

INSPECTION REPORT

WILLIAM FLETCHER PRIMARY SCHOOL

Yarnton, Oxford

LEA area: Oxfordshire

Unique reference number: 123023

Headteacher: Mr C. Laybourn

Lead inspector: Mr G. R. Logan

Dates of inspection: 21 – 23 February 2005

Inspection number: 273320

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

© Crown copyright 2005

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	172
School address:	Rutten Lane Yarnton Kidlington Oxford
Postcode:	OX5 1LW
Telephone number:	01865 372301
Fax number:	01865 374103
Appropriate authority:	The governing body
Name of chair of governors:	Dr Russell Leek
Date of previous inspection:	June 1999

CHARACTERISTICS OF THE SCHOOL

William Fletcher Primary School serves the village of Yarnton, near Oxford. This is a socially diverse residential area, with a mix of privately-owned and social housing. The school is of similar size to many others across the country. There are 172 pupils, including 14 children in the Reception class who attend part-time. Over nine-tenths of pupils are from White European backgrounds, with a very small number of pupils of mixed-race or Asian heritage. There are no pupils at an early stage of learning to speak English. The proportion of pupils (seven per cent) with special educational needs is well below the national average. None of these have statements of special educational need. The school experiences a very low level of pupil mobility, with around seven per cent of pupils leaving or joining the school at other than the expected points. The proportion of pupils receiving free school meals, two per cent at present, is significantly below the national average (18 per cent). However, the school feels that this figure is not necessarily an accurate reflection of those entitled to claim, as there is no cooked meal service provided in this authority. When they enter Reception, most children have social and language skills that are around the average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11810	Mr G R Logan	Lead inspector	Mathematics Music Physical education
32667	Mrs E. Coleman	Lay inspector	
32021	Mr A. McClean	Team inspector	English Information and communication technology Art and design Design and technology Special educational needs
11901	Dr D.P. Lowe	Team inspector	Foundation stage Science Geography History Religious education Citizenship

The inspection contractor was:

Cambridge Education Associates Ltd.

Demeter House
Station Road
Cambridge
CB1 2RS

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 and 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	30

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

William Fletcher Primary School provides a satisfactory education for its pupils at present, though it is by no means as effective as it could be. It has a supportive, caring ethos and provides well for pupils' personal development. As a result, pupils are happy to come to school and the majority of parents are satisfied with the school's performance. Those currently in the school are benefiting from improved teaching and higher expectations generally. For these pupils, it provides satisfactory value for money. Nevertheless, the improvement made since the last inspection has been limited and the school has serious weaknesses in relation to aspects of its leadership.

The school's main strengths and weaknesses are:

- The school lacks clear strategic direction; aspects of leadership are unsatisfactory.
- The governance of the school is unsatisfactory.
- Although, for the current Year 6 pupils, standards are above average in English and science and well above average in mathematics, the leadership of the school has been very slow to make the raising of standards a priority. Until recently, standards have been in decline.
- Provision for the youngest pupils in the Foundation Stage is good.
- The range of activities to enrich the curriculum is very good.
- Pupils have good attitudes to their work and behave well. Relationships are good.
- Pupils with special educational needs are supported well.
- Pupils are cared for very well.
- Links with parents are good; links with the community are very good.

The school has made unsatisfactory progress since the last inspection. The single key issue has been dealt with successfully and there have been a number of improvements to the premises and environment that have enhanced pupils' opportunities. However, standards in key areas have fallen steadily at Year 2 since 2001 and have remained static at Year 6 since 2000. Only in the current year are there signs of improvement, though it is not evident whether these can be sustained. There has been a lack of rigour in tackling some of the important aspects for development, underlining a central concern with the quality of leadership in the school.

STANDARDS ACHIEVED

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

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

Though some improvement is starting to come through, **pupils' achievement is, overall, just satisfactory**. Most children enter Reception with average attainment. They achieve well and the majority of children exceed the standards expected at the end of the Reception year. Standards in Year 2, though satisfactory overall and with some emerging strengths at present, have been in steady decline since 2001. Standards overall in Year 6 have been consistently average, but have declined since the last inspection. Prior to that, they were consistently well above average. In spite of its many advantages, the school's performance compares unfavourably with that of similar schools in most years. The current Year 6 pupils are particularly able and standards at present, supported by effective teaching, are well above average in mathematics and above average in English and science. It is not clear, however, whether this improvement can be sustained. Overall, however, pupils' achievement, once they leave Reception, has been erratic in recent years and, while satisfactory at present, has not been as good as it should be. Pupils' literacy skills are used well across the curriculum. Standards in information and communication technology (ICT) are above average. However, ICT is not used sufficiently to support learning in other subjects.

Standards in Year 6 in art and design and religious education are above those normally found, while in physical education they are similar to those normally found.

Pupils with special educational needs achieve well because of the good support they receive. There are no pupils with English as an additional language.

Pupils' attitudes, values and other personal qualities are good. These factors contribute well to their learning. **Spiritual, moral, social and cultural development is good.** Relationships and behaviour are good. Attendance and punctuality are good.

QUALITY OF EDUCATION

Although, following a period of instability, there is an effective team of staff and, at present, a significant amount of good teaching which is beginning to impact upon pupils' achievement, the capacity of the school to raise standards in recent years has been limited. Until recently, **the impact of teaching upon learning has, at best, been satisfactory.** However, with more consistent teaching recently, **the quality of education is sound** at present. While teaching in the Foundation Stage is, at present, never less than good and in Years 1 to 6, frequently good, it is not evident whether the recent improvement in the effectiveness of teaching and in pupils' achievement can be sustained. Some issues remain in relation to the achievement of higher attaining pupils over time. Currently, however, teachers have good relationships with their pupils. Assessment procedures are good. Pupils are learning to evaluate the quality of their work and their understanding, and do this with increasing confidence. Older pupils have a mature approach and work well, independently and with others. Planning to meet the needs of pupils with special educational needs is effective. Learning support staff are deployed well and are very effective. The curriculum is good. Pupils have a good range of opportunities for learning, with a very good extra-curricular programme. They can access very good opportunities both in and out of school time and receive very good care and support. The systems for monitoring pupils' development are good. Good induction procedures help new children to settle quickly. Child protection procedures are effective. Provision for pupils' personal, social and health education is good. The school has a good partnership with parents and very good links with other schools and the community.

LEADERSHIP AND MANAGEMENT

The leadership of the school has not been effective in dealing with the decline in standards over an extended period. As a consequence, **the leadership of the school is unsatisfactory.** The headteacher's wish to provide effectively for pupils' personal development is well-realised and day-to-day **management is satisfactory** – the school functions smoothly. However, heavy involvement in teaching has constrained the headteacher's opportunities to maintain a crucial strategic vision for the school, particularly in relation to standards. There is no effective or systematic scrutiny of standards. The senior teacher provides satisfactory leadership at present. The school's monitoring systems are unsatisfactory. Some subject co-ordinators are knowledgeable and effective, but, due to recent illness, temporary arrangements were made to co-ordinate English and science, while religious education does not have a co-ordinator. The school's evaluation of its work is unsatisfactory; while data is analysed rigorously enough, this is not supported by effective action. The governance of the school is unsatisfactory. Although governors fulfil their statutory duties, they are insufficiently involved in shaping the direction of the school and do not sufficiently hold the headteacher to account for, or have high enough expectations of, the school's performance. Financial management is good. School administration is very efficient.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are happy with the school and with the standards achieved, although some are concerned at the level of staff change. The level of parental involvement is good. Pupils enjoy school. They work hard and participate eagerly in activities. Relationships are a strength.

IMPROVEMENTS NEEDED

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

- Improve the leadership of the school;
- Build upon the recent improvements in teaching and learning to ensure that standards are raised significantly and that pupils make more consistent progress over time.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

At present, pupils' achievement is satisfactory. Standards are above average in English and science and well above average in mathematics for the current Year 6. However, standards have been in decline over time; able pupils are not always sufficiently challenged.

Main strengths and weaknesses

- Standards are above average in English and science and well above average in mathematics. Currently, pupils are achieving satisfactorily.
- Provision for children in the Foundation Stage is good.
- Provision for pupils with special educational needs is good.
- Standards have been in steady decline in Year 2 and static in Year 6 for several years. Pupils have not been making the progress which they should.
- The school's performance, when compared with similar schools, is unsatisfactory.
- Able pupils are not always challenged sufficiently.

Commentary

1. The school's performance has seen a significant decline since the last inspection. Given the advantageous circumstances in which the school works, with low levels of mobility, low levels of deprivation and a low proportion of pupils with special educational needs, this is a serious concern. The school feels that its altered performance at least in part reflects significant staff changes. However, the management of changing circumstances has not been sufficiently robust.
2. In the period up to the last inspection, performance at Year 6 had been consistently well above average in all core areas of the curriculum. This was a high performing school, year-on-year. Immediately after the inspection, performance dipped and has, overall, never been better than average in any subsequent year, with some pockets of unsatisfactory performance. In most years, the school's performance has compared unfavourably with that of similar schools. In 2004, standards were average in English, mathematics and science. In 1999, they had been well above average in all three subjects. In Year 2, standards, though slightly stronger in terms of national comparisons, have been declining steadily since 2001. Performance in 2004 was no better than that in 1999. Overall, however, pupils in Year 6 have tended to demonstrate satisfactory progress between Year 2 and Year 6. It is clear, however, that pupils' achievement has been inconsistent in recent years. Not all pupils have been making the progress of which they are capable.
3. Currently, there are some signs of recovery. The present staff team is effective. They have generally high expectations and this is having a beneficial effect on the quality of pupils' work as seen during the inspection. In addition, the current Year 6 is particularly able, with a significant number of potential high achievers. As the above average Reception class at the last inspection, they have been high performers throughout their time in the school. Currently, they are contributing to the improved standards indicated in Year 6. However, there is no basis for assuming that the school has successfully tackled its underlying issues of expectation and performance, although recent work by the senior teacher to improve tracking systems is contributing to this.
4. Children's attainment on entry to Reception is average for their age. They achieve well as a result of the good provision made, and, for the majority of children, standards exceed those expected for their age by the end of the Reception year in all areas.

5. Currently, standards in Year 6 are likely to show an improvement on 2004, because of the number of potential high performers in the group and the rigorous teaching from the current Year 6 teacher. Performance in mathematics is showing particular improvement at present because of the good quality of subject leadership. This is facilitating change and allowing the subject to move forward. The same dynamic is not evident in English, however, which, due to recent staff illness, has no permanent co-ordinator at present. There was no evidence during the inspection of any significant difference in the performance of girls and boys.
6. Pupils with special educational needs are well provided for and achieve well. Progress is measured against the targets set in pupils' Individual Education Plans. Targets are clearly stated and measurable. Work for less able pupils is adapted well to match their particular needs. They receive very good support from teaching assistants.
7. The school is aware of pupils considered to be gifted or talented, though there is no formal register. While there is no consistent approach to identifying or supporting these pupils, they do have access to a broad range of enrichment opportunities in the school. Currently, they are supported well in the upper school. For example, particularly able mathematicians are identified in Year 6 and have been successfully involved in challenging mathematical competitions.
8. Current standards in Year 2 are average in writing, reading and science and above average in mathematics. Projections for the 2005 national tests indicate the possibility of a slight increase on the 2004 performance. Underlying literacy skills are used regularly in subjects across the curriculum. Pupils' speaking skills are developed effectively. Pupils have above average skills in ICT by the end of Year 2. Standards are above those normally found in art and design and similar to those normally found in the remaining subjects, where a judgement could be made.

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

Standards in:	School results	National results
Reading	16.3 (16.9)	15.8 (15.7)
Writing	14.6 (16.4)	14.6 (14.6)
Mathematics	16.9 (17.0)	16.2 (16.3)

There were 32 pupils in the year group. Figures in brackets are for the previous year

9. Currently, attainment in Year 6 is above average in English and science and well above average in mathematics. Standards are above those normally found in art and design and religious education and in line with those normally found in physical education. ICT skills are above those normally found but are not used effectively across the curriculum. Pupils achieve satisfactorily across the curriculum at present as a result of the current good teaching. The school did not achieve its appropriately challenging target in English in 2004 and overestimated the proportion of pupils working successfully at higher levels in mathematics.

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

Standards in:	School results	National results
English	27.5 (28.1)	26.9 (26.8)
Mathematics	27.2 (26.2)	27.0 (26.8)
Science	28.4 (27.3)	28.6 (28.6)

There were 26 pupils in the year group. Figures in brackets are for the previous year

10. Pupils' literacy skills are promoted well across the curriculum. There are good opportunities to record, write and communicate in subjects such as history and geography. Speaking skills are developed well and many pupils are articulate and confident in their speaking. The application

of numeracy skills is satisfactory. There is a good emphasis on practical and investigative activities in science. Pupils' skills in ICT are good but the cross-curricular use of ICT is underdeveloped.

Pupils' attitudes, values and other personal qualities

Pupils have positive attitudes to school life and their attendance and punctuality are good. Their behaviour and spiritual, moral, social and cultural development are good.

Main strengths and weaknesses

- Pupils like coming to school and have developed good habits of regular attendance.
- The provision for spiritual, social and cultural development is good and the school is particularly effective in promoting strong moral values.
- With few exceptions, pupils behave well in the classroom and around the school.
- Pupils mature well during their time in school and are enthusiastic about the opportunities they have to take responsibility in school life.

Commentary

11. The school has been successful in maintaining above average attendance because of its high expectations and robust procedures. Most families comply with the school's attendance policy. In addition, pupils report that they enjoy school life and the relationships they have with their friends and many of the members of staff. The majority of pupils arrive on time and are ready to participate. As a consequence, they benefit from teachers being able to make efficient use of class time to ensure continuity in their studies. This has a positive effect on learning.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.5	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 exclusions in the last academic year.

Commentary

12. Provision for spiritual development is good. In lessons and assemblies pupils are given appropriate opportunities for reflection and they are encouraged to respond emotionally to the world around them and to share their thoughts with others. They produce sensitive poems on difficult subjects. This provision is reinforced by the strong emphasis that the school gives to moral development, having introduced "values education". This encourages pupils to examine such qualities as courage or thoughtfulness and apply them to situations in school and home life. Older pupils are able to distinguish between a moral concept and a belief, and have considered ethical dilemmas, such as whether it is justifiable to steal to help a friend. The school encourages pupils to look outwards to the needs of others and provides appropriate opportunities for them to contribute to charities.
13. There are good opportunities for social development with many pupils participating in extra-curricular activities and clubs, especially sport and music. Pupils have the opportunity to take part in a different type of residential visit on three occasions during their school career. The

visit early in Year 6 is primarily aimed at encouraging independence, teamwork and leadership skills. It plays an important part in developing pupils' self esteem and confidence, which enhances learning skills.

14. There is good provision for cultural development. Links with the local band and visits from instrumentalists ensure that pupils have opportunities to extend their musical education. The school makes good use of the museums and theatres of Oxford to enrich learning. English May traditions are celebrated, but pupils have also had experience of other festivals, such as the Chinese New Year. A comprehensive religious education curriculum, together with some well chosen outside visits, promotes pupils' preparation for life in a multicultural society.
15. With a few exceptions, pupils are polite, friendly and well behaved. The playground is generally well ordered and supervised and pupils can happily organise themselves into groups to play constructive games. There is no undue boisterousness and boys and girls mix well. Some parents have reported concerns about declining standards of behaviour, but no unsatisfactory conduct was seen during the inspection and there have been no exclusions in the last year. Pupils have helped to draft the school rules and generally respect them. They report that incidents of bullying have declined since the beginning of this school year and are confident that any future incidents would be speedily and effectively dealt with. The introduction of merit marks for conduct has contributed to this positive trend. Occasional challenging behaviour in the classroom is most likely to occur where pupils have been affected by high levels of staff mobility. The school is aware of the issue.
16. Members of staff are good role models for pupils and have high expectations of standards of conduct. They encourage all pupils to take responsibility for their actions. Older pupils in particular undertake challenging duties in school, which they carry out conscientiously. They are responsible, for example, for compiling the school news page published regularly in the village magazine. Members of the Eco Council are encouraged to discuss ways in which the school community can contribute positively to the environment. As a result, pupils develop mature attitudes not only to learning but also to their relationships with others, both at school and in a wider context.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory. Teaching and learning are satisfactory overall. The curriculum is good, with very good extra-curricular provision. Pupils are cared for very well. The partnership with parents is good.

Teaching and learning

Teaching and learning are satisfactory overall. Assessment procedures are good.

Main strengths and weaknesses

- Teaching assistants support pupils with special educational needs very well.
- Pupils are encouraged to evaluate their own work and to be independent learners.
- Assessment procedures are good.
- ICT is not sufficiently used to support learning across the curriculum.

Commentary

17. At the last inspection, teaching was a significant strength of the school, with almost half of the teaching being very good. Teaching quality was generally consistent across the school. The support for pupils with special educational needs was very good. In the period leading up to that inspection, the school had a well-established, stable staff, particularly in Years 3 to 6. Subsequently, there has been a significant level of staff change in the upper school, while a decline in the number of pupils on roll has forced the school to establish some mixed-year

classes. The shortfall in numbers is now working through the upper school. These two factors have, in the school's view, affected the continuity of pupils' learning and, subsequently, standards by the end of Year 6. A high proportion of the teaching seen during the current inspection was at least good and this is beginning to have an impact upon pupils' achievement. However, given the significant concerns over standards and the progress which pupils have, until recently, been making, the impact of teaching upon pupils' learning over time cannot have been better than satisfactory, at best.

Summary of teaching observed during the inspection in 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	11 (33%)	15 (46%)	7 (21%)	0 (0%)	0 (0%)	0 (0%)

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

18. Currently, although the proportion of good or better teaching is almost exactly the same as at the last inspection (around four in every five lessons), there has been a decline of around one third in the proportion of very good teaching. However, although there are concerns about the lack of movement in standards over an extended period, it is difficult to align this directly to particular groups of teachers, given the level of staff change. It can reasonably be said, however, that there have been issues of challenge and expectation during that period and that these have had a negative effect on pupils' progress and on standards.
19. Children are well taught and achieve well in the Foundation Stage. All of the teaching is good or better. Teachers encourage children and engage their interest very well. Planning is very good and is firmly based on close assessment of children's achievements. Teaching assistants are very effective and support the class teacher very well. Pupils learn well because of their very good attitudes and the high level of motivation that they bring to their work.
20. A high proportion of the teaching observed in the main school was at least good. In Years 1 and 2, currently being taught in discrete year groups, staff are focused well on supporting and extending pupils' basic skills in literacy and numeracy and are working effectively. As a result, achievement in these key areas, other than for higher attainers, is never less than satisfactory. Pupils, particularly the oldest, are well motivated and show an increasing capacity to work independently or collaboratively. They are encouraged to be self-sufficient, independent learners. However, achievement overall remains just satisfactory, as there is further scope for ensuring that structures are in place to challenge able pupils on a consistent basis through the school, thus securing higher standards by the end of Year 6. There is, in addition, no guarantee that the management structures exist to ensure that the current improvement in teaching quality can be sustained.
21. Planning is very good overall and is well focused, in the core subjects, on individual needs. There is a high level of collaboration among the staff. Clear objectives are set for learning and explicitly shared with pupils. Some, but not enough, use is made of ICT to support learning across subjects and to consolidate the skills that pupils learn in ICT lessons, and this is an area for development.
22. Teachers' methods are chosen well to enable pupils to gain knowledge and develop understanding. The use of homework to support pupils' achievement is satisfactory. Although homework has been an issue for some parents in the current year, due to staff changes, it is, at present, set consistently, valued by teachers and makes a satisfactory contribution to pupils' learning.
23. The teaching of pupils with special educational needs is very good. Teachers make good use of pupils' Individual Education Plans so that the stated targets are incorporated into lesson plans. Pupils with learning difficulties are fully included in all classroom activities, although some pupils who need additional support are withdrawn from classes for individual or small group tuition in basic literacy and numeracy skills. Teachers ensure that pupils of all ability

levels are constantly and appropriately challenged. The role of the support assistants in lessons is carefully planned and they make a very good contribution to the teaching team. Assessment and tracking procedures are very good. The school currently has no pupils at an early stage of English language acquisition.

24. Assessment procedures are good. There has been significant work to implement good quality systems that enable pupils' progress to be tracked across the school. Data is accessible and is used increasingly well by staff, who have a good understanding of where their pupils are. Staff undertake analysis of pupils' work and do regular agreement trialing in writing. The school analyses data more thoroughly and is now more aware of the need to develop action plans to remedy any underperformance that emerges. Individual pupil targets are identified in writing, though not in mathematics, and parents, as well as teachers and support staff, are involved in enabling their children to achieve these. There is also a significant level of on-going informal assessment across the school. Plenary sessions are often used very well for this purpose. In addition, pupils have been trained to evaluate their own learning and this was seen used in physical education and mathematics.

The curriculum

The overall quality of the curriculum is good. Opportunities for enrichment are very good. Accommodation and resources are good.

Main strengths and weaknesses

- The breadth of curricular opportunities is good.
- Curriculum development, including innovation, is good.
- Opportunities for enrichment are very good and enhance pupils' learning.
- Provision for pupils with special educational needs is good.
- Accommodation and resources are good.
- Several subjects are currently without co-ordinators.

Commentary

25. The curriculum meets statutory requirements, including provision for religious education. Issues from the last report have been dealt with. Provision in ICT has improved and collective worship now meets statutory requirements. The school provides a broad and balanced curriculum and a very good range of opportunities for enrichment. Well-managed innovation includes the establishment of a website, science workshops, a 'values' curriculum, an Eco-Council, three annual residential visits, and strong community links. The study of the local environment and of places further afield is a strength. Residential visits are also a strength for a school of this size. Both academic and personal development are enhanced through the residential visits. Strong links with the local secondary school strengthen pupils' skills in art and other aspects of the curriculum. There are many opportunities for pupils to participate in a range of sports and to develop their interest in the arts and other activities. There is a range of visits to theatres and places of historical and geographical interest, and a good range of extra-curricular activities.
26. Pupils' personal, social and health education is effectively promoted. The school promotes self-esteem and equality of access to the curriculum for all pupils. Individual differences and achievements are encouraged and celebrated. Pupils are keen to accept responsibilities, express opinions and recognise and support the needs of others.
27. Preparation for pupils' transfer to the local high school and other schools is good. There are two-way links and visits between staff, pupils and parents. There are good links with local playgroups, and pre-visits for parents and children to the Reception class. As a result, children are eager and confident to start school. Care is also taken to ensure the smooth transition of pupils from one year group to another, within the school.

28. The match of teachers and support staff to the demands of the curriculum is very good at present. They have a broad range of knowledge and experience, enabling all aspects of the curriculum to be covered, although staff changes make it difficult to secure experienced leadership in all curriculum areas. Learning support assistants make a valuable contribution to curricular provision, particularly in enabling pupils who experience difficulties to access the curriculum. Accommodation and resources are good, with a large hall, new Reception building, ICT suite and good outdoor facilities. Pupils' work is attractively displayed and celebrates their achievements. The accommodation is well maintained by the cleaner-in-charge and her assistant. This contributes positively to the school ethos.

Care, guidance and support

Pupils are very well cared for in a very safe and healthy school environment. The school provides good support and guidance based on systematic monitoring of pupils' development. It is effective in involving pupils in its work.

Main strengths and weaknesses

- Pupils have very good supportive relationships with the adults in the school.
- The school takes very good care of pupils and provides a very safe environment for learning.
- The school monitors pupils' personal development well.
- The school regularly seeks and acts on pupils' views.

Commentary

29. The good relationships between staff and pupils are a strength of the school and are regarded highly by parents. Most teachers know the pupils very well and pupils are confident to seek help, secure in the knowledge that they are valued and will be well supported if problems arise in any aspect of school life. This contributes significantly to learning as all pupils are encouraged and helped to do their best in classroom and other school activities.
30. Parents can be confident that pupils will be very well cared for while they are at school. All teachers have first aid training. Administrative staff, who often take responsibility for the care of pupils with medical conditions or who are taken ill at school, have a well appointed medical room for that purpose. They take prompt and appropriate action, keep good records and ensure that all members of staff are aware of pupils with particular needs. The school is encouraging healthy eating and has made fruit and vegetables available during the day. The school is well maintained and inspected regularly. Fire drills are carried out systematically and logged. Clear risk assessments are routinely carried out for all activities outside school. Effective child protection measures are in place. There are effective links between the school and the parents of pupils with special educational needs.
31. The school has developed a system of criteria against which the personal development of each pupil is assessed and reported back to the parents in a well-written and perceptive annual report. This is valued by parents, who not only receive a very clear indication of their children's progress and maturity, but also an indication of weaknesses that might be obstructing learning. Achievements of older pupils are monitored and rewarded with merits. These pupils also report that they have a clear understanding of their own targets and progress towards them. The well established induction procedures for the youngest pupils ensure that their development is assessed on entry to school and monitored systematically as they progress.
32. The school seeks the views of pupils in both formal and informal ways. The headteacher regularly makes time to encourage pupils to discuss with him matters that concern them. The Eco Council, which is still in the early stages of development, is introducing pupils to the idea of formal structures in meetings and democratic representation. Although this makes a good contribution to citizenship and social skills, consideration should be given to widening its brief to include matters outside the environmental area. Pupils are keen to suggest ideas, confident that their views are valued and acted upon.

Partnership with parents, other schools and the community

The school's good partnership with parents and very good links with the community and other schools make a valuable contribution to the school's provision and learning.

Main strengths and weaknesses

- The school makes very good use of its strong links with the local community to support provision for learning and personal development.
- Effective partnerships with other schools contribute to enhanced extra curricular and social opportunities and enable pupils to transfer smoothly across the phases.
- The school provides good information to parents to enable them to support pupils' learning.

Commentary

33. The school plays a central role in local community life and provides a valuable resource for pupils and local families. In return for providing facilities for and supporting village activities, pupils have very good opportunities to take part in a variety of sports, music and social clubs and access the talents of community members outside school. The school has been able to borrow minibuses from a local firm, attract sponsorship for sports shirts and prevail upon a retired teacher to support reading. The local vicar has strengthened links between the church and the school and this has enhanced provision for religious and spiritual education. The village is kept informed of school affairs through a dedicated page in the monthly local newsletter. As a result of this link, the school has been very successful in maintaining a high local profile and a good working relationship with its neighbours.
34. The school also has very good links with social support advisers, community health providers and local police and fire services, who support pupils and their learning by visiting the school and talking to pupils. In addition pupils attend sessions on a community life bus to learn about the dangers of drug and other abuse. Very good links are sustained with the families of pupils who have identified special educational needs.
35. There are very well established partnerships with local schools that have been developed not only to arrange sports tournaments, theatre and science events, and academic challenges, but also to ensure that pupils from local primary schools have opportunities to meet socially before they transfer to secondary school. There are very good links between teachers and well established procedures to ensure a smooth transition. There are also very good links with the village nursery school.
36. The school provides good information to parents about their children's standards and progress through clearly written and personalised annual reports. The reports give useful information about achievement, targets and personal development but do not always indicate the levels at which pupils are working. This would be of benefit to parents. Parents' meetings with members of staff to discuss progress are well attended. The headteacher is aware of recent parental concerns about inconsistent implementation of the homework policy and has introduced measures to ensure that homework is set and marked regularly.
37. Parents are kept very well informed about school and local events through a lively newsletter and they are regularly asked for their opinions through questionnaires and the school's suggestion box. In addition, staff are approachable and make every effort to deal with parents' concerns as a matter of priority. There are few formal complaints and they are resolved promptly. There is an active PTA who organise events and raise funds not only for the school but for charity. A limited number of parents come into school to support reading and help with other activities. Former parents, pupils and staff take part in an annual music concert. This makes a valuable contribution to pupils' learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are unsatisfactory. This applies to the leadership provided by the headteacher and the overall governance of the school. The leadership of other key staff is satisfactory.

Main strengths and weaknesses

- Although his contribution to teaching has been both significant and very effective, the leadership of the headteacher has not provided the vision for constant school improvement and innovation. As a result, the pace for and management of change are unsatisfactory.
- Self-evaluation and the analysis of the strengths and weaknesses of the school by the headteacher and governors are unsatisfactory.
- Systematic monitoring and evaluation of the impact of recent actions from the school improvement plan, especially upon standards, are inadequate.
- Governors are too reliant upon the headteacher, particularly in accounting for standards achieved. Systematic critical accountability of the headteacher is lacking.
- Although co-ordinators are enthusiastic, support for them to implement their vision for subjects, particularly in terms of the quality of teaching, is limited.
- The work of a limited senior management team lacks an overall strategic view of the future direction of the school, which is mirrored in a limited school development plan.
- Staff and governors show great commitment to ensuring the inclusion of and care for all pupils.

Commentary

38. Although the headteacher's wish to provide effectively for pupils' personal development is well-realised and day-to-day management is satisfactory, overall leadership is unsatisfactory due to the absence of a vision for constant school improvement and innovation. As a result of a period of staffing instability, the emphasis of leadership has been towards short-term management to ensure the presence of a stable staff. Strategic leadership to improve standards has been absent. Effective strategies, which focus on the need to improve standards in the core subjects, are lacking. School development planning, which identifies the school's current challenges and those recognised for the near future, is inadequate. There is little or no mechanism to monitor actions or evaluate the effects of such actions in improving the standards of pupils' work.
39. Whilst the headteacher and governors recognise the decline in standards since the last inspection, strategies to arrest this trend have floundered, over a period of years, upon the issue of the head's teaching commitment. This has resulted in a concentration upon short-term teaching, rather than prioritising the more fundamental challenge of producing actions to deal with falling standards. Governors' reliance upon the head's reports, without imposing critical analysis of the declining standards, has resulted in complacency and a lack of planning to address this fundamental challenge that the school currently faces.
40. Systematic evaluation of pupils' progress has recently been successfully tackled. There is some analysis of areas of common difficulty, but this has yet to be translated into whole-school activities to improve standards. Whilst pupils display high standards in some subjects, there is a lack of sustained challenge, particularly to the most able pupils, to develop their full academic potential.
41. Opportunities to spread good teaching practice currently present in school are lacking. Although analysis of teaching through lesson observations, scrutiny of pupils' work and teachers' planning has recently been given a more formal structure, strategies to implement change as a result of these analyses are very limited. The overall debate on successful methods of teaching and learning is a very recent development.

42. The governors and senior staff, whilst very supportive of the headteacher, have limited effect in providing critical analysis of the implementation, or prioritization, of plans to build upon the school's strengths and deal with weaknesses.
43. Subject co-ordinators' roles are well defined for core subjects; however, opportunities for them to initiate evaluation of pupils' achievement are limited. The work of foundation subject co-ordinators is limited, with some subjects having temporary co-ordinators at the time of the inspection. Provision for pupils with special educational needs is managed well.
44. The governing body is very supportive of the school and have facilitated the recent reduction in the teaching load of the headteacher. However, their evaluation of the need to improve standards is limited. Analysis of the school's performance in relation to that of similar schools is also underdeveloped. This shows unsatisfactory progress by the governing body since the last inspection. Detailed and systematic evaluation of actions in the school improvement plan by governors is absent, limiting the objectivity of judgements to the school's own performance. Governors show great commitment to ensuring that the school is wholly inclusive and participate readily in providing a very safe and secure environment for all pupils. Statutory requirements are fully met.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	486,832	Balance from previous year	-2,236
Total expenditure	472,131	Balance carried forward to the next	12,465
Expenditure per pupil	2,667		

45. Financial planning is appropriately matched to the educational priorities identified in the school improvement plan. The finance committee has effective strategies for monitoring the financial performance of the school. The financial and administrative staff perform their roles efficiently and professionally. Financial management is good. All transactions are carried out in accordance with best value principles. In relation to the average levels of funding received and given recent improvements which are enabling the older pupils in particular to achieve better, the school provides broadly satisfactory value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Reception class (Foundation Stage) is **good**. The positive situation indicated at the last inspection has been sustained. At the last inspection, children entered the Reception class with standards that were above average. However, attainment on entry to the Reception class, at the present time, is at the expected level. The majority of children have attended the local playgroup and procedures for induction into the class are good. Children receive a good start to their learning and achieve well. For the majority of children, standards currently exceed those expected in all areas of learning. The majority of children are likely to exceed the Early Learning Goals in all six areas of learning by the end of the Reception year. There are no children with special educational needs and none at the early stages of learning English. Teaching is good and leads to good learning. Strengths of teaching are very effective planning, insistence on high standards of behaviour and very good support from the teaching assistant. Leadership and management are good. The co-ordinator has a clear vision for future development and has created a very effective team. The Reception classroom has recently been re-built and each area of learning has a designated place. The outdoor area is used well for learning, but would benefit from the updating of some resources. This is planned for in the near future.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Good procedures enable children to settle quickly into learning routines.
- The level of care and the quality of support are very good.

Commentary

46. Teaching and learning are good and children achieve well. They are well on their way to achieving the Early Learning Goals and, in many cases, exceeding them. Sensitive induction procedures enable children to make a good start to their learning. Positive relationships with parents and carers contribute significantly to children's learning. A number of parents give regular and valuable support in the classroom. Carefully planned activities engage children's interest and ensure their full involvement in learning opportunities. They are taught the necessary skills to enable them to make choices and become independent users of the classroom and the outdoor area. There is a strong emphasis on the development of children's self-esteem, confidence and independence. Planned activities that require co-operation result in good social development. Children's increasing sense of responsibility is evident in the way that they select and use resources. Adults provide good role models and children accept the need for class rules and a common code of behaviour.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- There is a strong emphasis on speaking and listening skills.
- Children's language skills develop well through good teaching.

Commentary

47. Teaching and learning are good and children achieve well. Most are likely to reach the Early Learning Goals and the majority should exceed them. Adults encourage children to develop their speaking and listening skills through role-play, stories and rhymes. The use of role-play, after listening to the story of 'The Enormous Water Melon', proved instrumental in helping children to understand the features of traditional tales and story-book language. Adults listen carefully to what children have to say and show that they value their efforts at communicating. Children are encouraged to talk about their own experiences. They extend their vocabulary and gain confidence in speaking within a group. Standards in reading are above those expected. Children know many words by sight and attempt to sound out unknown words with confidence and accuracy. They are encouraged to write for a relevant purpose. During a project on the Chinese New Year, they wrote the names of the animals associated with each year and produced 'menus' for their 'restaurant'. More able pupils write in sentences, with minimum support. All children are supported well in small groups. They make good gains in their knowledge, skills and understanding.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children's mathematical skills are developed well through practical activities.
- Teachers build systematically on pupils' prior learning.

Commentary

48. The practical approach to learning enables children to make good gains in their knowledge, skills and understanding. In a very good lesson, children increased their understanding of subtraction as a means of making a group of objects smaller, through counting songs involving subtraction. Teaching and learning are good; all children make good progress and achieve well. Most children are likely to exceed the Early Learning Goals by the end of Reception. Teachers use assessment well to systematically build on children's prior learning. There is a good emphasis on numeracy skills and the use of mathematical vocabulary. Oral work is reinforced through practical activities and computer programs. Good teaching engages and sustains children's interest in counting, sorting, matching and ordering a variety of objects. Most children can count reliably to ten and beyond and are beginning to solve simple problems. Through sand and water play, they have a developing understanding of capacity and weight and begin to use words such as 'full', 'empty', 'heavier' and 'lighter'. Most children are able to make repeating shape patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children benefit from an enriched curriculum.
- They have many opportunities to explore and investigate the natural environment.

Commentary

49. Carefully planned activities increase children's knowledge of the local environment and the language of time. Teaching and learning are good and children achieve well. Most children should achieve the Early Learning Goals, with a significant minority exceeding them. Children take walks around the school grounds and the local area. They learn to describe a route and

identify landmarks and natural features. During their topic, 'On the Move', children investigated moving objects by pushing and pulling. They noted the force of air, water and magnetism. Skilful questioning helped them to interpret their discoveries. The session proved a very useful introduction to a visiting 'Science Explorer Dome'. The children extended their learning through watching a show about forces, making things move, slowing them down, magnetism and rocket power. Computer skills are developed progressively. In a well-taught session, most children succeeded in writing the letters of the alphabet in the correct order, using upper and lower case letters. In another session, they learnt to enter commands into a programmable toy to make it move forwards a given distance. In religious education, children learn about special times that are important to people in their community, such as Christmas, the Chinese New Year and Diwali. They make good gains in their knowledge of the cultures, values, traditions and beliefs of others. Their understanding of being part of a community develops well through a range of visits and visitors.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Good opportunities are provided for children to respond to rhythm and music.
- Standards in movement and dance are above those expected.

Commentary

50. Teaching and learning are good. Children achieve well and are likely to exceed the Early Learning Goals. Adults make very good use of the school hall and the outside area to develop children's physical skills. Although they are awaiting the planned improvement in outdoor resources, such as an increased number of wheeled vehicles, staff ensure that all children receive their full entitlement to the curriculum. In a very good dance session, children demonstrated awareness of space and others, as they moved with confidence, imagination, control and co-ordination, when performing a 'Chinese Dragon Dance'. They moved rhythmically, matching movements to music, twisting and turning and taking turns to be the dragon's head. They are encouraged to initiate new combinations of movement, in order to respond to feelings, ideas and experiences. They learn to use climbing equipment safely, and to use a range of body parts as they travel along, over and under equipment. Children recognise changes that happen to their bodies when they are active. They demonstrate increasing control in handling tools, objects and construction materials safely.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- There are many opportunities for imaginative and creative development.

Commentary

51. Children develop their creativity within stimulating, well-resourced learning areas. Teaching and learning are good and most children attain above expectations for their age. They are likely to exceed the Early Learning Goals. The works of famous artists are used to inspire them. There are many opportunities for them to express their own ideas. Opportunities are provided for children to experiment with colours, to see how they can be mixed and changed. They took great care when using a variety of brushes and gold paint to write 'Happy New Year' in Chinese symbols. They use a range of materials and create displays, using a variety of painting, printing and collage techniques. They show developing skill in drawing, painting,

threading and joining materials. Adults give constructive feedback and help children to make aesthetic judgements. Children respond imaginatively to music, songs and rhymes with simple body movements, and use instruments to accompany songs. They recognise sound patterns and loud and quiet sounds, and sing simple songs from memory. Their imaginations are developed well through role play.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision for English is **satisfactory**.

Main strengths and weaknesses

- Standards are above average by the end of Year 6, though with room for improvement in writing.
- Challenge for the most able pupils is limited. Achievement generally needs to be improved.
- Planning across the school is good.
- The support for pupils with special educational needs from teaching assistants is a strength.
- Teachers' subject knowledge is good. Their good questioning skills extend effective speaking and listening for all pupils.
- The use of ICT to support the subject is not evident in all lessons.
- There is no permanent co-ordinator at present; co-ordination is unsatisfactory.

Commentary

52. Standards are average by the end of Year 2 and above average by Year 6. However, while pupils achieve satisfactorily overall, not all, in particular the higher attainers, achieve as well as they could. Standards have been static at Year 2 since 1999 and have fallen at Year 6. The school tends to perform adversely against similar schools. Only in the current year, with several new staff, is there evidence of improvement, although there is no certainty that this can be sustained. At present, the school gives the necessary emphasis to the early identification of pupils who need extra support with speaking and listening. Pupils across the school show great confidence in speaking and listening due to the priority this is given. Early reading skills, such as learning letter sounds, are well taught. Handwriting is good, with pupils taking care with presentation, spelling and punctuation. Concentration upon the teaching of basic skills is very good. Pupil response, due to teachers' emphasis throughout the school on the development of good speaking and listening, is good.
53. In a Year 2 lesson, pupils had a very good reading role model in their teacher when reading a tale from an Indian village. They used talking partners effectively to discuss the story and were capable of answering a variety of questions posed by their teacher. In a very good Years 5 and 6 lesson, pupils rehearsed arguments on the subject of changes to the school day. Mature and sensible discussions took place with one pupil very effectively playing the role of an Education Officer being plied with difficult questions from concerned pupils and "parents". This resulted from extended questioning and very good preparation by the class teacher in the opening discussion session of the lesson.
54. Support from the classroom assistants is very good and ensures good inclusion of pupils with special educational needs. In all lessons, as a result of good planning and regular reference to the objectives of the session, plus careful questioning to all abilities, pupils make good progress.
55. While it is clear that there have been weaknesses in the recent past, the quality of teaching and learning is good at present, particularly in Years 3 to 6. This is due to very detailed planning and discussion of teaching strategies by all staff, good subject knowledge and a concentration by teachers upon enthusing pupils' interest. Whole-school training has

concentrated upon the development of pupils' speaking and listening skills. However, these high expectations have yet to have a positive effect on standards in written work. Teachers are very positive in their questioning, particularly of pupils with special educational needs.

56. ICT is insufficiently used to support further research in literacy or, within lessons, to extend pupils' written English. Whilst the most able pupils are identified and tracked, the level of challenge in some lessons is limited. Good systems of tracking and targeting pupils are now in place and this results in pupils understanding the particular aspects of the subject that they need to concentrate upon.
57. Though a number of improvements have been made, improvement since the last inspection has been unsatisfactory overall, given the erratic performance of the school in the interim. Leadership and management of the subject are unsatisfactory at present as there is no full time co-ordinator.

Language and literacy across the curriculum

58. The use of pupils' literacy skills across the curriculum is good, with the school's current emphasis upon speaking and listening being evident in many lessons. In a Year 5 lesson, using the Internet to explore the differing aspects of light during day and night, good discussions were held between partners to determine exactly why light shines on different areas of the Earth at different times. A mixed Year 5 and 6 class successfully demonstrated their ability to classify different groups of objects presented in a lesson on still life, following lively discussions.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are above average in Year 2 and well above average in Year 6; pupils are currently achieving satisfactorily.
- Good use is made of practical and investigative work.
- The leadership of mathematics is good.
- Assessment has improved – pupils are encouraged to evaluate their own learning.
- The quality of presentation could be improved.
- Limited use is made of ICT to support learning in mathematics.

Commentary

59. Standards in mathematics are above average in Year 2 and well above average in Year 6. This represents an improvement on the standards recorded in the national tests in 2004, when standards were average in Year 6. Able pupils have, until recently, been underperforming. Around one-third of the pupils in Year 2 – slightly more than in 2004 - are working confidently at the demanding Level 3, while just under half of the pupils in Year 6 are likely to achieve the above-average Level 5 in the national tests in 2005. The current Year 6 cohort is a particularly able – and stable - group of pupils. As Year 2 pupils in 2001, their performance in mathematics was very high and this level of performance appears to have been broadly sustained. Standards in mathematics across the school, though currently lower than they were in 1999, are now beginning to stabilise. This reflects, in part, the benefit to staff of avoiding mixed-year groupings, but mainly the positive input and effective management of the recently-appointed co-ordinator.
60. Although satisfactory at present, pupils' achievement has been variable in the recent past. However, the current team of teachers is effective and this is promoting improved progress. The achievement of pupils with special educational needs is similar to the others', particularly when they receive good support. This was evident in a Year 5 lesson where a learning support assistant was working very effectively with a small number of pupils in the classroom.

61. There is a good focus throughout the school on teaching basic numeracy skills. Pupils experience a broad range of work. There are good opportunities for independent recording from an early stage. However, expectations of the presentation of work are insufficiently high and pupils need more guidance on structuring their recorded work, particularly in Years 3 to 6. The school makes good use of practical and investigative work to secure pupils' understanding of key mathematical concepts. In Year 2, pupils were investigating multiplication arrays and the number of ways in which they could arrange a given number of counters. This was challenging and reinforced pupils' learning well. In Year 4, a particularly good session, pupils were investigating area. The level of challenge was high throughout and higher attainers in particular were challenged when asked to investigate the largest area that could be created on the basis of a given perimeter. Pupils made good use of practical resources, such as whiteboards, to help work out their answers.
62. While not the case in the recent past, given falling standards over several years, teaching and learning currently are good overall, particularly in Year 4. In the best lessons, teachers place an emphasis on thinking skills and the development of strategies to enable pupils to deal systematically with mathematical problems. Teachers question pupils carefully to ensure that their learning is secure. There is good on-going assessment to test pupils' understanding. There is some, but limited, use of computers to support learning in mathematics.
63. Teachers use assessment well to guide their planning of future work. This has been an area developed since the last inspection and is working well. Pupils are expected to evaluate their own success in mathematics. They do not yet have individual targets in mathematics. However, pupils are constantly encouraged to evaluate their understanding and to judge whether the initial objectives have been met. Discussion sessions at the beginning and end of lessons are used well by teachers to evaluate pupils' understanding. Marking is satisfactory across the school, with some guidance as to how pupils can improve their performance. Homework arrangements are satisfactory.
64. Leadership and management are good. The co-ordinator provides a good role model for others. He has a clear understanding of standards and teaching quality across the school and of what needs to be done to move the subject forward. He has already had a positive effect on standards and the overall performance of the subject. The school is beginning to move back to the position it was in at the last inspection. However, it is not yet evident whether this can be sustained. In that context, improvement has been unsatisfactory.

Mathematics across the curriculum

65. Pupils use mathematics satisfactorily to support their work in other subjects, primarily in science, geography and physical education. They use graphs and tables to record data in science (although there is scope for improvement here) and practise their skills in measuring when they undertake practical tasks in physical education. This provides satisfactory support for the reinforcement of their mathematical skills.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- The emphasis on investigative skills and scientific vocabulary is having a positive effect on standards.
- Good use is made of visiting expertise to enhance pupils' learning.
- Standards in science are still not high enough.
- Opportunities for pupils to use their mathematical skills when recording are sometimes missed.

Commentary

66. Standards are average in Year 2. They are above average in Year 6. This maintains the position in Year 2 in the 2004 national tests and represents a likely improvement in Year 6. However, pupils (and particularly the more able) are not all reaching high enough standards and standards have declined since 1999. Pupils in Years 1 and 2, including those with special educational needs, are currently making satisfactory progress. Older pupils are also achieving satisfactorily, and are benefiting from good teaching at present. Improvement since the last inspection, when standards were above those found nationally in both Years 2 and 6, has, however, been unsatisfactory.
67. Although teaching and learning are currently good, the steady decline in standards over several years would suggest that teaching has, until recently, been considerably less robust. Currently, the strengths evident in the best teaching are the effectiveness of teachers' planning and the valuable contribution of teaching assistants, who enable pupils with special educational needs to access the curriculum fully. Teachers demonstrate good subject knowledge and have the ability to engage and retain pupils' interest. They use a range of effective teaching methods to ensure that all pupils are on task. Strengths of learning are pupils' ability to apply themselves well to their work and their capacity to work well both independently and collaboratively. As a result of their good attitudes, behaviour and relationships, they make good gains in their knowledge, skills and understanding. Assessment procedures are thorough and constructive, and are used well to respond to individual pupils' needs. Pupils are beginning to be more involved in target setting and self-assessment, but their understanding of how they can improve is limited.
68. The increased emphasis on investigative work, the use of scientific vocabulary and the recording of results is helping to raise standards. Pupils are encouraged to predict possible outcomes, carry out experiments, analyse the evidence and present their findings. During the inspection, all pupils increased their knowledge of forces. Pupils in Years 1 and 2 identified the forces and types of action used to make things move. All pupils made good gains in their knowledge and understanding of forces when they spent 45 minutes, or more, in a visiting Science Explorer Dome. This was a very valuable experience in terms of their scientific development. The multi-sensory approach proved particularly beneficial to pupils who had previously found it difficult to understand forces. On their return to the classroom, pupils in Year 6 demonstrated their ability to define a force, and to explain whether it was balanced or unbalanced. They assessed what they had learnt and drew up scientific questions about what else they would like to know.
69. The curriculum is enriched through visits of the Dome and a *Curiosity Workshop*, and visits to the Cotswold Farm Park and a Butterfly Farm. Pupils take weather records, explore habitats in the school grounds and learn from visitors who talk about health and growth. Their experiences on residential visits extend their scientific knowledge. Good opportunities are provided for the reinforcement of pupils' literacy skills through the use of scientific vocabulary and the recording of results. Opportunities to develop and use their mathematical skills by recording their findings in the form of tables, charts and graphs are sometimes missed. Older pupils are beginning to use their computer skills more to present the results of their investigations.
70. Subject leadership and management are satisfactory. The temporary subject leader has re-written the long-term plans and has improved assessment procedures. She has a clear vision for future developments. It is to her credit that standards are improving under her leadership.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- Pupils' learning in discrete ICT lessons is consistently good, with effective use of the ICT suite.
- Effective support for pupils with special educational needs results in their active participation in lessons.
- Teachers' subject knowledge has improved as a result of on-going professional development.
- The use of ICT to support learning in subjects across the curriculum is limited.

Commentary

71. Standards in ICT are above average in Years 2 and 6 and pupils are now achieving well. This improvement is due to the recent well-managed introduction of a new ICT suite; this enables all pupils to have the opportunity for hands-on learning.
72. Teaching and learning are good. All staff have made good use of recent in-service training to improve the quality of their teaching, which, during inspection, was never less than good. In well planned ICT lessons, pupils receive a good balance of direct teaching of new skills and opportunities for exploration of the technology available. The youngest children, working with a programmable machine, showed great enjoyment and enthusiasm, as well as technical skill, when directing the machine to move to identified positions.
73. In discrete ICT lessons, the use of resources is very effective, with all pupils demonstrating the confidence to explore new technology. Modelling and demonstrating are well used and teaching assistants provide very good support for less able pupils and those with special educational needs.
74. Pupils thoroughly enjoy their time in the ICT suite. In a good Year 5 lesson, pupils used the Internet very effectively to access satellite pictures of the Earth from space to further their understanding of the passage of night and day. They co-operate effectively with each other, with lots of animated discussion taking place.
75. Computers in classrooms are less well used to support learning in other subjects, particularly opportunities for independent research and inquiry. Whilst software resources are good, these have yet to be integrated into all teachers' planning as a tool to support learning. Enthusiastic teaching, where pupils are stimulated to learn, results in good behaviour and equally effective co-operation between pupils in learning from the successes and mistakes of others.
76. Improvement since the last inspection has been good. Leadership and management are good. The co-ordinator is knowledgeable and enthusiastic. The use of assessment procedures is satisfactory.

Information and communication technology across the curriculum

77. Pupils use ICT to support their learning in other subjects infrequently and this is a continuing weakness. However, ICT is occasionally used to support art and design work, to access the paintings of famous artists such as Picasso and Mondrian. Digital cameras are used to record local visits and events. There are some examples of word processing of written work in English, including creative writing, leaflets designed for PSCHE entitled "Baby Care", and invitations encouraging pupils to participate in a charitable appeal.

HUMANITIES

78. Though, in the one lesson observed, standards in **geography** were good, there was insufficient evidence to form overall judgements about provision, standards, teaching or improvement since the last inspection. There is currently no subject leader. It is to the credit of the staff that they continue to work together well to ensure that the curriculum is fully met. The long-term plan, revised by the previous co-ordinator, has proved very helpful in maintaining curriculum coverage, continuity and progression in all year groups. The level indicators that it contains assist teachers with assessment opportunities. Resources are good. There is evidence in pupils' written work of the good use of literacy skills through research and writing. Mathematical skills are used when working on map co-ordinates, and recording the results of weather surveys in the form of charts and graphs. ICT is used to obtain weather data from around the world. The curriculum is enriched by studies of the local environment and annual residential visits by pupils in Years 2, 4 and 6. Pupils in Year 2 undertake environmental studies at a local nature study centre. They develop their orienteering and map-making skills and take part in pond dipping, bird watching, habitat and small creature studies. Year 4 pupils study how the landscape has been influenced and altered by people through the ages, in a contrasting location on the Ridgeway. Pupils in Year 6 experience outdoor educational opportunities in Wales, including orienteering and map reading. They learn on site about cave formation, glacial valleys, forestry and landscape. They also present their findings to the rest of the school. Links are being established with a local wildlife woodland trust, under a government scheme. The school's ECO-Council aims to help pupils to appreciate and develop the school environment in terms of wildlife and conservation.
79. In **history**, it is not possible to make a judgement about provision, standards, achievement, teaching, leadership and management, or improvement since the last inspection, as no lessons were observed. There is currently no subject leader. Staff are supported in their work by the long-term plan, produced by the previous subject leader, which ensures balance, continuity and progression and contains useful levels of attainment to assist with assessment. Records show that pupils contributed work and artefacts to a 'History of Yarnton' exhibition, organised by the Local History Society. Resources are good and are now stored centrally for greater convenience. Topics are often supported by interesting day visits, to enable pupils to gain first-hand experience; for example, to the Ashmolean Museum when studying the Greeks. Visitors to the school talk about life in Britain since 1930. Role-play is built into planning, in order to encourage speaking and listening.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Cross-curricular links have a positive effect on standards.
- There is good coverage of four major world religions.

Commentary

80. Standards match those expected in the Oxfordshire Agreed Syllabus in Year 2. They exceed the standards expected in Year 6. Although there is currently no subject leader and no judgement can be made on the quality of leadership, teachers continue to follow the locally agreed scheme of work. Pupils of all abilities, including those with special educational needs, make satisfactory progress in Years 1 and 2 and good progress in Years 3 to 6. Older pupils are achieving well at present. Aspects of Christianity are studied in all classes. In addition, pupils learn about Hinduism, Islam and Judaism, reflecting pupils' experience and knowledge. All faiths are compared with the main features of Christianity and valued for their distinctive contribution. The breadth of the curriculum was evident in the two lessons observed during the inspection. Following their study of Moses, pupils in Year 2 learnt about the Ten

Commandments and made up their own rules on how people should try to live a good life, today. Year 6 pupils showed that they understood the link between a moral concept or belief and an action that comes as a result of it, when they asked the local vicar about his beliefs, and how he tried to put Christian teachings into action. They have already considered moral dilemmas, relevant to their understanding. Most pupils show a high level of respect for the values and beliefs of others. Older pupils recognise that there are many similarities between the major world religions.

81. Teaching and learning are satisfactory in Years 1 and 2, but good in Years 3 to 6. Teachers plan very effectively and demonstrate good subject knowledge. Pupils make steady gains in their knowledge, skills and understanding. Opportunities are provided for pupils to relate their knowledge to their own beliefs. Pupils use their literacy skills well in role play and writing, and their ICT skills in research. Their geographical and cultural development is enhanced through the study of the major world religions. In personal, social and health education lessons and daily assemblies, pupils have opportunities to reflect on values, relationships, choices and other issues. Good resources support pupils' learning. Role-play plays an important part in learning in Years 1 and 2. Pupils have recently taken part in the re-enactment of a wedding, to teach them how religion can be at the heart of important decisions. The school benefits from the willingness of parents and other visitors to talk about their beliefs and life experiences. Improvement since the last inspection has been satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

82. During the inspection, no lessons were seen in **design and technology**. Consequently, no judgement can be made on overall standards and provision. A limited display of models was seen, showing animated pop-up boxes that demonstrate the use of cams and the making of polystyrene tiles to show artistic designs after the style of Georgia O'Keefe. At present, there is no subject co-ordinator.
83. No lessons were observed in **music** and it is not possible to judge standards, teaching or the overall quality of provision. There are no specialist musicians currently on the staff, but teachers have access to a published scheme in Years 1 and 2 and detailed guidance in Years 3 to 6 to help support their planning. There are regular opportunities for performance, including an annual concert and a number of pupils learn instruments, including recorder, guitar, violin and viola. The co-ordinator is relatively new and has had no opportunities to assess the effectiveness of his colleagues. Assessment structures are very limited.

Art and design

Provision for art and design is **good**.

Main strengths and weaknesses

- Standards by the end of Years 2 and 6 are beyond those normally found.
- The quality and variety of displays shows the wide variety of talents of pupils.
- Good use is made of art to enhance other curricular areas.
- Teachers' enthusiasm and competence in art encourages the participation of all pupils.
- Pupils' enthusiasm for the subject is evident from actual lessons and displays.
- The use of ICT as a tool to extend creativity is limited.

Commentary

84. Standards by the end of Years 2 and 6 are above average and pupils achieve well at present. Continuity and progression in planning is now evident. Much of the planning is based around whole-school themes, as is seen with the current concentration upon abstract art. There is also some very good work by Year 5 and 6 pupils, choosing reproductions of work of famous artists such as Monet and Turner and then painting their own interpretations of such work. Of

the work displayed in school, much is produced to a high standard. Year 3 pupils have worked upon designs from Georgia O'Keefe to design and paint polystyrene tiles. Years 1 and 2 pupils have used colour, tone and texture to make sculptures in the style of Andy Goldsworthy, using materials from the school grounds. Year 4 and 5 pupils have used the music of Holst as a stimulus for abstract paintings that reflect their emotions.

85. The quality of teaching and learning is good, with detailed planning and challenge for pupils of all abilities. Pupils discuss their work and evaluate that of others, as in a Reception lesson on upper and lower case which develops into a visual explosion of colour when names are spray painted on card. The care with which pupils' work is displayed is testimony to the importance of the subject in the curriculum and the desire to celebrate pupils' artistic abilities. Assessment is satisfactory.
86. Leadership and management are good. Whilst some use is made of ICT to support and extend pupils' artistic talents, this facility is still to be developed to enable all pupils to explore the subject further. Overall, the positive situation noted at the last inspection has been sustained. Improvement has, therefore, been satisfactory.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Pupils have access to a good range of extra-curricular sporting activities.
- Opportunities for residential experience are very good.
- In the better lessons, there is a positive focus on self-evaluation by pupils.
- The subject co-ordinator has had few opportunities to monitor colleagues' work.
- Structures for assessing pupils' performance are limited.

Commentary

87. Standards in physical education are similar to those normally found nationally. Improvement since the last inspection has been satisfactory. The school plans for a good breadth of provision, although only games activities were observed in Years 1 and 2, and dance in Year 6. Pupils achieve satisfactorily over time. There is additional benefit through extra-curricular activities and the opportunity to play on teams and take part in tournaments.
88. In the dance session observed in Year 6, pupils responded enthusiastically to preparing a whole-class presentation on the theme of 'Celebration'. Overall, this was a successful session, given pupils' relative inexperience in dance. However, the task did not extend pupils much beyond the use of stock disco routines and could have been structured to enable them to explore more individual movement sequences.
89. Standards in swimming are similar to the local authority average. Pupils swim in Years 3 and 4. Beyond that point, however, the school is not in a position to monitor any additional progress which they might make, or to support those who might not have achieved the expected level (25 metres unaided) at an earlier stage.
90. The quality of teaching and learning is satisfactory overall. In all of the sessions observed, however, pace was an issue to some extent. In both lessons in Years 1 and 2, pupils were restless and found it difficult to engage with the activities. This led to a level of chatter which was distracting and promoted several interventions by the teachers. This, in turn, affected the overall pace of learning. In Year 6, there was a tendency for the teacher to intervene too often, with too little left to the pupils to decide. Again, this affected the flow of the lesson. Expectations could be higher. Overall, relationships are good. Opportunities for pupils to evaluate their work were developed effectively in most lessons. Overall, there was an

appropriate focus on health and safety issues and on the effects of exercise on health. Planning is detailed and provides well for the range of needs in each class. Pupils with special educational needs are supported well where necessary.

91. The programme of additional sporting activities and clubs enriches the curriculum well. There is a good range of activities during the year. The annual residential visits provide good opportunities for outdoor and adventurous activities, particularly at Year 6.
92. Leadership and management are satisfactory. The co-ordinator has a clear overview of the subject. Although she supports colleagues and has a clear understanding of the strengths of the subject, she has had little opportunity for direct monitoring of teaching. The school has good indoor and outdoor facilities for physical education, including a swimming pool. Assessment systems are limited in scope.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSCHE)

93. Only one lesson was observed in PSCHE, so no judgement can be made on overall provision. However, a detailed scheme of work is in place and weekly lessons are timetabled for each class. In the lesson observed, pupils in Years 4 and 5 considered the importance of friendship, and the need to make the right choice if they are pressed to do something that they know is wrong. Pupils' personal development is further enhanced through daily assemblies and religious education lessons. Emphasis is placed on values, with the theme for the current month being love and concern for others. Younger pupils consider personal qualities and learn about responsibility, decision-making, friendship and caring for others. Older pupils discuss making informed choices, learning to say 'No' if necessary, and personal standards. Pupils are encouraged to develop independence, confidence and self-discipline, and to contribute fully to the life of the school and the community. They are taught about their responsibilities and rights, both as individuals and as members of the community. Older pupils are given responsibilities within the school and are encouraged to become increasingly responsible for their own attitudes, values and learning. They are taught to show tolerance and respect for each other and for views different from their own. The school successfully promotes safe and healthy life styles, as well as providing sex and drugs education.
94. The teaching of citizenship is established as part of the PHSCE programme. Pupils are encouraged to adopt roles and responsibilities within the school and in the community. Pupils in Years 5 and 6 assist in the smooth running of breaks and lunchtimes. The ECO-Council provides an opportunity for taking responsibility and contributing to the development of the school grounds. Emphasis is given to the responsibilities of living in a community, and the need to recognise and appreciate the values and beliefs of people from a wide variety of cultures. Older pupils learn about democracy, by debating issues about which they feel strongly. Citizenship of the wider world is fostered through very good links with local schools, colleges and wider partnerships, strong community links, and support for a number of charities.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	5
The governance of the school	5
The leadership of the headteacher	5
The leadership of other key staff	4
The effectiveness of management	4

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