

INSPECTION REPORT

OAKSEY C of E PRIMARY SCHOOL

Malmesbury

LEA area: Wiltshire

Unique reference number: 126345

Headteacher: Mrs U Scott

Lead inspector: Mrs J Catlin

Dates of inspection: 18 – 19 April 2005

Inspection number: 268217

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	70
School address:	The Street Oaksey Malmesbury Wiltshire
Postcode:	SN16 9TG
Telephone number:	01666 577221
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs S. Johns
Date of previous inspection:	September 1998

CHARACTERISTICS OF THE SCHOOL

The school is much smaller than other primary schools with 70 boys and girls aged 4 – 11 years of age. Currently, less than one per cent of pupils are in receipt of free school meals and this is much lower than in most other schools. The proportion of pupils with special educational needs matches that usually found. The percentage of pupils with a statement of special educational needs is below national figures. However, a wide range of special educational needs is represented even though the number of pupils involved is relatively small. The school has three pupils for whom English is not the mother tongue and the proportion of pupils from ethnic groups is average. Mobility of pupils in and out of the school other than at the normal time of admission is much higher than that found in many schools.

The socio-economic circumstances of the school compare favourably to those elsewhere. The attainment of children on entry to the reception class varies each year but overall is average. The school holds an "Investors in People Award".

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21685	Mrs Jenny Catlin	Lead inspector	Mathematics Science Geography History English as an additional language Foundation Stage
9756	Mr Kenneth Parsons	Lay inspector	
22778	Mrs Anne Shannon	Team inspector	English Religious education Information and communication technology Art and design Design and technology Music Physical education Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good school that provides good value for money and a very good quality of education. Teaching is very good and teachers promote an enthusiasm for learning. The excellent leadership and very good management of the school encourage pupils to do their very best. The friendly, purposeful atmosphere around the school supports pupils' learning very well.

The school's main strengths and weaknesses are:

- Achievement from reception to the end of Year 4 is good.
- Standards by the end of Year 2 are above average in reading and mathematics.
- The quality of the school's self-evaluation is excellent and places the school in a very strong position to improve further.
- The school provides a very good climate for learning, in and beyond the classroom.
- Most lessons are exciting and imaginative, fostering a wide range of skills.
- The school develops confidence in pupils, caring extremely well for each individual.
- The school's partnership with parents and the community is very strong.
- Until recently, pupils' achievement has not been as good as it could have been in Years 5 and 6. However, there have been significant improvements recently, and achievement is now at least satisfactory and often good.
- Information and communication technology is not used consistently across the curriculum.

The improvement since the last inspection in 1998 is very good. Weaknesses identified at that time have been overcome. For example, the school development plan is now very detailed and includes clear lines of responsibility and specific targets aimed at raising the quality of education offered by the school. Improvements in assessing what pupils already know ensure that work is better matched to the learning needs of all pupils. There is a comprehensive programme of work for reception age children which ensures that they are offered learning activities suited to their needs. The health and safety issues have been addressed effectively and there are no existing concerns. The school is thorough in reviewing its performance, intent on improving it further. As a result, the quality of the school's self-evaluation is very good. The governing body plays a very effective part in school development. These strengths are significant aids to raising achievement in the school. The potential for further improvement is high.

STANDARDS ACHIEVED

Overall, pupils' achievement in literacy and numeracy is good up to the end of Year 4, and is at least satisfactory at the end of Year 6. Most children in reception are on course to reach expected standards for their age by the time they enter Year 1. In Years 1 to 2, standards are above average in reading and mathematics and in writing they match those found nationally. Achievement for these pupils is good in literacy and numeracy. Pupils in Years 3 and 4 also achieve well in English, mathematics and science, building effectively on their prior attainment. Standards for the current group of Year 6 pupils are average in literacy, numeracy, science and ICT and achievement is at least satisfactory. Pupils with special educational needs and those from minority ethnic backgrounds achieve as well as their peers. **Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good.** Pupils have very good attitudes to school and they behave very well. Attendance is good.

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

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

Similar schools are those with similar percentages of pupils eligible for free school meals.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. The school provides a broad curriculum, cultivating pupils' all-round skills both in and beyond the classroom. **Teaching is very good** and this is a significant strength of the school. Teachers' knowledge, enthusiasm and enjoyment of their work are reflected in pupils' confidence and interest in learning. Pupils learn well because overall skills are taught thoroughly and imaginatively, ensuring that pupils understand. However, in ICT pupils do not always use their skills consistently to support learning in other areas of the curriculum. Additionally, a minority of older pupils have not maintained the good progress made in Classes 1 and 2 and this has been a significant concern which has been addressed effectively by the headteacher and governors over the past two years. Reception age children make a good start to their early education.

Pupils enjoy and learn from the well-designed outside environment and gain much from the wide range of clubs and special events. Links with the wider community are extremely productive and greatly enrich pupils' experiences. Parents are very actively involved with the school, and the strength of the home-school partnership is very beneficial to pupils.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good overall. The governing body is very effective in shaping the school's character, setting high expectations for the school and ensuring that all statutory requirements are met. The headteacher provides excellent leadership and shares her vision for the school with all who work there. Subject managers are helping to lead the school forward efficiently. The school is managed effectively in seeking to achieve the best for its pupils. While some concerns remain about the progress of a minority of the current Year 6 pupils it is expected that the existing Year 5 pupils will, as a result of the current strong teaching, have built well on their good achievement up to the end of Year 4.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are highly satisfied with the school. They are pleased with the teaching and praise the high quality of leadership. They value the breadth of education the school provides and the welcoming atmosphere which helps pupils to settle in rapidly. Pupils are proud of the school and appreciate their teachers. The school is very responsive to the views of parents and pupils, and that reinforces the sense of community.

IMPROVEMENTS NEEDED

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

- Ensure that pupils in Year 5 and 6 maintain the good and often very good progress they make up until the end of Year 4.
- Ensure that there is consistent use of information and communication technology across the curriculum.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is good up to the end of Year 4 and is at least satisfactory at the end of Year 6. Standards in literacy, numeracy, science and information and communication technology (ICT) are in line with other schools in the country by the time the pupils transfer to secondary school.

Main strengths and weaknesses

- Pupils' achievement from reception to the end of Year 4 is good.
- Standards by the end of Year 2 are above average in reading and mathematics.
- Achievement in Years 5 and 6 is at least satisfactory, overall, but there is room for further improvement.
- Pupils' skills in ICT are average but they do not use them enough to support learning in other subjects.

Commentary

1. Attainment on entry to reception varies from year to year but is, overall, as expected. For the current reception children, standards of attainment in early learning skills are as expected for children of this age. Achievement for the current group of reception age children is good and most will attain expected standards by the end of this school year. Pupils continue to make good, and often very good, progress in Years 1 and 2. Many of the pupils in the current Year 2 are now on course to attain above average standards in reading and mathematics by the end of this academic year. This represents good achievement since they entered the school. Standards in writing by the end of Year 2 are average.
2. At the time of the last inspection in 1998, standards at the end of Year 6 were described as above average in English, mathematics and science, as were standards in ICT and religious education (RE). In 2004, the school's Year 6 test results matched those nationally in English, mathematics and science. Results do not compare well with those of similar schools¹ in English, mathematics or science, mainly because very few parents take up their child's entitlement to a free school meal. Based on these pupils' previous national test results at the end of Year 2 in 2000, the results for this group of Year 6 pupils show that 60% per cent made satisfactory progress during their four years in the junior classes. The remaining pupils made unsatisfactory, and in some cases, poor progress during these four years. However, while 30 per cent of this group of pupils were identified with special educational needs (SEN), 20 per cent of whom experienced significant difficulties in their learning, this was not the main contributory factor. This unsatisfactory progress was due mainly to staffing difficulties within this Year 5 and 6 class which severely interrupted the continuity of pupils' learning. This issue has now been resolved and the school feels confident that, with greater continuity of teaching, the good achievement of pupils up to the end of Year 4 will be maintained throughout Years 5 and 6.
3. In 1998, standards at the end of Year 2 were judged to be above the national average in reading, writing and mathematics. Standards in ICT and RE were judged to be average. In 2004, the school's test results were well above average in reading and below average in writing and mathematics. Teachers assessed standards in science to be very high at the expected level 2 but very low at the higher level 3. When comparing these results with those of "similar" schools, standards in reading were well above average and in writing and mathematics they were well below average.

¹ Comparisons with similar schools are based on the percentage of pupils known to be eligible for free school meals.

4. The trend of improvement over time in Year 6 test results, from 2000 to 2004, is above that found nationally. The school met the targets it set for English in 2004 but not for mathematics. The school is confident that the targets set for this year in English and mathematics will be met, although they are lower than those set last year. This is because there are 43 per cent of pupils with special educational needs within this cohort of seven pupils. Nevertheless, for this group of pupils they provide a high level of challenge and are securely based on the detailed records of pupils' progress kept by the school. There are no significant variations between the performances of boys and girls.
5. The standards that pupils attain vary widely from year-to-year for several reasons. The small number of pupils in each age group means that each pupil represents a large proportion of the total and so one or two pupils who are more able or those with special educational needs make a big difference to the school's overall performance. Additionally the number of pupils who enter and leave the school between the end of Year 2 and Year 6 is much higher than that found in many schools. Therefore, in this school, statistics concerning attainment should be treated with great caution. However, when taking the three years from 2002 to 2004 together, figures show that, at the end of Year 2, pupils exceeded the national average for their age group in reading; in writing and mathematics they were close to the national average. When the same comparison is made with Year 6 results, figures show that pupils were close to the national average in English, mathematics and science.
6. Current standards in Year 2 for reading and mathematics are above average and in writing they are average. This reflects the attainment on entry for this very small group of pupils although they are achieving well. Existing standards in Year 6 for English, mathematics and science are average and indicate that not all pupils have made the progress throughout Years 5 and 6 of which they are capable.

Standards in national tests at the end of Year 6 – average point scores in 2004²

Standards in:	School results	National results
English	27.0 (26.3)	26.9 (26.8)
Mathematics	27.0 (26.3)	27.0 (26.8)
Science	28.8 (29.3)	28.6 (28.6)

There were 10 pupils in the year group. Figures in brackets are for the previous year.

7. As a result of the very good teaching and learning, which is a significant strength of the school's work, children in reception are achieving well. Pupils in the current Year 1 and 2 continue to achieve well and build on the good start they were given in reception. In the current Years 3 and 4, achievement is also good with all pupils challenged sufficiently in literacy, numeracy and science. Pupils' achievement in Years 5 and 6 is not so good and this is reflected in the satisfactory progress they have made.
8. The school has high expectations for pupils and, consequently, most pupils respond very well by displaying very positive attitudes to learning and work hard during their lessons. This situation is supported by the excellent leadership of the headteacher who has a strong commitment to ensuring, through her concern for the needs of all pupils, that they all flourish both academically and personally. Additionally, the very strong support given by parents ensures that achievement for most pupils is good.
9. Gifted and talented pupils and the few who speak English as an additional language achieve well. All pupils with special educational needs make good progress in relation to the targets set for them in their individual education plans (IEPs) and some make very good progress in achieving their targets. Sometimes the progress is rapid, for example when a pupil is

² All levels of the National Curriculum are awarded a points score. The average score for all pupils taking the test is used to grade schools in each year. Tables are adjusted to reflect the national average score before grading. The grades are shown in the summary.

following a specific programme such as 'Catch Up' for reading. They have good attitudes to the school and work hard during lessons. There is no significant difference between the achievement of boys and girls. Within classes, assessment information is used effectively to identify and remedy gaps in learning. However, not all pupils in Class 3 have a good understanding of their own learning nor are they always clear about what they need to do next despite having individual targets for improvement that are shared with parents. Pupils achieve satisfactorily in other subjects, including ICT, where standards are average despite classroom computers not always being used effectively to support learning across the curriculum.

10. Overall, pupils' literacy skills at the end of Year 6 are sufficient to enable them to make at least satisfactory progress in other subjects. Their average numeracy and ICT skills are also sufficient to ensure satisfactory progress in other subjects, for example in science.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Attendance is above the national average for a school of this type and punctuality is also good. Pupils' moral and social development is very good; their spiritual awareness and appreciation of culture is good.

Main strengths and weaknesses

- Pupils want to come to school and have very positive attitudes.
- There are very high standards of pupil behaviour.
- There are excellent relationships between staff and pupils.
- The school has a clear set of values and this makes a very strong contribution to pupils' moral and social development.
- Pupils participate well in what the school has to offer, including extra-curricular activities.
- Attendance is good and this maximises the opportunities for pupils to learn.

Commentary

11. Virtually all parents believe that their children like school and they are pleased with the standards of behaviour in the school. They feel that the staff encourage the children to become mature and independent. During the inspection, pupils behaved very well in the vast majority of the lessons seen. This means that teachers do not spend time maintaining order and are able to spend their time on productive learning. It also means that pupils get on with their own work when the teacher is engaged elsewhere in the classroom. For example, in one lesson, pupils concentrated on making patterns with pegs whilst the teacher was demonstrating weaving to another group.
12. The school has a very strong ethos, reflected in a very clear set of expectations. Even the youngest reception children soon understand how they are expected to behave. The vast majority of pupils throughout the school know how to behave and comply with the school's high standards. There is a range of rewards and sanctions in place, but the main factor behind the pupils' very positive attitudes is the very strong relationships between adults and pupils. All teachers treat pupils as individuals and they respond very well to this. Pupils are very positive about the experience of attending the school; they both like and respect their teachers, a very positive combination. These very positive attitudes to school ensure that pupils use their time in school well and they contribute towards pupils' good achievement.
13. The pupils are a polite and personable group of young people whom it is a pleasure to meet. They are proud of their school. Even the youngest pupils display a high degree of self confidence and high self-esteem in relation to their age. In this small village school, where everybody knows everybody else, they get on very well with each other, making allowances for each other's foibles. Pupils co-operate very well with each other; they share resources and can work together constructively in pairs or small groups. They listen to each other and respect each other's opinions. For example, in a physical education (PE) lesson individual

pupils were happy demonstrating their techniques to the rest of the class, who watched closely. Break times are pleasant occasions, whilst the high standards of behaviour extend to the playground and the dining hall. Pupils behave sensibly and with due regard for others. There are virtually no bullying or racial incidents, but there are very good procedures in place to ensure that such occurrences are dealt with speedily by staff in line with the school procedures.

14. The school has an exceptionally clear view of what it is trying to achieve. This starts with the headteacher but is shared by all staff. This defines the nature of relationships in the school and can be seen in the way that staff from the headteacher downwards set a very good example for the pupils. Pupils themselves understand and appreciate this, as do their parents. The school has a very strong community feeling that helps pupils to consider and understand human feelings and emotions, both in themselves and in others. Pupils are encouraged to relate well to each other, for example in Buddy Time, when pupils of different ages are encouraged to work together. Assemblies are planned around a series of themes, for example, the theme of “creation” was reflected in one assembly by the Chinese story of creation and the balancing forces of Yin and Yang. Staff provide moments of calm or reflection within the day. Planning of spiritual experiences can be quite imaginative. For example, the assembly celebrating the school’s 150th anniversary was held in local woods. The school’s provision for pupils’ cultural development is good. There are suitable opportunities in religious education (R.E.) to explore a range of beliefs and cultures, whilst pupils study cultural themes in a range of other subjects. For example, in Book Week pupils studied stories from a very wide range of different cultures. Understanding is enhanced by displays of artefacts and by visitors, including parents of pupils in the school, from different cultures.
15. The school provides a good number of opportunities for pupils to develop their social skills, including a well-planned residential trip to Wales. All pupils, even the very shy, participate in the Christmas production. The staff help the young people to develop a strong set of values and standards on which to base their own social and moral judgements. The school is active in encouraging pupils to support others through its charitable efforts.
16. Attendance by pupils at the school is above the national average for a school of this type. Pupils enjoy coming to school and their positive attitudes, together with parents’ support for the school, are key reasons for the low levels of absence. Pupils come to school punctually and as a result there is an efficient start to the school day.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.7	School data	0.2
National data	5.1	National data	0.4

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

Exclusions

There have been no pupils excluded from the school for many years.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a very good quality of education. Teaching is very good overall and is at its best in Classes 1 and 2 where all teachers promote an enthusiasm for learning. Teaching in Class 3 is also currently strong due to the very recent appointment of a temporary teacher who has high expectations for these pupils.

Teaching and learning

Teaching is very good and as a result most pupils learn effectively. Assessment is very good.

Main strengths and weaknesses

- Overall, teachers maintain high expectations of pupils' performance and behaviour.
- Lessons proceed at a brisk pace and this accelerates learning.
- Teachers provide a consistently productive learning environment in their classrooms.
- Pupils enjoy learning.
- Teachers' lesson planning is clear and detailed.
- The marking of and responding to pupils' work in Class 3 has not always made clear to pupils where they have been successful and what they needed to learn next.

Commentary

Summary of teaching observed during the inspection in 16 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9	7	0	0	0	0

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

17. Teaching across the school is very good. This is an improvement since the last inspection as all teaching is now good or very good. Teachers and learning support staff are conscientious and seek to improve their skills through advice and training. The teachers work together effectively as a team and support each other very well. They plan lessons carefully, including precisely what skills are to be taught. The warm relationships in each class and pupils' eagerness to please result from the high levels of care that staff provide for each individual. Teaching is particularly effective in Classes 1 and 2 where teachers maintain high expectations of pupils' performance and set high standards. It is especially good where teachers have a profound knowledge of the subjects they teach or are particularly enthusiastic about specific areas of the curriculum. This was especially evident in literacy, numeracy and in most science lessons.
18. Teachers explain the purpose of the lesson clearly to pupils and tell them what they are expected to learn and how they are to conduct activities. Such clear explanations are coupled with a brisk pace that promotes rapid learning. A great deal of learning is packed into most lessons. Teaching is particularly effective when opportunities are grasped to make links with other subjects, as in science and mathematics, which give pupils opportunities to further their literacy skills in a variety of ways.
19. Teaching and learning for pupils with special educational needs are good and they achieve well. Pupils are provided with good support from class teachers and teaching assistants who use pupils' IEPs effectively to guide their work.
20. There is a consistency about the quality of teaching and a similarity in the way teachers use effective strategies to support learning. All teachers, for example, are good at asking challenging questions about how things happen and why things work as they do. This extends learning well and promotes good achievement by the end of Year 4. A productive

learning environment and a business-like approach have been established that generate serious attitudes to learning. This is supported by very good systems for assessing pupils' learning and tracking their progress through the school. This is a significant improvement since the last inspection. Despite this, it was evident when looking at past work in Class 3, that some of the marking and responding to pupils' work was inconsistent. However, since the appointment of the temporary teacher this has shown considerable improvement over a very short period of time.

21. Homework is used well to consolidate understanding and is very well supported by parents. This makes a significant contribution to the parents' ability to support their children's learning in meaningful ways. Most teachers have a clear understanding of what represents high quality teaching, and teaching is monitored effectively by the headteacher and subject managers against a clear set of criteria.

The curriculum

The overall quality of the curriculum provides very good learning opportunities for all pupils. The curriculum is enriched by very good provision for clubs and visits.

Main strengths and weaknesses

- For a school of this size, there is a wide variety of activities outside the school day.
- Provision for children with special educational needs is very good.
- Curriculum development is good.
- Music is a strength of the curriculum.
- Accommodation and resources are very good.

Commentary

22. The opportunities provided for pupils throughout the school are very good. The curriculum covers the National Curriculum in full including religious education (RE) and provides a good programme of personal, social and health education (PSHE) that takes account of drugs' awareness and sex education through science and personal, social and health education. All subjects have a detailed programme of work. The planning of cross-curricular links and a two year cycle of work because of the mixed age classes has been an agreed focus for improving the curriculum. Careful thought has gone into planning the curriculum and links are becoming stronger. This is enabling pupils to see links between different subjects. There is planned use of ICT to support work in all areas of the curriculum. However, this is not yet consistent throughout the school. Where it is good, it enhances both the learning and the presentation of work.
23. The national literacy and national numeracy strategies are well established. Literacy is supported and extended through links with other subjects. For example, when learning about the local church in RE, pupils use the knowledge they have gained to practise writing skills in English lessons. They create guide books about the church and publish copies to give to other classes and the vicar. There is extra provision in literacy for pupils who experience difficulties with their reading and writing skills.
24. Teachers work hard to make learning stimulating for pupils. The regular focus weeks such as Book Week engage pupils' interest and extend their experiences and understanding. There are two school performances every year that all pupils take part in. The recently built large hall and stage has greatly improved the provision for PE, music and drama.
25. There are very good opportunities for enrichment of the curriculum through visits and visitors and many clubs run outside of the school day. Visits to places of interest include theatre and museum visits and visits to historical houses. Travelling theatres visit the school once a year for pupils to both participate in and to appreciate a performance. These visits are arranged to

enhance pupils' learning. Year 4, 5 and 6 pupils have the opportunity to take part in a residential trip each year. These visits alternate on a three year cycle so that all pupils benefit from three different experiences as part of their personal and social education. Music features prominently in the curriculum and is taught by a specialist teacher. He has started a school orchestra which is open to pupils in Years 4, 5 and 6 and is proving to be both popular and improving the musical skills of the pupils. Currently every pupil in Years 3 and 4 is learning to play the recorder. The range of clubs includes gardening, art, sports, French, badminton, drama and bird-box building. The clubs are organised in half term units, which over the year provides an activity for all age groups in the school. The school grounds are also used as a valuable resource for extending learning with a wildlife area and pond (which pupils are currently re-designing). Every class also has a garden area for which they are responsible and which they take very seriously. All pupils have swimming lessons during the year.

26. Induction arrangements ensure that pupils settle quickly into the reception class. Similarly, pupils are well prepared for transfer to the senior school through a programme of exchange visits and curricular links. The school works hard to ensure that all pupils have access to the full curriculum. Where there is withdrawal from lessons for mathematics or English work this is timetabled to be at the same time as the class lesson so that pupils do not miss important lessons.
27. Staffing matches the needs of the curriculum very well. There are part-time teaching posts in Classes 1 and 2 and a full time class teacher in Class 3 who has been very recently appointed on a temporary contract until the end of July. As a result of this recent appointment, the quality of education offered to these pupils has improved noticeably due to the strong teaching ability of this teacher. Accommodation and resources are very good. The recent addition of a large hall to the main building has enhanced the delivery of the curriculum, most particularly in physical education (PE). The school also has extensive grounds which are used well to support aspects of the curriculum. There has been very good improvement since the last inspection.
28. The school makes very good provision for pupils with special educational needs, procedures are very well organised and all requirements are fully met. The special needs co-ordinator (SENCO) works very effectively with all members of staff. She is responsible for organising the support these pupils need and ensures that they have full access to the curriculum. Some pupils are withdrawn during some basic skills lessons to receive extra support aimed at filling and narrowing the gap between them and their peer group. The school has recorded an increase in confidence in other lessons as a result of this policy. Individual targets are highly specific and they underpin the learning and fill in the gaps which the pupil has. These individual education plans (IEPs) are reviewed regularly to monitor each pupil's progress towards the learning targets and to set new ones. Pupils complete a self-assessment of their own progress every four weeks thus making them aware of the improvements they are making. Pupils' progress is carefully tracked and if targets are not met the SENCO investigates the reason. There are many initiatives used to support pupils, for example, the 'Catch Up' programme for reading. The school ensures these pupils are fully included in all areas of the curriculum.

Care, guidance and support

There are very good arrangements to ensure students' care, welfare, health and safety. The school provides students with very good support, advice and guidance. There is very good pupil involvement in the school's work and development.

Main strengths and weaknesses

- Teachers have excellent relationships with their pupils.
- The school provides pupils with well-informed personal advice and guidance when they need it.
- There are very good induction arrangements for pupils entering the school.

- Child protection and health and safety procedures are very effective.
- There is a very active school council and pupils are involved regularly in school decisions.

Commentary

29. Parents believe that their children are happy and safe in the school. The governors and the headteacher are active in ensuring that the school provides a safe working environment. Very good procedures are in place, including risk assessments for school trips. Appropriate first aid provision is in place. The school's child protection procedures fulfil requirements. Staff are aware of their responsibilities and the school keeps appropriate records. The school liaises well with other relevant agencies, such as social services, to ensure that pupils get additional help when they need it.
30. The school is sensitive to the needs of individual pupils, and teachers and non-teaching staff alike know them well. The school's strong ethos emphasises the worth of each individual and staff are effective at putting this into practice. There are supportive relationships, based on mutual respect, between staff and pupils; the pupils feel that their teachers treat them well as individuals and care about them. Individual teachers can provide informed guidance to pupils and are able to support them well when they are having problems. Virtually all pupils feel that there is a trusted adult that they can go to with a problem and that their teachers will willingly give extra time to ensure that they overcome problems with their work.
31. There are very effective procedures for providing advice and guidance to pupils as they progress through the school. Because pupils are so well known to staff, any problems are quickly dealt with. Targets are set with care for pupils' academic attainment, with a series of small steps, so that pupils' self-esteem is boosted and they can see their own success. Special provision is made when necessary for pupils to complete homework during the day or after school and extra sessions are provided for any pupil needing extra help. Gifted and talented pupils are taught that it is a privilege to receive extra work to support their areas of strength. Pupils understand about different styles of thinking and this helps them to understand how they themselves learn best. There are effective induction arrangements and subsequent support for reception pupils; this provision meets their needs very well and ensures that they have a productive start to school life. Pupils who join the school later on, including Traveller children, are helped to feel welcome and to integrate. Pupils with special educational needs are given very good support. The school identifies pupils at a very early stage and makes appropriate provision. Individual education plans contain appropriate targets, which are informed by detailed assessment of pupils' difficulties. This information is used effectively to plan appropriate work and has a positive effect on their progress. The IEPs are reviewed at least termly and, where needed, more frequently. The SENCO meets regularly with class teachers to see whether targets have been met, and if not, she looks for the reason. The school works closely with the local education authority's (LEA) support services, for example, the educational psychologist. The SENCO is very experienced and well qualified to provide specific support in many areas.
32. The school's formal personal, social and health education programme (PSHE) addresses a range of issues relevant to young people; for example, rules and relationships. The headteacher assists the Year 6 teacher to deliver sex education and also helps with health education across the school, thus enabling pupils to take more responsibility for their own bodies and health. Circle times (class discussion times when children sit in a circle) are used to support pupils and to give them an opportunity to discuss issues as a class. The school council meets fortnightly. All pupils are encouraged to contribute their ideas on relevant topics and their suggestions are valued by staff. For example, there is currently consultation on what to do with part of the site where a building has been removed.

Partnership with parents, other schools and the community

The school has a very good relationship with parents. The school has excellent connections with the local community and good links with other schools in the area.

Main strengths and weaknesses

- The school is a very important and integral part of the local village community and uses community resources well to provide a rich range of experiences for pupils.
- Parents are very supportive of the school and appreciate what it is achieving for their young people.
- Information to parents is very good and meets their needs.
- There are effective induction arrangements for reception children, and Year 6 pupils are helped to achieve a smooth transfer to secondary school.

Commentary

33. The school is well-regarded by its community and it is oversubscribed for the number of places it can offer. The parents are very positive about the school. They feel comfortable approaching staff with a question or complaint and rightly believe that the school seeks their views and takes them into account. They think they are kept well informed about how their children are getting on and are very satisfied with the quality of the communications from the school.
34. The provision of information to parents is very good. The school holds three meetings a year which parents can attend to discuss their children's progress, which virtually all parents attend. Each term parents receive a curriculum sheet outlining what will be taught and often respond with resources or other help. Parents receive an informative fortnightly newsletter, "School Whispers", and a termly "Governors' Grapevines". The wider community is kept in touch with the life of the school through monthly articles in the village magazine. Individual Education Plans are shared with parents and there are annual written reports on pupils' progress, with parents given the opportunity to provide feedback. Parents are consulted regularly through questionnaires or specific requests for their views, for example, on the information to be put on the new school website.
35. The school works closely with parents when their children are placed on the register for special educational needs. The parents' views and opinions are sought and are considered when drawing up targets for the child to achieve. The SENCO meets with parents to explain and discuss the targets, which have been set for their child. The school operates an 'open door' policy and parents know they are welcome to see the SENCO informally.
36. Most parents support their children's learning very well. The school has a very active Parent-Teacher Association (PTA) the "Friends of Oaksey School", which organises social and fundraising events. Their fundraising to support the building project in recent years has been enormous for a small school. Most parents help their children at home by hearing them read or encouraging them to complete homework. Parents feel welcome in school and there is a regular group of parents and a grandparent who come into school to help in classrooms.
37. There are exceptionally strong links with the local community, as evinced by their support for the school's fundraising. Members of the community come into school to talk about their experiences during Book Week and in support of history topics, for example, talking about coming to Oaksey School 50 Years Ago. Village groups come to school performances and open days. The school has close links with the church, holding joint Christingle and family services, as well as the Youth Club, where, for example, there has been joint first aid training and shared carol singing. The Youth Club uses the school hall regularly and there is productive joint use of a building as both a classroom and youth club premises.

38. There are very good induction procedures for reception children. The reception teacher visits local playgroups to meet the children, who then make three visits to the school before they start. After their first half term, reception children invite their former playgroup leaders to a tea party, a chance to show their new maturity and skills. At the other end of primary education, Year 6 pupils are visited by staff from the secondary school and then visit for two days in the summer term. These procedures help to reduce the stress for pupils moving through the different stages of their education.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher is excellent and the management and governance of the school are very good. Governors have a very good understanding of the school's strengths and areas for development. They present both challenge and support to the headteacher and teachers in their continuing drive to improve the quality of education for all pupils. Both headteacher and governors have been particularly successful in their management of recent changes; the future strategic direction of the school is well mapped out and planned for.

Main strengths and weaknesses

- The very clear vision of the headteacher and governors ensures that all staff have a clear strategic idea of the school's aims and aspirations.
- The school is very thorough in reviewing its performance, intent on improving it further. As a result, the quality of their self-evaluation is outstanding.
- The excellent leadership of the headteacher and the very strong support of governors ensure that the school provides equal opportunities for all pupils.
- The leadership and management of special educational needs are very good.
- Governors provide continual evaluation of standards through focused support and challenge.

Commentary

39. The headteacher provides excellent leadership and is very ably supported by high quality staff. This stems from her availability to staff, governors, parents and, above all, pupils despite her two-day per week teaching commitment. A clear vision of the school's future direction is very well communicated through an effective school improvement plan and this is a considerable improvement since the last inspection. The headteacher holds regular meetings with staff, governors and parents to review progress against this plan. Lines of communication to obtain the opinions of all parties are very good. The headteacher and her staff make strenuous efforts to provide the best possible education for all pupils through very effective strategic planning. This is communicated to all, in what is a true 'family' school, where parents' and pupils' views are sought regularly.
40. Improvement since the last inspection is very good, with the headteacher and subject managers systematically reviewing teaching and learning. Data analysis by the headteacher and governors provides them with a very clear picture of the school's current performance and where their next priorities lie. School improvement planning is very good and the performance management process has addressed very effectively the headteacher's and governors' concerns about insufficient progress in Years 5 and 6. Actions taken from the school improvement plan are very effectively monitored and evaluated.
41. Assessment information has been very carefully analysed and targets set to increase pupils' attainment, most specifically by the end of Year 6. The school's leadership is very effectively monitoring the value added by the school which has been a concern of the headteacher since shortly after her appointment. While concerns remain about the progress of the current Year 6 pupils it is expected that the current Year 5 pupils will, by the end of Year 6, have built effectively on their good achievement by the end of Year 4.

42. The management of the provision for pupils with special educational needs is very good. The special educational needs co-ordinator (SENCO) is very experienced and committed to seeing that these pupils fulfil their potential. She is committed to introducing strategies, which will further improve the provision for special educational needs in the school, for example, the LEA's initiative on support for pupils with dyslexia. The school's approach is very well organised and designated funds are used appropriately. All staff work closely with the SENCO who ensures that they are all aware of the procedures. Parents are kept well informed and are invited to all reviews. The designated governor meets regularly with the SENCO and reports back to the governing body. The headteacher's excellent leadership ensures that the aim of being an inclusive school is translated into effective action on a daily basis.
43. The governing body is very knowledgeable, is a regular presence in the day-to-day life of the school, is supportive of staff and pupils and has a clear vision of how to raise the quality of education in the school. Governors are very effective in their roles in supporting specific areas such as special educational needs, literacy, numeracy and ICT. They meet regularly, have clear roles and provide regular reports. Financial management is very good. Budgets are systematically analysed; spending is very well planned and evaluated, with the principles of best value being rigidly employed. Outstanding surpluses are carefully allocated for future developments designed to improve both standards of work and the fabric of the school buildings. The health and safety issue highlighted in the last report has been dealt with effectively.
44. Staff deployment is good. Support staff are very well managed and all make a significant contribution to the family ethos of the school. They are well known to pupils, respect them and receive respect in return. Through rigorous self-evaluation and a desire to remove any complacency, the headteacher, governors and staff work as a team to ensure that all pupils receive the best possible education. A vibrant team spirit is tangible not only amongst staff but among pupils and governors too.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	245,839	Balance from previous year	22,423
Total expenditure	236,118	Balance carried forward to the next	9,721
Expenditure per pupil	3,373		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The quality of provision for the young children in Class 1 is very good. This is a notable development since the last inspection and enables most children to reach expected standards in the six areas of learning by the time they enter Year 1.

When children start school in Class 1 their overall attainment is broadly average. The very careful planning and caring attitude of the staff enable the children to achieve well and make good progress. Classroom accommodation is limited but the effective use of space and of the good resources helps the children to learn and develop through a variety of interesting play activities. Detailed assessments are carried out and all adults have a very good understanding of the needs of the children.

There is very good quality teaching and learning for these young children. The teaching is characterised by all staff working very well together as a supportive team. Teachers are experienced and knowledgeable about the curriculum. They effectively plan a range of challenging activities and hold high expectations that all want to learn. Children maintain their interest well and teachers use a good mixture of adult-focused and child-selected activities to develop the skills of independent learning. As a result, children of all abilities work co-operatively and collaboratively in large and small groups.

The leadership and management of the Foundation Stage are very good. All staff work closely together and considerable improvements have been made in the provision since the last inspection. There is a clear view of what needs to be done so that effective teaching takes place. There is a clear policy and programme of work. Planning for teaching is comprehensive with clear links between the areas of learning. The well-planned induction procedures for these young children provide very good support for both children and parents.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The system for introducing children and their parents to the school is very good.
- Very good teaching provides good support for children so that they become more confident and make good progress.
- All staff take very good care to ensure the emotional needs of children are very well met.
- Children behave very well and are kind to each other.

Commentary

45. The children experience a welcoming, friendly and calm environment with a good range of interesting and well-planned activities. Because of this they are very happy and play well with their classmates. During the well-planned sessions the children move from one activity to another and are encouraged to try something new, take turns and talk about their play. Time is taken to show and explain routines. This supports the children as they learn and develop a variety of skills. They show good independence skills, knowing where to find things and how to use play equipment. They talk to each other as they play and the excellent relationships they enjoy with adults enables each child to feel valued.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good** and children achieve well and make good progress.

Main strengths and weaknesses

- There are many opportunities for children to develop speaking and listening skills so that they communicate effectively.
- The very good partnership with parents helps children to recognise sounds and words so that their progress in reading is good.

Commentary

46. Speaking and listening skills are developed very well through activities such as role-play, the use of construction toys and opportunities to work creatively with different mediums. The teacher and teaching assistant play alongside and extend children's vocabulary or model discussions. The many visitors to the class provide interesting sessions where the children develop their listening skills. Time is given so that each child has an opportunity to talk to the rest of the class or group. The children speak clearly and confidently and listen to one another well.
47. Children are given many opportunities to write spontaneously. As a result of very good teaching and learning, early reading skills are developed through activities such as successfully identifying the sound of letters. The very good links with parents help children to recognise letter sounds and words so that they make good progress in reading. They show interest and enthusiasm for the story of "The Lighthouse Keeper's Catastrophe" and are confident in asking and answering questions about the plot which show a range of early reading skills. There is an extensive range of interesting books that are freely accessible to the children and many pupils show early skills of retelling stories. All can handle books appropriately, holding the book the right way up and turning the pages in sequence.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Good progress is made by children due to very good teaching.

Commentary

48. Children are learning to count through the provision of activities such as singing rhymes, clapping and other games. Most know that nothing is called zero and many can count beyond ten. Adults provide a variety of interesting activities to help the children's learning of mathematics through play, with children given opportunities to count and match numbers to sets of objects. It is evident that teachers match the work very carefully to the abilities of the children. This ensures the good progress made.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good** which enables children to make good progress.

Main strengths and weaknesses

- There is an interesting curriculum that enhances children's learning across all areas.
- Very effective use is made of children's developing literacy skills.

Commentary

49. Children enjoy many exciting experiences that help them to find out about the world around them. The variety of visitors to school provides children with very good firsthand experiences that develop their listening skills. Teaching is skilled and as a result the children understand that ice melts when it is heated and warmed. Children also understand that the length of time taken for this to happen depends on the amount of heat used. All are eager to participate and ask questions to further their understanding. There is good development of their literacy skills through the development of language such as melt, change, solid, liquid and heat.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Adults join in with physical activities to make learning fun.

Commentary

50. Effective teaching ensures that good use is made of the outside play area to promote this area of learning. The good range of equipment both indoors and out provides children with opportunities to climb, jump, slide and balance. As a result, they make good progress and achieve well. The children show a developing awareness of space and move with confidence. The good management of the outdoor play area means that children use every corner to develop their skills. Consequently, they develop a good awareness of others when working indoors controlling balls.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Techniques using a good variety of materials are taught clearly and effectively.

Commentary

51. The well-equipped classroom provides many opportunities for children to develop their creative skills. Children are able to choose from a range of mediums to make pictures. There is a good balance between staff encouraging children to do the planned activities and the children initiating their own. Children's skills and language are developed through adults' encouragement to describe different textures. By talking to the children about their intentions adults support them in rehearsing what they are going to do and their understanding of how different mediums work. All of this adds to the good progress made.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Pupils attain well in relation to their ability by the age of seven, and standards are above the national average. By the age of nine pupils have continued to achieve well and are attaining at the national average. However, this progress has not been maintained, until recently, in Years 5 and 6. Pupils with special educational needs and those with English as an additional language achieve well because of the good support they have, and they make good progress in the subject. Standards by the end of Year 6 are below those at the time of the previous inspection. During the inspection no difference in the performance of girls and boys was observed.

Main strengths and weaknesses

- The development of pupils' speaking and listening skills is good.
- There is effective support provided for pupils with special educational needs.
- Pupils' achievement is good up to the end of Year 4.
- The leadership and management of the subject are good.
- There are insufficient opportunities for extended writing.

Commentary

52. Standards in Year 2 were well above the national average in reading in the national tests in 2004. This was a very good improvement from the previous year. However, it was a different picture for writing. No pupils attained the higher Level 3 in 2004, which means that standards in writing were below average in the national tests. This group of pupils entered Year 1 with average standards in reading, writing and speaking and listening skills, and by the end of Year 2 their achievement was good.
53. Standards at the end of Year 6 in the national tests in 2004 for English, mathematics and science were in line with the national average. This represented insufficient progress compared with the results these pupils attained in national tests at the end of Year 2.
54. Inspection findings confirm that standards in reading for the current group of Year 2 pupils are above average. The recently introduced guided reading session, where a small group of pupils work with an adult studying the same text, is being well implemented across the school. The adults responsible for these sessions are keeping secure records that track each individual's progress. The subject manager has thoroughly evaluated this and this is an improvement to the provision of English. Current attainment in writing in Year 2 is average. Standards fluctuate each year because the number of pupils in the year group, and their ability, varies significantly from year to year.
55. Inspection findings confirm that current standards in Year 6 for English, mathematics and science are average and achievement is satisfactory overall. The new teacher in Class 3 is having a significant impact on the achievement of the pupils in this class and their progress is at least satisfactory.
56. Teaching and learning are good because teachers and support assistants make learning fun and stimulating. In all classes pupils are enthusiastic, keen to learn and respond well. Throughout the school, staff work hard to ensure that pupils have many opportunities to develop their skills of speaking and listening. Most pupils are attentive and listen well in class and, as a result, the majority of pupils become confident and articulate speakers. For example, in Class 3 pupils can argue their point of view using good persuasive language. They also talk expressively about their work and things which interest them, with each other and with adults.

57. Adults also work purposefully and effectively with pupils with special educational needs and with those who are learning English as an additional language. A further strong feature of all the lessons seen was the way teachers shared the learning intention with pupils at the start of each lesson. Consequently they know what they are expected to learn. In all lessons questioning was good and teachers are confident in their subject knowledge and plan lessons well to meet the learning objectives. Lessons are well focussed according to the needs of the pupils and the time available is well used.
58. Information and communication technology is used effectively to further develop pupils' literacy skills. Pupils listen to stories on CD ROMs and use word processing packages to present their work. Pupils have Internet access and use it frequently to research a variety of topics.
59. Overall, marking is good and shows pupils how well they have achieved and what needs to be done to improve. Pupils with special educational needs and those with English as an additional language are given clear, well-focused targets that help them to improve. They are well supported in lessons by experienced teaching assistants. This raises their achievement. The subject contributes well to pupils' spiritual, moral, social and cultural development through the study of well-chosen texts and through visits and visitors that enhance the English curriculum.
60. At the time of the previous inspection, the role of subject managers was under-developed. There has been good improvement in this respect. The teacher who holds responsibility for this subject has an overview of the whole school and has analysed all the available data connected with the slowing progress at the top end of the school. Areas for development were identified as a result of the 2004 results and have been implemented effectively with new whole school targets set for the coming year. A new tracking system identifies pupils who need additional focussed support. The resources in classrooms are used well and contribute well to pupils' enjoyment of reading. The small library forms the basis for attractive displays of pupils' work.

Language and literacy across the curriculum

61. The use of literacy skills in other subjects is satisfactory although, there are on occasions, missed opportunities for pupils to extend their writing skills, for example, in science, geography and history in Class 3. Where it is used well and planned for, as for example in work seen in Class 2, it enhances the learning of skills.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Leadership and management of the subject are strong.
- In all lessons there is evidence of pupils' interest in, and enthusiasm for, mathematics.
- The correct use of a wide variety of mathematical language aids pupils' understanding.
- Teachers' good subject knowledge and questioning skills result in all pupils being involved in lessons.
- There is insufficient use of ICT to develop pupils' skills.

Commentary

62. Inspection findings show that current standards in Year 2 are above average and in Year 6 they are average. Due to good standards of teaching and associated learning, pupils' achievement by the end of Year 4 is good although it levels out by the end of Year 6. However, the progress of the current Year 5 pupils is better than those of Year 6. The level of

improvement since the last inspection is good, with greater use of assessment to set targets to improve pupils' learning. Additionally, the use of individual target sheets gives pupils a good understanding of what they know and what they need to know next. These are shared with parents and this contributes very well to their involvement in their children's learning. There is systematic lesson planning and very good teachers' questioning for all abilities of pupils. This, linked with good teacher subject knowledge, leads to all pupils enjoying their mathematical experiences and showing good enthusiasm and interest.

63. In a lively Class 2 lesson, the variety of activities and number games enabled all levels of ability to develop their skills of accurate rounding of numbers. The teacher's concentration upon posing questions to all abilities and giving time for less able pupils to think about their answers resulted in these pupils making good progress. Levels of literacy in many lessons are good, with all teachers concentrating upon improving pupils' descriptive mathematical language.
64. Teachers plan their lessons in detail and teaching assistants are used well to ensure the inclusion of less able pupils. All abilities receive direct and open-ended questions. Pupils enjoy their work, co-operate with each other and behave very well. This is symptomatic of good mathematics teaching throughout the school, where teachers' knowledge of, and enthusiasm for, the subject inspire pupils to want to learn. ICT, however, is not always used well enough as a tool to aid mathematical learning.
65. Pupils receive a wide variety of opportunities to explore the different aspects of mathematical learning, with the greatest concentration upon numeracy. Assessment of pupils' abilities is made regularly and plans are in place for teachers to develop a dialogue with pupils to enable them to understand the next steps they must take to improve their standards. Due to very good support from teachers and other support staff, pupils with special educational needs receive equal access to the whole mathematics curriculum.
66. Leadership and management of mathematics are good. There is a knowledgeable and experienced subject manager who enthuses both colleagues and pupils alike. A vision for the future direction of teaching and learning is well communicated, with challenges identified and planned for. Monitoring of teaching and learning is carried out by the subject manager and there is a good variety and number of resources.

Mathematics across the curriculum

67. The development of numeracy across the curriculum is good. It is evident in subjects such as ICT, when pupils in Class 1 use their mathematical knowledge of bar charts to produce graphs of eye colour and favourite vegetables.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Good teaching leads to good levels of understanding in investigative work.
- Pupils' attitudes are very positive and they collaborate very well.
- Pupils lack experience in investigative aspects of the subject in Class 3, with marking not always showing pupils how well they have succeeded or how to improve their work.

Commentary

68. Inspection findings show that standards in Year 2 are above average. An analysis of work undertaken since the beginning of this academic year indicates that standards by the end of Year 6 are average. Above average standards have been maintained in Class 1 and Class 2

since the last inspection. However, in Years 5 and 6 they are not as high as they were at that time. Pupils up to the end of Year 4 achieve well in relation to their prior attainment on entry to the school. No significant differences were observed between the achievements of boys and girls, and pupils with special educational needs are well supported and achieve well in terms of their learning targets due to the good quality of support provided.

69. Many pupils talk about their work in science with confidence and enthusiasm, indicating a good understanding of the work they have covered. The work in their books supports this. Pupils in Year 1 and 2 have a good understanding of how some materials change when they are heated and warmed, for example, ice and chocolate. In Years 3 and 4, pupils mixed different materials in order to investigate and observe reversible and irreversible change. In this class, a significant strength of pupils' learning was their ability to work in a co-operative situation with their friends. This makes a significant contribution to their social skills. In Years 5 and 6 some pupils could talk satisfactorily about how day and night occur. However, the content of pupils' written work shows a superficial coverage of some areas of scientific knowledge and skills. Additionally, there was little evidence that work had been modified to address the different learning needs of pupils. Also, the presentation of work was, in many books, unsatisfactory and much was cursorily marked with no indication of how pupils' could improve. This situation has now improved considerably with the employment of a new teacher.
70. Two lessons were seen and in both the teaching was very good. In these lessons, the teachers rightly placed an emphasis on investigations and the use of enquiry skills. Lesson planning is good and teachers use appropriate vocabulary when giving explanations. There is a good match of task to pupils' abilities, but in the recorded work seen in Years 5 and 6 there was evidence of work being too prescriptive, which meant that pupils were restricted in the development of their scientific skills and in developing their own recording methods. There has been some notable improvement in this aspect of teaching since the arrival of a new teacher. Most teachers mark pupils' work conscientiously, but some marking does not tell pupils how well they have done in the lesson or how the work could be improved. ICT is not always used effectively within science lessons.
71. The leadership and management of the subject are satisfactory. The headteacher currently oversees this subject because the subject manager has left. There is a programme of work to aid teachers in their lesson planning which was introduced in September 2004. This is of good quality and is working successfully in most classes.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Keyboard skills are taught to all pupils.
- There is insufficient use of information and communication technology skills across the curriculum.
- Standards are not as good as they were at the time of the last inspection.

Commentary

72. Each classroom has at least two computers and pupils are taught skills effectively in small groups, usually by the teaching assistants. Pupils in Class 1 were observed using appropriate programs to support their mathematics work and there was evidence of ICT supporting art work, for example, creating symmetrical pictures. The work seen indicates that standards are satisfactory. Pupils in Class 2 used a mathematical program to practise skills learned in the earlier part of the lesson. This was satisfactory and pupils showed that they understood what they were expected to do and standards were as expected for pupils of this age. In an

English lesson in the same class, a group of four pupils worked with the teaching assistant who showed them how to “cut and paste”. All were successful by the end of the session and this also indicated satisfactory standards.

73. An excellent display in Class 2, which the pupils had organised themselves, showed the competent use of a digital camera. Pupils showed an imaginative use of fonts and were able to incorporate their photographs into the text. No ICT was seen in Class 3 but Year 6 pupils were able to demonstrate some of the skills they have learned, including PowerPoint presentations, which met the standards expected of this age group. Their keyboard skills are well above what is generally found nationally. This is because all pupils are taught keyboard skills as an integral part of their learning. Pupils have had limited opportunity to learn how to send e-mails and limited access to web-sites but this is improving with better teaching in this class.
74. Teachers’ expertise has improved since the last inspection and teachers are generally more confident in teaching the subject and the skills necessary for pupils to make sufficient progress. Overall, teaching and learning is satisfactory although pupils’ opportunities to use their developing skills in other areas of the curriculum are not always developed effectively.
75. Until the appointment of a new subject leader in the autumn term, the subject is being led and managed by the headteacher, who has identified the subject as an area for development. She is aware of the relative weaknesses in provision such as the absence of an assessment system and the need to increase the number of computers in each classroom. The improvement plan addresses these areas well.

Information and communication technology across the curriculum

76. Information and communication technology is beginning to be used to support other subjects, for example, in religious education and in English and mathematics. However, this is not consistent throughout the school and is notably absent in science. Additionally, there was little evidence that it was used effectively in geography and history.

HUMANITIES

77. Insufficient lessons were seen in religious education, history and geography to make an overall judgement about provision.
78. One lesson was seen in **religious education** during the inspection and there was little work to analyse as much of the work is taught through discussion. Pupils in Class 3 were given the opportunity to think about their own values and beliefs and how they treat other people. The school follows the locally agreed syllabus and teachers use it to plan lessons.
79. No lessons were seen in **geography**. It is evident in pupils’ work that teachers in Classes 1 and 2 build well on pupils’ knowledge and experience of the world. For example, in Year 2 pupils have investigated different weather patterns and have drawn plans of their route to school. This work indicates expected standards for pupils of this age. Older pupils have learned to compare similarities and differences between the United Kingdom and Greece.
80. In a Year 5 and 6 **history** lesson an interesting approach was taken to encourage further thought and investigation about life in Tudor times and the present day. The pupils responded well and developed their understanding of that period in history. In Year 2, pupils have studied toys, both old and new, and have recorded their findings suitably.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

81. Insufficient lessons were seen in art and design, design technology, music and physical education to make an overall judgement on provision.
82. One lesson was seen in **music** and no lessons were observed in **art and design, design technology** or **physical education**. It is therefore not possible to make a firm judgement about provision in these subjects. A scrutiny of planning and discussions with pupils suggest that standards are at least satisfactory and similar to those of the previous inspection.
83. One **music** lesson was observed and an orchestra practice. However it is clear that music plays an important part in the life of the school and the school has a specialist teacher to maintain good standards of singing and instrument playing. All pupils from Year 4 upwards are encouraged to join the orchestra, which includes a good range of tuned instruments as well as untuned percussion. Standards achieved by the orchestra were judged to be very good. In the one lesson observed, pupils showed an ability to keep reggae and calypso rhythms going. There was a high level of challenge for the pupils who responded well. All pupils in Years 3 and 4 learn to play the recorder. This encourages their musical ability and furthers their enjoyment of music.

PERSONAL, SOCIAL AND HEALTH EDUCATION

84. No lessons were seen during the inspection. However, it is clear from talking to pupils that the school places a high priority on pupils' personal development and social learning, and the teaching of personal, social and health education is an integral part of the life of the school. Consequently, pupils are confident to express their feelings in a trusting and secure environment. The curriculum includes a wide range of relevant topics that are planned to develop pupils' skills and knowledge as they move through the school. Teachers are confident in their teaching of this sensitive area, with timetabled sessions and its inclusion within subjects. For example, in science, the importance of a healthy diet is stressed and in physical education the effect of exercise on pupils' bodies is considered.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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