

INSPECTION REPORT

Chadlington Church of England Controlled Primary School
Chipping Norton

LEA area : Oxfordshire

Unique Reference Number : 123096

Headteacher : Mr G Hunt

Reporting inspector : Mr G Bassett 21500

Dates of inspection : 27th – 29th September 1999

Under OFSTED contract number: 707721

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

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INFORMATION ABOUT THE SCHOOL

Type of school :	Primary
Type of control :	Church of England Controlled
Age range of pupils :	4 – 11 years
Gender of pupils :	Mixed
School address :	Chadlington Church of England Primary School Church Road Chadlington Oxfordshire OX7 3LY
Telephone number :	01608 676366
Appropriate authority :	The Governing Body
Name of chair of governors :	Mrs C Magee
Date of previous inspection :	February 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr G Bassett, Registered Inspector	Mathematics Information technology Art Music Design and technology Physical education Special educational needs Provision for traveller children	Attainment and progress Teaching Leadership and management Efficiency
Mrs C Murray Watson, Lay Inspector		Attendance Support, guidance and pupils' welfare Partnership with parents and the community Staffing, accommodation and learning resources
Mrs L Wright	English Science History Geography Religious education Under fives Equal opportunities	Attitudes, behaviour and personal development Curriculum and assessment Spiritual, moral, social and cultural development

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MAIN FINDINGS

What the school does well

- The head teacher gives a clear educational direction to the work of the school
- The governing body has greatly improved its involvement in the management of the school.
- By the time the pupils leave the school, they attain standards that are above average in English, mathematics and science.
- The pupils make good progress due to the quality of teaching. It is at least satisfactory and nearly half of the lessons are good.
- The quality of the pupils' work in art and in design and technology is above the expected standards for their ages.
- The school knows the pupils well and promotes their good attitudes to work and encourages them to care for each other.
- The provision for the children who are under five is good.
- The provision for the pupils' moral, social and cultural development is good.
- The information provided for and the involvement of parents is very good. The enrichment through links with the community is very good.
- The quality of provision for the pupils with special educational needs and for the traveller children is good.
- The quality of the financial planning and administration is good.
- The pupils' attendance is very good, overall.

Where the school has weaknesses

- I. The school produces a substantial amount of planning papers but the written half-termly plans do not identify sufficiently well what skills, knowledge and understanding are to be taught and assessed. It is not clear from the plans how the learning objectives become increasingly more challenging to ensure that the pupils make progress.
- II. The pupils' standards in information technology, although they have improved recently, are lower than the expected levels for their ages.
- III. The school does not monitor the quality of the teaching sufficiently well.
- IV. Although the school has systems to record the pupils' assessments, these procedures are often too complex and need to be simplified so that the teachers can complete them easily and the pupils' progress can be quickly monitored.

Chadlington Primary School is a good school, where the few weaknesses are far outweighed by the many strengths that are evident. Where there are weaknesses, they will form the basis of the governors' action plan, which will be sent to all parents and guardians of the pupils of the school.

How the school has improved since the last inspection

The school has made good improvements since the last inspection.

The pupils' standards of attainment in English, mathematics and science at the end of both key stages have greatly improved. Their standards at the end of Key Stage 2 are now above average and the pupils' progress is good. The quality of the pupils' work in design and technology has greatly improved and is now above the expected levels for their ages. The quality of teaching has been substantially improved and is now at least satisfactory, and nearly half the lessons seen were good. The requirements of the National Curriculum are now met but there are still omissions in the curriculum provided for information technology. Other resources are now adequate and the provision of musical instruments has been enhanced. The pupils are given more opportunities to develop creative ideas and to accept responsibility for their learning especially in numeracy and literacy. The coverage of multi-cultural development has been strengthened and is now satisfactory. The school is beginning to make use of published schemes for many subjects and has adopted successfully the national priorities for literacy and numeracy. The school has compiled its own schemes of work for art and music.

The school is well placed to continue to make improvements to the quality of education provided.

Standards in subjects

The table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

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

In the table above it can be seen that in 1998 the results of the national tests for 11 years olds are portrayed in English as above average, for mathematics, well above average and for science, as average. However, the cohort for these results was small and therefore the results cannot be considered totally accurate or reliable. The results for last year have not been compared with the national picture yet, but the pupils who sat the tests in 1999 performed better than those of the previous year.

The results of national tests for 7 year olds were below the expected levels for their age in mathematics and writing but above the expectations in reading. From lesson observations and the scrutiny of the pupils' work, it is clear that the pupils make satisfactory progress and now attain standards that are in line with the expectations for pupils of their age in almost all subjects. There are exceptions and these are information technology where the quality of the pupils' work is below the expected levels and in art and design technology where it is above expected levels. In religious education the quality of the pupils' work is in line with the expectations for their age in the locally agreed syllabus

From lesson observations and the scrutiny of the pupils' work at the end of Key Stage 2, it is clear that the pupils make good progress and that the standards they attain are above average in English, mathematics, science, art and design and technology. However, they are below the expected levels in information technology and their progress is unsatisfactory. Although there is evidence of some effective work, for instance in the use of the Internet in history, insufficient use of the computers is made across the curriculum. In religious education the quality of the pupils' work is in line with the expectations for their age in the locally agreed syllabus. In all other subjects, the quality of the pupils' work is in line with expectations for their age.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Good	Good
Mathematics	Good	Good	Good
Science		Satisfactory	Satisfactory
Information technology		Satisfactory	Satisfactory
Religious education		Satisfactory	Satisfactory
Other subjects	Good	Good	Satisfactory

The quality of the teaching seen throughout the school was good in almost half of the lessons seen. In all other lessons seen the quality of teaching is satisfactory. During the inspection, there was no evidence of unsatisfactory teaching. The quality of one lesson was very good. There is however, insufficient coverage of the curriculum for information technology. The school is unable to teach control and modelling sections of the curriculum because the teachers' lack of appropriate training in the use of equipment and programs provided.

The teaching of the children under five and in Key Stage 1 is particularly strong with two thirds of the lessons observed being of a good quality. In Key Stage 2 the quality of the teaching was good or better in nearly half of the lessons seen.

Most lessons are brisk and raise the pupils' levels of concentration. The tasks are well matched to the needs of the pupils especially those with special educational needs. The teachers have secure knowledge of the subjects they teach and are gaining confidence and knowledge about the uses of information technology across the other subjects. They plan their activities well and give the pupils clear explanations of what they are expected to do. They link the learning to work previously covered and this is done especially well over a long period as the pupils are taught by the same teacher for several years. This has a good impact upon the pupils' learning, as their experiences from previous years become more important and part of their whole cycle of learning.

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	The pupils' behaviour is nearly always good and this has a positive impact upon the atmosphere in each classroom and upon their attitudes to their work.
Attendance	The attendance of almost all the pupils is very good. They arrive at school promptly and the lessons begin and finish on time
Ethos*	The pupils' attitudes are good and this creates a positive purposeful climate for learning. There is a commitment to achieving high standards in all areas of the pupils' development. All pupils in the school are integrated very well. The ethos of the school is good.
Leadership and management	The head teacher provides a clear educational direction to the work of the school. The governing body takes a much fuller and improved role in the management of the school. The governors give support to the staff and the head teacher. They help with the financial decisions and with the setting of the school's development plan and the prospectus.
Curriculum	The curriculum is broad and balanced. It meets the statutory requirements with the exception of information technology where the teachers, because of lack of training, do not teach the use of control and modelling technology.
Pupils with special educational needs	The pupils make good progress against the targets set in the individual educational programmes. The provision is good.
Spiritual, moral, social & cultural development	The pupils' spiritual development is satisfactory. The pupils' developments in the moral, social and cultural aspects of the curriculum are good.
Staffing, resources and accommodation	The staffing level is adequate. The learning support assistants bring many skills and talents to the school and these are used well. The resources are satisfactory with the exception of the use of some of those for information technology. The accommodation is clean and provides a good environment for learning.
Value for money	The cost per pupil is high when compared with the national figures for most schools. The quality of the teaching is good and greatly improved and the pupils' progress is good and their attainment in English, mathematics and science is above average. The ethos of the school is good and thus the school provides good value for money.

* *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
V. The school enables their children to achieve good standards of work. VI. The encouragement that the school gives to parents to play an active role in their child's education. VII. The school staff are easy to approach with questions or problems.	VIII. A small number of parents expressed at home.

The inspection team finds that homework is set throughout the school but there are occasions when it is not valued highly enough to encourage the pupils to do it on time. The school is steadily moving towards the national recommendations but there are occasions when the amount set for the older pupils is not yet sufficient. The team endorses the positive views of the parents.

KEY ISSUES FOR ACTION

The governors, head teacher and staff should continue to build upon the procedures already established to improve the quality of education and to raise standards further by:-

a. improving the planning of the curriculum to:-

i)ensure that the skills, knowledge and understanding, that become increasingly more challenging whilst building upon the pupils' previous learning, are identified precisely in the half termly written plans for each subject, (Paragraphs 35,46)

ii)ensure that the half termly written plans

a) have a common format

b) are easy to maintain so that the coverage of each subject can be more easily monitored against the references in the programmes of study, (Paragraphs 34,70)

iii)ensure that these plans contain the focus of the work and assessment opportunities and can be used to inform the weekly plans and what the teachers intend to assess. (Paragraph 39)

a. improving the quality of the pupils' work in information technology by

i)raising the pupils' levels of skills, knowledge and understanding across the whole information technology curriculum and through the use of the computers in other subjects,(Paragraphs 37,130)

ii)enhancing the teachers' skills and knowledge through further training. (Paragraph 136)

a. reviewing the systems for recording the pupils' assessments so that procedures are simpler to carry out and the pupils' progress is easier to monitor and to interpret. (Paragraph 39)

b. monitoring the teachers' planning and the quality of the teaching throughout the school. (Paragraph 66)

c. The governors should endeavour to prevent the potential dangers of falling masonry from the adjacent barn.(Paragraph 59)

e. Other measures that the governing body should consider include:-

To reconsider the amount of teaching time spent by the head teacher in order that he has time to monitor the quality of the teaching and learning more effectively throughout the school. (Paragraph 83)

e. INTRODUCTION

Characteristics of the school

1. Chadlington Church of England Controlled Primary School is a small school situated in a village to the south of Chipping Norton Oxfordshire. It takes children from the villages of Chadlington , Dean and Spelsbury. The pupils come from wide social and economic backgrounds. The number of pupils eligible for free school meals is 12 and this is average.
2. The profile of the children's attainment when they start school varies from year to year. Some cohorts contain a wide range of abilities. An analysis of the school's baseline assessment for intake last year shows attainment to be clustered around above average. The school admits pupils in the term before their fifth birthday. At the time of the inspection, there were four pupils in this year's reception group compared with 8 at the end of last year. They are taught in a class with eight Year 1 and twelve Year 2 pupils. During the inspection, there were only four children under five, who were taught in the reception class with the other three age groups.
3. The school caters for pupils from four to eleven years of age. There are 60 pupils on roll, about the same number as at the last inspection. There is a similar number of boys and girls in the school.
4. There are 13 pupils on the special educational needs register, one of whom has a statement of special educational need. The proportion of pupils on the special educational needs register is above the national average. All of the pupils speak English as their first language.
5. The admission number for the school is 10. The school's admissions procedure allocates places to pupils in the identified area. The governing body considers allocation of any available places to pupils living outside this area and gives preference to children who have a sibling already attending the school, those with family connections and to others on social or medical grounds.
6. The accommodation was greatly improved with extensions prior to the last inspection. It is now in full use.

The school aims include the following:

To create and maintain a caring and safe environment for all children.

To ensure that children are inspired to learn and are given the ability to develop their full potential in all aspects of school life. Children will be given access to high quality teaching and learning opportunities to help them achieve this potential.

To encourage every member of the school to support each other and to celebrate in each other's success.

The school's current priorities for development include:

the introduction of the numeracy hour,
the development of ICT training and equipment,
to continue the literacy training,
to improve the provisions for the under fives,
to continue the governors' training programme.
to continue the staff development.

Key Indicators

Attainment at Key Stage 1 table not printed as there was fewer than 10 pupils in the year group

Attainment at Key Stage 2 for 1999. As there was fewer than 10 pupils at Key Stage 2 in 1998 the results for 1998 are not published here.

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

Year	Boys	Girls	Total
1999	3	7	10

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	3	2	3
	Girls	7	6	7
	Total	10	8	10
Percentage at NC Level 4 or above	School	100	80	100
	National	70	69	78

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	3	3	3
	Girls	6	8	8
	Total	9	8	8
Percentage at NC Level 4 or above	School	90	80	80
	National	n/a	n/a	n/a

Attendance

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

		%
Authorised Absence	School	5.7
	National comparative data	5.7
Unauthorised Absence	School	0
	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	4%
Satisfactory or better	96%
Less than satisfactory	0%

6. **PART A: ASPECTS OF THE SCHOOL**

6. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

6. **Attainment and progress**

1. Since the last inspection the pupils' attainment throughout the school has improved substantially. By the time they leave the school at the end of Key Stage 2, the proportion of pupils that reach the expected standards or above is now above average in English, mathematics and science. At the time of the previous inspection, the standards were in line with the expected standards for their age. The pupils' attainment at the end of Key Stage 1 has also improved significantly to be in line with the national average, whereas previously the results show that standards were below those expected for seven year olds.
2. The baseline assessment profile shows that the level of attainment of the children on entry to the school varies from year to year. An analysis of the school's baseline assessment for last year's intake shows attainment to be clustered around above average. Even so there are a few pupils who have low attainment levels when they enter the school, many unable to recognise letters or able to use a pencil.
3. At the time of the inspection there were only four children in the under fives age group. They listen carefully to other pupils' contributions to class discussions and tell their own news confidently and clearly in appropriate phrases and sentences. They share ideas readily and their vocabulary develops rapidly. They talk in increasingly well - developed sentences. They enjoy looking at books and most are able to identify some letters and familiar words in the text. Their writing skills develop steadily and they write some letter shapes and their names independently. In mathematics they can replace the missing numbers in sequences correctly and add or take away 'one' accurately. They use the terms 'longer than' and 'shorter than', and 'more' and 'less', correctly and in context. They recognise coins and use them to buy toys.
4. They investigate the school environment and make detailed observational drawings of what they find. They know about themselves and offer ideas as to how they might keep their bodies strong and healthy through exercise. They begin to understand that human beings pass through several stages from babyhood to old age, and reflect upon their own development and experiences. They draw pictorial maps of real and imaginary places. The children use the computer keyboard and mouse confidently. They understand the need to play fairly and co-operate in games. They use space well to travel across the hall floor on their hands and their feet, controlling their movements as they do so, and being still when required. They develop good responses to sounds and music in their movement. They sing confidently and tunefully and know the difference between loud and soft sounds. The children paint confident and colourful images and draw sensitively with a good eye for detail. They create two and three dimensional images and models using a variety of media. They make good progress and by the time they are five, they are well prepared for learning programmes based on the National Curriculum.
5. Since the last inspection the pupils' standards at the end of Key Stages 1 and 2 have improved in English, mathematics and science.
6. The results of the 1998 national tests and assessments in English for seven year olds show that the proportion of the pupils that reached the expected levels in reading was close to the national average, but below average for schools of similar size and pupils' backgrounds. In this year's tests 1999, the results of which have yet to be compared nationally, the proportion of pupils attaining the expected levels show an overall improvement, with a significant improvement at the higher level.
7. The 1998 test results for eleven-year-olds showed attainment in English to be above the national average and well above the average at the higher level. The pupils' performance overall was well above the average for similar schools. This year's test results show that all the pupils attained standards in line with the expected level for their age, and of these nearly half reached a higher level.
8. The quality of the pupils' speaking and listening meets expectations at the end of both key stages. By the end of Key Stage 2 the pupils make good progress and most of the pupils are able to explain their views clearly and logically. They have a clear grasp of Standard English. The pupils make sound progress in their reading through Key Stage 1, achieving standards that match expectations by the time that they are seven, with some pupils exceeding this. By the age of eleven the pupils make very good progress and achieve above average standards. Most of the pupils are accurate, fluent and expressive readers, using punctuation

in the text to help them phrase their reading, and reading ahead so that they are prepared for what is coming.

9. Whilst the level of the pupils' attainment in writing matches national expectations at the end of Key Stage 1 and exceeds them at the end of Key Stage 2, they are not so high as attainment in reading. At Key Stage 1 the pupils make sound progress across a wide range of writing activities, such as making lists, writing instructions and writing stories creatively, and almost all reach the expected level with some achieving more highly. By the age of eleven the pupils have made good progress and they achieve above average standards. Most pupils write with imagination and develop the narrative in a range of forms, such as analysing Romeo and Juliet's characters, and retelling a parable in a contemporary context.
10. The results of the national tests for 1998 in mathematics at the end of Key Stage 1 show that the proportion of the pupils that reached the expected level 2 or above was well below the national average. No pupil reached a higher level which was also well below the national average for pupils of this age. It is important to realise that since the last inspection report the school's results in mathematics have improved significantly with more pupils reaching the expected levels and with pupils now reaching a higher than expected level of attainment.
11. The results of the national tests for 1998 at the end of Key Stage 2 show that the proportion of the pupils that reached the expected level 4 or above was well above the national average. The proportion reaching the higher level was also well above the national average for this key stage. The results of the 1999 tests at the end of Key Stage 2 show that the standards have improved since the previous year. The pupils make good progress.
12. There are no significant differences between the attainment neither of the boys and girls 1999 nor in their work completed so far this term in English, mathematics, and science.
13. Since the last inspection report, standards in science at the end of both key stages have improved. The results of the 1998 national assessments, at the end of Key Stage 1, show that the proportion of pupils that reached the expected level was well below the national average, with no pupils reaching the higher level. The most recent, 1999 national assessments, indicate that the pupils have made substantial progress and all attained at or above the expected level.
14. The results of the 1998 national tests at the end of Key Stage 2 show that the proportion of pupils attaining the expected level was broadly in line with the national average, but below the average for similar schools. The proportion of pupils reaching the higher level was well above average. The results of the national tests 1999 show that the proportion achieving the expected or higher level is above average in every aspect of the science curriculum. The pupils at Key Stage 1 make good progress in understanding simple scientific ideas and use their knowledge to make simple predictions. The pupils at Key Stage 2 continue to make good progress, and build on their previous learning well to deepen their understanding of key scientific principles
15. The pupils' attainment and progress in religious education is satisfactory. In information technology, the pupils' standards vary considerably across the programmes of study for the subject. Their word processing skills are developing satisfactorily but even so the pupils at the end of Key Stage 2 are not reaching the expected levels for their age. This pattern is the same for the other areas of the information technology curriculum. Nevertheless, they have made substantial progress since the purchase of the new equipment and the link up to the Internet and the school is now on course to achieve better standards.
16. In art and in design and technology the pupils in the main make good progress and the quality of the work is better than the expectations for their ages. In all other subjects, the quality of the pupils' work is in line with the expectations for their ages and most make satisfactory progress. Throughout the school the pupils are beginning to use their literacy and numeracy skills, knowledge and understanding in other subjects. For example, literacy links are made through the diaries and the history topics they follow and their numeracy skills are evident in the design and technology plans they make.

Attitudes, behaviour and personal development

17. Children under five respond positively to the caring ethos and the activities provided for them. They are beginning to develop good levels of concentration and have an enthusiastic attitude to learning. They develop confident and secure relationships with each other and with adults. Their behaviour is good and

enables them to make satisfactory progress in their learning.

18. Throughout both key stages, the pupils maintain good attitudes to school. They are interested in their work and concentrate well. They continue to work hard over sustained periods, even when not directly supervised. Many are keen to answer questions and to offer their own explanations, and they listen attentively to the teachers' explanations. For example, when the head teacher assumed the role of "John", a Victorian artisan, the older pupils were enthralled by his tales and observations and asked searching questions about his life.
19. The pupils' behaviour throughout the school is good, both in the classroom and at play, and this is a significant factor in the good quality of work achieved. The good behaviour and the staff's approach to it were noted at the last inspection and high standards are maintained. The pupils know how they are expected to behave and follow the class rules and school codes well, responding well to the behaviour policy and the consistent and effective approach to discipline throughout the school. They show respect for the school's, their own and other's property and treat equipment with care. They also show respect for other people's feelings, values and beliefs.
20. The relationships within the school are very good. The pupils are generally friendly, welcoming and confident, and their care and consideration for each other is evident in the way in which they help each other with their work and when playing.
21. The pupils respond well when given responsibility, such as performing routine tasks around the school and feeding the animals. Their personal development is good. The oldest pupils are given responsibility for organising school social events, such as the leavers' party and the playgroup sports day, and they accept this responsibility eagerly. However, there are insufficient opportunities for the pupils to extend their capacity for personal study through independent research although they are increasingly using CD ROMs and the Internet independently.
27. **Attendance**
22. The levels of attendance are very good for the majority of the pupils, although the increasing proportion of Traveller children explains why the overall attendance figure is lower than at the time of the previous inspection. Nevertheless, the total attendance is in line with the national average. All of the pupils arrive punctually at the start of the day.
23. Regular attendance and punctuality have a positive effect on the standards and attainment of most pupils.

QUALITY OF EDUCATION PROVIDED

29. **Teaching**
24. The quality of teaching throughout the school is at least satisfactory with nearly half of the lessons seen during the inspection being good or better. There was no lesson seen where the quality of the teaching was unsatisfactory.
25. There has been a substantial improvement since the last inspection when a fifth of all lessons seen was unsatisfactory. This improvement has had a very good impact upon the standards and the quality of the pupils' work. At the time of the previous inspection the pupils at the end of Key Stage 2 reached standards that were generally in line with the national average. The proportion of the pupils that reach the expected levels or above is now above the national average in English, mathematics and science.
26. The quality of teaching of children under five is good, ensuring that they receive a good start to their learning and that they make satisfactory progress in all the areas of learning. There were only four children in the age group during the inspection. At many times of each day they are taught separately as a small group and this is beneficial, giving them good individual help to develop their early learning skills. The teacher's planning clearly focuses on the children's learning. The activities are appropriate and matched well to the needs and interests of the children. The expectations of the teacher and the class assistants are high. The children are encouraged to listen carefully, to talk about what they are doing and to make choices. The staff make detailed regular notes on each child's progress, enabling the individual needs of each child

to be planned. This is manageable because of the small numbers involved. The learning environment is organised so that the children have ready access to different work and play areas. The area outside the classroom is potentially a good asset for the school although there is no easily accessible, safe outdoor area in which they can use big toys or apparatus. The care of animals and a knowledge of living things is fostered well as the school have a duck, some hens and rabbits which are well looked after by the class assistant and the younger children. The resources in the classroom are adequate and of satisfactory quality, although well worn. The work of the youngest children is displayed along with that of the other pupils, to make the classroom welcoming.

27. The quality of teaching at Key Stage 1 is good. In nearly two thirds of all the lessons seen during the inspection the quality of the teaching at this key stage was good and all other lessons were satisfactory. The quality of teaching at Key Stage 2 is at least satisfactory, with nearly half of the lessons seen during the inspection being of a good quality. This quality of teaching has a substantial impact upon the standards that the pupils now attain. Throughout the school this quality of teaching is a significant improvement since the last inspection.
28. Overall, this quality of teaching has a good impact upon raising the pupils' standards and in maintaining their progress. Although there is a very wide range of age and ability in each class, all the pupils receive a well-planned and comprehensive curriculum. The teachers' knowledge and understanding of the requirements of the curriculum and needs of the pupils are good. They have a sound grasp of the needs of each child and their provision is usually appropriate. This enables the children to generally achieve the standards and to make the progress that they should. However, the written planning needs to have a common format, which is more precise and includes specific assessment requirements. Much of the present paper work is repeated unnecessarily when compiling the weekly lesson plans. As yet, the teachers' written plans are not uniform throughout all classes. Consequently, it is not easy to identify what skills, knowledge, and understanding the teachers intend to teach and what it is that needs to be assessed. **(This is a key issue for action).**
29. The activities for the lessons are planned well but often the skills, knowledge and understanding are not emphasised sufficiently in the written planning although they are carried in the teachers' heads. **(This is a key issue for action).** Nevertheless, the teachers link the learning to work previously covered and this is especially well done over a long period as the pupils are taught by the same teacher for several years. This has a good impact upon the pupils' learning, as their experiences from previous years become more important and part of their whole cycle of learning.
30. The teaching strengths centre upon the teaching of literacy and mathematics where the teachers follow the national strategies and build upon the pupils' previously learned knowledge and skills. The teachers' expectations are good and these are reflected in the work of the other adults in the classes who work under the close supervision of the class teacher. The round-up sessions at the end of the lessons are managed well, although there are some occasions, especially in mathematics, when the pupils could be asked to contribute more by suggesting answers they have discovered from their tasks. The classroom organisation is good. The teachers have established good working routines and procedures and the pupils are made aware of need for them to concentrate and to work quietly. The teachers expect good behaviour as a matter of course and the pupils are developing, effectively, their self-discipline and polite manners. For example, they have prepared their own classroom rules and respond well to the teachers' high expectations for good behaviour and self discipline. The group work is well organised and is a strong feature of the school's way of working. This brings about a good sense of belonging and the pupils are encouraged effectively to work in collaboration with each other, appreciating the views of others. They are encouraged to contribute to discussions and this they do with confidence. However, there is an insufficient emphasis upon the need for all pupils to take more care with their handwriting and presentation of their work especially at the end of Key Stage 2.
31. The teachers have secure knowledge and understanding of most of the curriculum requirements for this age group. They have attended the numeracy training courses and now implement these national strategies effectively. They have completed some of the training for the information technology curriculum and are beginning to develop their own skills in using computers and the Internet. However, there are areas of the information technology curriculum, about which they are still unsure. The equipment for control and modelling is not yet used sufficiently well although some use is made of a 'Roamer' to aid the pupils understanding of controlling a programmable toy. This is not yet covered in the planning and teaching and consequently this is an area of weakness. **(This is a key issue for action).**

32. The use of time and resources is generally satisfactory although there are times in mathematics when apparatus could be employed more effectively to strengthen the pupils' understanding, especially at Key Stage 1. Good use is made of educational visits and residential visits. For example, theatre visits are well organised and the recent visit to watch Romeo and Juliet had a good impact upon the pupils' interest in plays and poetry. The displays around the school are attractive and stimulating for the pupils' further learning.
33. The day to day assessments are good. The teachers have developed strategies to extend the pupils' understanding through good questioning techniques. They give regular feedback to the pupils about their work and there is some evidence of constructive comments made by the teachers in the pupils' books. Other adults who assist in the classrooms discuss answers with the pupils effectively. The teachers record comments at the end of each lesson but this is very time consuming. There is a need to simplify the recording procedures. Moreover, the results of the assessment should be recorded in a common format which is easily understood and readily shows the pupils' attainment and progress over time. This will not only help the teachers to improve on their planning but also provide an enhanced evidence base for use in the preparation of the annual reports. **(This is a key issue for action).**
34. The school is steadily moving towards the national recommendations for homework made for primary school children. The pupils at Key Stage 1 are set regular and sufficient amounts of homework for their ages and this is mainly reading. Most parents participate and make comments in the child's record book. The older pupils at the end of Key Stage 2 do complete some homework but there is no set pattern for work to be done at home. There is neither a routine to encourage the pupils to complete their work nor a consistency in the marking of the work. This devalues the work that some pupils do at home and does not encourage more of them to become involved.
35. Throughout the school, the pupils with special educational needs and those that are Traveller children are taught well. The individual education plans are clearly defined and used to update the learning objectives for each child. The teachers, in consultation with the special needs co-ordinator and often with outside consultants, make regular reviews of the targets and the activities that are identified for each pupil. The parents are fully involved in this consultation procedure. The teaching of the Traveller children is good and when they move from the area, the school provides them work to take with them, wherever possible.
41. **The curriculum and assessment**
36. The school provides its pupils with a suitably broad curriculum. There is a balanced coverage of all subjects and these meet statutory requirements with the exception of information technology, where part of the curriculum is not taught sufficiently well to cover the whole of the programmes of study. At the last inspection the school was criticised for not providing enough opportunities for the pupils to be creative and to use their imagination. The school has addressed these issues strongly, and the pupils' creativity is developed well through the English, music, art and design teaching. The curriculum now takes good account of the needs of the individual pupils regardless of background, gender or capability. Increasing the daily teaching time since the last inspection has enabled the school to extend the curriculum coverage of this aspect of the pupils' education effectively. It now exceeds the recommended minimum. The provision for religious education is satisfactory, and is based on the requirements of the locally agreed syllabus. The national literacy initiative has been introduced successfully and the pupils use their literacy skills well across the curriculum. For example, they write diaries in history, take notes in science and write extensive descriptions in geography. However, there is no current policy or scheme of work covering the aspects of English which are not part of the literacy initiative, such as the teaching of writing, or speaking and listening, and this is an area of weakness. The national numeracy project is being soundly introduced and there are effective teaching strategies in place. The pupils' use of their numeracy skills is satisfactory in mathematics and design technology, but this does not extend sufficiently across the rest of the curriculum.
37. The curriculum for children under five is of good quality. It is sufficiently varied to meet the intentions of the Desirable Learning Outcomes appropriate to this stage and provides the children with interesting and stimulating experiences. It covers all the required Areas of Learning, is effectively matched to the children's individual needs and interests and builds well upon their previous experiences.
38. The provision for the pupils with special educational needs and for the Traveller children is good throughout the school. The learning support assistants give well - focused support, which is based on good

quality, individual education plans. This enables the pupils to make overall good progress across the range of the curriculum.

39. The curriculum promotes the pupils' intellectual and personal development well and their physical development satisfactorily. The pupils' personal development is promoted throughout the school, by the curriculum within the caring ethos of the school, but the pupils have limited opportunities to develop independent research skills.
40. The school has an appropriate policy for sex education. The provision for the pupils' personal and social education is good. Even though this provision is incidental, the staff make good use of the many opportunities that arise. Education about drug misuse is provided adequately through the science curriculum. All pupils have equal access to the curriculum, and the strong policy is very evident in practice. The governors and staff, working together monitor the provision for equality of opportunity informally, but effectively. The curriculum policies embody clear aims for the teaching of each subject. Those for information technology, religious education and geography give sound guidance. The school has its own satisfactory schemes of work for art and music. It has recently begun to use published national schemes for aspects of English and for mathematics, science, information technology, design and technology, history and geography. The locally agreed syllabus is used well for religious education. There is no scheme of work for physical education, and even though the teachers plan activities and skills well in their half termly plans, there is a need to agree an overall strategy for the teaching of physical education for each key stage. The school does not base its written planning firmly enough on the schemes it has adopted, and the written yearly and termly plans do not adequately stress the skills, knowledge and understanding they intend to teach. **(This is a key issue for action).**
41. The governors support curriculum development well by having particular roles and responsibilities for specific subjects. They visit the school to observe lessons and report back their discussions and observations to the governing body.
42. The range and quality of extra - curricular activities are good and provide opportunities for the older pupils to mix with their peers from other schools in sport and music. Many other opportunities are taken for the pupils to extend their learning and social development outside school time, such as the camping in the school grounds for the younger pupils and a residential trip for the older ones.
43. Good quality, detailed initial assessments are made of the youngest children when they start school. This information is used well to provide a curriculum appropriate to the needs of individual pupils and this ensures that they make good progress. At Key Stages 1 and 2 a satisfactory range of procedures and strategies are used to assess the pupils' attainment at the end of each year. The National and other standardised tests in English, mathematics and science are carried out regularly and the teachers record what the pupils can do in these subjects. The results of end of key stage national tests are analysed thoroughly to improve the teaching programmes of the subjects tested.
44. Assessment opportunities are not a feature of the teachers' written planning, and the pupils' progress is not recorded in a consistent way across the whole curriculum. Consequently, the teachers have no whole school formalised way of recording what skills, knowledge and understanding the pupils have learned over a period of time. The teachers work hard to make copious notes about what activities the pupils have completed, but they collect too much unnecessary information. This wealth of remarks makes it difficult for them to analyse major trends about what the pupils have understood easily or have found difficult. However, the teachers use evaluative discussion effectively within lessons. The school has just started to introduce pupils' self - assessment at Key Stage 2. The pupils make insightful comments about their own learning and express their views on the effectiveness of teaching clearly and honestly. It is too soon to judge whether the school has acted in response to these evaluations.
50. **Pupils' spiritual, moral, social and cultural development**
45. The school makes satisfactory provision for the pupils' spiritual development primarily through the programme of religious education. The pupils at both key stages gain knowledge and an insight into Christian values and beliefs and their knowledge of the beliefs of other faith groups is satisfactory. There is little planned provision within the other lessons for them to develop their spiritual awareness as they become more mature. However, in art, music, poetry and story they are sometimes given opportunities to express their feelings and reflect on spiritual matters. For example, the younger pupils composed sensitive

poems about 'My Hands'. In writing of the solar eclipse some older pupils displayed good self-awareness of the feelings this event evoked. The teachers value every pupil and the contribution each one makes to school life and lessons, thus ensuring that they develop sound self - knowledge and esteem. The children are taught to respect the beliefs and values of all groups within the school community, and this contributes much to the very good relationships within the school.

46. The development of the pupils' moral principles is good, resulting in the overall good behaviour of its pupils. Moral themes, such as unselfishness, are introduced effectively in school assemblies and are extended in class discussions. The school actively raises the pupils' moral awareness and their knowledge of what is acceptable and unacceptable behaviour through the application of the behaviour policy and clearly worded school and class rules. This encourages them to take responsibility for their own actions from an early age and to behave with consideration. The teachers and other adults working in the school behave in a fair and consistent way towards the pupils and support the aims of the school effectively. The youngest children understand the difference between what is right and what is wrong through direct teaching and by observing the way in which the teachers and other pupils behave.
47. Good provision is made for the pupils' social development, and the pupils are well prepared to take their place in the community and in society. The school encourages positive relationships between the pupils and the staff, and the adults provide very good role models. The pupils work and play together well and care for each other. Through team games and group work, for example in the Injury Minimisation Project, the pupils learn to co-operate to achieve success in their learning. There are limited opportunities for them to take responsibility for tasks, but when asked they do so willingly. Good opportunities, such as the camping and residential visits are arranged to give the pupils the experience of being part of the whole school community. They develop a good idea of citizenship and their role in the local community through their involvement in church and village events, such as the 'litter blitz' and the millennium celebrations. Children under five enter the school with well-developed personal and social skills and these are fostered well in all aspects of their school life.
48. The provision made for the pupils' cultural development is good overall. Many opportunities are taken for them to develop a good awareness of their own culture through local and school events, such as the 'lambing fair'. The pupils are introduced to several aspects of the European cultural heritage through story and subjects such as music and art, and to other cultural traditions through religious education and specific projects such as painting Aboriginal Dream-time pictures. The provision for the pupils' multicultural development has been significantly widened since the last inspection and it is now satisfactory.
54. **Support, guidance and pupils' welfare**
49. The pupils are satisfactorily supported in a small school where they are well known by their class teachers. Good behaviour and regular attendance are encouraged and the pupils are rewarded in a number of ways, such as 'stars and merit' awards. The school has good procedures to monitor attendance and to promote an understanding that regular attendance has a good impact upon the pupils' progress. This makes a positive contribution to the quality of work achieved, as pupils are encouraged to work and concentrate without distraction. The school has a number of strategies to promote the good behaviour and very positive relationships are found at all levels. Within the family nature of a small community, older pupils are encouraged to care for and take an interest in younger ones. The pupils are encouraged effectively to value one another through the positive role models provided by adults in the school.
50. The teaching staff are aware of the general quality of the pupils' work and of the standards being achieved and they set pupils targets for improvement, accordingly. Even so, there is insufficient emphasis made upon focused assessment tasks and the school lacks appropriate ways of recording what pupils know and can do in every subject.
51. The pupils with special educational needs and the Traveller children receive good support that helps them to make satisfactory and often, good progress. The procedure for monitoring the progress of these pupils with an individual educational plan is good. However, the long periods of absence experienced by some Traveller children, limits the progress they make. The provision of learning support assistants in class as well as specialist support for travellers makes a positive contribution to the standards being achieved.
52. The school makes adequate provision for child protection and has an appropriate policy in place in the event of it being necessary to restrain any pupil. Whilst the school maintains appropriate links with outside

agencies and is aware of child protection issues, it currently lacks a written policy or written staff guidelines for child protection.

53. The school makes satisfactory provision to ensure the health, safety and general well being of its pupils. It has identified a serious concern regarding the poor state of a neighbour's stone barn, which forms part of the boundary wall to the play area. The inspectors agree that the danger of falling stone roof tiles and the generally poor state of the building constitutes a potential danger to pupils. **(This is a key issue for action).**

59. **Partnership with parents and the community**

54. The school provides a very good level of information for parents, underpinned by regular meetings between staff, parents and school governors. Opportunities are provided for parents to discuss their children's work and to agree targets for their improvement. The class teachers provide information about what is to be taught each term and about special developments such as the way the National literacy and numeracy strategies and skills are being introduced. The annual reports for parents are compiled into a booklet so that they can compare the knowledge and skills their child acquires and the progress being made from year to year.

55. The parents are actively involved in the life of the school and in their children's learning in a number of ways. They contribute large sums of money to provide additional learning support assistants and large items of equipment. This has a very positive impact on the quality of the pupils' work. Considerable help is also given with extra curricular activities and with the special events shared between the school and the local community, as well as activities within the curriculum such as information and design technology. For instance some parents help, organise and support the after school club and arranged holiday activities for the pupils during the summer.

56. The active involvement of parents in their children's learning and the very good level of information provided by the school extend effectively to parents of pupils with special educational needs and to the parents of the Traveller children.

57. At the meeting for parents prior to the inspection and in the questionnaire, some parents expressed their concern about the school's use of homework. The inspectors find that homework is set throughout the school and that there is steady move towards the national recommendations made for homework levels. The younger pupils have reading tasks on a regular basis and other activities are suggested at other times. The older pupils at the end of Key Stage 2 are often suggested tasks informally but as yet there is neither a set timetable nor a routine established for work to be set and marked. This does not fully value the work that some pupils already do at home. Nevertheless, the provision made for the pupils to acquire good skills of research and independent learning, provides a good foundation for future learning. Most parents are pleased with the level of encouragement and information they are given as this enables them to play an active role in their child's education.

58. The school is very much valued by its local community and many areas of the school life are enhanced by the use of community facilities. The village sports field is used for outdoor sports; local places of interest are used to enrich teaching in art and geography. The involvement of the school with village life at every level helps the pupils to feel valued and secure and makes a positive contribution to their personal development.

59. This very positive partnership with parents and the local community has been well maintained since the previous report and such links remain a strength of the school.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

60. The head teacher provides a clear educational direction to the work of the school. This has been instrumental in improving the quality of the educational provision made for the school since the last inspection. Under his direction, the quality of the teaching has improved significantly, throughout the school and the quality of the pupils' work shows marked improvement. He is hard working and has no time away from his teaching responsibilities to carry out the normal administration tasks of a head teacher. He continues his whole school responsibilities after school and sometimes at weekends and because of the

additional time that he spends, he manages successfully to give the school a clear direction for future developments. The school is well organised and is well placed, under his direction, to continue to make improvements to the quality of the educational provision in the future. However, because of the need for him to give a total commitment to teaching, he is unable to monitor the quality of teaching in other classrooms. He is unable to support fully the induction of the newly qualified teacher in the adjacent classroom when she is teaching although he gives her significant help and advice when planning lessons and half term plans. **(This is a key issue for action)**. The head teacher sees the weekly plans but a rigorous monitoring to ensure adequate coverage of the curriculum is not possible.

61. He has involved the chair of governors and the other members of the governing body more fully in the school's developments. They are now actively involved in the establishment of the annual budget, the school development plan and the annual report to parents. Some governors are developing a new format for the school prospectus and are also considering the use of a video presentation so that parents can view the range of work of the school. Some governors have undertaken training for the literacy and numeracy strategies employed across the school and all have accepted an overview responsibility for a curriculum area.
62. The governing body became more fully involved in the decision making process when there was a need to consider the reduction in the budget. They were presented with reliable information from the head teacher and sought advice from the local education authority. Options for expenditure were all considered before finally the governing body approved the reduction of the number of full time teachers.
63. The head teacher provides the governors with regular up dates about current expenditure and about initiatives such as the 'National Grid for Learning' and the numeracy strategies. Schemes of work are now in place for most subjects with the teachers using all the nationally published recommendations as well as some schemes they have devised themselves.
64. In planning the curriculum, the school has made good progress in deciding upon the content of the schemes of work and the teachers are steadily improving their plans. However, this planning process is still laborious and time consuming. The paper work is often duplicated and information in the half term plans is often written again in a different style for short-term plans. **(This is a key issue for action.)**
65. Although the school has adopted a cycle of themes and topics for each key stage as yet there is no overview to show when the learning objectives for teaching skills, knowledge and understanding are to be taught. The teachers are gradually formalising this detail within their plans. For instance, themes for history at Key Stage 2 are organised across the four years and learning objectives and descriptions for activities are in place. Nevertheless, there is no programme to show when skill, knowledge and understanding for information technology will be taught or how these elements will be covered in other subjects.
66. The school development plan is comprehensive and has significantly improved since the past inspection. Following an evaluation of previous targets, the plan is set in draft form by the head teacher and staff. It is then presented to the governors for discussion before it receives their final approval. The school's aims are prominent in the plan. The objectives in the plan are prioritised and are appropriately costed. Success criteria are clear and are used to evaluate the effectiveness of the targets set. The policy statements for all subjects and other aspects of the school's future development are in place and are valued. The priorities identified are, in the view of the inspection team, right and appropriate for the school's future development.
67. The financial planning is secure. The secretary provides reliable information to the head teacher, staff governors and parents. This information is used effectively by the school to make judgements about expenditure and educational developments. For example, the decisions that were made regarding the reduction in staffing were based upon secure data supplied in summary reports to the governing body and the head teacher.
68. The management of the educational provision for pupils with special educational needs is good. The teachers and the learning support assistants give good support to the Traveller children and those on the special educational needs register. Their individual educational plans are prioritised effectively and efficiently and the targets set for each one are reviewed regularly by the co-ordinator in consultation with the parents and the class teacher.
69. All statutory requirements are met with the exception of part of the programme of study for control

technology and modelling in information technology because the teachers still await their training.

70. The school has developed a good ethos throughout. The immediate needs of the individual pupil are considered thoughtfully and are met. The staff have a firm commitment to high standards. This has been effective in raising the quality of the pupils' work and the standards in English, mathematics and science since the last inspection. This is especially so at the end of Key Stage 2.

76. **Staffing, accommodation and learning resources**

71. There are two full time teachers employed in the school, and one part time. The part time teacher currently enables the large Key Stage 2 class to be divided for part of each day. All teachers are appropriately qualified for primary teaching. In addition, there are learning support assistants in every class, some of whom are funded by the "Friends" of the school. Further support is provided for the children from Traveller families. Within a small school, close liaison and support between staff means that the teamwork is good.

72. The learning support assistants consult regularly with the special educational needs co-ordinator and the support for pupils with special educational needs and the Traveller children is good.

73. The staff have undertaken recent training for the literacy and numeracy strategies. They have recently received training in the use of the National Grid for Learning and in the use of some new programs and facilities on the new computers. However, this has not yet included training in the use of control and modelling elements of the information technology curriculum

74. The school offers good, spacious accommodation, with an attractive, modern extension to the original Victorian building. The school recognises that there is no secure outdoor play space for children who are under five and is seeking ways to remedy this. The playground provision is good, with adequate space and large, fixed play equipment. The outdoor sports take place on the village playing field not far from the school. This is not totally ideal for the school, as it requires additional staff to accompany the pupils down the road. The modern extension to the school provides satisfactory wheelchair access, including appropriate toilet facilities. The school hall provides satisfactory facilities but is slightly small when the older pupils enjoy their physical education lessons. A playgroup and the After School Club also make use of it.

75. The school has a satisfactory level of resources to teach all subjects of the National Curriculum with the exception of geography, where there are insufficient maps and other teaching materials. However, the school makes effective use of the locality and visits further afield to support the teaching of geography. A particular strength is the provision of books for English and the arrangement of fiction and non-fiction books in classroom library areas to promote and support the skills of research and independent learning.

81. **The efficiency of the school**

76. The financial situation faced by the school over the past two years has posed difficulties for the head teacher and governing body. In order to balance the expenditure budget, a reduction in the number of teachers was necessary. The options for the reduction of the expenditure were discussed fully at full governing body meetings and advice was sought from the local education authority. The school's financial circumstances are now stable but The "Friends of the school" make considerable donations to the school's budget for the purchase of resources and also to maintain the level of support assistants employed.

77. The use of the teaching and support staff is good. This has a good impact upon the quality of the educational provision in the school. The Key Stage 1 and the under fives have good support from the teacher and a number of other adults in the classroom, including a teacher for the Traveller children and a full time learning support assistant. At Key Stage 2, the class is divided in the mornings so that the years 3 and 4 can be taught separately from the Years 5 and 6 pupils. This is a beneficial arrangement and is a contributory factor in raising the standards in numeracy and literacy through the key stage. At present the head teacher is committed to full time class responsibility teaching years 5 and 6 in the mornings and the whole of Key Stage 2 each afternoon. This gives him no time to carry out the normal administration tasks of a head teacher. This is a teaching commitment that is too high and limits the time that he can devote to monitoring the quality of teaching and the support given to other members of staff and the pupils. **(This is a measure for further consideration.)**

78. However, since the last inspection, the head teacher has been very influential in bringing about significant

improvements in whole school planning, in the planning of the curriculum and in the efficient use of the financial resources made available to the school. The school development plan is much improved and is now the central focus in setting the budget. The plan identifies effectively the expenditure. The targets for the coming year are costed accurately and are included in the annual budget. Options for alternative expenditure are discussed at a full governing body before final recommendations are approved.

79. The financial control is good. The secretary maintains accurate records of expenditure and provides the head teacher and the governing body with accurate reports so that they can make informed decisions about financial matters.
80. The learning resources have been significantly improved since the last inspection and have been augmented even further with the equipment for the “National Grid for Learning”. This investment has already had a good impact upon raising interest in the use of information technology and is raising the esteem of many pupils as well as the quality of their work across the curriculum.
81. The accommodation is well maintained and all areas are used well. At the time of the last inspection the building improvements had only recently been completed. The advantages of the additions to the old building are now fully appreciated and used effectively.
82. Overall the funds made available are used effectively and efficiently to maintain and improve the quality of the educational provision throughout the school. The cost per pupil is high when compared with the national average for all schools. However, the quality of teaching has improved substantially since the last inspection and is now good. This has a good impact upon the progress that the pupils make. The standards they attain in English, mathematics and science are now above average by the time they leave the school. The pupils’ attitudes are good and the behaviour and self-discipline are highly valued. This all contributes to a good ethos throughout the school and thus the school gives good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

83. The children usually enter the school in the term in which they are five. At the time of the inspection there were four children attending for the whole of each day. These children are taught in the same class as the Key Stage 1 pupils, but for some of the time they remain as a discrete group and work under the supervision of a Learning Support Assistant. They have a carefully planned introduction to school life, attending some sessions in the term before they enter. This enables them to get to know the teacher, other pupils and the routines of the school, so that they settle quickly and happily when they begin their school life. The children's attainment on entry is generally above average, with particular strengths in their reading, mathematics and personal and social development. By the time they are five most have achieved the Desirable Learning Outcomes appropriate to this age, and are working towards the programmes of study of the National Curriculum.
84. The quality of teaching of children under five is good, ensuring that they receive a good start to their learning and make good progress in all the areas of learning. The teacher's planning clearly focuses on the children's learning. The activities are appropriate and matched well to the needs and interests of the children.

Personal and social development

85. The children's personal and social development are fostered well. They quickly gain the confidence to contribute to class discussions and news time and they join the other pupils for some lessons. They know what is expected of them and they join in school and the class routines readily. They share the resources well and take turns, willingly. When engaged in group activity they treat each other with care and build up very good relationships with the adults that help them. They get themselves undressed and dressed for physical education lessons effectively and co-operate in clearing away their activities. They enjoy their learning and are eager to tell visitors and each other what they are doing and what they have found out. They develop a clear knowledge of what is right and what is wrong through the good role model of the adults and pupils around them and by the staff's consistent and fair application of class rules. The teaching is very supportive.

Language and literacy

86. A high priority is given to the development of children's early literacy skills. The children's language development is encouraged through a wide variety of activities such as rhymes and songs and telling their news. The children listen carefully to other pupils' contributions to class discussions and tell their own news confidently and clearly with appropriate phrases and sentences. They share ideas readily, as when they discussed why exercise keeps them healthy. Their vocabulary develops rapidly and they talk in increasingly well - developed sentences. They enjoy looking at books and understand how they work, 'reading' the text with great detail and fluency. Most are able to identify some letters and familiar words in the text. Their writing skills develop steadily and they write some letter shapes and their names independently. They quickly develop their writing skills and write their own stories, often containing correct initial letters to words and some words such as 'my' and 'mum'. The quality of the teaching is good and this has a positive impact upon the good progress that they make. By the time they are five they are well prepared for learning programmes based on the National Curriculum.

Mathematics

87. The children's development of mathematical knowledge and understanding develops quickly and securely, due to good teaching in this aspect of their learning, which ensures that they have a secure knowledge of basic mathematical concepts by the time they are five. They use mathematical language and increase their vocabulary through number rhymes, songs and stories, and through counting and matching everyday objects. They can replace the missing numbers in sequences correctly and add or take away "one" accurately. They use the mathematical words and phrases such as 'shorter than', correctly and in context. They recognise coins and use them to buy toys. Through practical activity they learn to recognise and name shapes, matching and sorting them. The quality of the teaching is good and ensures a brisk pace to encourage progress.

Knowledge and understanding of the world

88. The children are given many opportunities to use small tools, and do so safely with increasing precision to make, for example, puppets and articulated limbs for cut - out people. The teaching is good and provides many opportunities for the children to develop their observational skills and to learn from first hand experiences. They investigate the school environment and make detailed observational drawings of what they find. They learn about themselves and offer ideas as to how they might keep their bodies strong and healthy through exercise. They begin to understand that human beings pass through several stages from babyhood to old age, and reflect upon their own development and experiences. They draw pictorial maps of real and imaginary places - the orchard and Toyland. The children use the computer keyboard and mouse confidently and with firm control, as when one child drew a “monster with ten of everything”. The teacher plans interesting and often exciting experiences for the children in order to extend their knowledge and understanding at a good pace.

Physical development

89. There are limited opportunities for the physical development of the youngest children due to the lack of a secure outdoor play area, although the school has ambitious plans to develop one outside the reception classroom. The size of the classroom does not fully compensate for this lack although there is enough room for the children to play with small floor toys and construction kits, and to use the home corner. In physical education lessons and at playtimes the children are physically active. They understand the need to play fairly and co-operate in games. They use space well to travel across the hall floor on their hands and their feet, controlling their movements as they do so, and being still when required. They develop good responses to sounds and music in their movement. They cut and stick accurately and display good co-ordination skills. Due to the good quality of the teaching, the children are fully involved in the whole class physical education lessons. This has a beneficial impact upon their physical and their social development.

Creative development

90. The children paint confident and colourful images and draw sensitively with a good eye for detail. They create two and three dimensional images and models using a variety of media. They respond imaginatively to songs and stories and make up their own with increasing complexity and detail. They sing confidently and tunefully and know the difference between loud and soft sounds. In their role-play, they develop imaginative themes over some time, for example, when they are cooking and entertaining. The teaching encourages the children’s creativity and they develop good levels of confidence and creative skills.

ENGLISH, MATHEMATICS AND SCIENCE

English

91. Since the last inspection the pupils’ standards at the end of both key stages have improved. The results of the 1998 national tests and assessments for seven year olds show that standards in reading were close to the national average, but below average for schools of similar size and pupils’ backgrounds. At the higher level standards were close to the national average. In writing, the standards were well below the average both nationally and when compared with similar schools. In this year’s tests, 1999, the results show that the proportion of pupils attaining the expected levels is higher than 1998 and this is an overall improvement, with a significant improvement in the number reaching the higher level.
92. The 1998 test results for eleven-year-olds showed attainment in English to be above the national average and well above the average at the higher level. The pupils’ performance overall was well above the average for similar schools. In this year’s test, 1999, the results show that all the pupils achieved at the expected level, and of these nearly half achieved at the higher level. This is a substantial improvement.
93. The cohorts of pupils concerned are very small and it is unwise to attribute too much significance to the statistical data. Nevertheless, the inspection findings indicate that the level of pupils’ attainment in English are secure and match expectations at the end of Key Stage 1. Their progress is satisfactory. At the end of Key Stage 2 the pupils’ standards are above average overall, and their progress is good. There is no significant difference in attainment between boys and girls at either key stage. The pupils with special

education needs make good progress and attain standards in line with the targets set out in their individual education plans. A scrutiny of the pupils' work shows that their reading skills are slightly better than their writing skills. At Key Stage 1 and the early part of Key Stage 2 handwriting skills are good, whereas at the end of Key Stage 2 they are unsatisfactory. The school is aware of this and has targeted this area for improvement through increased teaching and practice.

94. The quality of the pupils' speaking and listening meets the expected level at the end of both key stages. By the age of seven most pupils can tell their news, ask questions about each other's news, and hold short conversations confidently with adults and other pupils using appropriate modes of speech, including Standard English. The children listen attentively to what others are saying, and most can carry out quite complex spoken instructions, performing the tasks described accurately. The teacher is careful in her use of language and takes every opportunity to use the correct terms appropriately. She converses with, and teaches the pupils using suitably complex sentences and vocabulary, which she varies to suit the age and ability of individual pupils. The pupils respond well and make sound progress, largely due to her good example, and expectations. By the end of Key Stage 2 this progress has been maintained and most of the pupils are able to explain their views clearly and logically. They have a clear grasp of Standard English. They listen with interest to what their fellow pupils have to say and add their own comments politely and thoughtfully.
95. Regular opportunities for the pupils to perform in public and to carry out role-play across the curriculum provide the pupils with extended opportunities to speak with clarity. During the inspection few instances were noted where the pupils were given opportunities to speak in a sustained way and for different purposes, such as explaining ideas or reporting findings and observations. This has a detrimental effect upon the pupils' overall attainment.
96. Many pupils are skilled and enthusiastic readers. In this they are well supported by their parents who share their school reading books with them and contribute helpful comments to their reading records. The pupils make sound progress in their reading through Key Stage 1, achieving standards that match expectations by the time they are seven, with some pupils exceeding this. Most enjoy reading a range of books, including poetry, and choose library books confidently. They know the purpose of the content and index pages and use them to find the information they require. Many retell stories accurately but neither guess what might happen next, nor talk about the characters involved. They use a variety of strategies successfully to help them read unfamiliar words, including building up the word phonetically. Many are beginning to use the context of the word to understand what the author meant. By the age of eleven the pupils make very good progress and achieve above average standards. Most of the pupils are accurate, fluent and expressive readers, using punctuation in the text to help them phrase their reading, and reading ahead so that they are prepared for what is coming. This also helps them if they are unsure of the meaning of a word or phrase. They respond very positively to the enthusiasm shown by their teachers for the class texts and the older pupils react with excitement and anticipation to their teacher's good use of his voice to build tension in "Tom's Midnight Garden". They have firm views on the sort of books they like, and enjoy the books of Roald Dahl, Dick King - Smith and Phillipa Pearce. They enjoy reading books, newspapers and magazines, but the boys do not read poetry from choice. The older juniors enjoy and understand Shakespeare's "Romeo and Juliet" and talk about it knowledgeably. They retrieve information competently from reference books, the Internet and CD ROMs, and scan text to extract the information they need.
97. Whilst the level of the pupils' attainment in writing matches national expectations at the end of Key Stage 1 and exceeds them at the end of Key Stage 2, they are not so high as their attainment in reading. At Key Stage 1 the pupils make sound progress across a wide range of writing activities, such as making lists, writing instructions and writing stories creatively, and almost all reach the expected level with some achieving more highly. They write postcards and their news, and use language effectively to write "nursery crimes" in the style of Michael Rosen, such as "This little piggy climbed on the roof". By the age of seven most pupils are successfully using sentences with correct use of punctuation. Their spelling of simple words is largely correct and they use their knowledge of letter sounds and simple spelling rules to attempt to spell more complex and unusual words.
98. By the age of eleven the pupils have made good progress and they achieve above average standards. In the lessons seen nearly all the pupils made good progress. Most pupils write with imagination and develop the narrative in a range of forms, such as analysing Romeo and Juliet's characters, and retelling a parable in a contemporary context. Some of the pupils write sensitive poems revealing a mature interpretation of events. Throughout the key stage the pupils write at greater length with increasing accuracy and use of more

complex punctuation. Standards in spelling are good and the pupils apply what they have learnt across the curriculum. The younger pupils have good standards of handwriting and write in a clear and fluent cursive style. Although the older pupils write neatly and carefully during handwriting lessons, the standard of their handwriting and presentation of much of their work is unsatisfactory and the parents' concerns are justified. The school is aware of this and is taking steps to improve standards through extra practice. Most of the pupils' written work is in pencil and this is unsatisfactory.

99. Throughout the school the pupils have a good attitude to English. They use books and dictionaries readily and choose to read for both pleasure and information. They complete written tasks independently in the allotted time and help each other spontaneously when needed. The pupils respond to the teachers' questions willingly and are keen to contribute to lessons. The older pupils are willing to take risks with new word and language forms in the secure environment generated by their teachers. They behave well in English lessons and this contributes to the overall good standards that are attained. The pupils use their word processing skills competently in their writing, but time is wasted in copying a final draft rather than writing straight to screen.
100. The quality of the teaching of English is good at Key Stage 1. For example, in the teaching of similarities and differences in the parts of a poem the pupils were encouraged to become excited about the language used. The quality of the teaching at Key Stage 2 is good. The school uses the guidance contained within the National Literacy Strategy to structure literacy lesson effectively. The lessons are well prepared and the teachers provide different work that is well chosen for pupils of different abilities. The quality of books and other resources is good. In the lessons seen the teaching was good. The teachers have a good understanding of what they teach. The teachers give good individual support to each pupil, as they know the immediate needs of each one well. However, the termly and weekly plans generally lack focus and indicate what activities the pupils will do rather than what skills, knowledge and understanding they will be taught. These elements of learning are nevertheless covered during lessons but because the learning objectives are not identified clearly and not foremost in the teachers' minds then there is no planned direction to the assessments that could be made. There is no scheme of work for the parts of the English curriculum not covered by the literacy initiative and this, too, is unsatisfactory. The teachers maintain a steady pace in the lessons and questions sometimes, but not always, stretch the pupils' thinking. Expectations regarding the presentation of written work are low at Key Stage 2. The teachers collect a lot of information daily about their pupils' activities in English lessons, but there is little diagnosis made of pupils' difficulties in order to target the teaching and learning more effectively. The teachers correct the pupils' written work thoroughly, and write supportive comments, but notes on how the work might be improved are irregular and so the pupils often do not know how they might improve.
107. Homework, usually in the form of reading and spelling practice reinforces the work done in school, but at Key Stage 2 it is insufficient and unplanned and does not significantly benefit the English curriculum.
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107. **Mathematics**
101. The results of the national tests for 1998 at the end of Key Stage 1 show that the proportion of the pupils that reached the expected level 2 or above was well below the national average. No pupil reached a higher level and this is also well below the national average for pupils of this age. When comparisons are made with schools of a similar background the results show that in these tests the pupils' standards were below average.
102. In the tests for 1999 the number of pupils that reached level 2 or above remained the same as the previous year. One pupil reached the higher level 3 and this is an improvement since the previous results.
103. However it should be noted that the numbers of pupils in the year 2 cohorts for the past two years were extremely small. Disproportionate variations are, therefore, inevitable and these statistics can be misleading and unreliable. It is important to realise that since the last inspection report, the school's results in mathematics have improved significantly with more pupils reaching the expected levels and with pupils now reaching a higher than expected level of attainment.
104. The scrutiny of the work completed by Year 2 pupils at the end of Key Stage 1 in 1999 indicates the standards attained are in line with the expectations for their age at the end of the key stage and better than portrayed in the tests results. Most pupils can arrange numbers up to 100 and are beginning to understand place values of digits to tens and units. They understand odd and even numbers and know the sequence of

numbers when adding fives and tens. Many have sound knowledge and understanding of analogue and digital time, can read and record temperatures and are beginning to measure with centimetres. Most know the names and properties of two-dimensional shapes and can describe the number of edges and faces of three-dimensional shapes.

105. The results of the national tests for 1998 at the end of Key Stage 2 show that the proportion of the pupils that reached the expected level 4 or above was well above the national average. The proportion reaching the higher level was also well above the national average for this key stage. The results of the 1999 tests at the end of Key Stage 2 show that the standards have improved since the previous year. The number of the pupils reaching the higher level 5 was very high with 7 out of 10 pupils achieving this standard. The standards at the end of Key Stage 2 have substantially improved since the last inspection report when only half of the pupils reached the expected levels and none exceeded this level.
106. The scrutiny of work, by the Year 6 pupils which was completed at the end of the summer term 1999 and since the beginning of this term, indicates that almost all pupils can use the four processes of calculations accurately. They understand place values for digits up to a thousand and with a variety of mental and written computations can solve number problems. Most can use fractions and can calculate equivalent decimal expressions. Most can describe how they use multiples and factors to show the methods they use to work out solutions to problems. Some can multiply thousands, hundreds, tens and units by two digits. Most pupils can recognise and know the properties of two and three-dimensional shapes. They can find the perimeter and areas of shapes by counting. In data handling, most pupils can interpret information from tally charts to create simple pie charts and other simple graphs and can draw conclusions from their presentations.
107. There are no significant differences between the attainment neither of the boys and girls at the end of the Key Stage 2 in 1999 nor in their work completed so far this term.
108. The higher attaining pupils are making good progress and are now exceeding the levels expected by the end of both key stages but especially at the end of Key Stage 2. Most pupils make good progress. For instance at Key Stage 1 nearly all pupils started the year making accurate calculations with the addition of single digits and by the end of the year nearly all could work well with addition to 100. In Key Stage 2, the pupils started the year able to use the four processes for calculation using tens and units. By the end of the year most can calculate accurately using long multiplication processes and have developed good knowledge and understanding of decimals and fractions and knowledge about shapes and space.
109. They attain standards that are better than the expectations for their ages in all aspects of the mathematics curriculum.
110. The work of the pupils with special educational needs indicates that they are working towards the expected levels for their ages and that they make good progress in their understanding of number, shape and measures.
111. Overall, all the pupils at Key Stage 1 make good progress from the time they enter the school at the age of four. This is a result of well-devised activities and good support from the teacher and the class assistants. The progress made by pupils in Key Stage 2 is good. This is a direct result of the good impact made by the teachers' secure knowledge and understanding. The school also makes very good use of the tracking of the pupils' progress. This shows that many pupils make good progress during the key stages. For example, most pupils achieved standards in the national tests at the end of Key Stage 2 1999, that shows that their progress since their test results at the end of Key Stage 1, is better than expected for pupils of their ages
112. The quality of teaching is good throughout the school. With the use of the numeracy strategy, the lessons are planned effectively and this ensures that the tasks set become increasingly more challenging. This has a good impact upon raising the pupils' standards. The teachers' knowledge is very secure and the recent training they have all undertaken for the national numeracy strategy has given them a greater insight into the standards that are expected. Their expectations are good and their class management encourages the pupils to develop a positive attitude to their work and to concentrate upon the tasks set. The environment established within each classroom shows that the teachers, and other adults, value good behaviour and self-discipline and the pupils respond accordingly. The pupils are developing a capacity for personal study effectively and they sustain concentration when working individually because of the good support given to them by the teachers. They are encouraged to share equipment well and when required they all work in

collaboration with a partner. This they do well. However, the pupils' presentation of work, especially at the end of Key Stage 2, is not always expected to be neat and tidy. Consequently some of the pupils produce work that is untidy and unorganised.

113. The day to day assessment carried out through conversations with the pupils and the written marking is satisfactory. There are some occasions when opportunities are missed to assess what the pupils have learned during a lesson. The pupils are only occasionally asked to contribute to the summary of what they have found out from their work and this is an area that needs to be developed further. When the teachers carry out pupils' assessments, the recording of these assessments is often too complex and laborious. The school should consider ways to ensure that the recording of the pupils' progress is easier to maintain and monitor.

Science

114. Since the last inspection report, the pupils' standards in science at the end of both key stages have improved. The results of the 1998 national assessments, at the end of Key Stage 1, show that the proportion of pupils that reached the expected level was well below the national average, with no pupils reaching the higher level. The most recent, 1999 national assessments, indicate that all the pupils attained at or above the expected level.
115. The results of the 1998 national tests at the end of Key Stage 2 show that the proportion of pupils attaining the expected level was broadly in line with the national average for all schools, and for schools of a similar background. The proportion of pupils reaching the higher level was well above average. This year's tests 1999, indicate that all the pupils attained at least the expected level, with the majority achieving at the higher level.
116. The cohorts of pupils at the end of both key stages is always very small, so the percentages of pupils achieving at different levels can fluctuate significantly from year to year. Nevertheless, the overall picture is one of good improvement in standards in Science.
117. A scrutiny of the pupils' work and observations of science lessons show that the pupils make good progress throughout both key stages and the proportion achieving the expected or higher level is above average in every aspect of the science curriculum. The pupils can talk about, and explain, the science they have been taught and the Injury Minimisation Project ensures that the oldest pupils have a good appreciation of how science affects their lives. There is no significant difference between boys and girls in either their responses, or in the quality of their work. The pupils work safely and handle equipment carefully and confidently. The pupils with special educational need make similarly good progress due to the individual support and attention they receive.
118. The pupils' standards in literacy and numeracy in science are sound. They use science vocabulary and terms accurately and confidently and take notes to record their observations. They use tables and charts effectively to display science data and interpret graphs to establish patterns in results. However, the use of information technology to support teaching and learning in science is insufficient.
119. The pupils at Key Stage 1 make good progress in understanding simple scientific ideas and use their knowledge of forces to predict which car will travel furthest down a slope. They carry out a fair test, with the teachers' help, and record their results in table form. They extend their scientific vocabulary well when, for example, they draw and describe the stages of the human life cycle. The pupils can describe accurately some properties of a common range of materials and use this knowledge well to work out what would make the best stuffing for a soft toy. They have a good knowledge of what helps humans to remain healthy and to grow. This good progress is largely due to the teacher's careful use of scientific terms, and her sound understanding of the science programme, especially that for Experimental and Investigative Science. Her enjoyment of practical science is evident in the imaginative contexts in which she presents the content, and the careful way in which the pupils talk about, and present their work.
120. The pupils at Key Stage 2 continue to make good progress, and build on their previous learning well to deepen their understanding of key scientific principles. They apply their knowledge of food chains, using the terms of producer and consumer correctly. They extend their scientific vocabulary well and use terms such as exoskeleton appropriately, with confidence. The pupils apply their knowledge of fair testing to conduct their own science investigations and apply their knowledge of the thermal properties of materials well to enable them to decide why some materials make better insulators than others. Although the pupils at Key Stage 2 are introducing rigour into their investigations and they are quantifying their results more, they do not always explain their results by using their full knowledge of science. Neither do they repeat measurements, where appropriate, to find out averages and mean results. Good progress is ensured by the teacher's clear explanations and well-structured lessons and through his individual support, which comes from his knowledge of each pupil's needs. The Key Stage 2 class is taught in two separate groups thus enabling a two year programme to be implemented. This has contributed significantly to the pupils' good attainment and progress.
121. The pupils' attitude to science is good, following the role model of their teachers. They are interested and involved in their work, keen to ask science questions and to offer their own explanations. They enjoy using

complex scientific words. In all aspects of the work they co-operate and support each other well in their learning. They meet the demands of challenging questions and often match the high expectations of the teaching.

122. In the lessons observed, the teaching of science overall was satisfactory, and standards have been maintained since the last inspection. The teachers' planning reflects the required curriculum, but the focus of learning in some lessons is unclear and those for the practical aspects are often implicit. The teachers' knowledge is sound and methods and organisation of lessons are appropriate to the science being taught. The assessments of the pupils' achievements and progress are made informally so there is no secure way of recording progress that the pupils make from lesson to lesson. Homework is not used regularly or systematically to extend the older pupils' thinking in science.
129. **Information technology**
123. The quality of the pupils' work in information technology throughout the school is below the levels expected for their ages. **(This is a key issue for action)**. However, most pupils including those with special educational needs, have made satisfactory progress recently because of the introduction of new computers and a link to the Internet in both infant and junior classrooms. The teachers have attended some training in the uses of only some of the new software programs installed on the new computers, for example word-processing and spread sheets. This is already having a positive impact upon the progress that the pupils are now making.
124. The majority of the work seen during the inspection was based upon text processing but is still below the expected levels for their age at the end of Key Stage 2. Many examples were seen at Key Stage 2 with the pupils using different sizes and styles of fonts to copy either their own writing or poems by their favourite poet. With more computers in this key stage classroom, more of the pupils are now involved on a more regular basis than before. However, it is clear that the school has not been able to establish a culture in the school in which the pupils use the computer as a tool for writing in other subjects instead of using a pen and paper.
125. Some pupils in Years 3 and 4 have begun to use a spreadsheet to record the colour of each other's eyes and hair. They have produced graphs to show their results. Although this represents good progress against their previous learning, the quality of this work is not wide spread yet and even so is below the expected level for pupils of this age. A few pupils from the same age group demonstrated the control of a programmable toy. Their understanding varies considerably with only the higher attaining pupils able to remember the necessary commands to move the vehicle in a described route which involved turns. Apart from a 'Roamer', a programmable toy, no other control or sensing equipment is used in the school and the staff await their training in the uses of other screen based control and modelling programs that are already installed on the computers. Consequently the pupils' quality of work in this area of the curriculum is much lower than expected.
126. The quality of the work for pupils at the end of Key Stage 1 is in line with expectations for the use of word processing. They are developing their skills in the use of different fonts and colours to print out large titles. This has come about because of the introduction of the new computer and printer and their progress is now good. However, other areas of the curriculum for information technology such as developing skills in the use of sound, graphics, graphs and tables are neither sufficiently well developed nor up to the expected standards for their age. However, they have made graphs about their favourite pets and videos.
127. Although the quality of work for most pupils is lower than the expected levels for their ages, a few pupils are developing higher levels of skills. For example, they can use the Internet to research the history topic about Queen Victoria and many can use programs on CD-ROM. This is encouraging and it is clear that the school is now making a positive move to improve standards. A skills list has not yet been developed to identify when the pupils should be taught the next step. As most pupils throughout the school are at the same stage in their development, it will take some time for their standards to reach the expected levels for their ages especially at the end of Key Stage 2.
128. When using the computers the pupils are engrossed in the tasks. They persevere well and take pride in the work they produce. According to the school, the use of the new computers has given the boys greater confidence and self esteem in their own writing. This appears to be correct, as the boys using the computers

were pleased to demonstrate their skills. The behaviour of all pupils when using information technology is very good. They use the equipment carefully and with respect.

129. The quality of teaching is satisfactory in the use of word processing and this is having a positive impact upon the development of early skills and in raising interest in writing. The use of the Internet and the CD Rom has been covered effectively and is now put to good use by the pupils at the end of Key Stage 2. However, because parts of the curriculum are not covered there are gaps in the pupils' skills and knowledge. This is unsatisfactory and the subject does not meet the statutory requirements required. This should be attended to when the teachers receive their next training session. **(This is a key issue for action)**. There is now added confidence throughout the school in the use of information technology and the school is now well placed to raise standards.

Religious education

130. The inspection evidence indicates that the pupils' attainment in religious education is in line with the requirements of the Oxfordshire Agreed Syllabus at the end of both key stages. No judgements on standards were made at the last inspection. During this inspection, only one religious education lesson was seen, and this was at Key Stage 2. Since the pupils record very little of what they have learned in writing or pictures, judgements are made on the lesson seen and upon interviews with groups of Year 2 and Year 6 pupils.
131. Throughout the school, the pupils acquire a sound knowledge of Christian belief. By the end of Key Stage 1 they are familiar with the major events in the life of Jesus and can describe how the festivals of Christmas and Easter are celebrated. They know and re-tell some stories from the Old and New Testaments. They understand that the church is an important centre for Christian worship and visit it for school events. They begin to explore and communicate their own developing feelings and insights by thinking, and sometimes writing about their own special places and people, and what they mean to them. This indicates an early awareness of spirituality in their own lives.
132. At Key Stage 2 the pupils continue to learn about aspects of Christianity and develop knowledge and understanding of the beliefs and practices of Judaism and Hinduism and are beginning to understand how religious belief can impact upon the lives of people of different faith communities. They recall the significance of Bar Mitzvah as a Jewish rite of passage, and of kosher food. In their discussions they relate what they have been taught to their own experiences, and use them to develop their own set of values.
133. The pupils' attainment is satisfactory across all three strands of the religious education syllabus and the pupils make satisfactory progress at both key stages. The standards of literacy of the older pupils within religious education are good and they use non-fiction resources, including Bibles, to infer meaning from the text. They develop an understanding of metaphor and simile, for example in their work on parables.
134. However, the time available for religious education is less than that recommended by the locally agreed syllabus, and does not allow pupils to deepen their understanding and explore their ideas in depth through writing.
135. The pupils' response to learning in religious education is good. They listen attentively and with interest, showing respect and tolerance of the views and beliefs of others. They share their feelings and thoughts openly with each other in the supportive, caring environment created by their teachers.
136. The quality of teaching is satisfactory. Their knowledge is secure, especially of Christianity, and they have a sound knowledge of the objectives of the religious education syllabus. Although the lesson seen was well structured, the planning generally in this subject is unsatisfactory as it does not support good teaching and learning by identifying the steps in the pupils' knowledge and understanding that ensures that they make progress. The curriculum meets the requirements of pupils with special educational needs through the provision of good levels of support. However, no assessments are usually made of the pupils' attainment in religious education and the curriculum is not adapted to meet identified need of some pupils.

OTHER SUBJECTS

143. **Art**

137. The quality of the pupils' work throughout the school and especially at the end of Key Stage 2 exceeds the expected levels. Although only one lesson was seen, the work produced in this lessons and in the pupils' sketch books, shows that the pupils' skills and understanding of the uses of various media and their knowledge of the work of different artists is above average for their ages.
138. The pupils use a wide range of materials well. Their observational drawing in pencils and other media, of plants and bicycles, indicates that their skills improve and they make good progress as they move through the school. By the time the pupils leave the school their work reflects an increasing maturity of their skills. For example, in the work based upon the art of Paul Nash carried out in watercolours, and in another selection of work portraying their friends, the pupils in Years 5 and 6 created pleasing and sensitive pictures which display above average skills and techniques. They use tones and hatching well to depict shading.
139. From the evidence of the pupils' work it is clear that the quality of the teaching throughout the school is at least satisfactory. The pupils are challenged appropriately by the interesting themes devised by the teachers. For example, on a recent residential visit to Bournemouth they made good sketches in pencil and inks of various buildings and places of interest. Other work on flowers was done on thin panels of wood resulting in very detailed drawings with careful use of line and tone. Other work shows that the pupils are encouraged by the good teaching strategies to make important links between art and other subjects of the curriculum.
140. The teachers have good expectations and their class management is used effectively to organise different activities. This arrangement enables the teachers to ensure that the different skills and techniques are taught well. The pupils are encouraged to experiment with different techniques. In the lessons at Key Stage 2, the use of a 'feely bag' helped the pupils to explore textures and shapes of objects before drawing them. Other pupils explored the pattern designs of William Morris. In both of these instances the teachers drew the pupils' attention to small details whilst giving effective guidance to the pupils' developing skills.
141. Throughout the school nearly all pupils respond positively to the tasks set in art lessons. Their behaviour is good and they co-operative well with each other when sharing equipment.
148. **Design and technology**
142. The quality of work at the end of both key stages exceeds the expected standards and their progress is good. This is a great improvement since the last inspection.
143. At Key Stage 1 the pupils have recently completed a survey of their local play area in the village. They have drawn pictures of the existing facilities and with construction kits and other materials they have prepared designs for improving the equipment. They evaluated their designs and discussed features that needed to be enhanced. They built a model landscape and placed on it the apparatus they had designed. The completed work, seen in photographs, shows that the pupils carried out the main elements of the design and technology curriculum well and that they made good progress. The pupils have a good understanding of the uses of different materials and the best way to join them. They have a good understanding of how to make structures more stable.
144. At Key Stage 2, the pupils' progress is good. This is evident in the work on display where the work shows that they were challenged appropriately to design and make a money container. They can explore various styles and types of containers and can experiment with different materials to select the most appropriate for the tasks. For example they explored the use of knitting and weaving before deciding how to make their containers. Their design plans include measurements and details of how the objects will be made and how they will be decorated. The pupils complete their containers well with good finishing techniques and understand the importance of evaluating their own efforts so that they can improve further attempts.
145. They make use of their numeracy skills effectively and can measure accurately, mark out their designs and cut out the materials to suit the container. Through discussions with a few pupils it is clear that they know how to join two different materials together. Many are beginning to distinguish between how well a product is made and how well it is designed. No lessons were seen at Key Stage 2 but it is clear from the work and from the planning seen that the teachers now have a clear understanding of the requirements of the subject; their expectations have improved since the last inspection.
146. In the one lesson observed at Key Stage 1, the teacher described clear learning targets for the activities. The

class discussion was orderly, emphasising effectively the relevant areas that the pupils needed to develop in their designing and making skills. In this lesson the pupils enjoyed the tasks set and responded enthusiastically. They are keen to answer questions and nearly all are confident to make suggestions. There are good quality relationships between the pupils, each other and the adults. The pupils' behaviour is good.

Geography

147. The school's practice of alternating the teaching of geography with history on a termly basis means that no geography lessons were seen. Consequently the judgements about geography are made on a scrutiny of the teachers' planning and a limited amount of the pupils' work, including that displayed on the wall. The school has endeavoured to maintain full coverage of the National Curriculum teaching programmes for geography in order to give the pupils' the breadth of learning and experiences that it wishes them to have. It is mostly successful in this aim, covering themes and localities in an integrated and sensible way. At present the Key Stage 1 pupils do not study a specific locality to contrast with that of the school, but the teachers plan to arrange for this through the use of the Internet.
148. Most pupils are achieving a quality of work that is appropriate to their age, and make satisfactory progress at both key stages. The pupils with special educational needs make good progress. Overall the pupils' standards have been maintained since the last inspection. The work planned gives the pupils many opportunities to acquire the facts required at each stage, but few opportunities to respond to questions requiring deduction beyond the information given. The learning of the junior pupils is greatly enhanced by the residential visit to Bournemouth, during which they study to good effect an environment completely different from their own. This contributes much to the pupils' secure attainment.
149. At Key Stage 1 the pupils recognise and can describe signs of seasonal change and know about different climates and geographical features in the world at an appropriate level. They know that there are different modes of transport and draw maps. The skills and knowledge introduced at Key Stage 1 are developed satisfactorily at Key Stage 2. The pupils use weather symbols to describe the weather of the British Isles. They use basic mapping skills to study patterns of land use in Chadlington and later in the key stage they use Ordnance Survey map symbols accurately in their own sketch maps. The work on Bournemouth offers some opportunities to further develop map skills and the use of contour lines to build up a picture of the topography. However, the limited range and number of maps and globes means that experiences and learning in this area is restricted. During the visit they answer the questions, "Why is Bournemouth a good place to visit?" and "What are the positive and negative effects of tourism on the town?" The work produced from this is attractive and thoughtful, and the pupils evidently enjoy their experience.
150. The pupils are developing an appropriate geographical vocabulary and record their work satisfactorily, applying their literacy skills soundly. As yet the use of information technology and numeracy skills to support the pupils' learning in geography is underdeveloped.

History

151. Through a scrutiny of pupils' work, of teachers' planning and talking to pupils and teachers it is evident that history is given appropriate time allocation over each key stage, and that pupils and teachers alike enjoy the subject. Since the last inspection standards have been maintained. The pupils achieve a quality of work that is appropriate for their ages at the end of both key stages and they make sound progress. The pupils with special educational needs make good progress.
152. The Key Stage 1 programme of themes matches the topics planned for the pupils in Key Stage 2 wherever possible. This practice is beneficial, as history is taught as a four year programme at Key Stage 2, ensuring that the pupils have a sound introduction to the topics they will meet later on. For example, Key Stage 1 pupils consider the differences between their own childhood and that of children in Victorian times. They find out, for example, what Victorian schools were like. They contrast life in a rich family with servants and a poor family where the children had to work. In this topic they gain a sound insight into how things change over time and develop their history vocabulary to an appropriate level.
153. In their study of World War II the pupils at Key Stage 2 make sound progress in describing what life was like for ordinary people. They write empathetically of the problems of feeding a family during rationing and use their numeracy skills well to make shopping lists and plan menus. Through their study of the Ancient Greeks the pupils begin to build up a picture of life in another culture and time. They begin to understand the contribution that this period made to modern society in sport, theatre and education. In considering the role of women in that society they develop a sound understanding of how roles and attitudes change over time. They use a variety of sources well to find out about the past. The younger juniors use books and family trees effectively to study the life of Elizabeth Fry and her contribution to prison reform.

The oldest pupils make good use of census figures and photographs to build up a picture of working class life in Victorian Liverpool. In this topic their learning is greatly enhanced by the very good teaching of the class teacher who adopts the role of a Victorian artisan and discusses "his" life with the pupils.

154. The pupils' behaviour in history lessons is good, as their interest is captured by the good variety of teaching methods and interesting activities. They ask questions about the topic spontaneously and support each other well in group activities. They want to learn, and often rise to the teachers' high expectations of them. During the role-play seen the pupils were totally involved in the experience and asked searching questions of "John", showing maturity, and sensitivity. Work on display is neat, colourful and well presented, in sharp contrast to that which is not for display, which is often very untidy.

155. The quality of teaching is sound overall. The teachers have good knowledge of what they are teaching, but topic and lesson plans are insufficiently focused on what the pupils are to learn. This means that the pupils' progress cannot be ensured from year to year, and this is unsatisfactory.

162. **Music**

156. The quality of the pupils' work in music at the end of both key stages is in line with expectations for their ages. At Key Stage 1 the pupils sing in tune and they make satisfactory progress in singing songs from memory. For instance they all joined in action songs with enthusiasm and often requested to sing their favourite songs. They are able to maintain a steady beat and show a basic understanding of dynamics. For example they responded very well to the "raindrops beating on the roof" by softly tapping their fingers on the floor to create the sound of rain in accompaniment of their singing. They have many opportunities during each week to listen to a wide variety of recorded music which helps them to gain an appreciation of music from different countries and times.

157. Throughout Key Stage 2 it is clear that from the one lesson observed and the recorded percussion compositions, that nearly all pupils make satisfactory progress in developing their musical skills and knowledge. The percussion compositions that were presented by the school demonstrate the use of structure in their work. They also evaluate and practice the performances until they are satisfied with the results. In the lesson observed the pupils were able to clap rhythms and sing in two parts. The songs taught are appropriate and the two part songs provide a suitable challenge to their skills of listening to each other and tempering their singing accordingly.

158. Many pupils make satisfactory progress in learning to play an instrument. Some become competent enough to join the band that plays in the local church for services.

159. A part time teacher teaches the music lessons. The quality of teaching has a good impact upon the interests and attitudes of the pupils. They enjoy their lessons and make sound progress. The tasks are purposeful and the pace of the lessons is brisk. There are realistic expectations for the development of the pupils' skills and knowledge. Class organisation is good and in the Key Stage 1 lessons good support is given to the pupils by the class teacher as well as the class assistant.

160. Nearly all pupils respond well in the lessons and their behaviour is good. There is a sense of enjoyment in the singing lessons although this does not carry over into the quality of singing in assemblies where it is flat.

167. **Physical education**

161. Despite the constraint of a small hall and limited gymnastic equipment, the quality of the pupils' work in the gymnastics lessons seen is in line with the expectations for pupils at the end of both key stages. By the end of Key Stage 2 all pupils reach the required standards in swimming and many perform beyond these expectations.

162. One gymnastic lesson was observed at each key stage. The seven-year-olds are challenged appropriately by the quality of the tasks prepared by the teacher. Consequently, they make good progress in developing their gymnastic skills. They create wide and narrow body shapes. They can evaluate each other's movements, selecting the best and the person they wish to copy. They work with increasing confidence and much of this is due to the good encouragement given by the teacher. They work safely together and their behaviour is sensible at all times. They enjoy the activities and try hard to improve what they do. The reason for this

good commitment stems from the enthusiasm of the teacher. She has a clear vision of what she expects the pupils to do. Clear instructions are given and when necessary she demonstrates effectively how the pupils might further improve their skills.

163. In the Year 5 and 6 gymnastic lesson the activities began quickly with a good warming up introductory task. This was followed by an extended and rigorous activity that had all pupils breathing heavily with all appreciating the effects of exercise upon their bodies. Most pupils can perform forward and backward rolls and are able to travel across the floor using their hands and feet. They practice and improve their skills effectively with good support and encouragement from the teacher. Most pupils can also vault onto and jump off a piece of apparatus, controlling their landing. Most of the pupils, including those with special educational needs, make satisfactory progress in the development of their gymnastics skills. Where the pupils have difficulty developing these skills, they are given extra help from the teacher and encouragement from their colleagues.
164. The quality of teaching throughout the school is at least satisfactory. The teachers plan safe routines and take care to develop warming up activities. They give clear instructions and praise pupils for achieving new skills. Their class control is good and they give clear signals about their expectations for behaviour during the lessons. The teachers have a secure knowledge of the requirements of the National Curriculum for physical education. They have planned an effective sequence of work across all areas of the curriculum, which are carried out throughout the year but as yet there is no whole school scheme of work for each key stage. With the playing field some distance from the school the pupils have to leave the school premises. Several adults accompany the group and first aid kits are taken in case of an emergency. This is neither an ideal nor totally convenient arrangement for the school and several limitations restrict the use of the field for all pupils throughout the year. There are two activities organised after school this term, and all pupils have an opportunity to practice their netball and football skills.
165. The pupils respond well to the tasks set and there is no sense of failure if one of them cannot perform a particular activity. They accept challenges well and respond appropriately to improve their skills. They behave satisfactorily during physical education lessons and are quick to praise the efforts of others.

172. **PART C: INSPECTION DATA**

172. **SUMMARY OF INSPECTION EVIDENCE**

- A team of 3 inspectors worked in the school for a total of 7 inspection days.
- Over 21 hours of lesson observation and work scrutiny were undertaken during the course of the inspection.
- The work of 21 pupils was formally scrutinised. 12 pupils were heard reading. Other pupils' work was sampled throughout the period of the inspection during all lesson observations. Periods for the scrutiny of class sets of pupils' work were identified on the timetables of all inspectors and subsequent judgements noted as part of the record of evidence.
- Inspectors met and spoke with individual pupils in lessons, in the dining hall at lunchtime and on the playground.
- Inspectors also met with the head teacher, the special educational needs co-ordinator and the other teachers. Informal discussions took place with all class teachers throughout the inspection.
- A pre-inspection meeting was held with parents of the school. Parent questionnaires were circulated by the school and the responses analysed. The views of parents were noted and used to inform the inspection process.
- Six members of the governing body were interviewed during the inspection.

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	60	1	13	12

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	2.4
Number of pupils per qualified teacher	24.6

Education support staff (YR – Y6)

Total number of education support staff	4
Total aggregate hours worked each week	49

Average class size:	29.5
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Financial data

Financial year:	1999
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	£
Total Income	129337
Total Expenditure	127018
Expenditure per pupil	2118
Balance brought forward from previous year	-101
Balance carried forward to next year	2218

PARENTAL SURVEY

Number of questionnaires sent out:

85

Number of questionnaires returned:

28

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	60.7	35.7	3.6	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	71.4	28.6	0	0	0
The school handles complaints from parents well	25.9	51.9	22.2	0	0
The school gives me a clear understanding of what is taught	25.0	60.7	7.1	7.1	0
The school keeps me well informed about my child(ren)'s progress	28.6	60.7	7.1	3.6	0
The school enables my child(ren) to achieve a good standard of work	35.7	53.6	3.6	7.1	0
The school encourages children to get involved in more than just their daily lessons	53.6	42.9	0	3.6	0
I am satisfied with the work that my child(ren) is/are expected to do at home	28.6	35.7	7.1	28.6	0
The school's values and attitudes have a positive effect on my child(ren)	42.9	46.4	7.1	3.6	0
The school achieves high standards of good behaviour	28.6	53.6	14.3	3.6	0
My child(ren) like(s) school	57.1	39.3	3.6	0	0

The inspection team found that the arrangements for homework are moving steadily towards the national recommendations. However, the older pupils do not have an established routine for homework and the setting of tasks to be completed at home and the marking of completed work is not consistent. This devalues the homework.