, caretaker, cleaners and lunchtime staff, as well as the teaching assistants, all make vital contributions to the smooth running and effectiveness of the school.



38. There is a very strong commitment to equal opportunity and to inclusion and pupils who have special educational needs are well catered for. Provision for them is managed well, with individual progress being carefully monitored. Pupils who have particular gifts or talents benefit from the very good opportunities in sport and the arts and those that result from links with other schools.
39. The governance of the school is very good and the governing body supports the school extremely effectively, for example, by taking a leading role in the creation of the Partnership Unit. Governors are very proud of their school and its emphasis on the needs of individuals. They value its position at the heart of the village community, which contributed very generously to the Partnership project. The governing body takes care to ensure that all statutory requirements, including those relating to disability and racial legislation are fully met.
40. The management of the school budget, by the headteacher, secretary and the finance committee of the governing body, is very good. Best value principles are rigorously applied and in the case of the recent building project saved the school a lot of money. The allocation of financial resources over the long and short term supports the school's improvement priorities very well.

### Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	266 326	Balance from previous year	35 509
Total expenditure	272 404	Balance carried forward to the next	29 431
Expenditure per pupil	3 459		

41. The relatively high balances are due to the fact that money had been set aside to cover some of the costs related to a building project being delayed for reasons beyond the school's control.

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

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

42. The Foundation Stage 1 class is part of the new Early Years Partnership Unit, a joint venture by the school and the local pre-school. The unit caters for children from two and a half to five, in three age-based groups and recently moved into new, purpose-built accommodation.
43. The Foundation Stage co-ordinator manages the unit and has worked very hard since its inception to plan work for all the children attending the unit. The quality of the planning and assessment is very good. She teaches the Foundation Stage 1 children and, although there is a great deal of interaction, the other staff working in the unit are designated to the younger pre-school children and there is no additional support for the Reception children.
44. The design and arrangement of the accommodation are very good in many ways; it is a very attractive environment, is well-resourced and has, for instance, a very good range of secure outdoor resources. However, there is a need to improve the layout of the unit with the aim of providing 'quiet' areas to allow, for example, a group of Foundation Stage 1 pupils to be taught without the present inevitable interruptions from the younger children.
45. The induction of children to school is well-managed and involves parents fully. As a result of the warm, family atmosphere created in the class, the children settle into routines happily and quickly and enjoy a broad range of exciting and interesting free-choice and adult-directed activities.
46. The co-ordinator provides good leadership, managing change and improvements skilfully through very good procedures for planning, monitoring and assessment. The secure outdoor area, adjacent to and directly accessible from the classroom, is a clear improvement on the situation at the time of the last inspection.

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

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

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

- Well established routines based on good relationships and clear expectations promote security and confidence.

#### **Commentary**

47. As a result of the good relationships and clear expectations and routines, children achieve well and by the end of the Foundation Stage 1 year, overall attainment in personal, social and emotional skills is likely to be above that typically found. Most children part from their parent/carer willingly and confidently run into the classroom, pairing up with friends and playing sensibly. Children work and play together well, helping each other, taking turns and taking pride in their work. During 'snack time', children chat confidently with peers and with adults and interact with others well, most of them demonstrating an understanding that there needs to be an agreed set of values and codes of behaviour for groups of people to work together harmoniously. Most participate keenly in activities and work as part of a group, sharing fairly. The quality of teaching in this area of learning is good; the teacher has developed good relationships with the children and works consistently to ensure good relationships between children. As a result, most behave well, sitting quietly during the teacher's expositions and trying their best for their teacher.

## COMMUNICATION, LANGUAGE AND LITERACY

Provision for communication, language and literacy development is **good**.

### Main strengths and weaknesses

- Good opportunities for speaking and listening, and the well-structured teaching of early reading and writing skills, are promoting good learning and achievement.

#### Commentary

48. Most children are likely to achieve the early learning goals expected for their age by the end of the Reception year and a small number are likely to attain above expectations. In the lessons observed, the teacher provided good opportunities for speaking and listening and the majority of the children speak confidently and clearly, using a range of vocabulary appropriate for their age. Children learn to enjoy books, picking out their favourite characters, pictures and rhymes and enjoy listening to stories and all have a 'book bag' in which they take their reading books home. The overall quality of teaching is good and children achieve well.
49. During a reading of an information book on "Butterflies" by the teacher, children were attentive, knew the difference between a 'story book' and an 'information book' and when the teacher said: "One day the caterpillar will grow too big for its skin", a child responded with "It'll be too tight". Children begin to recognise some basic words and read and write their names. Most are able to hear and say initial and final sounds in simple words, saying and making actions for the first, middle and final phonemes in a word such as 'pen' and 'cat' and most are able to write 'd-o-g'. The promotion of early writing skills is good and children are encouraged to 'write' in a variety of contexts.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

### Main strengths and weaknesses

- The teacher provides a good range of practical mathematical activities.

#### Commentary

50. Children are on track to achieve the goals expected for their age by the end of the Reception year and a significant number are likely to exceed expectations; achievement is good. Most children in a mathematical activity led by the teacher and supported very well by a volunteer parent were using the language of 'balance' and 'weighing' appropriately, using mathematical language such as 'more' or 'less', 'heavier' and 'lighter' when 'weighing' a range of articles on scales.
51. In a whole class counting activity, pupils were able to count from 40 to 80, most keeping up, one child observing "They are all two-digit numbers", followed by another child who commented excitedly: "100 has THREE!". In a registration activity, one child counts confidently to 19 when asked, "How many children are in this morning?" When asked what the date is if it was the 27<sup>th</sup> yesterday, another responds immediately with "28<sup>th</sup>". Teaching in this area of learning is good; the teacher introduces and uses appropriate mathematical terminology and provides and changes activities and groupings frequently to interest and motivate the children.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- Good opportunities and encouragement are provided for the children to find things out for themselves.

#### **Commentary**

52. In an outdoor “Forest School” activity led by a trained teaching assistant and supported by the teacher, children were pond-dipping in the school grounds and were finding out more about, and identifying some features of, the living things they observed. In the classroom, a good range of ‘free-choice’ activities are provided which enable children to find things out for themselves. They develop an understanding of the passage of time, chatting about the seasons, months, and days of the week with the teacher in each morning’s registration activity, answering such questions as: “If yesterday was Sunday, today is...?” During ‘free choice’ activities, children work at the class computers, playing games, clicking on and dragging icons using the ‘mouse’ confidently. Overall, teaching is good and children achieve well. Most are on course to achieve the identified goals in this area of learning.

## **PHYSICAL DEVELOPMENT**

53. No overall judgement was possible on provision for physical development. However, the new, well-resourced outdoor area is an attractive, secure area, readily available from the classroom and it is being used effectively as an ‘outdoor’ classroom. In the one short physical activity observed, children were hopping into hoops, “being frogs - hopping from lily-pad to lily-pad” and demonstrated broadly average physical skills. Most of the children were able, independently, to put on their ‘wellies’ and outdoor coats.

## **CREATIVE DEVELOPMENT**

54. No overall judgement was possible on provision for creative development. In the one activity observed, children were exploring sounds and learning how sounds can be changed. They were responding well to sounds with body movement, tapping out simple repeated rhythms and making some up and were making loud/soft and high/low sounds on percussion instruments, showing good control.

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

### **ENGLISH**

Provision for English is **good**.

### **Main strengths and weaknesses**

- The good quality of teaching enables the pupils to make good progress.
- Pupils with special educational needs achieve well because of the good support that they receive.
- There is a good range and quality of resources.
- The school is currently without a library due to a stalled building project and this is restricting pupils’ independent use of books.

## **Commentary**

55. Children enter the school with a wide range of attainment that varies widely from year to year but is broadly average in terms of literacy skills. They make good progress in the infant department, and by the end of Year 2 their overall attainment in reading and writing is above national expectations. This progress continues in the junior department and by the end of Year 6, overall attainment in reading and writing is above national expectations. Due to the small cohorts of pupils and significant variations in the number of pupils with special educational needs in each year group, overall attainment by the end of Year 6 varies significantly from year to year. In recent years, with the exception of the 2003/4 cohort which contained a high proportion of pupils with significant special educational needs, standards have generally been above national expectations.
56. Teaching in English ranges from good to very good and is good overall throughout the school. Teachers demonstrate good subject knowledge, they have good classroom and behaviour management skills, allowing lessons to progress at a good pace; they use day-to-day assessment well to match tasks to pupils' abilities and learning needs. This was demonstrated very effectively in a very good Year 5/6 lesson where the teacher's very good classroom management skills, her lively, enthusiastic teaching style and good use of humour resulted in pupils making very good progress with their task – investigating the style and voices of traditional story language and identifying typical story themes. This lesson was a very good follow-up to a talk from a visitor who read a traditional African story to the class. Pupils demonstrated a good awareness of the features of good storytelling, including the importance of using different volumes, the need for clarity of diction, the use of facial expressions and of eye contact with the audience. Pupils with special educational needs were very well included in this lesson and well supported by teaching assistants. Teachers throughout the school make good provision for the development of pupils' speaking and listening skills, giving pupils frequent, but carefully time-limited, opportunities to discuss their ideas and report back to the class.
57. The subject co-ordinator provides good leadership. She has organised a number of in-service training sessions for teachers and teaching assistants and has overseen a whole school focus on speaking and listening designed to further improve writing standards - a focus on 'Talk for Writing'. These initiatives are leading to an overall improvement in the quality of pupils' writing. There are good systems for assessing pupils' progress and the data obtained are used well to group pupils for further support where necessary. The co-ordinator organises two weeks during the year when the whole school focuses on a literacy project. One is on reading followed by one focusing on writing. These link to the previous week's work and feature a good range of visitors and visits; these make a significant contribution to the curriculum and to pupils' achievement. At the time of inspection, temporarily the school was without a designated library but, otherwise, resources for the subject are good in quality and quantity.

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

58. The school makes very good provision for the use of pupils' literacy skills in other subjects – teachers plan opportunities for speaking and listening into all lessons. Pupils make good use of their literacy skills in subjects such as science, history and design and technology and there is good use of ICT in the English curriculum.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Good subject leadership has been the key to improvements in provision, notably in pupils' mental arithmetic skills.
- Standards in Years 2 and 6 are above average.
- Good systems keep track of pupils' progress and help teachers to plan for the differing learning needs in their classes.
- The use of ICT resources is relatively underdeveloped.

### **Commentary**

59. National test results in 2004 for the ten Year 2 pupils were well above average in comparison with other schools with all pupils attaining the national expectation of Level 2 and 60 per cent attaining the higher Level 3. In Year 6, results were below average when compared with all schools nationally and when compared with other schools whose pupils had recorded similar results in their Year 2 tests; eleven pupils, including some who had specific learning difficulties, took the tests. The number with learning difficulties within the group distorted the overall results. Teaching is good and pupils build well on their earlier learning; in most cases, pupils' achievement during the time that they are at the school is good. The school has good assessment systems for keeping track of the progress of individual pupils and this supports their achievement well. Teachers have good subject knowledge and plan well to meet the needs of pupils in mixed-age and mixed-ability classes; pupils have positive attitudes towards mathematics and achieve well, especially in mental number work.
60. Examination of the work of pupils in Year 2 indicates above average overall attainment and achievement. Pupils make particularly good progress in number work, with good applications in time, money and weight. For example, good use of practical work effectively supported learning about three-dimensional shapes. During the inspection, a good mix of whole class and individual work promoted good achievement in using number bonds to 10 and carrying out simple money-based subtractions. Pupils clearly enjoyed the mental challenge and showed above average accuracy and speed. Pupils of all abilities build well on their Foundation Stage learning; achievement is good throughout Years 1 and 2.
61. Good support by the teaching assistant enabled pupils in the Year 3/4 class who have special educational needs to be fully focused on improving their knowledge of multiples of five and 10 and they made good progress. Year 4 pupils usefully explored patterns in the nine times table but for more able pupils the work was not challenging enough; overall teaching, learning and achievement were satisfactory.
62. Higher attaining pupils in the Year 5/6 class were very effectively challenged by being required to visualise what a rhombicuboctahedron looks like from its net; practical work was set at different levels of difficulty to match pupils' earlier learning and there was a good level of skilled adult support. Pupils of all abilities achieved well both practically and in their correct use and understanding of the vocabulary of three-dimensional shapes. This worked was linked very effectively with work in ICT on using a branching program to sort two-dimensional shapes according to various criteria. Overall, standards in Year 6 are above average and pupils achieve well throughout Years 3 to 6.
63. There are other examples of ICT being used to support learning in mathematics, for example the use of spreadsheets, but, overall, the school does not currently have the software to extend use further. The co-ordinator, who provides good leadership and management, has this as a development priority alongside the continued improvement of pupils' mathematical vocabulary. Her recent leadership in improving the mental arithmetic work planned for the

start of each lesson has clearly borne fruit; pupils can now use a range of strategies for mental calculations and parents expressed their approval and pleasure at this improvement. Overall, there has been good improvement in the school's provision for mathematics since the last inspection.

### **Mathematics across the curriculum**

64. There are some good examples of pupils using their mathematical skills, mainly data handling and graph drawing, in other subjects, for example, in science, design and technology, geography and history. Much of the work in Year 5 and 6 makes good use of mathematics in other subjects and opportunities for linking are taken well in the other classes. Overall, there is good use of mathematics across the curriculum but, nevertheless, there is scope for more planned opportunities for pupils to apply what they are learning outside their mathematics lessons.

### **SCIENCE**

Provision in science is **very good**.

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

- Standards are above average in Year 2 and in Year 6.
- Leadership and management are very good and promote the investigative approach very well.
- The quality of teaching and learning is good and helps pupils to achieve well in developing their experimental skills, scientific knowledge and understanding.
- Very good school and university links enhance the curriculum and provide valuable extra challenges for pupils.

#### **Commentary**

65. In 2004, the teachers' assessments show that all of the pupils in Year 2 attained Level 2, the nationally expected level, while a well above average proportion gained the higher Level 3. Overall, standards were well above average. In Year 6, results were below average when compared with all schools nationally, with 82 per cent of pupils gaining the nationally expected Level 4 and slightly more than half of pupils gaining the higher Level 5. Because of the small number of pupils in each year groups, comparisons with other year groups or with other schools lack validity, the proportion of pupils who have special educational needs affected the Year 6 results.
66. Completed work by pupils in Year 2 shows that they are building up a useful base of scientific knowledge, gaining a good understanding of the scientific method and developing recording skills. They were provided with a good framework for planning an experiment on ice melting and show increasing understanding of the characteristics of a fair test. Achievement throughout Years 1 and 2 is good and overall standards are currently above national expectations.
67. The overall quality of teaching and learning is good throughout the school and the co-ordinator provides very well-informed and enthusiastic leadership and support for colleagues. Her recent focus for improvement has been the promotion of investigative and experimental work and the development of the correct use of scientific vocabulary. The evidence strongly suggests that she has been very successful in both respects. Teachers are encouraging a questioning and practical approach and providing a good structure whereby pupils take increasing responsibility for organising their own recording.
68. Pupils in the Year 5/6 class achieved very well in a very good lesson on how sound is produced and travels and how loudness and pitch can be changed. The lesson was very well planned and presented with a high level of challenge for all pupils. There were strong links

with other subjects, including music, mathematics and ICT where, for example, pupils had used the Internet to research the ear. A carousel of activities and experiences had been very well chosen to promote very good learning in line with the objectives of the lesson and a good level of adult support made sure that all pupils had full access to the learning. Standards in Year 6 are above average and pupils achieve well throughout Years 3 to 6.

69. The subject provides good opportunities for improving pupils' literacy skills as they write accounts of their work and pupils' numeracy skills are also used and developed well. Pupils, particularly those in Years 5 and 6, benefit from the opportunity to work in the laboratories of the secondary school to which many pupils transfer at eleven. Links with a local university improves provision of challenge for the more able pupils. Overall provision has been improved since the last inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Pupils have good and regular access to computers and other ICT resources but use of these across the curriculum varies too much from class to class.
- Teaching and learning are good and pupils achieve well in developing their skills but assessment systems do not effectively keep track of individual and class progress over the longer term.
- Provision of computer and other electronic hardware is already good and used well; the planned introduction of interactive whiteboards in each classroom is well-designed to promote further improvement.
- The subject is very well led and managed and this encourages all staff to develop their own skills and confidence in using the improving resources.

### **Commentary**

70. In Year 2, pupils' standards of attainment are average and in Year 6 they are above average. Pupils in the Year 5/6 class built very well on a good range of earlier learning when they used a program designed to improve their classification skills. These pupils have good keyboard and mouse skills and they navigated readily through menus and used the edit function within the program. They also showed good understanding of the advantages of using an ICT-based program in this sorting context. In this, as in other lessons, there was good assessment at the end so that the pupils knew what they had learned. However, there is no overall assessment system that tracks pupils' skill development from year to year.
71. The overall quality of teaching and learning is good and pupils of all abilities benefit from the extra support in lessons where skills are taught provided by teaching assistants and specialists from outside the school. All classes have regular lessons of an appropriate length and pairs of pupils have access to computers with Internet access in the suite; pupils in Years 5 and 6 confidently and competently searched for information on slavery. Good use is made of other resources, including a digital camera, data projector and two microscopes. Very good use was made of a borrowed video camera to enhance pupils' learning in a Year 5/6 dance lesson.
72. The leadership and management of the subject are very good; the co-ordinator is enthusiastic and provides very good support for colleagues; she leads by example in her very good use of ICT resources across the curriculum. The school has built well on the provision reported at the last inspection and the purchase of interactive whiteboards for each classroom is rightly seen as a desirable next stage in promoting further use of ICT across the curriculum.



## Information communication technology across the curriculum

73. There is good use of ICT in literacy throughout the school, for example when pupils in the Year 3/4 class used a good range of editing skills to re-order and expand instructions. There are good examples of the planned use of ICT across the full curriculum, many in the Year 5/6 class. There are fewer examples in other classes, partly due to lack of appropriate software. Obtaining appropriate software to support more use, for example in mathematics, is rightly on the co-ordinator's development plan.

## HUMANITIES

74. No **geography** lessons were observed and as a result, no overall judgements can be made about the school's provision for the subject or the quality of teaching or standards. However, a scrutiny of the work on display around the school and in pupils' folders and books indicates that pupils throughout the school undertake an appropriately wide range of activities, based broadly on the government-recommended scheme of work for the subject. The subject co-ordinator is very new to the role and has not yet had the opportunity to monitor standards or review teaching in the subject. There is good practice in that coverage of each unit of work is recorded on assessment sheets, completed at the end of each unit, and samples of work are kept.

### History

Provision for history is **good**.

### Main strengths and weaknesses

- The good quality of teaching in the Year 5/6 class.
- The good range of visits and visitors.

### Commentary

75. Two lessons were observed during the inspection, one in the infants and one in the juniors. Based on these observations and a scrutiny of pupils' work in books and on display around the school, standards and achievement in Years 2 and 6 are broadly in line with national expectations. The overall quality of teaching is good. In the lesson in which pupils in Years 5 and 6 were learning about Benin and the causes and effects of the slave trade, the teacher had very high expectations of pupils' work and behaviour and, as a result, pupils applied themselves to their work with enthusiasm. The teacher's evident enthusiasm for the subject and very good classroom management and questioning skills led to pupils responding confidently and responsibly. As the lesson progressed, the good pace, the very good links between subjects and the use of a good range of relevant resources, including ICT, led to good progress in learning. The provision for pupils with special educational needs in the lessons observed was good.
76. Leadership of the subject is satisfactory. The co-ordinator has been in post for a short time but has monitored work and discussed work with pupils. There is a whole-school scheme of work in place for history, based broadly on government-recommended schemes of work. A useful whole-school system of end-of-topic assessments has been introduced. Resources for the subject are good and good use is made of the local area and visits to museums and historical buildings considerably enhance the quality of the curriculum.

## Religious education

Provision for religious education is **satisfactory**.

### Main strengths and weaknesses

- No significant strengths and weaknesses were observed.

#### Commentary

77. Only one religious education lesson was observed, in the Infants. In addition, a group of Year 6 pupils was interviewed. This evidence, together with a scrutiny of pupils' books, demonstrates that standards are in line with the expectations of the locally agreed syllabus for religious education and that achievement is satisfactory. Pupils develop a sound understanding of the world's main religions.
78. Teaching in the one lesson seen was good – the teacher clearly valued pupils' contributions and this led to most pupils offering their ideas confidently and making good progress. The school follows the locally agreed syllabus supported by a published scheme of work over a two-year rolling programme of activities, necessitated by the mixed-age classes. A scrutiny of work undertaken during the current school year indicates that pupils throughout the school undertake an appropriate range of work designed to develop their knowledge and understanding in the main attainment targets of the agreed syllabus. The overall quality of teaching is good.
79. Regular whole-school assemblies make a significant and positive contribution to pupils' understanding of the Christian religion. As the subject co-ordinator has significant additional responsibilities the time available to manage the religious education curriculum has been limited, nevertheless, co-ordination is satisfactory. Resources are satisfactory and are utilised well.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

80. Too few lessons were seen to judge overall provision, standards, achievement and teaching in these subjects. No **art and design** lessons were observed. However, a scrutiny of the work on display around the school and in pupils' folders and books and in the co-ordinator's portfolio of past work indicates that pupils throughout the school undertake an appropriate range of activities, based broadly on the government-recommended scheme of work for art and design. The subject co-ordinator is very new to the role and has not yet had the opportunity to monitor standards or review planning and teaching in the subject. Coverage of each unit of work is recorded on assessment sheets, completed at the end of each unit and this is good practice.
81. Only one lesson took place in **design and technology** during the inspection. However, it is clear from teachers' planning and from pupils' work on display that the school has responded effectively to the criticisms made in the previous inspection report, and provision now follows national guidelines.
82. Planning often makes the most of links with other subjects; for example, the Year 6 project on shelters is based on shipwreck literature and involves geography and Internet research. During the inspection, the potential of the subject for developing social and collaborative skills was clear when pupils worked very effectively as members of design teams. In their exploration of a variety of methods of joining different materials, pupils showed very good familiarity with all aspects of the design process.

83. Only one lesson was seen in **music** which, nevertheless, has a high profile in the school and makes a very good contribution to pupils' spiritual, social and cultural development. All teachers take their own class for music and make the most of opportunities to link with other subjects. A teaching assistant who has a wide range of musical skills makes a very valuable contribution, not least by providing very good piano accompaniments and teaching pupils to play hand bells before school each morning.
84. Standards of singing are good. Pupils sing tunefully, with good diction and phrasing, in assemblies. They learn new hymns quickly at their weekly practice because the words are taught clearly and explained where necessary and the piano accompaniment provides a very good lead. Teaching and learning in the one class lesson observed were very good. Year 6 pupils achieved very well in developing their skills of call and response, both vocally and with untuned percussion instruments. Pupils showed a high level of sensitivity and technical competence in their responses to the African songs and drum rhythms. Standards were above average in response to their teacher's high expectations and the very good level of adult support and encouragement.
85. It is clear from the lessons that it was possible to observe in **physical education**, coupled with the very good range and quality of extra-curricular opportunities and teachers' planning, that the subject occupies an important and secure place in the school's curriculum.
85. The teacher's good subject knowledge and focus on improvement led to good development of bat and ball skills for pupils in the Year 3/4 class lesson. The lesson for pupils in the Year 5/6 class was a very good mix of whole class, group and individual work and led to very good refinement of their dance sequences. There was very good use of ICT resources in video-ing the sequences, downloading them in the computer suite and encouraging pupils' self-assessment.
86. The school provides an extended range of clubs, including cross-country and athletics, through its partnership with other local primary schools. Staff offer opportunities in dance, netball and football and the school has recently achieved considerable success in both boys and girls swimming competitions. Most pupils achieve the national expectation of swimming 25 metres unaided by the time they leave the school. The annual residential experience offers good outdoor and adventurous opportunities. The school goes to a lot of trouble to make sure that all pupils have the opportunity to take part in sport and represent the school in competitions.

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

Provision for personal, social and health education and citizenship is **very good**.

### **Main strengths and weaknesses**

- The school provides very good opportunities for pupils to take responsibility and pupils respond well.
- Healthy lifestyles are promoted consistently, with very good contributions from pupils.

### **Commentary**

87. Pupils' personal development is central to the school's aims and its promotion permeates all aspects of the school's life. Each class has a weekly timetabled session for this area of the curriculum and subject lessons and assemblies, as well as the arrangements for break times and lunchtimes, all promote personal and social development very well.
88. Teaching in this area of the curriculum is good, sometimes very good. The teacher of pupils in Year 1 and 2 promoted pupils' social development well by placing them in individual situations where they were encouraged to respond to the efforts of others by saying 'Well

done' or 'Good try'. The Year 5/6 teacher used role-play very effectively to develop pupils' understanding of what it means and feels like to be 'in charge'. The activity also promoted speaking and listening skills very well as pupils reflected on their own experiences of taking responsibility; they demonstrated maturity and a capacity for reflection above that typical of their age group.

89. The school council provides a valuable opportunity for pupils to express their opinions and for the development of citizenship skills. Pupils have taken leading roles in the promotion of healthy lifestyles in terms of exercise and eating and the provision of drinking water. Most pupils in Years 5 and 6 act as 'Helping Hands', contributing to the smooth running of the school, for example by carrying out tasks related to lunchtime activities and by preparing for assembly.
90. The school, with the active involvement of the nurse, provides sex education and pupils are made aware of drugs related issues. The annual residential trip for pupils in Years 5 and 6 provides many good opportunities for promoting personal development and responsibility.

## 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	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>2</b>
Attendance	6
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	2
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	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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