

INSPECTION REPORT

CHILTON PRIMARY SCHOOL

Chilton, Didcot

LEA area: Oxfordshire

Unique reference number: 123057

Headteacher: Mrs C Dunsdon

Reporting inspector: Mrs R J Andrew
21460

Dates of inspection: 8 -11 May 2000

Inspection number: 189573

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Downside
Chilton
Didcot
Oxfordshire

Postcode: OX11 OPQ

Telephone number: 01235 834263

Fax number: 01235 834263

Appropriate authority: The governing body

Name of chair of governors: Mr Colin Hills

Date of previous inspection: June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Rachael Andrew	Registered inspector	Under fives	What sort of school is it?
		Science	How high are standards? The school's results and achievements.
		Music	How well are pupils taught?
		Religious education	
Christine Murray-Watson	Lay inspector		How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Derek Pattinson	Team inspector	Mathematics	How well is the school led and managed?
		Information technology	
		Physical education	
		History	
		Special educational needs	
		Equal opportunities	
Christopher Taylor	Team inspector	English	How high are standards? Pupils' attitudes, values and personal development.
		Art	How good are the curricular and other opportunities offered to pupils?
		Design and technology	
		Geography	
		English as an additional language	

The inspection contractor was:

Cambridge Education Associates
Demeter House
Station Road
Cambridge
CB1 2RS

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The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Chilton School is a rural primary school serving the villages of Chilton, Harwell, Drayton and Steventon where there is a mixture of owner-occupied and council accommodation. The backgrounds of the pupils are very mixed but generally favourable. The school was originally built to serve the scientific establishment at Harwell and, although the temporary housing built for the employees has now been demolished, children whose parents work there still make up a significant proportion of the school population. There are currently 127 boys and girls on the school's roll. Of these, four per cent are from ethnic minority backgrounds. One pupil speaks English as an additional language but is not at an early stage of language development. The school is smaller than the average primary school. The proportion of pupils with special educational needs, at eighteen per cent of the school's roll, is below the national average. None of these pupils has a statement. The proportion of pupils eligible for free school meals, at three per cent, is well below the national average. Attainment on entry is above average overall although there is a wide spread of attainment.

HOW GOOD THE SCHOOL IS

This is an effective school. The quality of education provided, particularly teaching, is good. Standards in English, mathematics and science have improved over four years. Taking all three subjects together the upward trend is above the national trend. By the time pupils leave the school standards in mathematics and science are now broadly in line with the national average, although below those found in other similar schools. Standards in English are above the national average and close to those found in other similar schools. Taking into account pupils' prior attainment their achievements are high enough except in science at Key Stage 1, where higher-attaining pupils could do better. Pupils' spiritual, moral, social and cultural development is very good. Pupils relate well to one another, they have positive attitudes to school and work hard. The leadership and management of the school are strong and ensures that the school continues to improve. Taking into account the high costs per pupil and above average attainment on entry the school provides satisfactory value for money.

What the school does well

- The headteacher provides strong leadership for school development and, with effective support from governors, manages the school well.
- The teaching of children under five years of age and in Key Stage 2 is good and leads to good gains in pupils' learning.
- By the time they leave the school, pupils' achievements are good.
- The provision for special educational needs is very good and enables pupils to make good progress towards the targets set for them.
- The provision for pupils' spiritual, moral, social and cultural development is very good. It contributes strongly to good relationships, attitudes, values and behaviour.
- Teachers use information technology well to support pupils' learning in many subjects.
- The partnership with parents, partner institutions and the community makes a strong contribution to pupils' progress.

What could be improved

- More time for science to allow for the further development of skills and understanding and an improvement in standards at the end of both Key Stages.*
- Achievements in science for higher-attaining pupils at Key Stage 1.*
- The planning of design and technology to raise standards at the end of Key Stage 1.
- Teaching strategies to support the development of lower-attaining pupils' reading at the end of Key Stage 1.

** Science is identified in the school development plan as a priority for next year. The areas for improvement will form the basis of the governors' action plan.*

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1996. It has made sufficient improvements since that time. Weaknesses were identified in curriculum planning, the match of work to the needs of individuals and groups, especially the lack of challenge for higher-attaining pupils, the role of subject co-ordinators, the marking of work, the monitoring of attendance and pupils' punctuality. There have been substantial improvements that have remedied most of these weaknesses. Curriculum planning is now good and provides an effective framework for teachers' lesson planning. Planning for the development of skills in design and technology remains a weakness at Key Stage 1. The match of work to the needs of individuals and groups of pupils now generally provides appropriate levels of challenge. This has improved the progress of higher-attaining pupils particularly, except in science at Key Stage 1 where pupils' achievements are not yet high enough. Subject leadership is now successful and has led to improvements in planning and in monitoring standards, except in design and technology where weaknesses in planning and monitoring remain. The marking policy has led to effective marking procedures that identify weaknesses, set targets for improvement and deal with misconceptions. Improvements in the monitoring of attendance have led to better punctuality.

The school's overall performance has also improved substantially. The leadership and management of the school have improved, especially in relation to the monitoring and evaluation of the school's work and the drive to raise standards. As a result, teaching has improved. There is a higher proportion of good and very good teaching which is having an important impact on the quality of learning especially at Key Stage 2. There have been improvements over the last four years in the results of statutory tests at the end of both key stages. The upward trend in Key Stage 2 is better than the national trend and indicates substantial improvements, particularly in the achievements of higher-attaining pupils. The provision for pupils' spiritual, moral, social and cultural development has improved further. Good standards of behaviour and positive attitudes to work have been maintained. The school's capacity for further improvement is good.

STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests.

Performance in:	Compared with				Key
	All schools			Similar schools	
	1997	1998	1999	1999	
English	C	B	A	C	Well above average
Mathematics	E	D	C	D	Above average
Science	B	D	C	D	Average
					Below average
					Well below average

The table above indicates that standards in English are better than those in mathematics or science. This has been the case for many years. Standards in mathematics and science are not yet high enough. The previous inspection identified weaknesses in the planning and teaching of these subjects. The quality of teaching has improved substantially and, as a result, standards in all subjects are rising faster than national standards particularly in mathematics.

The targets for mathematics and science the school has set for 2001 are challenging and aim to reduce the gap in standards. The school is likely to be successful in meeting these targets. Inspection findings indicate that pupils' achievements in the current Year 6 are good and the school's targets are likely to be met. These are realistic, taking into account the higher proportion of pupils with special educational needs in this year group.

Inspection findings indicate that standards at the end of Key Stage 1 are above average in reading, writing, mathematics and science. Higher-attaining pupils could achieve more in science.

Standards in religious education in both key stages meet the expectations of the Oxfordshire Agreed Syllabus. Standards in information technology and all other subjects, except design and technology at Key Stage 1, are satisfactory. Weaknesses in planning for the development of pupils' skills in design and technology result in below average standards at the end of Key Stage 1.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils have positive attitudes to school. They are interested, concentrate well and work hard.
Behaviour, in and out of classrooms	Behaviour is good. Pupils co-operate well.
Personal development and relationships	Pupils grow in confidence, form good relationships with adults and make firm friendships. Extra-curricular activities, particularly residential visits, contribute strongly to this.
Attendance	Good. Unauthorised absence is low. Punctuality has improved and is now good.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
Lessons seen overall	Good	Satisfactory	Good

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

The quality of teaching is good overall. It was satisfactory or better in 96 per cent of the lessons observed. Almost 60 per cent of the lessons seen were good or better and 10 per cent very good. One unsatisfactory lesson and one poor lesson were observed. The teaching of children under five is good, particularly the teaching of language, literacy and numeracy skills. The teaching of English is good overall with some weaknesses at the end of Key Stage 1. At this stage, lower-attaining pupils receive insufficient individual attention to enable them to maintain their enthusiasm and progress in reading. In mathematics teaching is satisfactory with significant strengths at Key Stage 2. The teaching of literacy and numeracy skills is good overall and contributes to pupils' progress in other subjects. Science teaching is satisfactory at Key Stage 1 and good at Key Stage 2. In both key stages the strengths of the teaching lie in teachers' good knowledge of the subjects they teach and the needs of all their pupils, careful planning, high expectations of pupils and good classroom organisation and management. These strengths lead to pupils who are interested, work productively and carefully, and maintain a good pace in lessons. In a few lessons, weaknesses in planning and organisation, slow pace and a lack of clarity about what pupils are expected to learn result in slow progress and inattention. Through teachers' careful assessment and target setting, pupils in Key Stage 2 have a good knowledge of their learning and an understanding of how to improve. Teachers and learning assistants have a good understanding of pupils with special educational needs and provide effective support for them.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. Weaknesses in the planning for design and technology at Key Stage 1 result in below average standards. The time allocated to science is low and undermines the school's efforts to raise standards at the end of Key Stage 2.
Provision for pupils with special educational needs	Provision is very good. Individual education plans are clear and monitored carefully. Pupils enjoy full access to the curriculum.
Provision for pupils with English as an additional language	The only pupil with English as a second language is a fluent English speaker.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is very good. It is a strength of the school. Good opportunities are made through the curriculum and through extra-curricular visits and activities. The many visitors to the school also make an important contribution.
How well the school cares for its pupils	The school provides effective care for its pupils. Academic and personal development are monitored carefully.

There is an effective partnership with parents. Parents support the school very well and work productively with their children at home.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's strong leadership ensures a clear educational direction for the school and continuous improvement. The new deputy head has already begun to have a positive impact on pupils' progress through the monitoring of standards. Subject co-ordinators monitor planning and pupils' work and gain useful information.
How well the governors fulfil their responsibilities	There is a good balance of expertise on the governing body that enables governors to provide effective support for the headteacher. Governors fulfil their responsibilities very effectively and take an active role in management.
The school's evaluation of its performance	The school evaluates its performance well. Results and assessments are analysed and the success of the school development plan is evaluated. The monitoring of teaching needs strengthening to improve standards further.
The strategic use of resources	Educational priorities are supported well through careful financial planning. Specific grants are used wisely. The library and information technology areas are used well in support of pupils' learning.

Accommodation and learning resources are adequate for the current needs of the school. The allocation of classroom support time to Class 1 is low and makes it difficult for the particular needs of the children under five to be met when the teacher works alone. The school has already planned to reallocate support time next year. The school spends its money wisely.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children like school.• Children make good progress.• Behaviour is good.• Children get the right amount of homework.• The teaching is good.• The school expects pupils to work hard.• The school is well led and managed.• The school helps pupils to become mature and responsible.• The school provides an interesting range of activities.	<ul style="list-style-type: none">• A few parents would like more information about how pupils are getting on.• A few parents feel uncomfortable about approaching the school.• A few parents do not feel the school works closely with them.

The inspection judgements support parents' positive views of the school. The information provided for parents particularly about progress is very good. It is not clear why some parents feel that the school does not work closely with them and feel uncomfortable about approaching the school. This was not a concern amongst parents at the meeting. Nevertheless the school should take these concerns seriously and endeavour to work more closely with all parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The results of National Curriculum tests for eleven year olds in 1999 indicate that when compared to all schools nationally standards are:
 - well above average in English;
 - average in mathematics and science.
2. When compared to schools with pupils from similar backgrounds standards are:
 - average in English;
 - below average in mathematics and science.
3. Taking the three subjects together standards have risen over four years. The upward trend is above the national trend.
4. Inspection findings confirm that by the end of Year 6 standards in English are above the national average and in mathematics and science they are broadly in line with the national average. Standards are not as high as last year as the current Year 6 cohort contains a higher proportion of pupils with special educational needs. Nevertheless pupils achievements are good in relation to their prior attainment. The school has set realistic targets for pupils' performance in English and mathematics in national tests at the end of the current year based on its thorough assessments of pupils in the cohort. These targets are likely to be achieved. Targets for successive years are increasingly challenging for mathematics and reflect the school's determination to raise standards to the level of pupils' performance in English. Targets for English are set realistically to raise the current high levels slightly.
5. Most pupils in Year 6 speak confidently, explain their thinking well and give detailed answers to questions. They read fluently and expressively and talk knowledgeably about their reading. Most pupils write at length both imaginatively and to record facts. They use their literacy skills well in many areas of the curriculum, for example to describe investigations in science, record activities and feelings in diary form after school visits, and look up and record information.
6. In mathematics, standards of numeracy are good. Most pupils in Year 6 calculate quickly and accurately. They can explain the different strategies they use and apply their understanding of mathematics to real life situations, for example when they learn about ratios. Most pupils know about different types of triangles and quadrilaterals, measure angles accurately and calculate the area of regular shapes. They understand fractions of numbers, shapes and use decimal measurements. Higher-attaining pupils solve challenging problems and understand mode and median.
7. In science, pupils in Year 6 have a sound knowledge of living things, for example the function of the human heart and the parts of a flower. They show their understanding of electrical circuits and switches when they use them in model making. Most pupils know about solids, liquids and gases and the process of evaporation and condensation. They investigate water resistance and the effect of different forces on the direction of movement. Higher-attaining pupils make predictions based on their scientific understanding.
8. The results of National Curriculum tests for seven year olds in 1999 indicate that when compared with all schools nationally standards are:
 - well above average in reading, writing and mathematics.

9. When compared to schools with pupils from similar backgrounds standards are:
 - above average in reading and writing;
 - average in mathematics.
10. Teacher assessments for science indicate that standards are above average.
11. Standards have risen from a low base over the last four years. This is especially marked in mathematics.
12. Inspection findings indicate that by the end of Key Stage 1 standards are above average in reading, writing, mathematics and science. Most pupils' achievements are sound in relation to their prior attainment, although higher-attaining pupils could do better in science. Lower-attaining pupils do not always receive the support they need to make the best possible progress in reading at the end of the key stage.
13. By the end of Key Stage 1 the standards of pupils' speaking and listening skills are well above average. They make good progress through the key stage. Many read with expression and higher-attaining pupils talk with interest about their books. Some lower-attaining pupils are more reluctant readers spending too long on the same book and losing interest as a result. Pupils' handwriting is neatly joined and most pupils spell simple words accurately. Higher-attaining pupils use punctuation well, for example to indicate speech and questions.
14. By the end of Key Stage 1 in mathematics, pupils work with numbers up to 100. They use their knowledge of place value in their calculations. They use standard measurements accurately and interpret graphs and tables. Higher-attaining pupils solve number problems and perform more complex calculations, including with money.
15. By the end of Key Stage 1 in science, pupils know about the characteristics of materials, recognise a range of pond creatures and know that force is required to make things move. Their investigative skills are relatively weak, for instance using prediction as a starting point and relating this to what they find out. Higher-attaining pupils have few opportunities to extend their knowledge further as the work provided for them is not demanding enough.
16. Standards are better in English than in mathematics and science at both key stages. This has been the pattern for many years. The previous inspection identified areas of weakness in the planning and teaching of these subjects, especially in the pace of lessons and the challenge provided for higher-attaining pupils. These weaknesses have been largely rectified. Evidence from the inspection indicates that the difference in standards is now much less marked and standards in mathematics and science are likely to continue to improve because of improvements in the planning and in the quality of teaching. There remain some weaknesses in planning challenging work for higher-attaining pupils in science at Key Stage 1.
17. Standards in literacy are good and enable pupils to use their skills in reading and writing to good effect in many other subjects of the curriculum. Standards in numeracy are also good and pupils use their skills in science, for example to record and interpret numerical data and measure accurately in design and technology activities at Key Stage 2. Pupils' research skills ensure easy access to information in books and stored on computers. They also use the controlled access to the Internet to support their learning.
18. Standards in information technology are sound at the end of both key stages although the control technology element is relatively weak. Pupils' achievements especially in Key Stage 2 are good. They make substantial gains in their learning. Pupils in both key stages use computers well to support their learning.
19. Standards in religious education meet the requirements of the Oxfordshire Agreed Syllabus at the end of both key stages. By the end of Key Stage 2 pupils have a sound knowledge of the aspects of Christianity, Judaism and Islam they study. They have a developing understanding of the impact of religious belief on people's lives. They show respect for other people's views. Higher-attaining pupils could do better at the end of Key Stage 1 if the work was more

challenging for them.

20. Standards in all other subjects of the curriculum are satisfactory by the end of both key stages except in science at the end of Key Stage 1. Standards in design and technology are low by the end of Key Stage 1 as a result of inadequate planning for the development of skills in the subject.
21. Most pupils with special educational needs make good gains in learning. This is because work is usually matched to their specific needs in both key stages.

Pupils' attitudes, values and personal development

22. Pupils' attitudes, values and personal development are good.
23. Pupils at both key stages have good attitudes to school and their work. They are very keen to be involved in a wide range of activities across the curriculum. In literacy and numeracy lessons, for example, the majority of pupils are very keen to take part by answering questions and identifying patterns on a number square. In a religious education lesson, pupils in Years 4 and 5 were keen to act out insights they had gained from the story of Pentecost. Playtimes are calm and enjoyable sessions, and pupils are fully involved in the games and activities provided for them. Older and younger pupils play sensibly in the same part of the playground, and older pupils sometimes help younger ones. There are no signs of bullying or unpleasant treatment of individual pupils. There have been no exclusions.
24. In lessons, most pupils listen very attentively. In a Year 3 lesson, for instance, pupils listened spellbound to the story of 'The Toad Tunnel' and were keen to plot the level of fear that the characters experienced as the tension in the plot mounted. Occasionally, in Year 6 for example, one or two pupils do not always pay attention to their teacher. In all classes, most pupils put up their hand and wait for their turn, even when they are enthusiastic to offer their opinion. Very occasionally, some calling out goes unchecked. Older pupils are enthusiastic in supporting the wide range of extra-curricular activities available to them such as the football, rounders and gymnastic clubs, the orchestra, bobbin-lace and information technology clubs. Pupils with special educational needs usually behave well. However, some pupils in Year 6 do not always show a positive attitude to learning, for example in physical education lessons. Inappropriate behaviour is rare, and, when it occurs, is managed well by teachers and support staff.
25. Pupils behave well in lessons and in the dining hall. This reflects the views of the vast majority of parents who feel that behaviour in the school is good. Pupils are polite and courteous to teachers and to adults who support them in lessons and during the lunch break. They are aware of the high expectations of good behaviour and this is reflected in the way that the majority of pupils conduct themselves. Pupils are fully aware of the school rules and have a clear understanding of the procedures and sanctions in place. They enter school in a quiet and orderly manner, and move from one room to another with a minimum of fuss and disturbance. Pupils settle to their individual and group tasks within lessons very well. They concentrate well when working for a considerable time on their own. Occasionally, pupils begin to get restless when they have been sitting on the carpet for too long, or when the pace of teaching has become too slow.
26. Relationships between pupils and between pupils and teachers are good. Pupils work together well in pairs and in larger groups, co-operating and sharing equipment. During a Year 6 geography lesson, for instance, pupils co-operated well in pairs to produce a computer-generated brochure to extol the benefits of living in a small village community.
27. Pupils learn to respect each other's feelings, values and beliefs. They are aware of the difficulties faced by children less fortunate than themselves, and contribute towards a range of local and national charities. Pupils show a willingness to take responsibility in the day-to-day running of the school. All pupils take responsibility for their own work and pupils at both key stages change and choose information books independently in the library. Pupils act as monitors for tidying equipment and for returning registers to the school office. Pupils are keen

to spot jobs which need doing, such as watering seeds. Pupils are encouraged to be confident and courteous. Older pupils, for example, answer the telephone at lunchtimes. Pupils make frequent visits in the nearby community to enhance their learning and observation skills, for instance, during visits to the local garden centre. They make educational visits to other villages and towns as part of the geography curriculum, and the oldest pupils experience a residential visit to an outdoor activity centre each year. These out of school visits make a very good contribution to pupils' personal development.

28. Pupils' attendance has remained above the national average since the last inspection. There are no significant variations in patterns of attendance for pupils with special educational needs. Procedures for monitoring pupils' absences have improved, and authorised and unauthorised absences are both below the national average. This good standard of attendance and punctuality has a positive effect on pupils' learning and attainment.

HOW WELL ARE PUPILS TAUGHT?

29. The quality of teaching is good overall. Almost 60 per cent of the teaching observed was good or better. Most of the good and very good teaching was in Key Stage 2. This has a significant impact on the good progress that pupils make in Key Stage 2. The teaching of children under five is good, especially language, literacy and numeracy skills, and contributes to the good start these children make. One unsatisfactory lesson was observed in Key Stage 2 and one poor lesson in Key Stage 1. The quality of teaching has improved significantly since the last inspection.
30. The teaching of children under five ensures a good start to the development of children's language, literacy and mathematical skills. There are plenty of opportunities for children to talk, both formally and informally about their work and anything that interests them. The above average speaking and listening skills that pupils already have when they enter the school are nurtured and extended. The teacher uses a good range of vocabulary and children soon become familiar with words beyond their everyday vocabulary such as habitat and ceremony. Early reading skills are taught well both in the whole-class setting and to individuals and reading groups. As a result, children learn quickly how to use letter sounds and blends to help them to read unfamiliar words. They are also taught to refer to the picture and the sense of the story to help them. The teaching of writing is closely allied to reading and speaking activities and in the early stages uses the children's own spoken words as captions for their pictures. This helps them to read what they have written. Letter formation is taught carefully and linked to the sounds the letters make.
31. The teacher uses a wide range of games, rhymes and classroom activities to teach the children about numbers. They quickly learn to order numbers, count in both directions, count in steps of two, five and ten and see patterns. Many of the activities and games in the classroom are designed so that the children begin to use addition and subtraction naturally as they play.
32. Through learning about their environment, both natural and man-made, talking about times past in their own memories and through designing and making activities, children make good gains in their understanding of the world around them.
33. The provision the teacher makes for children's creative and physical development is satisfactory although from time to time the demands of the older pupils in the class take precedence. When this occurs, opportunities for the under-fives to be active and creative are often limited by the lack of another adult in the room.

34. The majority of children have well-developed social skills when they are admitted to the school. Many have had pre-school education in a nearby nursery or other settings. The teaching of personal and social skills is sound. Children are encouraged to develop independence. They are given classroom tasks and help to clear up. They are encouraged to work together amicably, to share and take turns. As a result they quickly feel comfortable in the school setting, move about confidently and talk to other adults and older children happily.
35. At both key stages teachers' knowledge and understanding of the subjects they teach is good. This enables pupils to make good gains in knowledge and improve their understanding in most areas of the curriculum. Teachers ask questions that develop pupils' thinking skills. They use resources, including information technology well to interest pupils and support their learning. For example in Key Stage 1 pupils in the reception class sometimes use the concept keyboard in conjunction with the computer keyboard to help them to write stories. This speeds up the process for them at a time when their knowledge of spelling is limited to a few words and enables them to write several sentences. In Years 1 and 2 pupils use a website to access information about pond life. In Key Stage 2 pupils use computers for a range of purposes, for example to compose music, enter numerical data in science and maths and to word process their writing.
36. Good use is made of learning assistants in all classes to support the work of individuals and groups within the class, to allow maximum use of the computer area and to supervise practical activities.
37. Teachers mark pupils' work conscientiously and provide useful information about what has been done well and sometimes where improvements need to be made. When this occurs it helps pupils to move forward. For example pupils' presentation improves when teachers suggest how improvements can be made in setting out work.
38. Homework is set regularly and is used effectively to revise learning, to practise new skills and to challenge pupils to find things out. It is well supported by parents and contributes to good progress especially in the early stages of reading. It is appropriate that homework is set more regularly towards the end of Key Stage 2 to begin to prepare pupils for secondary school routines. At the same time teachers take into account the views of some parents who are concerned that pupils should continue to have time for out of school activities, hobbies and time for play.
39. In both key stages teachers make good opportunities for pupils to develop their speaking and listening skills, for example through drama, presenting assemblies and in discussions. As a result, by the end of Key Stage 2 standards are high. The teaching of reading and writing contributes to good progress in most classes and high standards by the time pupils leave the school. It ensures that pupils' literacy skills develop well. This contributes to the quality of learning in many other subjects.
40. The teaching of mathematics is satisfactory in both key stages with some notable strengths observed in lessons at Key Stage 2. For example, teachers explain carefully to pupils what they are expected to learn by the end of the lesson. They encourage pupils to explain their methods and use incorrect answers well to correct misconceptions. Numeracy skills are taught well, particularly at Key Stage 2. This enables pupils to use them well to support their science investigations and design and technology work and to interpret numerical data stored on computers.
41. The teaching of science is satisfactory at Key Stage 1, although teachers do not always provide sufficient challenge for higher-attaining pupils. The teaching is good at Key Stage 2. Teachers' expectations are high for all their pupils and the work is well matched to suit the needs of different groups within the class. This results in pupils who work productively and whose achievements are good. Teachers use and explain scientific vocabulary well so that pupils quickly become familiar with it and use it accurately themselves.

42. The teaching of information technology is satisfactory at Key Stage 1. Pupils learn the skills they need to use the computer for word processing, recording and storing information, exploring imaginary worlds and controlling a robot. At Key Stage 2 teaching is good. Teachers make good use of the computer suite, teach skills well and provide challenging tasks. As a result pupils make good gains in learning. Teaching is well supported by a governor with technical expertise and by knowledgeable support assistants.
43. The teaching of religious education is satisfactory at Key Stage 1. Teachers provide a relevant context, often pupils' own experiences to introduce new work, for example when they learn about baptism and marriage. The teaching is good at Key Stage 2. It ensures that pupils build up their knowledge of the three faiths studied and develop a good understanding as they get older of how religious beliefs influence actions and decision making.
44. It was not possible to make judgements about the quality of teaching in history or design and technology in either key stage or in geography at Key Stage 1 as these subjects were not taught during the period of the inspection. The teaching of geography is good at Key Stage 2. The teaching of art and physical education is satisfactory in both key stages and pupils make steady gains in their skills. The teaching of music observed in lessons, singing at Key Stage 1 and composition at Key Stage 2, was good and pupils made good progress. Instrumental teaching is also good and leads to good achievement for higher-attaining and musically talented pupils.
45. The quality of teaching overall at Key Stage 1 is satisfactory. Teachers' planning however does not always take account of the needs of different ages and levels of attainment within the class. As a result, although the progress of the majority is sound, higher-attaining pupils in both classes could achieve more in science. Some older pupils in the key stage, whose levels of attainment are lower than other pupils in the class, do not get sufficient help with the problems they encounter with reading. The range of reading strategies they use is narrow and having made a good start in the reception class their progress slows. The teacher's forecasts indicate there are a large group of pupils who, although likely to achieve expected levels in end of year tests, will only just make the required level in reading and writing.
46. The quality of teaching in Key Stage 2 is good. The amount of good teaching compares favourably with other schools nationally. There is a significant amount of very good teaching. The clarity of teachers' planning ensures that pupils are aware of what they are to learn. Teachers often return to the main points of the lesson towards its end to check pupils' understanding, deal with misconceptions and ensure firm foundations for the next steps. At the beginning of new topics a similar process provides teachers and pupils with information about what they recall from previous learning and highlights any weaknesses. As a result pupils have a good knowledge of their own learning.
47. Teachers in Key Stage 2 generally provide work that meets the needs of the different ages and aptitudes in the class. Work on the same theme is often modified to provide the right level of challenge for different levels of attainment. For example, within the mathematics sets pupils work in ability groups. This enables pupils in the same lesson to work at different levels, for example when learning about ratios and ensures higher-attaining pupils work to capacity. Teachers have high expectations of pupils' behaviour, effort and achievements. The pupils respond well by working hard and making good progress.
48. Teachers in Key Stage 2 use a good range of methods, choosing wisely those that are most likely to ensure pupils' progress in different lessons and contexts. In Year 4, for example good use is made of drama to develop understanding in religious education. In English and mathematics the National Numeracy and Literacy Strategies are used to good effect. The teaching of new skills to the whole class is effective, opportunities are provided to put new learning into practice in independent or group work, and learning is consolidated at the end. Time management is not always tight enough, however, and occasionally teachers keep the whole class together for too long, resulting in some pupils losing concentration.

49. Teachers support pupils with special educational needs effectively in class. Individual education plans are good. Objectives are specific, clear and short-term, and progress towards meeting them is regularly evaluated. Support staff work especially well with some pupils to help them meet their targets, but teachers, too, are fully involved in meeting their needs, ensuring that work is matched to their ability in most classes.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

50. The school provides a broad curriculum that promotes pupils' intellectual, physical and moral development effectively. The curriculum is generally well balanced, and there is appropriate emphasis placed on the teaching of literacy and numeracy skills. There is insufficient time, however, devoted to science teaching at both key stages and this is having a detrimental effect on standards. There is sound provision for pupils' personal and social education. Health education, drugs awareness and sex education are integrated successfully within the school's programmes for personal and social education and science. The school promotes a healthy and safe lifestyle through topics such as healthy eating and road safety. Religious education is based on the recommendations of the locally agreed syllabus. The school has introduced and implemented the National Literacy and Numeracy Strategies successfully. This has already made a positive impact on pupils' progress. The school ensures, through its policies and planning, that all pupils have equal opportunities to learn and make progress.
51. Provision for pupils with special educational needs is very good. Teachers monitor pupils' achievements carefully. They all maintain "Special Needs" files in their classrooms and ensure that they work actively towards meeting pupils' needs identified in individual education plans. Regular reviews are held, to which parents are invited, and targets adjusted if necessary. There are good links with schools to which most pupils transfer.
52. The school's provision for pupils' spiritual, moral, social and cultural development is very good. This has improved since the previous inspection and is a strength of the school. Collective worship takes place in a calm and peaceful atmosphere. Pupils listen carefully and their attention is held well during assemblies. Teachers discuss spiritual and moral matters, introduce tuneful worship songs such as '*Light up the fire*' and lead times of quiet reflection and prayer. Teachers develop pupils' spiritual understanding when they teach new hymns with themes such as creation and peace. Pupils are encouraged to worship through different media such as dance, and groups of pupils performed a 'Rainbow People' dance at the local church. Older pupils sometimes conduct their own class assemblies. Year 4 and 5 pupils, for instance, led a class assembly confidently on the theme of David and Goliath. Worship is of a broadly Christian nature, but pupils are also provided with opportunities to explore the values and beliefs of other religions such as Islam in religious education lessons. Discussions during 'Circle Time' often touch upon fundamental issues, and opportunities to observe a newborn lamb and a day old chick enable pupils to marvel at the miracle of life. There are also opportunities to develop spiritual awareness in lessons such as music, art and science. This was observed, for example, when pupils in Years 1 and 2 were amazed at the variety of life in a pond, and older pupils gazed in awe as a carnation changed colour when the stem was placed in ink.
53. Teachers promote strong moral values and act as very good role models. Guidelines for acceptable behaviour and caring attitudes are clear, and pupils discuss their own class rules which are then displayed prominently in all classrooms. Pupils are taught the difference between right and wrong from the earliest age, and teachers expect pupils to behave well and to care for others. Teachers foster values such as sharing and co-operation. In an assembly about football teams, for example, pupils were reminded how teams are only successful if they remain united in a common task. As pupils progress through the school, they have many opportunities to consider wider moral and ethical issues. At Key Stage 1, for instance, pupils have considered the plight of African drought victims, while Key Stage 2 pupils have discussed

the conflict in Bosnia. Pupils consider the moral dilemma of warfare at their Remembrance Day service.

54. The school provides many opportunities for pupils to develop their social skills. Teachers use assemblies to celebrate and encourage good work, achievements in and out of school and pupils' attitudes and behaviour. Pupils nominated for the 'Rainbow Book' included those elected to the school council and several who had helped to keep the school and its gardens tidy. The 'Radiator of the week' received praise for good social behaviour and kindness to others. Pupils gain confidence when others are told of their successes. Teachers encourage pupils to work co-operatively. Consideration for others is promoted through a considerable amount of charitable work. Pupils are made aware of the needs of others, such as those made homeless by the recent floods in Mozambique.
55. Teachers provide very good opportunities to promote pupils' cultural development. In subjects such as art, history, geography, English, music and religious education, teachers plan work about different cultures and civilisations from the past and present. Pupils have enjoyed visits from the English Civil War Society. Pupils learn about the styles of European artists such as Monet and Matisse. A visiting artist introduced pupils to print work based on the work of an African artist. Pupils learn how to entertain others through song and dance, and an 'Old Tyme Music Hall' performed by pupils was particularly well received. Some pupils learn to play musical instruments, and perform at local music festivals. The school takes pupils to the theatre and invites theatre groups to present workshops in school. With community involvement, the school is helping to create a millennium tapestry. The school library has a good variety of books on European art and music, but there are too few books reflecting the variety of art and music from other parts of the world. Pupils learn about the cultural and ethnic diversity of British society when they study other faiths in religious education.
56. Provision for extra-curricular activities is very good, as it was at the last inspection. The curriculum is enhanced throughout the year by a wide variety of after-school activities such as football, netball, badminton, rounders, gymnastics, orchestra, bobbin-lace, information technology and science clubs. While most after-school activities cater for older pupils, pupils at Key Stage 1 have their own sessions to learn small ball skills. Teachers give freely of their time to enrich pupils' experiences and to support their learning outside of the school day. Some activities such as football are also actively supported by parent helpers. There are frequent visits to places of geographical, scientific, religious and cultural interest, and these extend pupils' knowledge of the world. An annual residential visit for pupils in Years 5 and 6 gives them access to outdoor activities that develop their confidence and initiative, and widen their social experience. There are many worthwhile visits in the local community, and pupils in Key Stage 1 are currently planning a visit to an urban school in Newbury.
57. Links with the community are good, and have been maintained at the high level found in the last inspection. The school has good links with the Harwell and Rutherford scientific research complex and visitors encourage pupils to study scientific topics such as geophysics and astronomy. The theme of the School Book Week was 'people in uniforms', and visitors included paramedics and police officers. Visits are made to Oxford United football ground, and members of the club visit the school for training sessions. Pupils attend the local church for special services, for example, at Education Sunday, Harvest and Christmas, and the vicar regularly takes school assemblies. Elderly residents are invited to school concerts and other productions.
58. There is effective liaison with the local high school, and the school works closely with a federation of other local primary schools. The school is able to access the Internet, and pupils communicate by e-mail with pen friends in a school in Newbury. The school is beginning to develop international links with schools in the United States of America.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

59. The school makes good provision to ensure the welfare, health and safety of the pupils. For example, regular checks are made on the safety of the premises and the school benefits from professional guidance to ensure that safe practice is followed by staff and pupils. Care is taken to ensure that staff are well informed about the needs of individual pupils and good provision is made for first aid and the care of pupils who become unwell. Appropriate procedures are in place for child protection, supported by relevant staff training, and the school co-operates well with outside agencies as necessary.
60. Since the last inspection, effective measures have been introduced to monitor and promote good levels of attendance and pupils now attend punctually at the start of the school day. Class teachers provide clear guidance on the standards of behaviour they expect and this, along with the very positive provision made for social and moral development across the school, means that standards of behaviour are good and incidents of bullying are rare. When they occur, they are promptly checked and pupils are helped to resolve any outstanding differences.
61. The school works hard to ensure that both the academic progress and the personal development of each pupil is carefully monitored and that each pupil is given the support and guidance required to make the best possible progress. Regular target setting helps pupils to see where improvement is needed and to gain in confidence as they see their goals being achieved. Good use is made of learning support assistants where additional, individual help is needed and pupils with special educational needs make good progress as a result. Regular assessments of pupils' progress are carried out, sometimes with the involvement of appropriate outside agencies, and records are carefully maintained. The school is also aware of the needs of gifted and talented pupils and seeks to extend their learning wherever possible.
62. The only exception to the good standard of individual support provided by teachers throughout the school is found amongst older pupils in Key Stage 1. As a result, some lower-attaining pupils lose confidence, especially with reading and fail to make the best possible progress. A number of parents expressed concern, prior to the inspection, at the lack of support for individual needs at this stage of their children's learning.
63. Since the last inspection, assessment procedures have been reviewed and a range of effective initiatives has been introduced to raise standards. These initiatives include an assessment on entry to the school, the regular use of statutory and optional National Curriculum tests in English, mathematics and science, and the completion of skills checklists in science, history, geography and information technology. In mathematics, teachers assess pupils' progress regularly by using the assessment procedures in the National Numeracy Strategy. Each term, a sample of work from every class is collected during 'Snapshot Week'. Work in English, mathematics and science is assessed to check pupils' standards, and is also monitored to ensure that marking is helpful and that work is appropriate to pupils at different stages in their learning.
64. Assessment of pupils' work is used to set individual targets for pupils in literacy and numeracy. These targets are expressed clearly on 'Prove it' sheets at the front of pupils' exercise books, and are reviewed and reformulated regularly. Strategies for encouraging more demanding work are devised for all pupils on the 'able child' register. These strategies, and the individual education plans of pupils with special needs, are used when planning lessons to ensure that work is generally appropriate to pupils' needs.
65. Records of pupils' progress are stored on a computer program. As an effective visual record of pupils' progress, each class teacher also keeps a chart showing forecasts and actual attainment of pupils. These record sheets are colour-coded for each year group, and enable effective monitoring of pupils' academic progress throughout the school. Results of the National Curriculum tests for each year group are recorded on a spreadsheet and graphs are drawn to assist the analysis of results. This helps senior staff to check whether pupils are making sufficient progress in each class, and helps the school to raise levels of attainment in the national tests.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

66. Many parents are strongly committed to the school and think highly of the provision made for their children. Contact with parents during the inspection was consistently favourable, with parents expressing satisfaction with the individual care offered, the good level of information provided on the life of the school and the approachability of staff. Of those parents who completed the questionnaires or attended the meeting prior to the inspection, however, a significant proportion did not feel well informed about their child's progress or involved in the work of the school. Despite the school's intent to involve all parents in its life and work, it is evident that a significant minority finds it hard to approach the staff with their concerns.
67. Parents and carers are provided with a very good level of information about the school, the work pupils are doing and the progress they are making. For example, letters are sent out every term giving details about the topics to be covered in each subject. Annual reports give a good measure of information on what each pupil has achieved as well as identifying targets for improvement. There are regular opportunities for parents to meet formally with class teachers to discuss their children's work and informal contact is encouraged whenever it is felt necessary. As part of the school's strategy to encourage parents to feel welcome in school, each class has a notice board by the door where parents can view newsletters, timetables and general information about their child's class activities. Parents of pupils with special educational needs are informed promptly of the school's concerns. They are involved at all levels of the process. The quality of communication between home and school is very good. Parents are complimentary about special needs provision in school.
68. All this information, plus the use of homework diaries where parents can record comments, helps to involve parents in supporting their children's work and contributes to the progress they make.
69. A large number of parents make a significant contribution to the life of the school through a wide range of voluntary activities. Their expertise extends provision for craft, art and sports in the school. For example, the millennium tapestry currently being made by all the pupils is largely dependent on the design skills and creativity of the parent helpers concerned. Many parents help with school productions and educational visits. Regular help is given with the school library, the new computer suite and helping individual pupils with their reading. In these, and in many other practical ways, parents are helping to extend and enhance the work of the school. There is an active parent teacher association, which raises valuable funds and organises social events involving parents, staff and pupils.
70. The previous inspection report identified its links with parents as a strength of the school. The strength and effectiveness of this partnership has been maintained.

HOW WELL IS THE SCHOOL LED AND MANAGED?

71. The school is well led and managed by the headteacher, with the support of the recently appointed deputy head, staff and governors. The headteacher provides clear direction for school improvement. She has a very good understanding of the needs of the school, and since her appointment, has worked hard with staff and governors to establish a range of initiatives to improve the progress and attainment of all pupils. Both the National Literacy and Numeracy Strategies have been successfully introduced, although there is some inconsistency in the way they are applied. The school aims reflect a commitment to ensuring a breadth of experience across the curriculum, while also placing suitable emphasis on high standards. The aims are

realised in the day-to-day life and work of the school. The headteacher, staff and governors work as a close-knit team and this ensures a very good ethos in the school.

72. The school development plan provides a very good framework for school improvement and is based upon an accurate assessment of the school's needs. It has clear targets for school improvement. It includes details of the named persons responsible for managing the development, financial implications and the review of progress. Staff and the chair of governors are involved at an early stage in this important level of strategic planning. All teachers have ownership of the school development plan through their roles as subject co-ordinators. It is the key document that drives the school forward. Other governors are less involved in its compilation and review, but are fully consulted about its contents and are knowledgeable about the developments taking place. Each governor has a link with a particular subject of the curriculum. All governors continue to be very supportive of the school, as they were when the last inspection took place. They take an active part in its governance, often through its committee structure, which is clear and documented. Their individual and collective expertise enables the governing body to play a full part in shaping the direction of the school. It fulfils its statutory duties very effectively.
73. Relationships within school are good and support the provision of a learning environment that provides equality of opportunity for all pupils and promotes their self-esteem. The ethos of the school effectively enhances pupils' achievement and personal and social development. The day-to-day management and administration of the school are very good and are very well supported by the school's administrative assistants. A clear and comprehensive staff handbook provides useful school information to ensure that procedures are known and understood.
74. Since the last inspection in 1996, the school has made substantial improvements in the areas identified in the report. For example, it has significantly improved provision in information technology, strengthened the role of subject co-ordinators, and improved the quality of teaching. It has established policies and detailed schemes of work in all subjects to ensure coverage of the National Curriculum. The role of subject co-ordinators has been improved. Most co-ordinators now monitor coverage of requirements through planning, and obtain evidence of standards by studying pupils' work. However, there is insufficient monitoring of teaching and learning to assess its impact on pupils' progress. The monitoring and evaluation of the school's performance is now good. Careful analysis of test scores from the most recent national tests has provided valuable information about strengths and weaknesses. The school has started to take effective action to overcome identified weaknesses in individual pupil performance, for example, through tracking progress and the setting of individual targets for all pupils.
75. The provision for pupils with special educational needs is very well managed by the head teacher and local education authority support teacher. Pupils receive effective support and this enables them to make good progress. The well-trained and committed classroom support staff work well with pupils who have special needs. These members of staff are well deployed to support pupils of greatest need, mainly working effectively alongside teachers in classrooms. Their roles are reviewed regularly. The roles and responsibilities of all staff involved in the support of special educational needs are clearly documented and followed well. There is a good policy statement, and adherence to it. There is a good level of interest and increasing involvement from the governing body and the link governor supports the work well. All statutory requirements are met, for example, a special educational needs register is carefully maintained and the requirements of the Code of Practice are met. The school has been adapted to enable wheelchair access.
76. Staffing, accommodation and learning resources are good. There is an appropriate match between the numbers, qualifications and experience of the teaching staff and the needs of the curriculum for all pupils. The school has a small number of qualified and experienced support assistants who support pupils well. The arrangements for the professional development of all staff are good and match the priorities of the school development plan, while also catering for individual professional needs when finance allows.

77. Despite its unusual appearance, the school provides satisfactory accommodation for both teaching and resource management, and the premises are well cared for. The school has sufficient hard and soft play areas. The computer suite is used well. While its size restricts "hands-on" experience to only half a class at any one time, it has substantially improved provision. This has led to improved standards in information technology. Learning resources are satisfactory overall. For some subjects they are good. The wild-life area and pond provide an excellent resource to support work in science. However, there are few artefacts to support work in history. There is a good range of reading materials to support literacy. The library area is well organised, but is too small to allow access for a large group of pupils or a whole class. This limits its use. Resources beyond the school, in the local environment, and in the local community, are used well to support the curriculum.
78. The school makes very good use of the resources available to it. Specific grants, for example, to support staff training, are used very well. Thorough financial planning remains a very strong feature of the school, as at the time of the last inspection. The headteacher and the finance committee of governors manage funds very well. They work closely together to plan and monitor the budget. There is evidence of good forward planning. Funding is already being carefully considered, for the anticipated increase in pupil numbers in the replacement school to be built on the site. Financial planning is very good and decisions for spending are closely linked to the educational priorities identified in the development plan. The governors try to ensure that these decisions provide the best value for the pupils. Funding allocated for pupils with special educational needs is used efficiently to promote their progress and attainment through a satisfactory level of adult support and well-chosen learning resources. The school administrative staff manage the day-to-day transactions very well.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

79. In order to raise the standards further and to ensure that all pupils make the best possible progress, the governors, headteacher and staff should:
- increase the time for science to enable the curriculum to be covered in more depth; (see paragraphs 50,125)
 - provide work in science which is more closely matched to the attainment of different pupils at Key Stage 1; (paragraphs 41, 118)
 - indicate more clearly the development of skills in planning for design and technology to raise standards at the end of Key Stage 1; (paragraphs 126, 134)
 - improve the progress in reading of lower-attaining pupils at the end of Key Stage 1 by:- (paragraphs 94, 96, 99)
 - identifying more clearly the difficulties that pupils have;
 - ensuring that the focus in group work and for individuals within the literacy hour builds on existing skills and remedies the weaknesses identified;
 - ensuring that pupils change their reading books more frequently so that they do not lose interest.
80. The following less important weakness, already identified in the school development plan, should be considered with those above for inclusion in the post-inspection action plan:-
- Increase the allocation of learning support time to the Reception and Year 1 class to enable the needs of different ages and stages of development to be met more effectively. (paragraphs 85,88)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	40
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	10	48	38	2	2	0

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

Information about the school's pupils

Pupils on the school's roll	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	127
Number of full-time pupils eligible for free school meals	4

FTE means full-time equivalent.

Special educational needs	YR-Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	24

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence	%
School data	4.6
National comparative data	5.4

Unauthorised absence	%
School data	0.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	13	9	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	8	9	9
	Total	19	20	20
Percentage of pupils at NC level 2 or above	School	86 (83)	91 (78)	91 (72)
	National	82 (80)	83 (80)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	12
	Girls	9	9	9
	Total	20	20	21
Percentage of pupils at NC level 2 or above	School	91 (78)	91 (83)	95 (89)
	National	82 (83)	86 (84)	87 (85)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	13	14	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	10	11
	Girls	12	10	11
	Total	23	20	22
Percentage of pupils at NC level 4 or above	School	85 (72)	74 (40)	81 (67)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	11
	Girls	10	8	12
	Total	20	19	23
Percentage of pupils at NC level 4 or above	School	74 (67)	70 (50)	85 (78)
	National	68 (63)	69 (64)	75 (69)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	109
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	5.5
Number of pupils per qualified teacher	23:1
Average class size	25.4

Education support staff: YR – Y6

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

Financial information

Financial year	1998/99
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	£
Total income	235,995
Total expenditure	237,384
Expenditure per pupil	1,696
Balance brought forward from previous year	19,930
Balance carried forward to next year	18,541

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	127
Number of questionnaires returned	49

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	47	37	16	0	0
My child is making good progress in school.	31	53	10	0	6
Behaviour in the school is good.	26	58	12	2	2
My child gets the right amount of work to do at home.	30	56	12	0	2
The teaching is good.	43	43	8	2	4
I am kept well informed about how my child is getting on.	35	29	27	8	0
I would feel comfortable about approaching the school with questions or a problem.	55	24	12	10	0
The school expects my child to work hard and achieve his or her best.	50	36	10	4	0
The school works closely with parents.	40	35	17	8	0
The school is well led and managed.	41	39	8	6	6
The school is helping my child become mature and responsible.	41	45	6	2	6
The school provides an interesting range of activities outside lessons.	47	43	6	4	0

Other issues raised by parents

- Parents expressed concern about the timing of the inspection the week before Key Stage 2 statutory assessments.
- Some parents do not understand the charging policy for some after-school clubs.
- Some parents feel there is a decline in music provision.
- Some parents are concerned about the provision in mixed-age classes.
- The policy for changing reading books is unclear.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

81. Children enter the reception class on a part-time basis at the beginning of the term in which they become five. They start full-time at the beginning of the following term. At the time of the inspection there was only one child under five. The reception class also contains younger pupils from Year 1, who will be six in the summer term. There are currently 24 pupils in the class. All of them except two are five. Judgements about the provision for pupils under five and the quality of teaching are made on the evidence of observation of the youngest five-year-olds.
82. The teacher's planning draws from both the National Curriculum for Key Stage 1 and the national guidelines for the six areas of learning identified for children under five. These are language and literacy, mathematics, knowledge and understanding of the world, personal and social development, creative development and physical development. This is appropriate as many of the children who enter the school have had nursery education and/or their assessments on entry indicate that they are ready for the beginning of the National Curriculum. At the same time there are children whose assessments indicate that they are not yet ready for this. Overall attainment on entry is above average although the spread is very wide.
83. Language and literacy skills are taught well. A range of skills are taught, for example letter sounds, using the pictures as clues and recognising words that look the same or rhyme. This enables children to make good progress in reading. They follow the text well in whole class sessions, noticing punctuation and developing an idea of sentence structure. When they read in groups with the teacher the children are encouraged to talk about the story, to anticipate what might happen next or what the characters might say or feel. This develops a good understanding of the story and encourages pupils to consider meaning as they read. As a result even some of the youngest pupils stop to correct their reading when they realise that what they have read doesn't make sense. The teacher demonstrates letter formation well and encourages children to talk through the movements required to write each letter, to "write" them in the air with their fingers, to make letters with dough and to repeat the sound each letter makes. The classroom assistant and parent helper provide valuable support for children as they copy under the teacher's writing or attempt words on their own. Children's writing skills develop well. Opportunities to use the concept keyboard on the computer encourages children's early attempts at story writing as they can choose whole words to write as well as using the computer keyboard for those they can spell. Most children achieve the standards expected at five years of age and many exceed them. They can read and write their own names, recognise familiar words in books, classroom captions and labels. Many of them read simple stories and have a good understanding of what they read. They express their ideas confidently and write clearly under the teacher's writing when she writes what they want to record about their drawings. They ask relevant questions and listen attentively most of the time. A few children find this difficult when whole-class teaching attempts to take account of the needs of the older pupils in the class.
84. Good opportunities are made for pupils to use numbers in the classroom setting and to use mathematical language. This is evident in structured play activities, for example in the "garden" created by the teacher in a corner of the classroom where children can compare the heights of flowers, count the lily pads and use simple addition when they play the fishing game. The children are taught, and use regularly, number rhymes and songs that introduce the idea of subtraction and addition. They have a good understanding of one more, one taken away and the order of numbers, both ascending and descending. There are opportunities in the home corner to use numbers on the telephone dial and, in the shop, to count money and cakes. They note number patterns when they work with the teacher in whole class sessions, counting in twos, fives and tens. Good use is made particularly of home-made resources to consolidate number work. Structured play activities provide opportunities for matching, sorting, sequencing

and pattern making. Most children make good progress and achieve the standards expected by five. Many exceed these, for example when they use simple addition and record their work.

85. By the age of five, many children show personal and social skills better than those expected for their age. They develop self-confidence and manage the setting of the Reception/Year 1 class that rightly takes account of the needs of older pupils as well as the under fives. Most children share, take turns and co-operate well. They have a good understanding of right and wrong. The example set by the older children provides a good model. A few find it difficult to concentrate for long periods of whole-class teaching when the needs of the five and six-year-olds sometimes take precedence. There needs to be greater flexibility in the planning and more classroom support time to overcome this difficulty. Provision and teaching are satisfactory. The teacher and occasional assistant work together as an effective team to develop the children's independence and their adherence to classroom procedures. Clear expectations for gathering together on the carpet, story, outdoor play and the way the activities are set up and organised, help them become used to classroom routines. The children are expected to take care of their personal needs and to cope with dressing and undressing with minimal help. Most children concentrate well, often for long periods, when involved in group work and play activities. Here again the support of another adult in the class would enable those who find it difficult to persevere with tasks and to benefit from adult intervention in their language development and in support of the development of skills through structured play and group work. The school has identified the need for increased classroom support in the class. This is to be introduced next term.
86. Good provision is made for children to develop their knowledge and understanding of the world. There is particularly good teaching of geographical concepts. For example, children learn that buildings are designed specifically to suit their use and as a result they look different. Children consider some of the buildings in the local environment, such as the power station. They show through their model making that they are aware of the relative size of buildings. They use simple plans showing the position of buildings, level crossings and roads. They talk with interest and understanding about their work. The children know about how things change over time for example through the seasons. They know that they have changed since they were born, that they have grown and can do things now that they couldn't do before. They have a growing knowledge of living things and talk about where different creatures might prefer to live. There were insufficient opportunities during the inspection for pupils to observe living things at first hand although this was the focus of study this half term. They use technology well, for example, the listening station and computer, to support work in many areas of learning. There are opportunities for children to create imaginary worlds with building bricks and construction kits.
87. Children's physical and creative skills develop steadily. The teaching is sound. Children have the opportunity to use the school hall for gymnastics, games skills and dance, to use the school field and swimming pool when weather permits and to use the adventure playground. Outdoor play in the enclosed area off the classroom can only take place when there is a classroom support assistant to share supervision. This limits the use of this area. Children show increasing ability to control movement and small apparatus, for example learning how to roll a ball accurately towards a partner and to receive it. Some opportunities are missed for pupils to show others when they are able to do things well to encourage all the children to try hard to improve their skills. The children sing a range of songs well. They are developing a good sense of rhythm through clapping games in their music lessons. They paint and draw with a variety of paints, crayons and pastels to record their work in many areas of learning and to express their ideas in an imaginative way. They look at the work of famous artists and try out new ideas. By the time they are five they meet the standards expected for children of this age.
88. There are opportunities for children to choose from a range of activities as well as being directed to an activity or to join others in whole-class teaching. The balance on the whole is dictated by the needs of the older pupils. The provision of more classroom support time, identified by the school as a priority for next year, would enable a better balance to be achieved. Currently the planning for under fives is not incorporated into the detailed planning for Key Stage 1. The completion of this would ensure a better balance of activities and whole-class teaching. This will be increasingly important as more classroom support becomes

available. The teacher and assistant are developing a system of on-going assessment. This is an important step in enabling the planning to be more closely focused on the next steps in learning for different groups within the class.

ENGLISH

89. The results of the National Curriculum tests for 11-year-olds in 1999 show that standards were:
- well above the national average;
 - close to the average in similar schools.
90. The percentage of pupils attaining the higher levels was well above the national average. Results of national tests over the last four years indicate that standards have improved faster than national trends.
91. Inspection findings indicate that standards in the current Year 6 are above the national average. Standards in speaking and listening, and in reading and writing, are all above those expected nationally for pupils of this age. The inspection findings are below last year's performance at Key Stage 2 in the 1999 national tests. This is because more pupils in the current Year 6 have special educational needs. The school exceeded its targets in the National Curriculum tests in 1999 and is likely to meet the current year's targets.
92. The results of the National Curriculum tests for seven-year-olds in 1999 show that standards in reading and writing were:
- well above the national average;
 - above those in similar schools.
93. The percentage of pupils achieving higher levels was well above the national average. Standards in the National Curriculum tests in both reading and writing over the past four years have improved faster than national trends.
94. Inspection findings indicate that standards in English are above the national average at Key Stage 1. Reading skills are above average when pupils begin the National Curriculum programme of study at the age of five, and writing, speaking and listening skills are also good. There are no pupils in the school at an early stage of learning English as an additional language. Pupils make good progress at the beginning of Key Stage 1, but the rate of progress decreases towards the end of the key stage. By the age of seven, standards are well above the national average in speaking and listening, while standards in reading and writing are above the national average.
95. The school has carefully tracked the progress of pupils in English over the past three years using the results from standardised tests, National Curriculum tests, internal testing and, more recently, optional national tests taken in Years 3, 4 and 5. In order to raise standards in literacy, the school currently focuses on additional time for English lessons in all classes. Groups of pupils in Years 3 and 4 are targeted to receive additional literacy support. This is improving these pupils' understanding of sounds, and blends of sounds, and their knowledge of how words are built. Provision for pupils with special educational needs is good. Pupils are withdrawn from lessons to receive valuable assistance to help them meet the literacy targets in their individual education plans. Teachers and classroom assistants provide good support for these pupils during lessons, so they learn effectively and make good progress.
96. Teaching of English is good overall, though some weak teaching was observed at the end of Key Stage 1. All teachers have at least sound subject knowledge and some have good expertise. Most teachers plan their lessons well and follow the structure of the National Literacy Strategy confidently. Most use whole-class texts which appeal to the pupils and hold their interest. This promotes good learning. Pupils in Year 3, for instance, were gripped by the choice of story to illustrate the development of tension and fear by the author. Most teachers

give good explanations and directions to pupils. They use questioning skills well, and probe effectively to move pupils' understanding forward and to gain a response. In the best lessons, teachers share the purpose of the lesson at the start and review pupils' learning with them at the end of the lesson. Teachers organise and manage pupils successfully. They pace lessons well, and prepare helpful resources and exercises which are suitable for pupils during the literacy hour. Tasks are matched well to the ability and prior learning of pupils within the class. Very good use is made of information technology to assist pupils' learning. In Years 4 and 5, for instance, a group of lower-attaining pupils used exercises prepared on the computer to identify words with suffixes and to write sentences including these words. Where lessons are less successful, learning objectives are not shared at the start and explanations to pupils are not clear, so pupils are uncertain how to proceed and the pace becomes too slow. Lessons are not planned sufficiently and the tasks are not always stimulating enough. This restricts the pupils' pace of learning. Teachers and classroom assistants generally give good support to pupils during reading and writing activities. Pupils with special educational needs are supported well and make good progress. Most teachers make good use of praise and encouragement to promote good learning. They set appropriate homework to consolidate work in class, and mark pupils work conscientiously.

Speaking and listening

97. By the end of Key Stage 1, pupils have made good progress in developing their speaking and listening skills, and the majority are well above the level expected for their age. Pupils listen very attentively during the literacy hour. They enjoy listening to stories and work enthusiastically at the tasks set for them. They learn to take turns in discussions. Many answer questions confidently and at length, using a good range of vocabulary.
98. Pupils' listening and speaking skills continue to develop well at Key Stage 2. By the age of eleven, most pupils speak confidently and clearly, and are able to answer questions at length. Pupils are confident when speaking to visitors about their work. They are polite and courteous, and explain their work clearly. Older pupils lead class assemblies confidently. They speak clearly, and encourage other pupils to contribute by asking sensible questions. Good use is made of role-play and drama to develop pupils' confidence when speaking in public. In Years 4 and 5, for example, pupils performed their own plays developing some of the themes identified in the story of Pentecost. This also helped to re-inforce pupils' spiritual and moral development.

Reading

99. At Key Stage 1, pupils quickly acquire a sound understanding of letters, sounds and blends of letters. Good use is made of songs and rhymes to build up their knowledge of letter sounds. Most pupils acquire a growing vocabulary of words they recognise on sight. They use a variety of strategies such as picture clues, punctuation, rhyme and repetition to read new words. By the age of seven, many read with expression when reading individually. Higher-attaining readers talk with interest about the stories they read, and are beginning to infer how the plot might develop. They develop a good understanding of different types of books such as storybooks, information books and poetry. Lower-attaining readers receive insufficient individual teaching at the end of the key stage. The range of strategies they use is narrow. They spend too long on the same book and become less motivated as a result. This inhibits their progress and adds to their under-achievement.
100. At Key Stage 2, teachers help pupils to read with greater fluency and expression during the literacy hour. Pupils explore the choice of words and learn how punctuation affects the meaning of sentences. In Year 3, for instance, pupils read passages from 'The Toad Tunnel' together and made good progress in reading fluently and with good expression. The majority of pupils in Year 6 read fluently and expressively, and are able to predict and deduce from what they have read. Pupils in Years 5 and 6, for example, read a poem together with good expression, and were able to deduce why the boy in the poem had no friends. Pupils choose their own reading books and borrow information books from the school library regularly. The limited size of the library, however, means that only a few pupils can use it at any one time,

and this restricts its use for research during lesson times. Pupils understand the difference between fiction and non-fiction books, and use the contents and index well. Pupils who receive good support from home with their reading make the best progress at both key stages.

Writing

101. At Key Stage 1, pupils quickly learn to form their letters and are soon producing writing which is reasonably neat and legible. They learn about spelling and punctuation in literacy lessons and develop an understanding of the use of capital letters, full stops, and question marks. By the end of Year 2, handwriting is neatly joined, and the majority of simple words are spelt accurately. Higher-attaining pupils are beginning to use speech marks and to spell more complicated words correctly. Most pupils compose sentences effectively and build them into longer sequences. Pupils practice their skills by writing daily news items, short stories, letters and poems.
102. Pupils improve their writing skills steadily during Key Stage 2. By the age of eleven, pupils' work is presented neatly in fluent, joined handwriting. Pupils develop their knowledge of punctuation, grammar and spelling well during the literacy hour, and practise these skills in a range of writing activities such as diaries, letters, formal reports, newspaper articles and short stories. Year 6 pupils write at length and most show an understanding of more advanced skills such as writing in paragraphs and the accurate punctuation of conversation. Many pupils choose adventurous words to gain an effect in their writing.
103. The subject is well managed and all teachers have received extensive training for teaching literacy. All the requirements of the National Curriculum are met, and there are many opportunities for developing pupils' writing and speaking skills across the curriculum. In science, for example, pupils extend their use of technical vocabulary, while in religious education pupils learn to write with empathy when they explain how Moses might have felt when encountering God in the burning bush. Trips and residential visits are used well for pupils to write at length about, for example, outdoor pursuits or the workings of a power station. Resources are good, and the school library is used frequently by pupils to extend opportunities for reading at home. Books for pupils to read independently are organised systematically at both key stages to enable pupils to choose within a range of books matched to their reading ability.

MATHEMATICS

104. The results of National Curriculum tests for eleven-year-olds in 1999 show that standards were:
 - in line with the national average;
 - below average in comparison with similar schools.
105. As the proportion of pupils reaching the higher Level 5 was better than that found nationally, the below average comparison indicates that the achievements of average attaining pupils were not high enough. This is confirmed by the school's own analysis of standards last year. There is evidence from the inspection to indicate that although trends over time in Key Stage 2 show a picture of consistent improvement, rates of progress have been variable and pupils of average attainment do not always do as well as they might.
106. Inspection findings indicate that standards at the end of Key Stage 2 are broadly in line with the national average. The schools target of lower numbers achieving nationally required levels in this year's end of Key Stage 2 tests when compared to last year is realistic and is supported by inspection findings. The current Year 6 cohort has a greater number of pupils with special educational needs than in the previous year. Pupils' achievements are satisfactory and the school is likely to meet its target. Targets for subsequent years are higher and represent appropriate levels of challenge.
107. The results of National Curriculum tests for seven-year-olds in 1999 show that standards

were:-

- well above the national average;
 - average in comparison with similar schools.
108. The proportion of pupils reaching the higher Level 3 was better than that found nationally. In spite of results fluctuating widely since 1996, there is a marked upward trend.
 109. The findings of the inspection confirm that standards at the end of Key Stage 1 are above national levels.
 110. Most pupils in both key stages make sound progress in many areas of mathematics as they move through the school. Progress in number work is good enabling pupils to develop flexible and effective computation and recording methods, and use numbers with increasing understanding. Most pupils with special educational needs make sound progress because work is usually matched carefully to their specific needs, and they are well supported. Pupils in Years 4, 5 and 6 are taught in one of two sets formed on the basis of previous attainment. Most benefit from this arrangement and make good gains in learning. However, some average attaining pupils in both key stages do not always make the gains in learning of which they are capable. This is because they are not always given work that is appropriately matched to their abilities. For example, there is too much unnecessary consolidation of clearly understood work before pupils are given suitably challenging extension tasks.
 111. Pupils in Key Stage 1 begin to develop adaptable methods of working with number, practically, orally and mentally. Younger pupils show they can order, add and subtract numbers to 20, and recognise and make repeating number patterns. By the end of Key Stage 1, pupils recognise and confidently use odd and even numbers, begin to understand place value of digits, arrange numbers to at least 100 in order, and add small sums of money. They learn to use standard units of measurement, such as for length and time. They start to communicate gathered information in tables, graphs and diagrams. Higher-attaining pupils give the correct change, showing they can subtract sums of money as well as add them. They begin to explore different approaches to solving number problems, to interpret mathematical diagrams, demonstrating that they are working at above nationally required levels in some areas of the subject.
 112. Pupils in Year 3 continue to develop mental strategies, improve their speed of mental recall, and increase their confidence in handling more complex numbers, such as, through adding pairs of numbers to 100. They calculate simple fractions of numbers, learn different methods of subtraction, and measure using non-standard units. Pupils in Year 4 understand simple decimal notation, recognise and begin to use negative numbers, and start to convert fractions to decimals. Higher-attaining Year 4 pupils begin to group collected data in equal class intervals and to represent data in frequency diagrams. By the end of Key Stage 2, pupils find the perimeters and areas of simple shapes, accurately interpret numbers on a variety of measuring instruments, order decimal numbers, and solve suitably challenging number problems, to levels required nationally.
 113. Teaching is sound, overall, in both key stages, but varies from very good to unsatisfactory. Teachers are familiar with the requirements of the National Numeracy Strategy, and all sections are appropriately represented. However, the quality of both the mental starter activity and the final plenary is unacceptably varied. The mental starter is sometimes too short or the pace insufficiently brisk for pupils to derive maximum benefit. In the final plenary, opportunities to share gains in learning are sometimes too short to be effective, preventing teachers from making accurate assessments of knowledge acquired. Strengths in teaching include secure subject knowledge, precise and clear learning objectives, which are shared with pupils to aid learning, and the good use of resources, which help to ensure sound progress for most pupils. Particular features of good and very good teaching, seen mainly in Key Stage 2, include an emphasis on encouraging pupils to explain their thinking to help develop reasoning. There are secure relationships, which help to establish a classroom atmosphere in which pupils' contributions are valued. Teachers ask high quality questions, which develop understanding, and use effective methods, organisation and pace, which ensure that no time is wasted. Unsatisfactory features of teaching include inappropriate levels of challenge. The pace is slow,

too many interruptions slow pupils' learning and there is too little emphasis on strategies to help move pupils forward in their understanding. When work is not challenging or the pace is too slow, pupils respond less favourably to the subject. However, attitudes to learning are good, overall.

114. In some classes pupils have too few opportunities to use and apply mathematics practically, in real life problems. There is an over-reliance on worksheets, especially for older Key Stage 1 pupils, which can restrict learning and reduce levels of interest, enthusiasm and motivation for the subject.
115. The subject is well led, and there are clear plans for its continued development, for example, to review the planning framework through which curriculum requirements are taught. The profile of mathematics has risen over the past year, for example, through staff training, which is helping to raise standards. Mathematics is well represented in the school's curriculum, and numeracy in other subjects, such as, information technology, continues to develop. For example, there are good examples of data handling work in information technology. There are developing arrangements to monitor work, but as yet no regular observations of teaching by the co-ordinator to help ensure consistency of approach. There are some systems, including tests, for assessing attainment, and most teachers use assessment well to inform future planning. The recently introduced "Prove it" targets for all pupils are good and help individuals to overcome specific areas of weakness. Standards of presentation, though mostly good, are inconsistent and not all pupils take a pride in their work.

SCIENCE

116. The results of National Curriculum tests for 11-year-olds in 1999 show that standards were:
 - in line with the national average;
 - below average in comparison with other similar schools.
117. The proportion of pupils attaining the higher Level 5 was above the national average. Results indicate that some average and lower-attaining pupils could have done better. The schools own analysis of pupils' results confirms this picture. Evidence from the inspection indicates that standards at the end of Key stage 2 remain broadly in line with the national average in spite of the higher proportion of pupils with special educational needs within this year's Year 6. This indicates that pupil's achievements have improved. Most pupils throughout Key Stage 2 are making good progress and working well as a result of good teaching.
118. Teacher assessments at the end of Key Stage 1 in 1999 indicated that standards were above the national average overall. The proportion of pupils attaining the higher Level 3 was well above average. There were, however, considerable variations in standards in different aspects of science. Standards in the study of living things were high, whereas in the study of materials they were low. Evidence from the inspection paints a different picture this year. Changes in planning ensure a more balanced coverage of different elements. This results in consistently sound standards in all aspects. By the end of the key stage pupils know that forces cause objects to move, change shape and change direction. They know about some of the characteristics of living things and that different creatures need certain conditions to survive. They are beginning to use simple classifications to sort living things into groups. Evidence of good work about materials was seen. Pupils can describe the characteristics of some materials and why some are better suited to a particular purpose. They have learnt to observe carefully, using hand lenses to see more detail, and to record what they see. There is little evidence of pupils predicting what might happen and comparing what they found out with what they expected. Teacher assessments for the end of this year indicate that almost all pupils are likely to achieve the expected Level 2. Pupils' completed work does not provide sufficient evidence of thorough coverage of the work planned in each area to confirm this with any confidence. Fewer than last year are likely to achieve the higher Level 3. There was little evidence either in the sample of pupils' completed work or in lessons of pupils working at this level. Higher-attaining pupils are not sufficiently challenged and could achieve more.

119. Improving the standards in science, through improvements in planning, has been a focus of the school this year. Next year the teaching and learning of science will be a whole-school priority to build on this work. The science co-ordinator, supported by the headteacher and the local education authority advisor has developed a planning framework for the whole school that takes into account the mixed-age classes within the school and provides a secure basis for lesson planning. It ensures that the work planned for each class builds on earlier learning. For example pupils in Year 4 build on the work on friction in Year 3, when they investigate how to counteract the difficulties that friction can cause in a real life situation. They test how much easier it is to move heavy objects over a rough surface when they use marbles as ball bearings. This is an improvement since the last inspection when planning was identified as a weakness. Further improvements are needed in planning for the development of investigative skills. These are not linked in a logical order to the planning for the development of knowledge and understanding of living things, materials and physical processes in each year group.
120. The planning has already contributed to the higher quality of teaching in Key Stage 2. It has improved since the last inspection. It is now consistently good throughout the key stage. Teachers plan well ensuring that the work matches the needs of the different groups and ages within their classes. They use a good range of scientific language, challenge the pupils, both in the classroom and in their homework, and check that they have secure understanding before they move on to the next steps. They provide good opportunities for the revision of pupils' knowledge and understanding without spending too much time on what is already secure. As a result pupils make good gains in their learning, work hard and maintain a lively interest.
121. The teaching at Key stage 1 is satisfactory overall. Pupils in the reception class make a sound start, for example using their senses to investigate different sounds and smells, discussing what different toys are made of and why some are stronger than others, and learning about where minibeasts, for example snails, prefer to live. They show interest in their work and develop their ideas well. In the Year 1 and 2 class the teacher uses resources well, for example the pond and pond dipping equipment to provide rich first-hand experiences for pupils. Pupils were enthusiastic and concentrated well on their observations when they returned to the classroom. There is evidence of good investigative work on the strength of different papers. The work was adapted well so that pupils in Year 1 and Year 2 in the same class approached the investigation in ways that provided appropriate levels of challenge for all. There is little evidence of this in other completed work or in the lessons observed in either class with the result that some higher-attaining pupils are not achieving as well as they might. They do not make sufficient gains in their knowledge and understanding.
122. By the end of Key Stage 2 pupils have a good knowledge of electrical circuits, insulators and resistors. Their understanding is improved by the application of what they have learnt to the building of models with motors and lights in design and technology. In their study of solids, liquids and gases pupils develop a good understanding of evaporation and condensation. Through experimenting with different solutions they gain an understanding of how to change one variable without affecting the others. They show in their plant drawings that they recognise the important parts of the flower. Higher-attaining pupils accurately describe the pollination process and also give examples of seed dispersal. Pupils record work in a variety of ways, for example by writing a description of what they did and what they found out, by using charts and tables of numerical data, and by drawing accurate diagrams. In their reports about an experiment to investigate the effect of gravity, they show their results in a line graph. Higher-attaining pupils make detailed notes of their observations as they work. Pupils work productively and at a brisk pace. They try hard to achieve good standards of presentation. They show initiative in group work when, for example, classification methods do not work as well as they had hoped. They reconsider and try a different approach. Pupils in Year 6 are aware of their strengths and how they can improve.
123. Parents provide valuable support for science especially through the development and maintenance of the wild-life area and the pond. This is an excellent resource for the school. It is used well and supports the study of living things very well. There are also strong links with other schools, scientific establishments locally and the local education authority. All of these links enrich the curriculum and support its development. Computers are used effectively to

support the work in both key stages, as a source of information and as a means to record numerical data.

124. The school has responded well to the low standards in science identified by national tests last year. The planning has improved substantially and new procedures for assessment have been introduced. The school is beginning to use detailed analysis of test results, including a comparison between the standards attained by the same pupils at the end of each key stage. These provide supporting evidence that most pupils make good progress in Key Stage 2. Other procedures include an assessment week in each term when pupils' knowledge, skills and understanding of the term's work are recorded. There are some inconsistencies in the way this is carried out. This results in an incomplete picture of standards, especially at the end of Key Stage 1.
125. The allocation of time to science is lower than that found in most schools and results in some aspects, for example planned extension activities not being covered at all in some topics or in insufficient depth in others. This limits the standards the pupils achieve.

ART, DESIGN AND TECHNOLOGY

126. In art, standards are similar to those of seven and eleven-year-olds in other schools. Pupils' achievements, including those of pupils with special educational needs, are satisfactory throughout the school. No lessons were observed in design and technology during the inspection, but standards of work seen are in line with national expectations at Key Stage 2. Very little work in design and technology was seen at the end of Key Stage 1 and standards are below national expectations. Inspection findings indicate that the school has maintained the sound provision in art that was observed at the last inspection. In design and technology, standards have improved at Key Stage 2 and are now satisfactory. There has been little improvement at the end of Key Stage 1, and shortcomings indicated in the last inspection report are still evident.
127. The teaching of art is satisfactory overall, and teachers demonstrate sound subject knowledge. Most lessons have clear learning objectives. Good use is made of three-dimensional objects and photographs of artists' work to stimulate pupils' imagination and interest. In a Year 4 and 5 lesson, for example, good use was made of the light passing through a green bottle to demonstrate the need for effective shading. In the best lessons, teachers assess pupils' work as the lesson progresses, and help pupils to develop their technique. At the end of lessons, teachers give pupils opportunities to evaluate their own work and the work of others. In less successful lessons, teaching is disorganised, there is too little direct teaching and demonstration of techniques, and insufficient emphasis is placed on pupils' reviewing and modifying their work.
128. In art at Key Stage 1, pupils study different drawing techniques, experimenting, for example, with line and shade in pencil and then comparing this with the techniques required for drawing with pastels. They create a garden collage using coloured tissue paper and paint to produce red poppies and blue periwinkles. Pupils explore the marbelling technique, and good use is made of the classroom assistant to help pupils to produce their own designs. By the end of Key Stage 2, pupils develop a good range of techniques including the use of water colours, pastels and prints. Pupils in Year 3, for instance, illustrate their Victorian mural with pencil sketches of 'penny-farthing' bicycles and paintings of Victorian characters such as Isambard Brunel. They paint pictures of castles and roses using the colourful style of Victorian narrow boats. Pupils in Years 5 and 6 use hessian and silver paper to create attractive collages of candles, and cut out strips of paper to form effective three-dimensional owls. They use their own designs to create family shields using modelling clay and brightly coloured poster paints. Good use is made of information technology, for example, to produce repeating patterns based on flags and maps selected from a file of clip art.
129. In their study of the work of famous artists, pupils at Key Stage 1 examine the work of Van Gogh and Lowry and create images of their own showing houses and street scenes. At Key Stage 2, pupils study the works of Monet and Matisse, and produce their own works in the

style of these artists. They apply the artists' styles and techniques of line, colour and pattern to create their own pictures, collages and prints. Pupils in Years 4 and 5, for example, produce attractive paintings of lily ponds and poppy fields in the style of Monet, while a large collage of the 'Woman with a parasol' using coloured tissue and lace is particularly effective. Pupils in Year 3 make good use of information technology to produce pictures with blocks of bright colour in the style of Matisse.

130. In design and technology at Key Stage 1, pupils learn to use different materials. Pupils in Reception and Year 1 use a variety of materials to make models of houses and shops to form a model village. They paint their models carefully, and then evaluate their work to see which materials stand up most effectively. In Years 1 and 2, pupils visit the Dynamic Toy Exhibition and then design and make a puppet with moving parts.
131. At Key Stage 2, the range of pupils' experiences in design and technology is more extensive. In Year 3, they discuss ways of joining materials, and then design and make clocks with moving hands. They use electric motors to turn the sails on model windmills. Pupils in Years 4 and 5 design greetings cards for special occasions such as Christmas and Mother's Day. They design and embroider samplers, and use lights and batteries to devise a quiz game. The oldest pupils design and construct model rooms with detailed features such as tiny furniture, tiled floors and wallpapered walls. There is a good emphasis throughout the key stage on the design process and on the evaluation of finished products. All pupils are currently contributing to the design of a millennium tapestry which is being constructed with help from the community.
132. Pupils' response in art lessons is good. Pupils listen carefully, answer questions appropriately, and concentrate well on the tasks set. They enjoy practical activities and are interested and fully involved. Pupils are able to work on their own for long periods of time and they talk enthusiastically about their work.
133. Leadership in art is good. The co-ordinator checks teachers' planning and monitors pupils' work on display. There is a sound scheme of work and detailed medium-term plans which ensure a logical progression in the teaching of skills at both key stages. Resources for teaching about famous artists are good, and there are plenty of consumable materials available. Good use is made of the local authority adviser to run workshops in school. Attractive displays of pupils' paintings and prints enhance the corridors and classrooms throughout the school and help to provide a stimulating climate for learning.
134. Leadership in design and technology is unsatisfactory. The range of work produced in Key Stage 1 is limited and there is no clear progression in the skills that pupils learn. Planning is unsatisfactory, and the scheme of work does not identify a logical order in which skills should be taught. There are few tools and equipment available, and the resources have not yet been stored in an easily accessible manner. A bobbin-lace club makes a valuable contribution to extra-curricular activities.

GEOGRAPHY

135. Pupils' attainment is typical for their age at the end of both key stages. This is in line with standards seen in the previous inspection.
136. By the end of Key Stage 1, pupils have a sound knowledge of their own locality and compare some of its features with more distant places. They use the area around the school to develop mapping skills and draw maps of their route to school with features such as houses shown as pictorial symbols. They compare their own locality with a remote settlement in Scotland, pointing out the contrasts in features such as houses, activities, landscapes and the weather. By the end of Key Stage 2, pupils understand the advantages and disadvantages of out-of-town shopping centres and examine the environmental issues involved in the operation of a coal-fired power station. Pupils in Years 5 and 6 analyse the transport links and the jobs and services provided in their own village, and compare these with a small hamlet they have visited. Pupils in Years 3 and 4 visit a nearby town, and compare the shops and types of traffic to those found in their own village.
137. No teaching was observed at Key Stage 1. At Key Stage 2, teaching is generally good. Teachers plan their lessons thoroughly and make the objectives of each lesson clear at the start. This allows pupils to know what they are expected to learn during lessons. Teachers give interesting introductions to lessons and use a good range of resources to stimulate pupils' interest. In a Year 5 lesson, for instance, the teacher made good use of photographs and maps to compare the features of two villages. Good use is made of detailed questioning to probe issues and to elicit information from pupils. Good teaching at Key Stage 2 results from teachers' secure knowledge of the subject and high expectations of pupils' performance and behaviour. This enables pupils to make good progress in lessons. In a Year 3 and 4 lesson, for example, pupils were challenged to use their knowledge of a town they had visited to place features accurately on an outline map. Very good use is made of information technology to assist pupils' learning. Pupils in Year 6, for example, used a desktop publishing program effectively to prepare a brochure promoting the merits of living in a small settlement. Teachers assess pupils' work informally during lessons, and use these observations to help pupils focus their ideas more clearly.
138. Pupils' attitudes and behaviour are good at Key Stage 2. Pupils enjoy geography lessons. They listen attentively to their teacher and to each other. They concentrate well when working on their own, and co-operate well when working in pairs or on the computer.
139. Leadership in geography is good. The curriculum is planned effectively enabling pupils to develop their skills in a logical progression. The co-ordinator monitors pupils' work and checks that teachers' planning ensures continuity and progression in pupils' learning. Good use is made of the local area and of visits to other villages, towns and a nearby power station. Very good use is made of information technology to support and extend learning, for instance, in developing mapping skills and in extracting information from encyclopaedias. Links with other subjects such as religious education and topics in assemblies ensure that pupils are kept involved with current world issues such as the recent flood disaster in Mozambique and the conflict in Kosovo.

HISTORY

140. Pupils make satisfactory gains in learning about aspects of the past as they move through the school. They gradually extend their knowledge and understanding through studies of selected periods to levels that are close to national standards by the end of both key stages. However, too little attention is given to the development of understanding of the passage of time in Key Stage 1, for example, through sequencing pictures. There is little evidence of why the past is shown and interpreted in different ways, such as, through the use of propaganda during wartime. However, there is some evidence of looking at specific events from different perspectives in Key Stage 2. Visits, such as, to the toy library in Oxford, are used satisfactorily to bring the subject to life, although there is scope for further development of the use of the

immediate locality to develop historical skills. The limited range of artefacts is not used well to support learning. Pupils' developing awareness of history is communicated in different ways, such as, through writing, pictures, and information technology, which they use increasingly, as they move through the school, to communicate findings and provide information. First-hand experiences help pupils to empathise with life in the past. For example, pupils learn Victorian games which they practise in the playground, and Key Stage 2 pupils recreate a Victorian music hall, enabling them to appreciate how some Victorians enjoyed themselves.

141. Younger Key Stage 1 pupils find out about George Stephenson, the founder of the railways, and complete drawings of "The Rocket", a very early locomotive. By asking their grandparents about how they journeyed on their holidays, and showing their collected data in graph form using information technology, pupils discover how transport has changed during the past fifty years. By the end of Key Stage 1, pupils show in their writing a developing understanding about the life of George Stephenson. They are familiar with games played by their grandparents, such as, chess, dominoes, draughts and rummy. Pupils in Year 4 and 5 show a developing understanding of the passage of time through a study of a timeline of the main events in the Victorian era. They contrast school life in 1900 with that of today. They consider, from a child's view, a day's work as a labourer, to develop empathy and understanding of the harsh working conditions of the time, and discover how Lord Shaftesbury helped young people. By the end of Key Stage 2, pupils describe characteristics of past periods, such as, the Victorian era and recognise changes within them. For example, they learn how industry developed, and about the significant contrasts between the houses of rich and poor people.
142. There is insufficient evidence to make judgements about standards of teaching and attitudes to learning in history as it is not part of the teaching programme during this half of the term. The subject is well led by an experienced co-ordinator who has clear plans for its further development. Plans include extending the range of visits, increasing the number and range of artefacts, and improving the current inadequate assessment arrangements. Resources have been recently organised, audited and catalogued to ensure ease of access. The place of history is secure within the school's curriculum.

INFORMATION TECHNOLOGY

143. Standards in information technology are close to national levels at the end of both key stages. Teaching covers all components of the subject but control technology is less well represented than other strands. Information technology is given a high profile within the school's curriculum, and is continuing to develop. Modelling, for example, through the use of simulation activities across a range of subjects, is given much greater emphasis than at the time of the last inspection, when it was identified as a weakness. Information technology is used well to improve learning in other subjects.
144. Good gains in learning are evident as pupils move through both key stages. Pupils develop important skills and acquire knowledge and understanding both within the subject itself, and through increasing links with other subjects. Their attitudes to learning are good. They demonstrate confidence and enthusiasm when working with information technology, which clearly holds no fears for them. They make good progress in communicating and handling information, using information technology to explore and solve problems in different subjects, and in developing an understanding of retrieved information. For example, younger Key Stage 1 pupils use information technology to develop competence with a mouse when generating their own ideas and colours by "painting" an abstract picture, and learn to print out their work. They work with a concept keyboard to help them to write simple stories in the early stages of their language development. By the end of Key Stage 1, pupils can find information about pond habitats to answer specific questions. The difficulty of some of the text is an obstacle to some less proficient readers but they receive the help they need.

145. In Year 3, pupils learn about conjunctions in English, using computers to consolidate understanding. In a link with music, pupils in Year 3 devise a musical composition, building on previous learning by extending the range of instruments and developing the length of their piece, depth and interest. In a link with mathematics and history, pupils create a dinosaur database, representing compiled information in different ways. Pupils in Years 4 and 5 use information technology to evaluate the effectiveness of different types of graphs and tables in representing information. By the end of Key Stage 2, pupils show an awareness of audience when combining different forms of information technology information. For example, they plan a party to an agreed budget, collecting information and entering it on a database and spreadsheet. Pupils know how to obtain information from the internet, one pupil amusingly commenting that www means "world-wide wait"! They appreciate the benefits of a digital camera, and write a multimedia story, using words, pictures and sounds. They develop mapping skills in geography. They design and print a celebration card in design and technology, with the help of appropriate software. Pupils gradually acquire an information technology vocabulary as they move through the school. For example, pupils in Year 3 know "cursor", "icon", "drag", "tool bar", and "options". By the end of Year 6, pupils understand the use of spreadsheets, are familiar with e-mail, and learn about branching databases. They realise the need for careful framing of questions when collecting, accessing and interrogating information.
146. Pupils make only satisfactory progress in developing their ability to create, test, modify and store sequences of instructions for control, as this area is given less emphasis than others. As a result pupils do not reach national standards in this component. However, the school is aware of this relative weakness in comparison with other areas of the subject, and plans to address this. Younger Key Stage 1 pupils realise that many day-to-day devices respond to commands and signals, and begin to control devices with purpose. Pupils in Key Stage 2 understand the control of equipment by a series of instructions to achieve particular results, but have too little opportunity to control events in a predetermined way, sense physical data and display it using information technology systems. These are requirements in this strand to enable pupils to achieve national levels.
147. Teaching is sound at Key Stage 1, and consistently good at Key Stage 2. Good features of teaching include secure subject knowledge, a confident approach to teaching essential skills, effective organisation and use of the I.T. suite enabling constant "hands on" experience, good levels of challenge and constant encouragement to enhance self-esteem. A governor with technical expertise and an ability to handle pupils sensitively, and well-trained classroom assistants, support teachers very well. Where teaching is less effective, questions are unclear, and work is too challenging for pupils to derive most benefit. This adversely affects levels of concentration.
148. The subject is well led, and there are clear plans for its further development, such as, through the development of individual e-mail addresses for pupils. Staff confidence is increasing through carefully targeted training. There is a flourishing and well-attended information technology club. This provides additional evidence of the high profile given to the subject, improves the skills of participants and enables them to pass on their skills to other pupils. The computer suite is timetabled to ensure all classes benefit from its regular use, and software is used effectively to help support the curriculum in a range of subjects. A checklist of skills and competencies is increasingly used consistently across the school to record the developing progress of individual pupils.

MUSIC

149. A music specialist teaches all classes in the school. Other teachers practise and consolidate these lessons when necessary, for example in preparation for concerts and performances. Effective planning ensures that all aspects of the National Curriculum programme of study are taught and that the work builds successfully on earlier learning. This is an improvement since the last inspection.

150. It was only possible to observe the teaching of singing and composition during the period of the inspection. The standard of pupils' singing is good at both key stages. In the daily assembly and in lessons, pupils sing in tune, with careful attention to phrasing. Singing is taught well. The teacher encourages pupils to control their breathing and to listen carefully to difficult passages while thinking about how the words will fit the melody. Even quite young pupils learn to count the introduction so that they are ready to come in. Pupils sing well in two parts. The teacher sometimes uses a taped orchestral accompaniment so that, as well as listening to the singing, she is free to lead and watch how pupils respond. In this way she is more able to remedy weaknesses in breathing and posture and encourage those who have difficulties with the words. Although the teacher has a pleasant encouraging manner and, as a result, pupils respond well, the singing in lessons and in assemblies is somewhat restrained and not as joyful as might be expected.
151. In the lesson observed in Class 5 the teacher introduced a computer program that enables pupils to compose a musical score using melody and accompaniment. It allows note values, pitch and speed to be changed so that the composition can be evaluated and improved as pupils proceed. Pupils worked in pairs, discussing their work and suggesting improvements. They altered the instruments within the program, changing the sound to suit the mood of the piece. Lesson planning included the addition of lyrics at a later stage. Pupils considered the implications of this as they composed. They concentrated well, asked pertinent questions, co-operated with partners and worked productively. Information technology is used well to support composition in music.
152. In the lessons observed the teaching was good overall. The teacher plans carefully and organises resources efficiently so that no time is wasted. She manages the pupils well, discipline is unobtrusive and pupils behave well. The pace of lessons is well judged to allow time to practise new skills but also to hold pupils' interest.
153. Instrumental teaching of strings, woodwind, brass, keyboard and piano successfully enriches the pupils' musical experiences and allows musically talented pupils to make good progress and achieve success in public examinations. Tuition is of good quality and provides notes for practice at home so that pupils can make good use of the time between lessons. The school choir and orchestra provide further valuable opportunities for pupils to make music together. Visiting instrumentalists have provided good support for work on instruments of the orchestra.
154. The range of music from different traditions and by different composers played in assemblies and in lesson time contributes to pupils' cultural development. Parents and pupils alike enjoy the two annual concerts and performances. Pupils also perform at events in the local community. Some parents at the pre-inspection meeting, whilst appreciating the benefits to pupils' felt that too much time was spent in rehearsal at the expense of lesson time. Some concern was also expressed about a decline in enthusiasm for music. There has been a change in emphasis in music teaching since the last inspection with more attention being given to the breadth and quality of classroom music. This has brought about improvements in learning for all pupils. Instrumental tuition remains strong and opportunities are given to all older pupils to join the choir and orchestra. It was not possible to see either in action during the inspection. The school should consider what can be done to maintain pupils' interest if it considers parents' views to be justified.

PHYSICAL EDUCATION

155. Pupils make sound progress in the development of games' skills as they move through the school, meeting national standards by the end of both key stages. There is insufficient evidence to make judgements about standards and rates of progress in other components of the curriculum in physical education. This was because no swimming and only one dance and gymnastics lesson was observed. However, planning indicates that the full range of the curriculum is taught over the school year. Swimming takes place at the school's own pool and at Wantage.

156. Younger Key Stage 1 pupils develop and practise a range of ways of sending and receiving a ball, improving their control and co-ordination. By the end of Key Stage 1 pupils follow instructions, co-operate effectively and develop an awareness of space and others, dodging and avoiding their fellow pupils, such as, when working with the parachute. Most pupils show positive attitudes to physical education, which enhances learning. Pupils in Years 4 and 5, in the first of a series of lessons on the theme of modern dance, develop responses to dance stimuli, expressing ideas, feelings and moods to reflect the frantic pace of the taped music. Pupils display a good sense of rhythm, balance well, move freely, and are aware of safe working practices. Pupils in Years 5 and 6 revise the techniques of Quick Cricket, with particular reference to improving batting performance. By the end of Key Stage 2, pupils understand and play simplified versions of games, such as, football and netball, have learnt the principles and common skills, and sustain energetic activity over suitable periods of time. Most pupils throughout Key Stage 2 show commitment, which helps them to make progress. However, a small number in Year 6 sometimes participate reluctantly.
157. The quality of teaching is satisfactory across both key stages. Good features of teaching seen in lessons include brisk pace, an appropriate warm-up and cool down activity, clear instructions, appropriate levels of challenge, effective organisation, secure subject knowledge, and a good use of resources. Unsatisfactory elements of otherwise sound teaching include a lack of emphasis on the development of essential skills, and missed opportunities to share good practice to improve performance. Teachers rarely enable pupils to discuss and describe the effect of vigorous exercise on their bodies.
158. The subject is soundly led by a part-time co-ordinator who has recently audited resources to ensure that all know what is available. A good range of well attended extra-curricular sports clubs, some involving younger pupils, make a good contribution to the physical development of some pupils. A residential visit to an outdoor pursuits centre for pupils in Years 5 and 6 helps to extend and enrich the curriculum, and makes a significant contribution to the personal development of pupils and the development of social skills. The school enters numerous tournaments, such as in netball and badminton, with the school winning a recent local football tournament. Pupils are taught a variety of playground games, and have the opportunity to practice these during break and lunchtimes. Physical education is therefore given a high profile throughout the school.

RELIGIOUS EDUCATION

159. The pupils follow a carefully planned curriculum that draws on the Oxfordshire Agreed Syllabus for Religious Education. This seeks to teach pupils about Christianity and at least two other major faiths. At both key stages pupils learn about Christian teaching, beliefs and practices and important elements of Judaism and Islam. Opportunities are made for pupils of different faith groups within the school to contribute to the learning process.
160. Pupils at Key stage 1 are familiar with special occasions in the life of Christians, for example baptism and marriage. There are good links with the parish church. The vicar, who is a school governor, contributes to curriculum planning and teaching. The pupils recall his visit to teach them about baptism, remembering some of the important elements of the service and the associated vocabulary. They know about the symbol of light and that this is also important in other religions, for example they know about the Jewish festival of Hannukah. They know that prayer is a time of reflection and that people of different religions use prayer to talk to God. They know, for example, that Muslims find a quiet place when they are called to prayer during the day. Pupils in Year 1 describe the events of Holy Week in the Christian calendar, using their own words. Some higher-attaining pupils recall the words of Jesus at the Last Supper and include them in their writing. Evidence from the sample of pupils' completed work, however indicates that there is too little challenge for higher-attaining pupils in Years 1 and 2. Pupils in both year groups and of all ability record their work in a similar format, often a work sheet, that leaves little room for individual response at different levels of understanding. This limits the

progress that higher-attaining pupils make. Nevertheless, by the end of the key stage, standards are similar to those expected by the agreed syllabus.

161. Pupils at Key Stage 2 know about Advent and the birth of Jesus. They know some of his teachings, such as the importance of forgiveness and unconditional love as exemplified in the story of the Prodigal Son. They begin to learn about the spread of the early Christian church, including Saint Paul's conversion. They build on the introduction to Judaism begun through Jewish festivals in Key Stage 1. They learn about "special things" used in the synagogue, sacred writings, special ceremonies, for example Bar Mitzvah and the rituals and traditions of Shabbat. In Year 4 pupils learn about the Old Testament story of Moses, the Ten Commandments and consider Jesus' interpretation of the law in the Sermon on the Mount. They discuss laws and rules in general and in relation to their own lives. Older pupils in the key stage learn about Islam, including the story of Muhammad, the Five Pillars, Ramadan and the purpose of fasting. The standards of the pupils' knowledge and understanding meet the expectations of the agreed syllabus.
162. The teaching at Key Stage 1 is satisfactory overall, although there is sometimes too little difference in the work expected of pupils of different ages and ability within the same class. When this occurs, the oldest pupils especially higher-attainers do not make the progress they might. In the Reception and Year 1 class good use is made of the pupils' own experience to introduce new topics, for example marriage. Pupils brought photographs of family weddings and bridesmaids' dresses they wore on these occasions. This captured their interest and provided a context, relevant to their own lives, for introducing and using new vocabulary. Good emphasis was given to the promises made by the bride and groom. Opportunities were missed during the pupils' role-play of the marriage ceremony to gain an appropriate atmosphere with music and time for quiet reflection.
163. The teaching at Key Stage 2 is good and makes an important contribution to the quality of pupils' learning and their spiritual development. In addition to building up pupils' knowledge of the three religions studied, it enables them to begin to understand the impact of religious teaching on people's lives. The use of drama contributes strongly to this. Opportunities for discussion, especially in Years 4 and 5, encourage pupils to interpret religious rules and contribute strongly to their moral development when they consider the need for rules in different settings. Pupils develop understanding of the links between the religions they study and consider how religious faith influences decision making and actions. A range of recording methods is used to ensure pupils of different attainment respond in a way that provides appropriate challenge for them. Pupils' learning is enhanced by a good range of resources, including books, posters and artefacts. Resources have improved since the last inspection.