

INSPECTION REPORT

Stonesfield County Primary School

Witney

LEA area: Oxfordshire

Unique Reference Number: 123022

Headteacher: Mrs B Knight

Reporting inspector: Ms Alison Grainger
20782

Dates of inspection: 15th – 18th November 1999

Under OFSTED contract number: 707716

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	High Street Stonesfield Witney Oxfordshire OX8 8PU
Telephone number:	01993 891687
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr J Astle
Date of previous inspection:	12 - 15 February 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Alison Grainger, Registered Inspector	English Science Art Physical education Religious education	Attainment and progress Attitudes, behaviour and personal development Teaching Spiritual, moral, social and cultural development Leadership and management
Christopher Farris Lay Inspector		Attendance Support, guidance and pupils' welfare Partnership with parents and the community Staffing, accommodation and learning resources Efficiency
Anne Dancer Team Inspector	Mathematics Design and technology Information technology History Geography Music Special educational needs Equal opportunities Under-fives	Curriculum and assessment

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MAIN FINDINGS

What the school does well

- Pupils make good progress in information technology and their attainment is above the national expectations at the end of Key Stages 1 and 2.
- Art is well taught and this results in high standards.
- Teaching is good in almost a quarter of lessons.
- Pupils have good attitudes to learning.
- The school has high expectations of standards of behaviour to which pupils respond well.
- Relationships are good. Pupils work and play well together.
- Attendance is above the national average.
- The provision for pupils' personal development is good and they respond well to the opportunities provided.
- Provision for pupils' social and moral development is good.
- The partnership with parents is good.
- Homework is used well to support work in lessons.
- The accommodation is good.
- Financial planning is good.

Where the school has weaknesses

- I. The religious education curriculum does not meet statutory requirements and standards are low.
- II. The provision for geography and music is not good enough and standards are low.
- III. The curriculum for children under five is too narrow and does not provide experience of all the recommended areas of learning.
- IV. The time allocated to the curriculum at Key Stages 1 and 2 is well below the recommended minimum.
- V. The school does not keep a record of work covered in subjects other than English, mathematics and information technology to prevent repetition and omissions.
- VI. The school does not sufficiently assess pupils' learning against clear criteria in order to monitor their progress.
- VII. There is too little challenge for higher attaining pupils which restricts their progress.
- VIII. Provision for pupils' spiritual and cultural development is unsatisfactory.
- IX. There is too little monitoring of teaching and the impact of the curriculum on pupils' learning.
- X. The day-to-day financial control is too informal.
- XI. The school does not meet the statutory requirement for a daily act of collective worship.
- XII. There are omissions in the governing body's annual report to parents and in the school prospectus.

The strengths of the school outweigh the weaknesses. The weaknesses, some of which are significant, will form the basis of the governors' action plan which will be sent to all parents and guardians of pupils at the school.

How the school has improved since the last inspection

Progress since the last inspection has been unsatisfactory. There is a significant amount of work still to be done in addressing the key issues arising from the school's last inspection in February 1996. The school development plan has been extended to address whole school issues. Financial decisions reflect the priorities outlined in the plan, although it is effective for one year only. The roles and responsibilities of co-ordinators have not been sufficiently developed, with the exception of those for literacy, numeracy and information technology. Monitoring and evaluation of the school's provision across the range of subjects is not taking place. Consequently, there are weaknesses in the curriculum in relation to the continuous development of pupils' knowledge, understanding and skills. Policies and

schemes of work for subjects have been written since the last inspection but they have not been adapted to take account of the impact of the National Literacy and Numeracy Strategies on the curriculum, and there are some inconsistencies in their implementation. The school has not sufficiently identified the use to be made of time devoted to the complete curriculum. The time allocated to the curriculum is very low.

There have been recent improvements in the school's provision for special educational needs to better identify pupils and provide the support they require. The provision for information technology has improved. The school is presently making good progress in implementing the National Numeracy Strategy. The capacity for improvement is satisfactory.

• **Standards in subjects**

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key
English	A	B	<i>well above average</i> A
Mathematics	A	B	<i>above average</i> B
Science	A	A	<i>average</i> C
			<i>below average</i> D
			<i>well below average</i> E

The table above shows pupils' performance as well above the national average in English, mathematics and science. When compared to the results achieved in schools with pupils from similar backgrounds it is well above average in science, and above in English and mathematics. The similar schools comparison is based on other schools nationally where the number of pupils known to be eligible for free school meals is well below average. The work of pupils presently in Year 6 shows them to be performing at a broadly average standard in English, mathematics and science. This change is a consequence of variations in attainment from year to year within the small year groups. It does not reflect any change in the quality of the school's provision.

Pupils' performance in information technology is above average at the end of both key stages. In religious education, it is below the standards set in the locally agreed syllabus at the end of Key Stage 1, and well below by the end of Key Stage 2. Standards of art work are high. In geography and music, standards are low.

By the end of Key Stage 1, pupils are performing at broadly average standards in reading, writing, mathematics and science. The present group of children under five in the reception class are working at a higher standard than is normally expected. They are on course to meet the Desirable Learning Outcomes in personal and social development, language and literacy, mathematics, and physical development by the age of five, with many exceeding them. These children were above average when they entered the school and are not typical of the school's usual intake.

• **Quality of teaching**

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Satisfactory	Satisfactory	Satisfactory
Mathematics	Satisfactory	Satisfactory	Satisfactory
Science		Satisfactory	Satisfactory
Information technology		Satisfactory	Satisfactory
Religious education		Unsatisfactory	Unsatisfactory
Other subjects	Satisfactory	Satisfactory	Satisfactory

Teaching is at least satisfactory in 86 per cent of lessons and it is unsatisfactory in 14 per cent. Teaching is good in 23 per cent of lessons. Good teaching is located in individual lessons in literacy at Key Stage 1, geography and swimming in Year 6, science in Year 4, and dance in Year 2. The overall teaching of art is good, while that in religious education and music is unsatisfactory. In addition to unsatisfactory teaching in these subjects, unsatisfactory teaching was observed in an individual art lesson in Year 4.

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses

Other aspects of the school

Aspect	Comment
Behaviour	Good. Pupils behave well in lessons and around the school.
Attendance	Good. During the last school year attendance was above the national average. Punctuality is satisfactory in the mornings.
Ethos*	Satisfactory. Staff want pupils to succeed and make progress. Pupils have good attitudes to learning. Relationships are good and pupils work and play well together.
Leadership and management	Satisfactory. The headteacher is new in post and provides satisfactory leadership and educational direction for the work of the school. The literacy, numeracy and information technology co-ordinators fulfil their responsibilities well. Other subject co-ordinators have less well defined roles. The special educational needs co-ordinator is effective. The governing body is satisfactorily involved and makes an effective contribution to financial management.
Curriculum	Unsatisfactory for children under five because the recommended areas of learning for children of this age are not all covered. Satisfactory at Key Stages 1 and 2, with weaknesses in planning to ensure that repetitions and omissions do not take place. There is far too little coverage of the locally agreed syllabus for religious education, and there are weaknesses in geography and music. The time allocated to the curriculum is very low. There is insufficient challenge for higher attaining pupils. Assessment information is not used to support the planning of the curriculum.
Special education needs	Satisfactory. Pupils are provided with appropriate support by teachers and learning support assistants and make satisfactory progress.
Spiritual, moral, social and cultural development	Good provision for pupils' moral and social development. Unsatisfactory provision for their spiritual and cultural development. The weakness in religious education, and the limited coverage of geography and music, result in omissions in the provision for these two aspects. There is not a daily act of collective worship.
Staffing, resources and accommodation	Sufficient teachers and resources. A good amount of learning support assistant time. Good accommodation.
Value for money	Satisfactory. Pupils usually enter the school with average attainment and normally leave with average attainment. They make satisfactory progress as a consequence of satisfactory teaching.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school	What some parents are not happy about
XIII. They are encouraged to play an active part in the life of the school.	XIX. The amount of homework their children are
XIV. The school is approachable.	
XV. The school keeps them informed about their children's progress.	
XVI. The school encourages children to get involved in more than just their daily lessons.	
XVII. The school's values and attitudes have a positive effect on their children.	
XVIII. Their children like school.	

Inspectors' judgements support parents' positive views. It is the inspectors' judgement that homework is used well to support work undertaken in class.

KEY ISSUES FOR ACTION

In order to rectify the weaknesses and improve the quality of education in the school, while maintaining its strengths, the governing body, headteacher and staff should:

XX. improve the curriculum by:

- fully implementing the locally agreed syllabus for religious education;
- reviewing the provision for children under five in the reception class to achieve a broad and balanced curriculum which covers all the recommended areas of learning for children of this age, and which makes effective links with the start of the National Curriculum for those children ready to progress to it;
- ensuring that there is adequate coverage of all subjects at Key Stages 1 and 2 to give pupils worthwhile learning experiences in each without repetition or omission, and keeping a record of work covered;
- reviewing the structure of the school day to ensure that the time allocated to the curriculum at Key Stages 1 and 2 is in line with the recommended minimum;
(Paragraphs 4, 13, 30, 31, 32, 33, 35, 51, 56, 65, 79, 81, 113, 115, 116, 131, 146, 152)

XXI. develop and fully implement clear criteria for monitoring pupils' progress in all subjects of the curriculum, using the information gained to group pupils and adapt the curriculum where necessary;
(Paragraphs 37, 38, 39, 45, 51, 67, 89, 97, 110, 116, 122, 128, 140, 146, 152)

XXII. raise teachers' expectations of the standards higher attaining pupils are capable of achieving and provide work that is suitably challenging for them;
(Paragraphs 28, 35, 45, 51, 86, 88, 93, 95, 103, 127)

XXIII. improve the provision for pupils' spiritual and cultural development by:

- identifying the contribution that subjects can make to these aspects of pupils' learning and experience;

- providing a daily act of collective worship;

(Paragraphs 40, 43, 51, 56, 116, 146)

XXIV. develop a clear policy and procedures for monitoring teaching and the impact of the curriculum on pupils' learning and ensuring that all staff with management responsibilities, including subject co-ordinators, play a full part;

(Paragraphs 51, 53, 54, 104, 116, 122, 134, 146, 152)

XXV. formalise procedures for financial control to ensure greater efficiency;

(Paragraph 62)

XXVI. rectify the omissions in the school prospectus and governing body's annual report to ensure that statutory requirements are met and parents are fully informed.

(Paragraphs 48, 56)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan.

Handwriting is not always of the standard expected.

(Paragraphs 9, 85)

Marking does not sufficiently tell pupils how to improve their work.

(Paragraphs 28, 95)

There are some health and safety shortcomings in relation to fire procedures, the recording of accidents, and pupils playing out of sight of an adult in workshop areas.

(Paragraph 47)

Lessons often do not start promptly after morning break or lunch-time.

(Paragraph 24)

· **INTRODUCTION**

· **Characteristics of the school**

1. The school is situated in the centre of the village of Stonesfield and draws its pupils mainly from the village. Pupils are from a broad, but mainly advantaged, socio-economic background. Children start school, for mornings only, in the term in which they will be five. They become full-time at the start of the next term. With 99 full-time pupils on roll, 47 boys and 52 girls, the school is smaller than other primary schools nationally. At the time of the inspection, there were a further five children aged under five in the reception class. These children were attending part-time for mornings only. Children's attainment on entry to the school in most years is broadly average. The small number of pupils in each year group leads to variations in attainment from year to year. Most children have had pre-school or nursery experience before entering the school.

2. The percentage of pupils identified as having a special educational need, 15 per cent, is below the national average. Two pupils have a statement of special educational need and 13 other pupils are on the school's register of special needs. There are no pupils with English as an additional language. The percentage of pupils eligible for free school meals, 3 per cent, is well below average.

3. The school aims to provide a happy, relaxed and caring environment where pupils meet new challenges with which they can cope. It intends that they receive a broad and balanced education with opportunities to develop their full potential. The school aims to develop pupils as independent learners who work co-operatively with one another and who grow up free of prejudices relating to race, religion, class or gender. It aims to nurture pupils' social, moral, academic and spiritual development. Present development priorities include assessment procedures and their use, provision for more able pupils, the early identification of pupils with special educational needs, and the monitoring of teaching and learning. The school is setting targets for the improvement in English and mathematics standards at the end of Key Stage 2, but these are conservative and insufficiently based on an analysis of assessment data.

• **Key indicators**

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1999	8	9	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	8	8	7
	Girls	8	8	8
	Total	16	16	15
Percentage at NC Level 2 or above	School	94(75)	94(100)	88(85)
	National	85(80)	86(81)	90(84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	8	7	8
	Girls	8	8	8
	Total	16	15	16
Percentage at NC Level 2 or above	School	94(95)	88(85)	94(95)
	National	82(81)	86(85)	87(86)

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2
for latest reporting year:

Year	Boys	Girls	Total
1999	4	8	12

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	4	3	4
	Girls	7	7	8
	Total	11	10	12
Percentage at NC Level 4 or above	School	92(73)	83(60)	100(87)
	National	73(65)	72(59)	83(69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	4	3	4
	Girls	7	7	7
	Total	11	10	11
Percentage at NC Level 4 or above	School	92(60)	83(67)	92(60)
	National	68(65)	69(65)	75(72)

.....

1 Percentages in parentheses refer to the year before the latest reporting year

.....

2 Percentages in parentheses refer to the year before the latest reporting year

• **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:

		%
Authorised Absence	School	4.7
	National comparative data	5.4
Unauthorised Absence	School	0.2
	National comparative data	0.5

• **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

• **Quality of teaching**

Percentage of teaching observed which is:

	%
Very good or better	0
Satisfactory or better	86
Less than satisfactory	14

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

4. The attainment of children on entry to the school varies from year to year because the intake each year is small. Attainment in most years is broadly average, but the attainment of the small group of children presently in the reception class was above average when they entered the school. On starting school, this particular group of children were above average in the areas of personal and social development, language and literacy, mathematics, and knowledge and understanding of the world. Most of the children had already reached the Desirable Learning Outcomes for five year olds in personal and social development before entering the school. Two of the five children had begun to read and write before starting school, and others could recognise and name many letter sounds and write their names clearly. The school has no records to show the attainment of these children in creative and physical development as these areas are not part of the baseline assessment. As the children have very little planned creative experience as part of their curriculum, there is insufficient early work by which to judge their attainment on entry.
5. Judgements on attainment by the age of five are based on the present group in the reception class. By the age of five, these children's attainment is still above the expected standards in personal and social development, language and literacy, and mathematics. It is also above average in physical development. Most children have reached, and some exceeded, the Desirable Learning Outcomes in these areas. Children listen with concentration and speak confidently in small and large groups using a mature vocabulary and sentence structure. They know all the letter sounds and names and most read fluently, having a good sight vocabulary and using initial letter sounds and picture clues well to help them make sense of a text. Higher attaining children read with expression from a good range of fiction and non-fiction books. All children form their letters accurately when writing, with higher attaining children spelling familiar words accurately and making good attempts in spelling unfamiliar ones. All count accurately to ten, and most count beyond, with higher attaining children recognising much larger numbers. Children use simple addition and subtraction in practical situations. They use mathematical terms such as 'more than' and 'holds more' correctly, and are familiar with simple two-dimensional shapes such as circles and triangles. Higher attaining children recognise and name three-dimensional shapes such as spheres and pyramids.
6. Pupils' performance in the end of Key Stage 1 National Curriculum tests in 1999 was above the national average in reading and broadly in line with the national average in writing and mathematics. The percentage of pupils reaching the national standard, level 2 or above, was well above average in reading and writing, and close to the national average in mathematics. The percentage of pupils reaching the higher level 3 was above average in reading and mathematics, but was very low in writing. No pupils reached level 3 in writing in 1998 or 1999, showing lower performance by higher attaining pupils in writing than in reading and mathematics. Compared with the results achieved in schools with pupils from similar backgrounds, pupils' performance in the 1999 tests was below average in all three areas. Taking the previous three years, 1996 to 1998 together, pupils' performance was close to the national average in reading, above in writing and well above in mathematics. Over this period, girls performed better than boys. Teacher assessments in 1999 showed a similar picture to the tests. In science in 1999, teacher assessments showed the percentage of pupils reaching level 2 or above as above the national average, but the percentage at level 3 as below average. The evidence of pupils' school work shows the present Year 2 as performing at a broadly average standard in reading, writing, mathematics and science. The variation in reading standards in the present Year 2, compared with the previous Year 2, reflects differences in attainment between small year groups and does not indicate any change in the school's provision.

7. By the end of Key Stage 1, pupils listen attentively to the teacher and each other. They answer questions clearly, with higher attaining pupils giving supporting reasons for their answers. Pupils read confidently and with good understanding, and higher attaining pupils give thoughtful opinions about the narrative and characters in stories. Most make effective use of phonic clues when tackling a difficult word, and many have favourite books. Pupils write for a good range of purposes and audiences, with higher attaining pupils selecting vocabulary well. Most use simple punctuation correctly. Pupils have the expected understanding of mathematical language, shape, space and measure, and skills in mental calculation. They count forwards and backwards in tens from a given point and understand place value to 100 and beyond. They solve mathematical problems and record findings using a wide range of methods from tally charts to block graphs. Pupils carry out scientific investigations with adult support, pose scientific questions, and make predictions as to what the outcomes might be. They have a secure body of scientific knowledge of light, electricity, materials and their properties, and living things and their habitats.

8. Pupils' performance in the 1999 end of Key Stage 2 tests was well above the national average in English, mathematics and science. The percentage of pupils reaching the national standard, level 4 or above, was well above the national average in English and mathematics, and very high in science where 100 per cent of pupils achieved this standard. The percentage of pupils reaching the higher level 5 was well above average in all three subjects. In science, this represented half the pupils. The 1999 test results showed a particularly marked improvement in the number of pupils reaching level 5 in mathematics and science compared to the previous year. In comparison with the results achieved in schools with pupils from similar backgrounds, pupils' performance was above average in English and mathematics, and well above in science. Teacher assessments in 1999 showed a similar picture to the tests in English and science, but a less favourable picture for the percentage at level 5 in mathematics. Taking the three years from 1996 to 1998 together, pupils' performance was above the national average in English and science and close to it in mathematics. Over this period, boys performed better than girls. The evidence of pupils' school work is that the present Year 6 are performing at a broadly average standard in all three subjects. This fall in standards, compared with the 1999 test results, is a reflection of fluctuation in the levels of attainment within small year groups. It does not suggest that there has been a change in the quality of the school's provision.

9. By the end of Key Stage 2, most pupils listen carefully to one another, although some do not pay the expected attention in whole-class question and answer sessions. Pupils often give reasons for opinions but few have the skills necessary for debate. They read an appropriate range of fiction and non-fiction books accurately and fluently, and understand the plot and characters in the novels they read. They adapt the style of their writing according to its intended audience and purpose. Most have evenly formed and joined handwriting, although it is not always neat. Pupils have the expected skills in mental mathematics, confidently measure angles, convert fractions to decimals, study ratio and proportion, and handle data effectively. They use the correct mathematical language when describing their approach to calculation or problem solving. In science, pupils understand what makes a test fair. They have a secure body of knowledge of the life cycle of a flowering plant, some of the main organs and systems of the human body, forces such as gravity, and the earth and beyond. Literacy skills are used and developed satisfactorily through subjects such as history and science. Numeracy skills are applied satisfactorily in subjects such as science and design and technology.

10. Pupils' attainment in information technology is above the national expectations at the end of both key stages. Almost all pupils reach the standards expected and some exceed them. By the end of Key Stage 1, pupils competently select a program icon and load a program, import pictures from a clip board and link them with text, change the size and position of an image on the page, use tools to draw and 'paint' pictures and have effective word processing skills. By the end of Key Stage 2, pupils have good technical skills in desk top publishing, import

pictures into text from CD ROM, create spread sheets, write simple programs, and input data to create tables and graphs. Information technology skills are used and developed well through other subjects of the curriculum such as English, science and history.

11. In religious education, pupils' attainment is below the standards set in the locally agreed syllabus by the end of Key Stage 1, and well below by the end of Key Stage 2. Pupils at the end of Key Stage 1 are familiar with some Bible stories and recognise the significance to Christians of festivals such as Christmas and Easter. They have some knowledge of the Jewish festival of Hanukkah. They have far less awareness of world religions than is normally expected, and only a very little knowledge of religious forms of expression. By the end of Key Stage 2, pupils have a wider knowledge of Bible stories and know of the Jewish festival, Succoth. Their knowledge and understanding of principal world religions is extremely limited, and they have only minimal awareness of the impact of faiths on the lives of those who follow them.
12. Throughout the school, much of pupils' art work is of a high standard. In design and technology and history, standards are similar to those found in most schools. In physical education, standards are in line with those expected for the age of the pupils. In 1999, about three-quarters of pupils reached the required standard of swimming 25 meters unaided. Standards in geography and music are below those normally found for the age of the pupils.
13. Children under five make satisfactory progress in their personal and social development, language and literacy, mathematics and physical development. They widen their vocabulary and develop their reading and writing skills. Children gain a mathematical vocabulary and increase their understanding of a range of mathematical processes and concepts. They learn to work independently and as part of a group, taking turns and responding appropriately to other children and adults. Children increase their physical control, even though provision is limited in this area. Little progress is made in children's ability to make choices, explore and experiment, because there is very little provision for creative development. When using the computer, children make satisfactory progress in controlling the mouse as they move objects around the screen. Progress in other aspects of knowledge and understanding of the world cannot be identified as there is so little provision for this area of learning.
14. At Key Stages 1 and 2, pupils make satisfactory progress in English, mathematics and science. Pupils listen with greater attention and give more extended answers to questions. They read a wider range of books and gain independence as readers. Awareness of the audience and purpose in writing increases and pupils make the expected gains in spelling, punctuation and grammar. Progress in drafting and redrafting longer pieces of writing, such as stories, is more limited because of too few opportunities for this. In mathematics, there is good progress in mental calculation as pupils develop increasingly sophisticated strategies for arithmetic. In other aspects of mathematical knowledge and understanding, progress is satisfactory. Pupils consolidate and develop their knowledge and understanding across the National Curriculum requirements for science. The strongest progress is in the area of scientific investigation in which pupils develop independence well.
15. Pupils make good progress in information technology as a consequence of the frequency with which they use computers to practice and develop skills, and the support provided by confident pupils for those who are less confident. The use of carefully chosen software to build on pupils' prior learning makes a strong contribution to pupils' progress as do the opportunities offered by the recently purchased additional computers.
16. In religious education, pupils' progress is unsatisfactory at both key stages. Although pupils develop some understanding of Bible stories, they do not gain the expected awareness and understanding of principal world faiths or of the importance of faith in people's lives. They do not gain insight into the beliefs and values of others due to far too few opportunities to do so. The very little amount of time given to religious education and the failure to cover the

locally agreed syllabus, as well as unsatisfactory teaching, all severely limit pupils' progress.

17. Pupils make good gains in art, and satisfactory progress in design and technology, history and physical education. In geography and music, progress is unsatisfactory because of too little time for the subjects, weaknesses in planning including repetition of content in geography, and lack of assessment information to guide teachers in providing suitable work. The provision for music is very limited, with no regular teaching to develop composing, listening and appraising skills to a satisfactory standard.
18. Pupils with special educational needs make satisfactory overall progress. In literacy and numeracy, there is effective support and direct teaching from learning support assistants, and pupils are withdrawn as individuals or groups. The special needs co-ordinator teaches literacy to groups of lower attaining pupils. Pupils respond well to these opportunities and frequently make good progress in these specific sessions due to work that is well matched to their needs and the constant adult support and encouragement provided. Progress is unsatisfactory in some lessons where group work is seen by pupils as uninteresting and it is not closely supervised. In a few cases, slowness in identifying an individual pupil's needs has reduced progress.

Attitudes, behaviour and personal development

19. Children develop good attitudes to learning while they are under five. They work well individually and with others, for example when playing in the sand or using the computer. They take great care of equipment such as the sandbags and balls used in physical education lessons, and handle books very carefully. They take turns sensibly when playing a simple game. Children are very well behaved, and sit quietly for long periods, for example in whole-school assembly, when they have little direct involvement. They are polite and responsive, concentrate well and persevere when a task is difficult.
20. At Key Stages 1 and 2, pupils' overall attitudes to learning are good. They respond particularly well to the structure and activities of the National Literacy and Numeracy Strategies, and to investigative science in which they show good independence and enthusiasm. Most pupils concentrate well, for example, when working at the computer or when involved in art activities. Year 5 and 6 pupils, creating designs based on the work of Gustav Klimt, maintain high levels of absorption and commitment for a long period of time, as do those in Years 3 and 4 when drawing. When concentration wavers, it is usually because too much time has been allowed for an activity or there is insufficient challenge in the work set. Pupils usually work well independently when the teacher is occupied with another group. They work collaboratively in pairs and share ideas such as when deciding on the contents of a healthy balanced meal in Years 5 and 6. Pupils settle well to individual activities such as brainstorming ideas for poetry in Years 2 and 3, or sorting papers according to their properties in Year 1. Pupils respond very enthusiastically to activities which are different from the usual classroom routines, such as chorally reading a poem they have created together in Years 1 and 2, or making biscuits in Years 5 and 6. In history, pupils are interested to find out more about past times. They are keen to improve their work, and also to help others to progress. This is evident in dance lessons when pupils provide constructive criticism for each other. In information technology, pupils value and make the most of their time on the computer and make helpful suggestions to each other for improvement. When pupils do not show a positive attitude to learning, such as in a Key Stage 2 singing practice, it is because the teaching is unenthusiastic resulting in a lack of motivation on the part of the pupils.
21. Behaviour in lessons and around the school is good. Pupils share resources amicably such as art materials and books. They are very sensible when moving about the school, for example when going to the hall for assembly or physical education. When eating lunch, pupils sensibly sit and talk, making it a pleasant social occasion. They play well together and take care of each other at break times. There is no evidence of bullying. There were no exclusions

in the last school year, and the rate of exclusions is falling.

22. The quality of relationships within the school is good, both among pupils and between pupils and adults. Pupils show consideration for the feelings of others. They respond well to opportunities to take responsibility, such as calling the names from the register to help the teacher in Year 1 and helping to tidy away at the end of lessons. Pupils in Years 5 and 6 organise activities, such as skipping, for younger children during two lunch times each week. Pupils respond positively to the encouragement they are given to organise activities such as competitions to raise funds for charities. Through support for charities, pupils have an awareness of the needs of those less fortunate than themselves. They respond well to other opportunities for their personal development through visits out of school, including residential visits in Key Stage 2, and extra-curricular sporting activities such as football and netball.
23. Pupils enjoy school. Their good attitudes to learning, good behaviour and response to the opportunities provided for their personal development, as well as their good relationships with each other and adults, all make a positive contribution to their progress and the standards they attain.

• **Attendance**

24. Attendance is good. The attendance for the 1998 to 1999 school year was 95.2 per cent which is above the national average. Since then, pupils' attendance has improved. Unauthorised absence is low. The attendance figures show an improvement of 1.2 per cent over those at the time of the last inspection. Registration is carried out quickly and without fuss, with several classes using it as a 'fun' learning opportunity, for example with the teacher's welcome and the pupil's response both in a foreign language. Punctuality at the beginning of the day is satisfactory but lessons often do not start promptly after morning break or lunch and teaching time is lost. This reduces the already short school day and restricts pupils' attainment and progress through the loss of valuable curriculum time.

QUALITY OF EDUCATION PROVIDED

Teaching

25. The overall quality of teaching is satisfactory for children under five and at Key Stages 1 and 2, as is the teaching of pupils with special educational needs. There is good teaching in 23 per cent of lessons, but unsatisfactory teaching in 14 per cent. Good teaching is located in individual lessons in literacy at Key Stage 1, geography and swimming in Year 6, science in Year 4, and dance in Year 2. The overall teaching of art is good, while that in religious education and music is unsatisfactory. In addition to unsatisfactory teaching in these subjects, unsatisfactory teaching was observed in an individual art lesson in Year 4. There was no unsatisfactory teaching reported at the last inspection, and there was no indication of the present weaknesses in religious education and music.
26. Where teaching is good, there is an effective balance of direct teaching and independent work. Teachers have appropriately high expectations of the standards that all pupils are capable of attaining, and lessons are conducted at a good pace. Prior learning is consolidated in the early part of the lesson and is then quickly built on. Work is well matched to pupils' differing needs. There is sufficient challenge for higher attaining pupils and the necessary support for lower attaining ones. 'Open-ended' questions are used well to draw information from pupils and to make them feel secure in responding at their own level. There is good use of demonstration by the teacher, for example in science in Year 4 when the teacher haphazardly shone a torch on objects to emphasise the importance of a test being fair when looking at factors that affect shadows. These aspects of teaching support pupils in making good progress.
27. In other effective teaching, lessons are well planned with learning objectives clearly identified and communicated to pupils. Teachers have secure subject knowledge except in religious education and music. They understand the National Literacy and Numeracy Strategies and implement their requirements satisfactorily. Introductions to lessons are clear and focused, and time at the end of the lesson is used effectively to share good work and reinforce the learning that has taken place. Good relationships and skilful questioning make learning fun for pupils, and this is particularly a feature of mathematics and science lessons. There is good use of day-to-day assessment in mathematics lessons. In mathematics, science and information technology, teachers and learning support assistants work effectively together to support pupils with special educational needs. Resources are well prepared in advance of lessons, for example in science in Year 1 where the teacher provided a good collection of different papers for pupils to sort. In history lessons, teachers encourage pupils to carry out independent research to support them in forming their own views such as about life in Ancient Egypt. In physical education, praise is used well to recognise good work and motivate the pupils. Homework effectively supports work in class, with good examples in English, mathematics and geography. All these features of teaching help pupils to make satisfactory progress in lessons.
28. Although most teaching is satisfactory, there are some weaknesses. In a number of lessons, and mainly in Years 5 and 6, too long a time is allowed for an activity. This results in pupils not feeling any sense of urgency and sometimes in a lack of challenge for higher attaining pupils. In Key Stage 2 more generally, higher attaining pupils are insufficiently challenged in mathematics. In some lessons where the teacher is focusing on the direct teaching of one group, insufficient emphasis is placed on meeting the needs of others. This means that they do not work hard enough and time is lost. While marking is carried out regularly in most classes, there are few examples of marking that tell pupils how to improve their work.
29. In religious education, teaching is unsatisfactory due to teachers' insecure subject knowledge, and the lack of attention given to the need to develop pupils' knowledge and understanding consistently over time. Teaching is adversely affected by the curriculum in which there are

significant weaknesses due to the school's failure to cover the locally agreed syllabus. In lessons, teachers' expectations of the standards pupils are capable of attaining are too low and insufficient work is provided. In music, there is also too little provision and, in the one lesson observed, teaching was insufficiently enthusiastic and unsatisfactory performance was accepted. In an unsatisfactory art lesson in Year 4, the teacher did not sufficiently support other pupils in the class while taking a group. All these aspects of teaching limit pupils' progress and the standards they attain.

The curriculum and assessment

30. The curriculum for the part-time children in the reception year is unsatisfactory and does not meet children's needs. It is unbalanced because it mainly follows the morning programme for the older pupils in the class, which consists of literacy and numeracy, with some provision for physical education and computer skills. There is very limited provision for the areas of personal and social development, knowledge and understanding of the world and creative development. Children have very few opportunities to interact in imaginative play, to choose activities for themselves or to learn through exploration. In addition, this means that the youngest reception pupils, who start their full time education in Year 1, have had no effective preparation for the full range of National Curriculum subjects. The school is aware of the unsuitability of the curriculum for the part-time children, but has not fully explored the available options for alternative provision.
31. The curriculum for the rest of the school is broad and relevant, and is satisfactory overall, although there is some imbalance in the coverage of subjects. Nevertheless, it promotes pupils' intellectual and personal development and prepares them for the next stage of their education. There were no full-time pupils in the reception year at the time of the inspection. Planning for the previous term shows that their curriculum is planned suitably in areas of learning, but the provision for physical development is narrow, and there is insufficient provision for individual choice or exploration. At Key Stages 1 and 2, the school meets statutory requirements to teach the subjects of the National Curriculum. Requirements are not met for religious education, where the shortage of time allocated has resulted in insufficient coverage of the curriculum as set out in the locally agreed syllabus.
32. The time allocated for the curriculum is two hours less a week than the national recommended minimum, and there is a further slippage of time at the start of the school day and as pupils change shoes after playtimes. Sufficient time is allocated to numeracy, and to literacy, although there is too little provision for extended writing. Since the last inspection, the school has not adapted curriculum planning to cater for the increased time spent on literacy, numeracy and information and communications technology. As a result, in some subjects, notably religious education, geography and music, there is now insufficient time to enable the curriculum to be covered in sufficient breadth and depth. This restricts pupils' attainment and progress and is unsatisfactory. Curriculum time is further restricted for pupils in Years 5 and 6 who spend most of a morning session each week travelling to a swimming pool some distance from the school for a twenty-minute swimming lesson. There is no other physical education provided for these pupils in the weeks when they are swimming. The introduction of French to the curriculum is included in the school development plan, but it is not clear how time can be found for this. The specific identification of the use of time available to the full curriculum was an issue at the time of the last inspection, and there remain weaknesses in this area.
33. Overall provision for continuity and progression in pupils' learning is unsatisfactory at Key Stages 1 and 2 due to weaknesses in the implementation of planning. There are policies and planning documents for all subjects, and a two year overview of the curriculum appears to give suitable provision for all subjects. This planning is not being followed consistently, in subjects other than English, mathematics and information technology, and pupils' progress is limited as a result. In English, mathematics and information technology, the tightly focused planning ensures that there is progression in pupils' learning with new work building on that previously covered. In most other subjects, time constraints have resulted in the rotation of

subjects, and reductions to the planned curriculum. There has been no recording of what has been taught to each year group. As a result, some work has been repeated, key areas omitted, and knowledge, skills and understanding have not been systematically developed. In geography, for example, pupils in Year 6 have studied rivers three times since entering Key Stage 2, but have very limited map skills or knowledge of any country other than England.

34. There is a suitable policy and provision for sex education, and substance abuse awareness is delivered through visiting speakers, as part of the personal health and social education curriculum. There is satisfactory provision for extra-curricular activities. Clubs include recorders and a range of sporting activities. There is a newly introduced French club, for which a charge is made as it is an outside commercial venture. The help of parents ensures that there is provision in sport, but few teachers participate in the running of clubs. Extra-curricular activities are well supported and make a valuable contribution to pupils' learning. Many pupils have the opportunity to represent the school in sporting fixtures. Recorder lessons enable pupils to learn to read music, and to develop their skills in performance. There is a good commitment to day and residential visits that support learning in a range of subjects, develop personal and social skills, and introduce new skills, such as orienteering. Visitors to school extend the curriculum and the experience of pupils, as in the week long police programme to develop citizenship.
35. There is generally equality of access to the curriculum, but there are some important exceptions. There is equality of provision for boys and girls, and this is effective in class and in the playground. Teachers of Year 3 pupils work together well to ensure that, in both classes, there is equality of curriculum provision. Children under five, however, do not have a balanced curriculum that includes all the recommended areas of learning. Higher attaining pupils do not always have access to a suitably challenging curriculum, particularly when they are in the older year group within a class. This results in them marking time in some lessons.
36. Curricular arrangements for pupils with special educational needs are satisfactory. A comprehensive review of the progress and targets set for pupils on the register of special educational needs has recently taken place. The requirements of the Code of Practice for pupils with special educational needs are fully implemented. Pupils' needs are effectively met through newly introduced small group literacy lessons and behaviour support programmes. The special needs of some pupils are not recognised soon enough, however, because of the limitations of the assessment system. As a result, there are a few pupils who are not included in the register of special educational needs, are not adequately supported in their learning, and do not make the progress they should. The headteacher recognises the imperfections in the identification process. She plans to introduce screening for dyslexia this term.
37. The systems for assessing pupils' achievement and the use of assessment information to inform curriculum planning are unsatisfactory. For children under five, the only recording of assessment is in the statutory 'baseline' test. The information from this test is not analysed in detail, used as the basis for school records or when measuring progress over time. There is no systematic recording of the progress of pupils towards the Desirable Learning Outcomes for children aged five, or of progress within the areas of learning during the reception year.
38. At Key Stages 1 and 2, comments made each term on attainment in all subjects are accurate and perceptive. Relevant individual targets are set for and by pupils in English and mathematics. There is a folder of annotated work to aid teachers in making assessments of the standard of pupils' work. Pupils' individual records include examples of work annotated by teachers to illustrate attainment and also annual test papers for pupils at Key Stage 2. There is no provision, however, for the systematic recording of knowledge, understanding and skills in each subject, or of the level of attainment of each pupil. There are no reading tests undertaken, and so no focused recording of attainment other than the baseline on entry takes place until pupils are at the end of Year 2. There is little consistent information for the next

teacher or subject co-ordinators on the past experience and future needs of individuals or groups. The result is seen in the weaknesses in planning for subjects other than English, mathematics and information technology where the curriculum is aimed at the middle of each class, both in ability and age.

39. There is no written analysis of the statutory test papers at ages 7 and 11 to identify strengths and weaknesses in learning and aid co-ordinators and class teachers in planning. There is no information to tell the newly appointed headteacher how the specific targets were set for attainment for pupils in Year 6 in 2000 and 2002. The headteacher and governors have insufficient focused recording from which to monitor and predict the progress of groups of pupils as they move through the school. The headteacher appreciates the need to revise assessment procedures, and has included this as a target in the school development plan.

Pupils' spiritual, moral, social and cultural development

40. Provision for pupils' social and moral development is good, but for their spiritual and cultural development it is unsatisfactory. The school does not meet the requirement for a daily act of collective worship, although there are some whole school and class assemblies during the week. Some opportunities for pupils' spiritual development are provided in whole school assemblies which focus on themes such as peace. These largely involve pupils contributing ideas on peace but also include Bible readings and prayers written by pupils. Some class assemblies include prayers and moments of reflection, but not all do so. In art, pupils have opportunities to reflect on the wonder of the natural world as they study autumn leaves. In dance they respond to music and express ideas and feelings through movement. Group time known as 'circle time' provides some consideration of feelings such as happiness, anger and sadness. There is no wider provision for pupils' spiritual development through the curriculum, and the contribution of religious education is poor especially in Years 5 and 6 where very little takes place. Pupils do not explore the meaning of faith or consider different religious beliefs and the values associated with them.
41. Provision for pupils' moral development is good. Pupils are taught clearly the difference between right and wrong, and a strong moral code is consistently upheld by all staff who demonstrate fairness and respect for others. Moral issues are explored in class assemblies. In a good Year 3 and 4 assembly, pupils acted out scenes and participated in discussion as they considered how people should treat each other. This assembly communicated a firm message about the need to be responsible and to help each other. In geography, in Years 5 and 6, pupils consider moral issues. They are made aware of the plight of a girl who needs water for her family to survive and whose life is focused on collecting a small amount of muddy water. Pupils show concern and compassion as they consider the implications of this.
42. Provision for pupils' social development is good. They have many opportunities to work together in lessons, for example using the computer in pairs, planning a scientific investigation as a small group, or creating a series of movements together in dance. Extra-curricular activities such as football and netball provide additional opportunities for pupils to work and play together. Residential visits in Key Stage 2 enable pupils to live and work together away from school. Through raising funds for charities and supporting a young boy in India, pupils are made aware of the needs of those less fortunate than themselves.
43. The provision for pupils' cultural development is unsatisfactory. Pupils do have opportunities to develop an awareness of their own cultural traditions. They learn about British culture in past times in history, study the work of some famous artists in art, explore Aboriginal art in Years 1 and 2 and masks from a variety of cultures in Years 5 and 6. They visit the theatre. They learn a little of Jewish festivals such as Hanukkah and Succoth. They are not made sufficiently aware, however, of the richness and diversity of our multi-cultural society. Religious education contributes very little to pupils' cultural development because not enough takes place, and the multi-faith element is neglected. There is insufficient emphasis on other

countries in geography at Key Stage 2, and the limited provision for music results in lost opportunities in this area.

Support, guidance and pupils' welfare

44. Overall, the school's provision for the support, guidance and welfare of pupils is satisfactory, although there are strengths and weaknesses. The school provides a stable and caring environment in which pupils develop. Pupils are happy and secure and enjoy their school life and this is valued by parents. Children under five are given good support in settling into school from all adults and other pupils. They are quickly made to feel at home in the classroom and playground.
45. Although there are no formal procedures for recording pupils' personal development, the staff know all the pupils well and are attentive to their well being. Pupils feel comfortable taking their problems to the staff. The school's assessment procedures are unsatisfactory and assessment information is not effectively used to move pupils on to the next step in their learning or to ensure that the curriculum is appropriately covered. Satisfactory support is given to pupils with identified special educational needs by teachers and support staff who plan and operate effectively together. The headteacher has brought additional expertise to this area and has recently taken action to improve provision. Not all pupils with special needs have been formally identified and this is unsatisfactory. The needs of higher attaining pupils are not always met and there is sometimes an insufficient level of challenge. This confirms the views expressed by some parents.
46. The school's good procedures noted at the last inspection for promoting positive discipline and behaviour have been maintained. Time has been spent this term discussing desirable behaviour with pupils, who have been involved in the drafting of class rules. Teachers provide pupils with good role models and the pupils generally meet the teachers' high expectations for good behaviour. This leads to an environment that is calm, non-threatening and conducive to learning. The school has an effective policy on bullying and no incidents of oppressive behaviour were seen during the inspection. Monitoring of unexplained absence is promptly carried out and good attendance is actively promoted.
47. Child protection procedures are satisfactorily managed, but briefing procedures for all staff are insufficiently formalised. The school has a responsible attitude to matters of health and safety but there are several shortcomings. Health and safety is a regular agenda item at meetings of the governing body and governors carry out regular safety checks. Some risk assessment has been completed. Fire procedures are unsatisfactory. The school says it carries out a fire drill each term but the records do not show this. The alarm maintenance contract calls for a quarterly inspection, but only two are recorded for the current year. The fire alarm should be tested weekly, but this is not done. Fire appliances are regularly tested and fire exits are appropriately signed. The testing of portable electrical appliances is overdue. First aid procedures are satisfactory and parents are notified in writing of any head bumps. The recording of accidents to pupils is inconsistent and this is unsatisfactory. One safety concern is that when children play unsupervised in the reception and Key Stage 1 workshop area they are often out of sight of an adult. These weaknesses were not reported as being present at the time of the last inspection.

Partnership with parents and the community

48. The school has good links with parents and the community and has maintained these since the last inspection. Parents are provided with a wide range of good information. There is a weekly newsletter that includes details of topics covered and regular letters from the headteacher on matters of interest. The prospectus and governors' annual report are informative and user-friendly documents. The annual report in particular provides details of

the development plan for the next three years and keeps parents well informed of the school's intentions. Nevertheless, both documents omit a number of items statutorily required. The prospectus does not include details of alternative provision made for any pupils who are withdrawn from religious education or collective worship, the number of pupils on roll for one or more sessions during the reporting year and the percentage of authorised absence. The governors' annual report omits the agenda for the annual meeting, details of the progress made in implementing the action plan following the previous inspection, description of admission arrangements for pupils with disabilities, description of how resources have been allocated to pupils with special educational needs, and the National Curriculum results at Key Stages 1 and 2. Pupils' annual reports are broadly satisfactory and meet statutory requirements.

49. Parental involvement in children's learning is good. The headteacher supports the view that parents have an important part to play in the education of their children and the school seeks to involve them at all levels. This commitment is recognised and appreciated by parents who find the school easy to approach. Parents of pupils with special educational needs are kept well informed through annual reviews of progress. A few parents help regularly in class and with swimming and after-school activities and provide valuable assistance that the school itself could not afford. Parents hear their children read at home and the home-school reading records are well used. Pupils throughout the school have regular homework and parents ensure that it is completed. There is a very active parent teacher association that organises a wide range of fund-raising events and provides the school with additional resources that directly benefit the quality of the pupils' education.
50. The school has satisfactory links with the community although there is less involvement with the local community than is usual for a village school. Pupils visit the local area and library and older pupils make regular visits to a lunch club for senior citizens. The parish council has provided funds for the play area, and the local community trust is sponsoring an artist in residence and the school wildlife area. The school has close links with the local playgroup and the headteacher visits it regularly and takes part in story-time. There are good links with the Marlborough School in Woodstock to which most pupils transfer at age eleven. A three day induction programme in the summer term eases the transition. Pupils also visit the Marlborough School for a range of cultural and sporting activities. Satisfactory sporting links exist and pupils play football and netball matches against other partnership schools. Pupils take part in tennis through a local club. Pupils undertake a good range of visits to museums and places of interest both locally and further afield. Visitors to school include the community police, who provide good support and teach pupils how to play and stay safe. There are no links with industry and commerce.

• **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

• **Leadership and management**

51. The values and policies of the school are satisfactorily reflected in its work, although there are some omissions in the implementation of the aims. The school is successful in providing a happy relaxed and caring environment in which pupils meet new challenges with which they can cope. The school develops pupils as independent learners who work co-operatively with each other and grow up free of prejudices relating to race, religion, class or gender. It does nurture pupils' social and moral development. It does not make adequate provision for their spiritual development and does not support all pupils in reaching their full potential as there is insufficient academic challenge for the higher attaining pupils. The curriculum for children under five does not cover all the recommended areas of learning for children of this age. While that provided for Key Stage 1 and 2 pupils includes all the subjects of the National Curriculum it lacks breadth and depth in geography and music, and the statutory requirements for religious education are not met. The time allocated to the curriculum is below the recommended minimum at Key Stages 1 and 2. There are also weaknesses in the procedures for assessment and in the use of assessment information. There is insufficient monitoring of teaching and the impact of the curriculum on pupils' learning. These weaknesses are significant, restrict pupils' attainment and progress, and are in need of urgent action.
52. The headteacher, who has been in post since September 1999 only, provides the school with satisfactory leadership and educational direction. On arrival at the school she started to consider its strengths and weaknesses. She rightly took immediate action on improving the provision for pupils with special educational needs. She has already started to address the weaknesses in the identification of pupils, and in the review of their position on the school's register of special educational needs. She has also recognised a need to intensively support lower attaining Key Stage 2 pupils for literacy. In her role as special educational needs co-ordinator, she personally provides this support. The headteacher's management of this area, as special educational needs co-ordinator, is effective and results in pupils receiving support that is well co-ordinated throughout the school.
53. All staff work well as a team and are committed to rectifying the weaknesses in the school's provision. There is no deputy or senior teacher but a nominated teacher takes charge of the school in the headteacher's absence. The co-ordinators for literacy and numeracy have clearly defined roles and they fulfil their responsibilities well, including monitoring the quality of teaching. The implementation of the National Literacy Strategy was well led and the school is making good progress in the implementation of the National Numeracy Strategy. The information technology co-ordinator is leading the subject well. Apart from the monitoring of the National Literacy and Numeracy Strategies by the co-ordinators, and the effective leadership of the information technology co-ordinator, there is no monitoring of teaching or the curriculum by co-ordinators. Development of the roles and responsibilities of the co-ordinators was a key issue at the time of the last inspection and the school has made unsatisfactory progress in this area. The management of children under five is unsatisfactory. The class teacher has had little support in the complex task of implementing a suitable curriculum for both the part-time children and the older ones who are five years old and attending full-time.
54. The headteacher does not monitor the quality of teaching or the impact of the curriculum on pupils' learning and this is unsatisfactory. Since taking up her post she has worked alongside pupils in classrooms and has sampled pupils' books specifically for marking and presentation. She has also looked at teachers' weekly planning. Lack of emphasis on the crucial areas of teaching and curriculum mean that the weaknesses in the curriculum had not been identified. The development of a monitoring policy, to be in place by September 2000, is given as a

priority on the school development plan. This is not sufficiently soon.

55. Procedures for school development planning are satisfactory overall but have some weaknesses. The headteacher has recognised the need to involve governors and staff at an earlier stage in the planning process than has so far been the case. The headteacher took responsibility for drawing up a plan for the present year on taking up her post. Considering that she did this with limited knowledge of the school, a satisfactory working document is evolving. The plan is for one year only with only outline planning for the next two years. The timing of the planning process is unsatisfactory at present, and it takes place too late.
56. The governing body is very committed to the school and supportive of the headteacher and staff. It makes the strongest input in areas in which governors have most expertise, such as finance and matters concerning the premises. Governors with specific responsibilities, such as for numeracy, fulfil their roles satisfactorily. The governing body is a 'critical friend' to the school, and is satisfactorily involved in the strategic management of the school. There is a failure to meet statutory requirements in the provision for religious education, in holding a daily act of collective worship, and in the governing body's annual report, as well as the school prospectus. All other statutory requirements are met.

Staffing, accommodation and learning resources

1. There are sufficient appropriately qualified and experienced teachers to meet the needs of the curriculum. The two teachers who are responsible for teaching children under five are trained for this age group. Two teachers are trained for secondary or middle schools but have sufficient experience in teaching pupils of primary school age. The headteacher takes the combined reception and Year 1 class for one and a half days each week. Support staff work a good number of hours to provide assistance to teachers by working with groups of pupils, for example, enabling teachers sometimes to focus on one specific year group in the mixed age classes. Satisfactory induction procedures are in place for new staff, and teachers have appropriately undertaken a wide range of training courses in both subject and management areas. Training needs are identified through appraisal and the requirements of the school development plan. Effective training has taken place in-house in literacy, numeracy and information technology. Although teachers have received training in their areas of curriculum responsibility, not all have had specific training as co-ordinators and this role is not sufficiently developed in subjects other than English, mathematics and information technology. While there are clearer roles for co-ordinators in these three subjects than at the time of the last inspection, too little progress has been made in establishing the roles of co-ordinators for other subjects.
2. The accommodation is good. The building is modern, in generally good condition, and is kept clean. The classrooms are large and well appointed and are enhanced by displays of pupils' work. Useful work areas between the classes enable 'messy' or group activities to take place independently. The attractive school hall provides a space for physical education and lunch as well as for assemblies. Outside, the accommodation is good. The playgrounds are large enough for the number of pupils and are well marked out for games and leisure activities. There are seats placed appropriately in quiet areas. There is an excellent adventure playground, with resilient surroundings, that is extensively used by the pupils. The field is large enough for a good-sized football pitch. The school building, with the exception of the temporary classroom, is suitable for pupils with physical disabilities. The opportunities offered by the accommodation support pupils in making progress and contribute to the standards attained.
3. Resources are sufficient to meet the demands of the curriculum, with some strengths. Resources are good in English, mathematics and art. Those for information technology are also good apart from a shortage of provision for control technology, and have improved since the last inspection. Resources for children under five are satisfactory, except that there are

not enough large building blocks for construction and imaginary play. Learning resources are satisfactory in all other areas. Classes have adequate supplies of most resources, but some are held centrally and are shared. The accessibility of the resources is satisfactory. Each class has its own library area and the range and quantity of books is satisfactory. The school has a good range of equipment to support extra-curricular activities, particularly sport. Local museums and places of interest are also used as effective learning resources and experiences.

59. **The efficiency of the school**

60. The finances of the school are soundly managed and educational developments are supported through well considered planning. The school receives funding which is above the national average per pupil but its expenses per pupil are also high because of the small year groups, and a deficit is forecast for the current year. This will be funded from the contingency of around nine per cent that was brought forward from 1998 to 1999. The governing body has considered the school's financial position and believes that the pupils' education will be best served by maintaining the present small class sizes for as long as possible. Funds are effectively used to support pupils with special educational needs.

1. Management of the school finance is the responsibility of the governing body's finance committee, which meets formally once each term and more frequently informally. The committee is effective. Its members have a clear understanding of the budget problems of a small school and have good financial and management skills. Their meetings are not minuted, however, and this is unsatisfactory. The school development plan, which has governing body input after initiation by the headteacher, covers the current year in detail and two further years in brief outline. The plan is reviewed regularly by the headteacher and this is reported to governors. The school has looked at the trend in pupil numbers and is forecasting a fall of around eight per cent in the next two years. Governors are aware of the adverse effect this will have on the budget and the finance committee has already considered possible strategies to offset the resultant loss of income.

2. The day-to-day financial control presents a mixed picture but is unsatisfactory overall. The administrator maintains the computer based accounts but these are not regularly reconciled with those produced by the local education authority. Financial reports are produced as required to enable the finance committee to evaluate progress against the budget. The school ensures that value for money is achieved in its purchasing with, for example, governors' own professional expertise used to evaluate repair and maintenance quotations. The school was audited recently. Eleven shortcomings were identified and recommendations made. Chief among the shortcomings is a lack of a financial policy and terms of reference for the finance committee, a lack of an up-to-date inventory, a lack of proper authorisation for both purchase orders and invoices, and a lack of an up-to-date audit of the school fund accounts. All these shortcomings indicate that the school's financial control is too informal and this is unsatisfactory.

3. The money allocated for the two pupils with statements of special educational need is used to employ learning support assistants. This is an effective use of resources, as the staff are used effectively to meet the identified needs of the pupils, who make satisfactory progress. Teaching staff are effectively deployed and support staff play an important role in the classroom assisting the teachers. Administrative and premises staff all help with the smooth running of the school. The school makes satisfactory use of the accommodation, and learning resources are thoughtfully and effectively used in most lessons.

64. Taking into account the contextual factors, pupils' broadly average attainment on entry to the school, the average standards achieved by the time pupils leave the school based on the present Year 6, the satisfactory teaching and other aspects of the school's provision, the value for money provided by the school is judged to be satisfactory.

63. **PART B: CURRICULUM AREAS AND SUBJECTS**

63. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

65. Children start school for mornings only in the term in which they have their fifth birthday. They enter a class that has all the Year 1 pupils and, from January, also full-time pupils in the reception year. At the time of the inspection, there were five reception children attending part-time, three of whom were still four years old. The reception children mainly follow the Year 1 subject timetable, consisting of the full literacy hour every day, followed by an outdoor playtime, and then mathematics on four mornings and one physical education lesson. Occasionally, children play outside with wheeled vehicles, or have a choice of practical activities, but there is no detailed planning to ensure a balanced or suitable curriculum. When they start full-time, reception children with autumn and spring birthdays have a balanced programme that includes all six areas of learning. Summer born children move straight from part-time attendance into Year 1, with no preparation for many of the subjects of the National Curriculum. The curriculum for children under five is unbalanced and unsatisfactory and restricts their progress in all areas of learning.

66. The attainment of the small group of children presently in the reception year is unusually high for the school. It is above average, and is close to the attainment of the Year 1 pupils in the same class. These children demonstrated above average attainment on entry to the school in the areas of personal and social development, language and literacy, mathematics, and knowledge and understanding of the world. There are no children with special educational needs in this particular group. Records of baseline assessment for the three terms' intakes during the 1998 to 1999 school year show children's attainment on entry as broadly average. The small number of children entering each term results in considerable variations in the attainment of different intakes. The judgements below on children's attainment relate to the small group which entered the school this term.

67. When working groups are formed according to prior attainment for literacy, there is a mixture of reception children and Year 1 pupils in each group. Children make satisfactory progress and, by the age of five, attainment remains high in the areas of personal and social development, language and literacy, mathematics and physical development. There is only minimal teaching in the areas of knowledge and understanding of the world and creative development, and it is not possible to judge progress in these areas. The children are assessed after three weeks in school using the Oxfordshire baseline. Reading diaries are used well to note progress, but there are no other recording systems used to monitor progress towards the Desirable Learning Outcomes or, for many of this term's intake, within the National Curriculum in English.

63. **Personal and social development**

68. Most children have had pre-school or nursery education and have well-developed personal and social skills when they enter the school. They quickly settle into the new routine in the supportive atmosphere and make satisfactory progress. Most children achieve all targets in the Desirable Learning Outcomes before they are five. They all behave well and this is a key factor in the satisfactory progress noted in other areas of learning. They sit for long periods without fidgeting, as in whole school assembly, where their behaviour is impeccable. Children are responsive to instructions and concentrate well. They quickly establish effective relationships with other children and with adults. They work well independently and as part of a group, for example, in matching pictures to initial letter sounds, or taking turns in a number game. They have very little choice of activity, but stay at their directed tasks until they are completed, persevering even when they are difficult. Children show independence in dressing and in personal hygiene. They have a clear understanding of the difference between

right and wrong, and show a range of emotions, such as joy in moving freely round the hall in physical education lessons or concern if one of them is upset. They respond well to opportunities for their personal development, such as tidying the table where they have been working.

69. The teaching of personal and social development is satisfactory. Consistent and continuous social training encourages the children to respond appropriately in small and large groups, and the warmth and sincerity of praise for their best efforts builds confidence and pride in achievement. Teachers' expectations are consistently high and are shared with children. There are too few opportunities, however, for children to learn independence by choosing their own activities, to explore and experiment, or to develop social skills through imaginative play.

63. **Language and literacy**

70. Children's attainment in language and literacy is above average on entry to the school. They make satisfactory progress and almost all achieve the Desirable Learning Outcomes by their fifth birthday. Some are working confidently within the National Curriculum. Children's listening skills are very good. They are confident speakers in small and large groups, and use a mature vocabulary and sentence structure. By the age of five, all children know all of the letter sounds and names, and enjoy books. Most of the children are fluent readers with a good sight vocabulary, using initial letter sounds and picture clues well to help them make sense of the text. Higher attaining children read with expression from a good range of fiction, non-fiction and poetry books. All write individual letters accurately, and higher attaining children are independent and confident writers. They spell a good number of familiar words correctly, and make good phonic attempts at writing unfamiliar words. These children are starting to use sentence structure and variety in their writing.

71. Children enjoy their literacy lessons. They join in discussions with confidence and behave very well. They enjoy a joke, as when the teacher uses alternative words in the familiar story of 'Red Riding Hood'. They are quick to correct mistakes, as in the sentence 'All the better to flee you with, my dear!' Some children find the lessons over-long, and concentration lapses at the end, but they sit quietly until it is over. They are proud of their achievements and confident in their increasing abilities to read and write.

72. The teaching of language and literacy is satisfactory. Children receive sufficient challenge to move them on in their learning, and many of the teaching points and activities are relevant. Some activities, however, are not suited to the developmental stage of the children. When sorting pictures according to initial sounds, for example, children knew the difference between the sounds made by 'u' and 'w' but were unable to complete the exercise because they did not recognise pictures of an umpire and unicorn. Lessons are too long, with children spending the first hour and a half of the day sitting still. There are very few planned opportunities for the children to develop their conversational skills by speaking to each other.

63. **Mathematics**

73. Attainment is above average on entry to the school. Children make satisfactory progress, and, by their fifth birthday, most have already achieved the Desirable Learning Outcomes. All children count accurately to ten, and most count well beyond this. Higher attaining pupils recognise the numbers 50 and 100 and make up stories involving large numbers. Children are developing a good mathematical language, and use terms such as 'more than', 'holds more' and 'longer than' accurately and with confidence. All children recognise sets of up to three objects without counting, and higher attaining children display advanced mathematical skills when they say that there are 'two more than' when looking at sets of six and four counters.

Children accurately name at least seven colours and correctly identify circles, squares and triangles. Higher attaining children point out cubes, spheres and pyramids when given a selection of solid shapes. In practical situations, children combine and take away objects and understand the concepts of addition and subtraction.

74. Children have positive attitudes to mathematics. They enjoy the practical activities and the challenges they are set. They co-operate well when using the sand and water and share small apparatus considerately. They show good concentration and will persevere independently to solve a problem, accepting support from adults and other children.

75. The teaching of mathematics is satisfactory. Suitable practical activities are provided, and mathematical language is developed well through exploration and discussion. The good relationships enable valuable question and answer sessions to take place, where the teacher assesses the understanding of the children. The teacher provides separate activities for the under-fives and Year 1 pupils, and this poses many organisational and planning challenges. The practical area is out of sight of the main classroom, creating problems of supervision and motivation. There is no detailed planning available to show whether the needs of this group of high attaining children are being fully met, or if knowledge, understanding and skills are being developed sequentially. Conceptually, the higher attaining children are at the same level as many of the Year 1 pupils, and would be capable of doing similar work in many lessons.

63. **Physical development**

76. Children's attainment is above average when they start school. They make satisfactory progress, and most reach the Desirable Learning Outcomes before they are five. Children have a weekly physical educational lesson in the hall, where they show good awareness of space as they move round the hall. They run freely and can change direction and speed at will. All make a good attempt at skipping and hopping, and higher attaining children skip lightly on their toes and hop confidently on either foot. All children bounce and catch a large ball accurately, climb in and out of a hoop and balance a bean bag on their heads while moving round the room and sitting down. They ride wheeled vehicles with confidence. Children hold a pencil with a suitable grip and have good control when writing and colouring. They roll plasticene and form letter shapes accurately.

77. Children really sparkle during physical education lessons. They are very responsive to the teacher's instructions, watch demonstrations carefully and practise to improve. They are proud of their skills, and appreciate those of other children. They change their clothes speedily and look forward to the activities, enjoying the chance to move freely and experiment with the apparatus. Children appreciate the teacher's praise for their best efforts.

78. The teaching of physical development is satisfactory. Good teaching was observed in a physical education lesson in the hall, which was well planned, and proceeded at a good pace, while still allowing the children time to explore and experiment with the apparatus. Expectations of behaviour and performance were high. They were shared with the children and achieved in the lesson. The provision for physical development as shown in the planning and timetable is limited to the one hall lesson and a short time outside when riding wheeled vehicles. There are no planned opportunities for developing physical skills through building with bricks and construction toys, using malleable materials creatively, or increasing manual dexterity through table top activities such as jigsaws. The lack of these activities restricts their progress. No systematic recordings are made of progress in physical development.

63. **Knowledge and understanding of the world**

79. The only planned provision for learning in this area is in the development of information

technology skills through the use of the computer. Children learn to control the mouse to move objects on the screen. They do this with confidence and demonstrate satisfactory skills. Teaching of computer techniques is satisfactory.

80. From discussion with children, it is clear that attainment in the area of knowledge and understanding of the world is above average, and that most are meeting the Desirable Learning Outcomes by their fifth birthday. Children know that plants need water and sunshine to live. They understand the difference between past, present and future as they describe their summer holidays in detail and look forward to Christmas, which some children recognise as the birthday of Jesus. They describe landmarks on their route to school, such as the library, 'nannie's house', or the 'big wall'. They talk about alterations to homes to provide more living space, and describe the materials and machines used in construction. They appreciate that they live in a village, and that towns such as Oxford have traffic lights, many shops and busy streets with special places to cross the road. Children describe models they have made at home, and how they used scissors to cut the card and paper and glue or sellotape to join the pieces together. The children were interested in the discussion and keen to contribute, showing a good desire to learn about and make sense of the world around them.

63. **Creative development**

81. There were no creative activities during the inspection week, and none identified in the teacher's planning for children under five. There is very little evidence in records or displays that these children have been involved in any creative activity, and so it is not possible to make any judgements on standards, teaching or response in this area.

63. **ENGLISH, MATHEMATICS AND SCIENCE**

63. **English**

82. Pupils' performance in the 1999 end of Key Stage 1 tests was above the national average in reading, and broadly in line with the national average in writing. The percentage of pupils reaching the national standard, level 2 or above, was well above the national average in both areas. The percentage reaching the higher level 3 was above average in reading but was very low in writing. No pupils reached level 3 in writing in 1999 or 1998. Taking the three years, 1996 to 1998 together, pupils' performance was close to the national average in reading and above in writing. When compared to the results achieved in schools with pupils from similar backgrounds, pupils' performance in the 1999 tests was below average in reading and writing. In the end of Key Stage 2 tests in 1999, pupils' performance was well above the national average in English. It was above average when compared to the results of similar schools. The percentage of pupils reaching the national standard, level 4 or above, was well above the national average, as was the percentage reaching the higher level 5. Taking the previous three years, 1996 to 1998 together, pupils' performance was above average. Over these three years, girls performed better than boys in the tests for reading and writing at Key Stage 1, and boys performed better than girls in the English test at Key Stage 2. There is currently no discernible difference in the attainment of boys and girls at either key stage. Teacher assessments showed a similar picture to the tests in 1999. The evidence of pupils' school work shows the present Years 2 and 6 as working at a broadly average standard. The difference in the performance of the present Years 2 and 6, compared to that of the previous year, is a consequence of variations from year to year in the attainment of small year groups of pupils, rather than a result of any changes in the school's provision.
83. Pupils' speaking and listening skills are average at the end of both key stages. By the end of Key Stage 1, pupils listen attentively to the teacher and to each other. They answer questions clearly, with higher attaining pupils providing reasons for their answers for example when considering the features of poetry they have read together. By the end of Key Stage 2, most pupils listen carefully and, when answering questions, often give clear reasons for their opinions, such as whether a particular food is for energy or growth during a science lesson. A

minority do not listen with the expected care and attention during whole-class introductions to lessons such as the literacy hour. Few have the skills necessary for sustained debate in a large group. This is largely a consequence of the emphasis placed on question and answer sessions, with fewer opportunities for pupils to enter into detailed discussion of contrasting view points.

84. By the end of both key stages, pupils' reading is at the standard expected nationally. Pupils at the end of Key Stage 1 read confidently and with a good level of understanding. They have favourite story books and explain their reasons for liking them. Higher attaining pupils read very confidently and give thoughtful opinions about the narrative and characters. With the exception of lower attaining pupils, all make very effective use of phonic clues when tackling a difficult word. By the end of Key Stage 2, most pupils read accurately and fluently. They understand the plot and characters in the novels they read and give reasons for the characters' actions. Many have favourite authors. Lower attaining pupils make effective use of phonic and sound-blending skills when a word is difficult, and confidently read some challenging books such as 'The Diary of Anne Frank' even though there are gaps in their understanding of it. All pupils at the end of Key Stage 2 read a suitable range of non-fiction books. They are supported in having breadth in their reading by the teacher's requirement for them to always have a non-fiction book in their book bag as well as a fiction one. Pupils are confident in using text on CD ROM for research.
85. Pupils' attainment in writing is in line with the national expectations at the end of both key stages. Throughout the school, pupils write for a good range of purposes and audiences. Those at the end of Key Stage 1 produce poetry about fireworks or autumn leaves, accounts of visits to Cogges Farm, recipes for toffee apples, safety rules and stories from imagination. Higher attaining pupils select vocabulary well, for example to describe the texture of autumn leaves. There is some inconsistency in the use of simple punctuation. Handwriting is not always neat or evenly formed. By the end of Key Stage 2, pupils write play scripts, explanations such as of a river's journey, letters, and diary entries in role as evacuees in the Second World War. Pupils are aware of the need to adapt the style and structure of their writing according to its intended purpose. Most pupils' handwriting is evenly formed and joined, although not always neat.
86. Pupils make satisfactory progress across the key stages. Most listen with greater attention and give more extended answers to questions. They increase the range of texts they read for pleasure and research, and gain independence as readers. Their awareness of audience and purpose in writing increases, although gains are more limited in effectively drafting and redrafting longer pieces of writing for style and language because there are too few opportunities for this. This limits the progress of higher attaining pupils in particular who are capable of responding to a greater level of challenge. Pupils make the expected gains in spelling, punctuation and grammar. Handwriting improves over time, although improvements in neatness are not always sufficient. Pupils with special educational needs make satisfactory progress overall through work that is matched to their needs, and the effective support provided by teachers and learning support assistants. There are occasional cases where pupils' needs have not been sufficiently identified. As a consequence, these pupils do not receive the support needed and this restricts their progress.
87. Pupils have good attitudes to English and most respond well to the structure of literacy lessons. Pupils of all ages settle well to activities such as brainstorming ideas for poetry in Years 2 and 3 or examining the features of a play script in Years 5 and 6. They work independently while the teacher is occupied with another group, for example, using the computer to plan play scripts or poems. Where their concentration falters, it is usually because they have not been given enough work for the time allowed, rather than through lack of interest and commitment. Year 2 and 3 pupils respond with enthusiasm to opportunities to read poetry together including their own class version of 'Heard it in the Playground'. Behaviour in English lessons is usually good.

88. The overall quality of teaching is satisfactory with some good teaching of the literacy hour at Key Stage 1. Where the teaching of the literacy is most effective, teachers use 'open ended' questions to elicit a range of responses from the pupils, making them feel safe in responding at their own level. There is a good balance of directed teaching and independent work, with activities matched to pupils' differing needs. Pupils are well managed and expectations of the standard they are capable of attaining are appropriately high. In all classes, literacy lessons are well planned. Learning objectives are clearly identified and communicated to the pupils. Introductions to lessons are clear and focused, and time at the end of lessons is used effectively to share good work and reinforce the learning that has taken place. Homework is used appropriately to extend the work done in school. While teaching of the literacy hour is never less than satisfactory, there are some weaknesses at both key stages. Pupils are often given too long for an activity resulting in them feeling no sense of urgency. There is too little challenge for higher attaining pupils especially in Years 5 and 6.

89. The leadership of English has improved since the last inspection when there was no one teacher with overall responsibility. The co-ordinator has competently managed the introduction of the National Literacy Strategy. She takes staff meetings, offers advice to colleagues and oversees the purchase of resources. She has monitored teaching throughout the school and has given individual feedback to teachers. The English curriculum is suitably broad and balanced, but there are too few opportunities for writing at length to use language imaginatively and expressively either in English lessons or through other subjects. This limits pupils' progress in writing and restricts the standards they attain. There is a satisfactory range of assessment procedures, but the information gained is not used in planning the curriculum or in adapting it to meet pupils' differing needs. This is unsatisfactory as it limits pupils' progress and the standards they attain.

63. **Mathematics**

90. Pupils' performance in the 1999 National Curriculum end of Key Stage 1 tests was broadly in line with the national average. It was close to the national average for the percentage of pupils reaching the national standard, level 2 or above, and above the national average for the percentage reaching the higher level 3. In comparison with the results achieved in schools with pupils from similar backgrounds, pupils' performance was below average. In the 1999 tests at the end of Key Stage 2, pupils' performance was well above the national average. It was well above the national average for the percentage of pupils reaching the national standard, level 4 or above, and for the percentage reaching the higher level 5. In comparison with the results achieved in schools with pupils from similar backgrounds, pupils' performance was above average. There was a sharp rise in attainment in 1999 at the end of Key Stage 2 because this year group included a greater proportion of higher attaining pupils than is usually found at the school. Taking the previous three years, 1996 to 1998 together, pupils' performance at the end of Key Stage 1 was well above the national average, and at Key Stage 2 it was close to the national average. Over this period girls performed better than boys at Key Stage 1, but boys did better than girls at Key Stage 2. The evidence of pupils' schoolwork is that the present Years 2 and 6 are performing at an average standard, and that there is little difference between the performance of boys and girls.

91. By the end of Key Stage 1, pupils have a secure understanding of mathematical language and well-developed mental skills. They are quick in investigating number problems and in spotting repeating patterns in number sequences. Pupils count backwards and forwards confidently in tens from a given number and are secure with place value to one hundred and beyond. Higher attaining pupils articulate their thinking well and are quick to apply new methods of working, as when adding nine or nineteen to a number by 'rounding up' to the nearest ten and 'compensating' by subtracting one from the answer. Pupils work with money up to 50 pence. They know how many corners and sides simple two-dimensional shapes have and recognise lines of symmetry. In data handling, they use a wide range of recording methods from tallying to block graphs.

92. By the end of Key Stage 2, most pupils have the expected mental skills, subtracting 54 from 1327 for example, and working confidently in the four rules of number. They competently measure angles in degrees, convert fractions to decimals, study ratio and proportion and calculate the median, mode and mean of a range of data. Most pupils work accurately with numbers to one thousand, partitioning and re-ordering numbers when mentally adding and subtracting. They explain their methods with good use of correct mathematical language and an appreciation of how they speed calculations.
93. Pupils make satisfactory progress across the key stages. Progress is good in mental mathematics and number work as pupils enjoy this aspect of numeracy lessons which are well taught. Pupils develop an increasingly sophisticated range of strategies to aid mental arithmetic. Pupils gain confidence in using their newly acquired mental skills to investigate, debate and calculate, doing so with increasing accuracy. Pupils with special educational needs make satisfactory progress overall. Progress is good when they are withdrawn for teaching that meets their specific needs. It is less good in some group situations in class, where they are unsure what is required of them, and they do not have direct supervision. Higher attaining pupils in Years 4 and 6 do not always make the progress that they should because the teachers' expectations of the standards they are capable of attaining are too low and work lacks challenge.
94. Pupils have good attitudes to mathematics. They respond well to the tight focus of the numeracy hour which ensures success in their learning and builds confidence. The whole-class sessions are popular. Pupils in the Year 3 and 4 class were reluctant to go to lunch until they had played a 'follow me' game, which involved every pupil in calculating answers to a range of challenging mental arithmetic questions. Older pupils say that their new-found ability to 'talk mathematics' and the challenge of discovering and using different strategies has led to improved attitudes. Pupils usually work hard and concentrate well in a group. They share resources well and support each other sensibly in their learning. Only occasionally are there less positive attitudes when lower attaining pupils are reluctant to start their group work after intense mental mathematics sessions, and became restless. Behaviour in mathematics lessons is good. Overall, pupils' attitudes and behaviour support them in making progress.
95. The teaching of mathematics is satisfactory. Teachers have secure subject knowledge, and usually plan effectively for the range of prior attainment in the class. Learning objectives are clear and relevant, and are frequently reviewed successfully in the final part of the lesson. Good relationships and skilful questioning make class sessions fun for the pupils. Where teachers work with groups of pupils, there are good interactions to move pupils on in their learning. Teachers use day-to-day assessment satisfactorily to plan for learning. Teachers and learning support assistants work well together to support children with special educational needs. Homework is set regularly at Key Stage 2 to consolidate class work. Most exercise books are marked thoroughly by teachers, but there are few examples of marking that tell the pupils how they may improve. This results in missed opportunities to move pupils on in their learning and consequently limits their progress. Expectations of pupils' attainment are generally realistic, but much of the work set for higher attaining pupils in Years 4 and 6 is not sufficiently challenging.
96. The effectiveness of the school's strategy for numeracy is satisfactory. The numeracy hour is well established throughout the school, but the promotion of numeracy in other subjects is at an early stage. Graphical and data handling skills are used in science and, to a limited degree, in geography. Information technology is used effectively by the oldest pupils as they design spreadsheets, but there are many missed opportunities in data handling and the use of programs that develop mathematical thinking.
97. Mathematics is led by an enthusiastic co-ordinator who has worked hard to implement the numeracy strategy, to support teachers, and to devise a common weekly planning format. She has started to monitor teaching, and has given useful feedback to teachers to help them

improve their skills. This involvement of the co-ordinator is an improvement since the last inspection. She is now working to produce assessment activities to follow each unit of work so that progress can be measured. Presently, there is no systematic recording of what pupils know, understand and can do to monitor pupils' progress. Assessment information already available in school is not being used to chart attainment from year to year, and to see if groups of pupils and individuals are making sufficient progress. National test papers at the end of Key Stages 1 and 2, and annual test papers for pupil in Years 3, 4 and 5 for the last two years contain valuable information about levels of attainment and where strengths and weaknesses are to be found. Some individual teachers use this important data in their planning, but no analysis is available to help the co-ordinator, headteacher and governors monitor the work of the school and to set realistic targets for the future.

63. **Science**

98. The percentage of pupils reaching the national standard, level 2 or above, in the 1999 end of Key Stage 1 National Curriculum teacher assessments was above the national average. The percentage reaching the higher level 3 was below the national average. Pupils' performance in the 1999 National Curriculum tests at the end of Key Stage 2 was well above the national average. The number of pupils, 100 per cent, reaching the national standard, level 4, was very high. Half the pupils reached the higher level 5, and this was well above the national average. This higher level of performance was a marked improvement on the previous year. Pupils' performance in the 1999 tests was well above average when compared with the results achieved in schools with pupils from similar backgrounds. Taking the previous three years, 1996 to 1998 together, pupils' performance in the end of Key Stage 2 tests was above the national average. During this period boys have performed better than girls. The evidence of school work of pupils presently in Years 2 and 6 is that they are performing at a broadly average standard. The difference in the attainment of the present Year 6, compared with the previous Year 6, is a consequence of variations within small year groups rather than any change in the school's provision.
99. By the end of Key Stage 1, pupils carry out scientific investigations with adult support. They pose questions such as, 'Will an electrical circuit with two bulbs be brighter than one which has only one bulb?'. They make predictions and are aware of some of the factors that make a test fair. They know that there are different sources of light, understand that some are better than others, and know how a shadow is made. They sort materials such as papers according to criteria, for example separating those that are bendy from those that are rigid. Pupils understand the life cycle of a butterfly and know the importance of habitats to different creatures.
100. By the end of Key Stage 2, pupils know that foods can be classified, for example, into growth foods, energy foods, and those which have high fat or sugar content. They understand what constitutes a healthy diet. They are aware of the circulatory system and skeleton of the human body, and the functions of some of the major organs of the human body. Pupils are familiar with the life cycle of a flowering plant and are aware of different methods of seed dispersal and the process of pollination. They have a secure understanding of materials and their properties and of processes such as evaporation. They have the expected knowledge of the earth and beyond and understand forces such as gravity. Pupils have good skills of scientific investigation and show independence in devising a test to identify the factors that make a good shadow. Pupils carefully record the findings of their investigations in a variety of ways such as bar, line and pie charts.
101. Pupils, including those with special educational needs, make satisfactory progress across the key stages. They consolidate and develop their knowledge and understanding across all aspects of the National Curriculum requirements for science. The best progress is in the area of scientific investigation in which pupils develop independence well, gaining a secure understanding of the principle of a fair test. This is an area of the science curriculum on

which the school has placed a good deal of emphasis since the last inspection. In one Year 4 lesson, pupils made good progress as a direct consequence of good teaching, and work that was well matched to pupils' differing needs.

102. Pupils have satisfactory overall attitudes to science, and good attitudes to investigation. They show a good level of enthusiasm and independence when planning and carrying out scientific investigations. In all lessons, pupils concentrate and maintain involvement even when the teacher is occupied with another group, such as when planning a healthy meal in Years 5 and 6. Pupils listen well to the teacher and to each other during class question and answer sessions. Year 1 pupils patiently wait to take a turn in sorting papers according to their properties, and concentrate well as they stick small pieces of paper into sets. They amicably share resources such as glue pots. Behaviour in science lessons is always good. Pupils' attitudes and behaviour support them in making progress.
103. The overall quality of teaching is satisfactory, with some good teaching in Year 4. In the most effective teaching, the lesson is conducted at a brisk pace with effective use made of every minute. Prior learning is consolidated in the early part of the lesson and then quickly built on. There is good demonstration by the teacher to support teaching points, for example, the haphazard use of a torch to demonstrate the need for a test to be fair when investigating shadows. Work and support is well matched to pupils' differing needs, providing challenge for the higher attaining pupils and additional help for the lower attaining ones. In other lessons, the teacher has secure subject knowledge, lessons are well planned, organised and resourced, and pupils are managed effectively. Questioning is used to encourage pupils to think more deeply, for example, about their choice of meals in Years 5 and 6. A weakness of much teaching is that too long is allowed for an activity. In a Year 1 lesson, pupils became restless because the introductory discussion lasted too long. In a Year 5 and 6 lesson, pupils spent more time than necessary drawing a balanced meal, resulting in a lack of challenge for those who are potentially higher attaining.
104. The co-ordinator recognises the action needed to improve provision. She has identified a need for a review of the curriculum in the light of new national guidance, and for the use of assessment information in guiding planning. She is developing testing for the end of Years 3, 4 and 5, in line with the optional National Curriculum tests in English and mathematics. This is a good development. She has responsibility for overseeing resources and managing the science budget. After the last inspection, she observed other teachers and looked specifically at investigative science, an area which has since improved. It is now two years since she monitored teaching. Although she has access to teachers' planning and looks at pupils' profiles annually, there is no systematic monitoring in any form, and this is unsatisfactory. This means that the school cannot adequately identify strengths and weaknesses in its provision and take appropriate action to improve pupils' progress and the standards they attain.

63.

OTHER SUBJECTS

Information Technology

63.

105. Pupils' attainment is above the national expectations at the end of both key stages. Almost all pupils reach the expected level for their age and some achieve beyond this. There is direct class or group teaching every week, and pupils have many opportunities to practise and consolidate their skills.
106. By the end of Key Stage 1, pupils competently select a program icon and load the program. They follow a series of instructions carefully to choose a picture from the clipboard to illustrate their history topic, and import it to link with a text caption, confidently changing the

size and position of the image on the page. They access the tools needed to draw and 'paint' pictures to represent summer. Word processing skills are good. By the end of Key Stage 2, pupils have a good level of technical skill in desktop publishing. They produce high quality news sheets as part of their history and literacy curriculum, with creative layouts including headlines in curved path text, and pictures imported from a CD-ROM. They create and use spreadsheets to support work in numeracy, and write simple programs to make shapes and repeating patterns on the computer screen. They input data to produce tables of information and graphs to support their work in science, for example, when comparing heartbeats.

107. Pupils, including those with special educational needs, make good progress throughout the school. This is as a direct result of the frequency with which they practise skills and the way in which confident pupils support those who are less confident. The weekly practice of word processing skills in the literacy hour enables pupils to quickly learn their way around the keyboard and produce a good amount of word processed work. Following direct teaching for each year group to introduce a new skill, all pupils produce a piece of work linked to a specific curriculum area. Carefully chosen software that builds on the past experience of pupils enables them to build on previous learning and also contributes to good progress. In this way, for example, they develop systematically the technique of linking pictures to text. The purchase of new computers, so that there are now several in each classroom, enables pupils to work alongside each other, and to discuss their progress as they explore new programs and techniques.
108. Pupils enjoy information technology. They have positive attitudes in lessons, and when working in pairs or independently. They treat computers and software with respect. They are keen to demonstrate their skills and have good concentration. Behaviour is very good, and pupils make the most of the time they have to work on the computer, appreciating that it is important that everyone has a fair share. Pupils support each other well, taking pride, not only in their own work, but in ensuring that every one is confident and achieves success. Pupils' attitudes and behaviour contribute to their good progress and the standards they attain.
109. Teaching is satisfactory. Teachers are feeling their way with the new organisation and management challenges involved in demonstrating techniques on a small screen, and in providing time and support for all pupils to practise their skills. They are confident to teach and support the programs chosen for their age group. They ensure that tasks are always linked to current work in other subjects, and that every pupil achieves success. Learning support assistants are used well, particularly at Key Stage 1, to help individual pupils. In some classes, however, while the teacher concentrates on teaching one group of pupils, she has insufficient awareness of what is taking place elsewhere. Consequently, others do not work as hard as they should on the tasks that they have been set, and valuable time is lost.
110. Information technology is led by an enthusiastic co-ordinator, who has good subject knowledge and supports the staff well. She has chosen software and planned the curriculum carefully to make the most of teachers' expertise. Recent purchases, supported by finance from the National Grid for Learning, have ensured that resources are now good. An exemplar folder of work for each age group has been prepared to support teachers' assessment of pupils' attainment. There are currently no procedures for the systematic assessment of work against National Curriculum levels, but the school development plan indicates the school's awareness of the need to develop suitable assessment systems. Planning is comprehensive and thorough, and includes staff training, internet access, a new scheme of work and challenging, but achievable targets for attainment.

Religious education

111. By the end of Key Stage 1, pupils' attainment is below the expectations set in the locally agreed syllabus. By the end of Key Stage 2, it is well below. Pupils at the end of Key Stage 1 are familiar with some Bible stories such as 'The Good Samaritan' and know that the

message of this story is that Jesus wants people to be kind to each other. They are aware of some of the miracles of Jesus such as the healing of Jairus' daughter, and know that the Jewish festival of Hanukkah also marks a miracle that happened long ago. They recognise the significance of Christmas and Easter to Christians. Their knowledge and understanding of principal world religions, including Judaism, is superficial. There is no evidence that pupils study a third religion as required by the locally agreed syllabus. Pupils have only a very little awareness of religious forms of expression, special people and special places. They are not familiar, for example, with places of worship as special places.

112. By the end of Key Stage 2 pupils are aware of a greater number of Bible stories including, for example, 'David and Goliath'. They know of the Jewish festival of Succoth and write harvest prayers. They have extremely limited understanding of principal world faiths. They do not have a body of knowledge about religious beliefs and practice. They do not understand the way in which faiths impact upon the lives of those who follow them, and are unable to identify how being a Christian might have any influence on how a person might wish to live their life.
113. Pupils, including those with special educational needs, make unsatisfactory progress across the key stages mainly due to unsatisfactory teaching and too little coverage of the religious education syllabus. While some understanding of Bible stories is developed, pupils do not gain the expected understanding and awareness of principal world religions including Christianity. They do not develop understanding of the values and beliefs of others because they are not introduced to them adequately. Pupils do not develop a knowledge of the significance of special people, places and things, such as the symbols and artefacts of different faiths. They are not provided with the necessary information to reflect on what they see and hear as part of a process of forming their own opinions and values.
114. Pupils' attitudes to religious education are satisfactory. Year 6 pupils express an interest in world faiths and would like to know about the diversity of religious belief and how faith influences people's lives. Pupils listen attentively when teachers read stories, for example about Hanukkah. They are interested in the menorah, and those in Years 2 and 3 try hard to think of reasons for one candle holder being higher than the others. Pupils quickly settle to individual activities such as drawing the menorah in Years 3 and 4, or drawing a personal symbol in Year 1. Behaviour in religious education lessons is good.
115. The overall quality of teaching is unsatisfactory, although one satisfactory lesson was observed in Years 3 and 4. Teachers do not have sufficient subject knowledge and understanding. As a consequence of the school not paying adequate attention to the locally agreed syllabus, small pieces of information are provided in isolation. This prevents individual lessons from suitably building on pupils' prior learning and experience, and contributes to teachers' low expectations of the standards pupils are capable of attaining. Too little work is set for the amount of time available in lessons. In one unsatisfactory lesson observed in Year 1, the teacher forgot to deliver the final part of the lesson. All these aspects of teaching contribute to pupils making unsatisfactory progress. In the one satisfactory lesson seen, the teacher worked hard to establish pupils' understanding of the significance of the menorah, and worked to rectify pupils' misconceptions about the significance of Christmas. In this lesson, there was appropriate use of questioning to check pupils' understanding, and teaching supported pupils in making satisfactory progress.
116. The curriculum is unsatisfactory and does not meet statutory requirements. The locally agreed syllabus is not covered adequately. The contribution made to pupils' spiritual and cultural development is poor. There are no procedures for assessing pupils' attainment or monitoring their progress. Consequently, work is not planned from an understanding of pupils' needs. There is no monitoring of teaching or the impact of the curriculum on pupils' learning. All these factors contribute to a significant weakness in the quality of education provided by the school, and result in pupils' attainment being low and their progress

unsatisfactory. The provision for religious education is weaker than reported at the time of the last inspection although it was identified that it did not have a regular place on the timetable.

Art

117. Only one full art lesson was observed. Evidence was also drawn from looking at pupils working for short periods at the end of two other lessons, looking at pupils' work on display throughout the school, a scrutiny of teachers' planning, and discussions with teachers and pupils.
118. Much art work is of a higher standard than that normally found for the age of the pupils. Pupils in Year 1 very competently create a thin paint wash background and then use thick paint to print with autumn leaves. Their work shows a good awareness of pattern, and skills in observing the colours and lines in the leaves. Year 2 and 3 pupils, working on the same theme, achieve very good effects in blending inks to reproduce the colours of the leaves. This work shows a very secure awareness of colour, and this is also evident in their prints of Autumn leaf patterns using expanded polystyrene tiles. Year 2 pupils make careful informed decisions about which sort of pencil to use when sketching. Pupils in Years 2, 3 and 4 show good observation of the petals and colours in their pastel drawings of Michaelmas daisies on black paper. Pupils of the same age achieve some interesting and imaginative results in using autumn leaves to create environmental art in the style of Andy Goldsworthy. Year 3 and 4 pupils use colour mixing of the three primary colours well to create autumn colour patterns. Year 4 pupils show the expected level of competence in using shading techniques such as cross-hatching. Pupils in Years 5 and 6 produce impressive large drawings of conkers, making very effective use of graphite sticks, graded pencils and aquarelle pencils. Pupils of this age also work to a very high standard in creating designs involving swirls, rectangles and triangles with materials such as glitter, gold and silver papers and pens, when working in the style of Gustav Klimt. The masks modelled in clay, made in paper mache and decorated by this class, are of a very high standard. The school has maintained the good standard of art noted at the time of the last inspection.
119. Pupils, including those with special educational needs, make good progress as a result of good teaching as they move through the school. They gain competence in using a range of materials such as paint, inks, pencils and clay with an awareness of the visual impact of their work, colour and pattern. They develop skills in collage, printing, painting, drawing and using a range of techniques for shading. Skills of observation and recording improve. Pupils also develop an understanding of the styles of some famous artists.
120. Pupils have good attitudes to art. They take pride in seeing their work displayed. They concentrate well and remain involved for long periods of time. Year 5 and 6 pupils maintain a very high level of involvement as they study the work of Gustav Klimt and meticulously produce their own work based on this. Year 3 and 4 pupils showed keen enthusiasm as they explore light and dark in their observational drawings. Pupils share resources such as paints, pencils and information books amicably and sensibly tidy away at the end of the lesson. Behaviour in art lessons is good.
121. The overall quality of teaching is good, based on the range and quality of work produced and the evidence of teachers' plans. Although teaching in the one full lesson seen in Years 3 and 4 was unsatisfactory, the wider evidence suggests that this is not typical of the school's art provision. Teachers provide a good range of challenging art activities and have high expectations of the standards all pupils are capable of attaining. They have good knowledge of the skills they are developing in the pupils. Lessons are well prepared and resourced, with good management of pupils. Support of pupils working on activities is effective and challenges their thinking.

122. The co-ordinator is aware of what is taking place in art by seeing the work displayed around the school. She offers informal advice to colleagues and has been involved in the teaching of classes other than her own when support has been requested by other teachers. She is aware of the need to increase the opportunities for pupils to engage in three-dimensional art work in addition to the school's strong tradition of two-dimensional work. She is not involved in formally monitoring teaching, although she does have access to teachers' planning should she wish to examine it. There are no assessment procedures in place. This limits the extent to which work can be matched to pupils' differing needs and limits pupils' progress as a consequence. While the good provision reported at the time of the last inspection has been maintained, the lack of monitoring by the co-ordinator restricts further improvement as the school is unable to fully identify present strengths and weaknesses.

Design and technology

123. No lessons were observed in design and technology. Evidence was drawn from looking at teachers' planning, pupils' recorded diagrams, photographs and displays of pupils' work, and discussion with teachers and pupils.
124. The standard of work is broadly in line with that expected for the ages of the pupils. Pupils in Year 1 make well-finished models of houses from reclaimed materials. Working from photographs and sketches of different types of homes they draw and accurately label the key features such as chimney, window and door. Pupils explain how they use commercial kits to make frames for models and experiment with a suitable range of joining and fixing methods before making their models. Pupils' evaluations of their work are honest and informative, for example 'the house was easy to make, but the roof kept falling off', and 'painting was the best part'. Pupils in Years 3 and 4 design a torch. After dismantling a working model, they use their electrical knowledge to design and build their own torches. A 'tree' torch was voted the most attractive model, but was found to be difficult to hold and use. The final version was robust and practical. Pupils in Years 5 and 6 design and make a range of biscuits to meet different criteria such as 'a healthy biscuit', or 'a festive biscuit'. Having tested a range of commercially produced and home baked biscuits, they select and adapt recipes, working in groups to prepare, cook and decorate to their own design. Mistakes are made, and lessons learned, as when a shortbread mixture could not be moulded into the desired shape. The class tasting panel contribute to the evaluation process.
125. Pupils make satisfactory progress as they move through the school. The curriculum has been reduced because of time constraints, but still allows for one project a term and includes the progressive development of skills and the use of a wide range of materials. The full process of designing, making and evaluating is worked through each time, and older pupils are confident to plan each element for themselves, adapting and refining their plans as the project unfolds. Because the whole class works to the same brief, skills are taught sequentially, and it is possible to learn from the successes and mistakes of others, thus aiding progress. There is scope within each project for pupils of all levels of prior attainment to be challenged and enthused. Pupils with special needs make satisfactory progress because each project is undertaken in groups and they are well supported by other pupils.
126. Pupils have good attitudes and enjoy design and technology. Those in Years 1 and 4 talk proudly about their finished artefacts, and are keen to discuss their successes. Year 6 boys who were enthusiastically scraping carrots for their healthy biscuits, were excited at the prospect of creating an original recipe. They shared the preparation tasks happily and were appreciative of the parent who gave up her lunch time to help them. All pupils were caught up in the friendly rivalry of the biscuit making competition, and collaborated well to make their biscuits as tasty and attractive as possible.
127. The quality of teaching of design and technology is satisfactory. Teachers have a good understanding of the requirements of the curriculum and plan effectively to link projects with

other curriculum areas. This provides a context for each project that is meaningful to the pupils and gives the opportunity to introduce a variety of materials. Skills are developed sequentially, because teachers follow the scheme of work and the 'plan, do and review' process closely. The good relationships enable teachers to introduce a spirit of friendly competition into some projects, and this elicits a good response from pupils. Higher attaining pupils in Year 6 are not sufficiently challenged in the evaluating of their biscuit-making project, because the criteria are not sufficiently focused to give data that can be analysed in detail.

128. The co-ordinator has successfully adapted the curriculum to provide one termly topic for each age group. She supports teachers in their planning, ensuring that the Year 3 pupils, who are split between two classes, have a similar curriculum. Teachers assess attainment informally, and record strengths and weaknesses termly for each pupil. There is no skills development checklist for teachers to use as pupils move through the school and to ensure that consistent progress is made.

Geography

129. Only two geography lessons were observed. Evidence was also drawn from a scrutiny of pupils' work, looking at teachers' planning, and discussions with teachers and pupils. The standard of pupils' geographical knowledge, understanding and skills is below the level expected for their age. The limited work seen in books and lessons is of a suitable standard, but pupils receive a restricted, and sometimes repetitive curriculum because the long-term planning has not been followed, and insufficient time has been allocated to the subject.
130. Pupils in Year 1 have some knowledge of transport on an island, and compare this with transport in their own village. They are aware of different modes of transport, and appreciate the need for an airstrip for planes to land. They know that transporting a group of people by boat is only possible on a wide river or across the sea. Pupils in Year 3 have an unsatisfactory knowledge of maps; two higher attaining pupils did not know the constituent countries of the United Kingdom and could not identify the United Kingdom on a map of Europe. Pupils in Year 6 know many facts about lakes, rivers, and the proportions of the world covered by fresh and salt water. They appreciate the importance of clean water to sustain good health. They have a good knowledge of rivers, gained from two separate studies during Key Stage 2, and first hand learning on their field studies at Yenworthy during a residential visit. They have studied their own village in connection with slate quarrying during a topic with an historical bias, and know a little about mountainous regions of the world. Other aspects of these pupils' geographical knowledge is poor and, despite making many visits to contrasting localities, they have not acquired the knowledge or skills to effectively compare and contrast settlement in these areas with Stonesfield. The only study of any countries other than England that Year 6 pupils could recall was learning about the River Nile during a topic on Ancient Egypt. Map skills are poor; for example, Year 6 pupils spoken to did not know what contour lines are or how to use four figure co-ordinates to locate features on an Ordnance Survey Map.
131. Progress in knowledge, understanding and skills as pupils move through the school is unsatisfactory for all pupils, including those with special educational needs. Pupils have a satisfactory understanding of the topics they study, but new work does not build on previous learning. For example, the pupils in Year 3, whose knowledge of the United Kingdom is unsatisfactory, are currently learning about continents and the equator. There is no development of skills, such as map skills, as pupils move through the school. There is no record of what each year group has learned, and, because the scheme of work has not been followed, topics have been repeated, such as the river studies for pupils now in Year 6. The time allocated to the subject is barely sufficient. All these factors combine to make a narrow and fragmented curriculum that does not enable pupils to make satisfactory progress.
132. Pupils have good attitudes to geography. Those in Year 6, when learning about a girl whose life was dedicated to collecting a small quantity of muddy water to keep her family alive,

showed compassion and concern. They are very interested in their current water topic, researching at home to see where water is used, and enjoying extending their knowledge of where water is to be found in the world. Younger pupils respond well and show good levels of interest, concentration and behaviour. Behaviour in the lessons seen was good.

133. The overall teaching of geography within the isolated projects offered is satisfactory. Topics provide a varied programme that includes practical activities wherever possible, and are presented thoughtfully to engage the interest of the pupils. Teachers have satisfactory subject knowledge and use resources well to engage and hold the interest of the pupils. Older pupils are encouraged to support their learning in school with research at home, and this enables higher attaining pupils to extend their learning. Teachers do not pay sufficient attention to what pupils have learned previously, in order to build on existing knowledge and skills.
134. The co-ordination of geography is unsatisfactory. The co-ordinator is new this term and plans to review the curriculum during this school year. Meanwhile, the fragmented curriculum, limited time allocation and low attainment of the pupils are not being addressed. Resources are unsatisfactory, with no aerial maps, and few resources to support the progressive development of map skills. The lack of monitoring, weaknesses in the curriculum and resources, all limit pupils' progress and the standards they are capable of attaining. The provision for geography is significantly weaker than that reported at the time of the last inspection.

History

135. Only two lessons were observed during the inspection. Evidence was also gained from a scrutiny of pupils' work, discussions with teachers and pupils, and a study of teachers' plans.
136. Pupils' work in history is at the standard expected for their age. Pupils in Year 1 have a sound grasp of sequencing and chronology in relation to their own lives. They talk knowledgeably about their study of everyday artefacts from the past. They describe how a range of irons can be placed in chronological order from the oldest to the most modern and be related to a time line. They know that irons were once heated in the fire because there was no electricity. Pupils in Years 3 and 4 use secondary sources with confidence as they study photographs of paintings and artefacts to find out more about the lifestyle of Ancient Egyptians. They are persistent in their enquiries, making deductions, comparing with their own lifestyles and raising questions for others to answer. They share their ideas with confidence, and record their findings thoughtfully, giving reasons for their deductions. Pupils in Years 5 and 6 have in-depth knowledge of the local slate industry in the nineteenth century, supported by first hand experience gained from studying a good range of documents and artefacts. Some of the work produced is of high quality, including the news-sheets telling of a disaster in the local industry that they developed in literacy lessons using their desktop publishing skills.
137. Pupils make satisfactory progress in their historical knowledge, understanding and enquiry skills as they move through the school. The emphasis on first hand learning ensures that pupils are involved in decision-making and make hypotheses based on previous studies. This helps them develop a sense of chronology that links the study units at Key Stage 2. They develop a feel for period that enables realistic comparisons to be made between the periods they have studied and also with their own lifestyle. Pupils with special educational needs make satisfactory progress. They are well supported in their learning through working in a group with others, and appreciate the practical activities where they can make their own contribution to the research of the class.
138. Pupils have good attitudes to history. They appreciate the variety in the lessons and the opportunity for independence and decision making in their work. They are keen to discover

how people worked and played in the past. Year 4 pupils are fascinated by a photograph of an Ancient Egyptian game, for example, and they concentrate well as they tackle questions concerning who used it and how it was played. Pupils listen well to each other as they share their findings, and ask questions that reveal their interest. Photographs in the school records show pupils dressed in 'togas' enjoying a 'Roman' feast.

139. The quality of teaching is satisfactory. Teachers make good use of resources. They encourage pupils to make their own decisions about life in Egyptian times, skilfully aiding their research by pointing out details in the photographs and helping pupils make connections in their learning. They have satisfactory subject knowledge and expectations of what pupils of this age are able to achieve, both by themselves, and with support. These aspects of teaching enable pupils to make progress. There are also some weaknesses in teaching which restrict progress. The pace of a Year 4 lesson is slowed when pupils are expected to record information that they had already discovered and noted and there is too little additional challenge. In one lesson, the teacher unnecessarily interrupted pupils giving presentations to the class and the speakers were unsure of their role in the three-way conversation that ensued.
140. The overall co-ordination of history is satisfactory although planning for the development of history is unsatisfactory. Informal assessments of attainment are made each term, but there is no whole-school system of assessing pupils' attainment, monitoring their progress, or supporting planning for future topics. This is unsatisfactory and restricts pupils' progress.

Music

141. No class teaching was observed during the inspection. Observations were made of singing in whole school assembly and during a singing lesson for the whole of Key Stage 2. A scrutiny was made of taped compositions by Year 3 and 4 pupils and photographs of pupils playing the recorder and other instruments during a sharing assembly and at a school concert. Discussions were held with teachers and older pupils.
142. Standards in music are below those expected for the age of the pupils and are lower than at the time of the last inspection. The sound effects that pupils in Years 3 and 4 compose to complement descriptive writing of climbing steps and exploring Kenilworth castle are original and were performed with enthusiasm and commitment. The compositions are of a standard more typical of pupils in Year 2, however, with no structure and little attention given to the quality of sound produced by the percussion instruments. Singing in assembly is lacklustre, and a number of older pupils do not participate. Pupils in Year 6 hold a part competently while singing the round 'London's burning', and vary the dynamics as indicated by the teacher. Many struggle to maintain the required pitch, however, and their singing lacks expression and enthusiasm. Pupils in Year 6 do not have the expected musical vocabulary and are unfamiliar with musical terms such as 'pitch', 'tempo', 'dynamics' and 'score'. They have little experience of playing music from a simple pictorial or notational score, and have not had the opportunity to devise their own methods of recording their compositions.
143. Pupils, including those with special educational needs, make unsatisfactory progress as they move through the school. This is largely the result of unsatisfactory teaching. The two-year curriculum rolling plan is not being followed, and the only music currently taking place at Key Stage 2 is the weekly singing practice, where two classes are taught together. The photographic evidence shows that pupils do have the opportunity to sing and play instruments when performing for parents on several occasions each year, but there is no regular teaching to develop composing, listening and appraising skills to a satisfactory standard.
144. Pupils' response to music lessons is unsatisfactory, based on the evidence of the lesson

involving the whole of Key Stage 2. In the lesson seen, and in assembly when asked to sing a well known hymn, there was no enthusiasm and, even when requested, some made only a token effort to join in. Pupils are generally well behaved but there is little commitment. Any praise pupils receive in the large groups is so general, and usually concerned with behaviour and commitment rather than the quality of singing, that there is no incentive to improve.

145. The overall teaching of music is unsatisfactory because it does not support the sequential development of knowledge, understanding and skills over time. The teaching in the lesson seen was unsatisfactory. In this lesson, the teacher used a very limited range of strategies for introducing new songs. There was insufficient enthusiasm from the teacher which meant that pupils were not inspired to participate. Expectations of standards pupils were capable of attaining were too low, and an unsatisfactory performance from the pupils was accepted. There was little coaching to improve during the lesson. A lively Christmas song with words that were just asking to be chanted rhythmically, was made to seem difficult and uninteresting.
146. The time allocation for music is much too short, particularly for younger pupils, who are allocated less than half an hour weekly. Many opportunities for promoting music within the school are missed, such as discussing the music played in assembly. Pupils who learn the recorder at an after school club, and those having instrumental music lessons, are not sufficiently involved in music making in assembly or in sharing their musical expertise during class lessons. The contribution of music to the cultural development of the pupils is unsatisfactory. The co-ordinator has nearly completed a new scheme of work, but she does not regularly monitor planning and has no whole-school picture of what is being taught, or of the time spent on teaching music. There is no record of what has been taught to each year group, and no procedures for assessment are in place. All these factors severely restrict pupils' progress. The provision for music has declined since the last inspection.

Physical education

147. Two lessons were observed in dance in Years 1 to 3, and one in swimming in Years 5 and 6. Other evidence was drawn from photographs of physical education activities, looking at teachers' planning, and discussions with teachers and pupils.
148. Overall standards in the physical education activities seen are in line with those expected for the age of the pupils. In dance, Year 1 pupils show a good awareness of the space around them. They control their movement well as they respond to music, for example gently spinning to mirror calm episodes in the music. They have a secure movement vocabulary, correctly using terms such as 'roll', 'stretch', 'curl' and 'pace'. Most view their work critically and make appropriate suggestions as to how they and others might improve their dance. Pupils in Years 2 and 3 use movement expressively, selecting some imaginative starting positions. They produce fluent movements individually, also working successfully in pairs and groups. They use pace well in matching movement to music.
149. Pupils, including those with special educational needs, make satisfactory progress across the key stages. There is good progress in some individual lessons in dance and swimming. In dance, pupils gain greater co-ordination and physical control. They increase their capacity to use movement expressively and to capture the mood of the music in doing so. They develop skills in working with others, in pairs or small groups, to create movement sequences.
150. Pupils have good attitudes to physical education. They change quickly and quietly to go to the hall and take the activities very seriously. Pupils listen carefully to instructions and follow them well. Year 1 pupils appreciate the performances of other pupils in their class. Those in Years 2 and 3 work hard to devise movements and are keen to improve their performance. They offer sensible suggestions as to how others might improve their work as well as

reflecting critically on their own performance. Behaviour in physical education lessons is consistently good. Pupils' attitudes and behaviour support them in making progress.

151. The overall quality of teaching, based on the full range of available evidence, is satisfactory. Teachers have satisfactory subject knowledge and plan activities appropriate to the age of the pupils. Lessons are well prepared and the management of pupils is good. Warm up and cool down activities are used well. There is good use of demonstration by the teacher with pupil exemplars used well. Praise is used effectively to recognise good work and motivate pupils further. These aspects of teaching support pupils in making progress. A weakness in a Year 1 lesson was that too long was allowed for group work. These young pupils do not have the necessary capacity for concentration for this amount of time in generating ideas as they were requested to do.

152. A range of extra-curricular sporting activities such as football and netball enhance the physical education curriculum and are made possible through the support of parents. A weakness in the curriculum is that very little time is allocated to physical education and pupils in Years 5 and 6 have no other physical activity this term other than swimming. There are no assessment procedures for physical education, and so the curriculum is not adjusted in the light of pupils' prior attainment. There is no monitoring of the teaching of physical education or of the impact of the curriculum on pupils' learning. All these factors limit pupils' progress.

63.

Swimming

1. The inspection of this school included a focused view of swimming which is reported below.
2. By the time they leave the school, most pupils are confident swimmers and have made good progress. At the end of the 1998 to 1999 school year, about three-quarters of pupils were able to swim 25 meters unaided. Pupils begin swimming in Year 2 and have tuition during one of the terms in each subsequent year. They respond enthusiastically to the opportunity to swim and eagerly look forward to their weekly lesson. Their behaviour in the pool is very good and they follow instructions diligently. They respond well to new challenges and are continually trying to improve their ability and range of skills.
3. Swimming takes place at Witney, with teaching by a trained instructor, the class teacher and two parent volunteers. The lessons are well taught and teachers and volunteers all have a good knowledge of the basic skills and the ability to put these across in a practical and motivating way. Lessons contain plenty of challenge and proceed at a brisk pace, and the planning is sufficiently flexible to enable each pupil to progress at a rate which they are comfortable with.

155. **PART C: INSPECTION DATA**

155. **SUMMARY OF INSPECTION EVIDENCE**

156. The inspection was undertaken between 15 and 18 November by a team of three inspectors, including a lay inspector, who spent a total of 11 inspector days in school.

- 30 lessons were observed and evaluated, with a total of 23 hours 35 minutes spent in classrooms while teaching was taking place.
- Discussions were held with members of the governing body, teaching and non-teaching staff, and a cross-section of the pupils.
- Documentation was analysed prior to and during the inspection, including curriculum and other policies, subject documentation, service and administrative records, school registers, written reports to parents, samples of pupils' records and individual education plans for pupils with special educational needs.
- A range of pupils' work was examined from each year group for the current year. A sample of work from the last school year was also seen, including the work of pupils now in Year 7 and attending another school.
- Pupils' progress in reading and mathematics was examined.
- The views of parents were considered through analysis of pre-inspection questionnaires and a meeting attended by 16 parents.

· **DATA AND INDICATORS**

· **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	99	2	15	3

· **Teachers and classes**

· **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	4.7
Number of pupils per qualified teacher:	21:1

· **Education support staff (YR – Y6)**

Total number of education support staff:	4
Total aggregate hours worked each week:	55

Average class size:	25
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· **Financial data**

Financial year:	1998/1999
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	£
Total Income	191214
Total Expenditure	188429
Expenditure per pupil	1922
Balance brought forward from previous year	14957
Balance carried forward to next year	17742

PARENTAL SURVEY

Number of questionnaires sent out:	104
Number of questionnaires returned:	37

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	38	57	5	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	46	49	5	0	0
The school handles complaints from parents well	11	62	14	5	0
The school gives me a clear understanding of what is taught	19	76	3	3	0
The school keeps me well informed about my child(ren)'s progress	19	70	11	0	0
The school enables my child(ren) to achieve a good standard of work	22	70	5	3	0
The school encourages children to get involved in more than just their daily lessons	24	70	3	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	16	51	14	14	3
The school's values and attitudes have a positive effect on my child(ren)	30	62	0	5	0
The school achieves high standards of good behaviour	16	62	19	0	0
My child(ren) like(s) school	49	41	8	3	0

Percentage of questionnaires returned: 36%

Not all questions were answered on all questionnaires. As a consequence, responses do not always total 100 per cent.