

INSPECTION REPORT

ENSTONE PRIMARY SCHOOL

Enstone

LEA area: Oxfordshire

Unique reference number : 123001

Headteacher: Mrs D. Caswell

Reporting inspector: Mrs S. Vale
22476

Dates of inspection: 2nd - 4th July 2002

Inspection number: 196182

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Enstone Chipping Norton Oxfordshire
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Appropriate authority:	Governing Body
Name of chair of governors:	Dr Helen Frampton
Date of previous inspection:	7 th – 9 th July 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22476	Mrs S. Vale	Registered inspector	Geography Music Religious education Equal opportunities	Characteristics of the school Standards Teaching Leadership and management Assessment
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30075	Mr M. Duggan	Team inspector	Mathematics Science Art History Foundation Stage	
12172	Mr M. Benson	Team inspector	English Information and communication technology Design and technology Physical education Special educational needs	Curriculum

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Enstone Primary School is a much smaller than average school set in a picturesque village in the Cotswolds. There are 93 girls and boys on roll, a considerable increase since the last inspection and with numbers predicted to continue to grow. The majority of pupils come from within the village, although others travel in from the surrounding area. Many of the parents of the pupils commute to work in both London and Oxford, and come from high social class households. There are also pupils of the families who attended the school when it originally opened in 1875. The percentage of pupils eligible for free school meals is well below the national average. There are no pupils for whom English is an additional language. Whilst the number of pupils identified as having special educational needs is below the national average, the percentage of pupils with statements of special educational need is above the national average.

The majority of pupils attend Enstone pre-school which, whilst it is not connected to the school, is situated in the school playground. Pupils enter the school at the beginning of the term in which they become five. Attainment on entry is average for pupils of this age.

HOW GOOD THE SCHOOL IS

Enstone Primary School is a caring school. The headteacher and governing body have a clear vision of how the school needs to develop and are implementing strategies to support its future development. Very good standards were achieved by pupils at the age of 11 in the 2001 tests, but standards achieved by pupils at the age of seven are much lower. The headteacher manages the large numbers of part-time staff well, and over half of the teaching is good or better. The school provides good value for money.

What the school does well

- The headteacher's management of the school, including the delegation and contribution of staff with management responsibilities.
- Good provision in the Foundation Stage makes a positive contribution to pupils' progress in the school.
- Good and wide-ranging provision is made for pupils with special educational needs.
- The school cares very well for its pupils, and relationships are good, both throughout the school and with the local community.
- Standards in art and displays of pupils' work are good in both key stages.

What could be improved

- Standards of attainment in Key Stage 1
- Higher attainers throughout the school are not achieving the standards of which they are capable.
- The way in which time is allocated to different subjects and how this time is used most effectively, including the pace within lessons.
- The behaviour amongst pupils in the middle years of school.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in July 1997 good improvement has been made in most areas suggested, as well as managing a high level of teacher turnover. The most significant improvement to the school has been the addition of a new class in order to provide for the growing number of pupils. The areas identified in the last inspection report have overall been addressed reasonably well. Attainment in design and technology has been raised and pupils in Key Stage 2 are now achieving at a satisfactory

level of attainment. Opportunities are provided for pupils to work with the full range of tools and materials. Effective assessment procedures are now in place in design and technology and are clearly identified in teachers' planning. The school has now completed its portfolio of moderated work samples in all subjects and these are used to support teachers' current assessments of standards in pupils' work. There is an effective budget in place, and the governing body meets statutory requirements regarding the contents of its annual report to parents.

Unfortunately there is one area which, as yet, is still underdeveloped and has not shown sufficient improvement, and that is the raising of attainment for the more able pupils. Teachers' expectations are still not high enough and the lack of pace in some lessons means that the more able pupils are still not being given sufficiently challenging work.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	A*	A	A
mathematics	D	A*	A*	A*
science	B	A	A*	A*

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

In the National Curriculum tests in 2001 for pupils aged 11, overall standards in English were above those expected nationally. In mathematics and science the results were in the top five per cent nationally. When compared to similar schools, results in English remained above those expected nationally and in mathematics and science they remained well above. In the test results in 2001 for pupils aged seven, standards in reading were in line with what is expected for pupils of this age, but standards in pupils' writing and in mathematics were well below national expectations. When these are compared to similar schools, the results in reading were well below what is expected for pupils of this age and standards in writing and mathematics were in the bottom five per cent of all schools nationally. The reasons for this are that this particular cohort has a large number of pupils with special educational needs, over a third of whom were on the school's register for school action plus support. Care should be taken when analysing the results of small year groups and small schools, as results can easily be affected by the absence of one or more pupils. Standards in art are particularly high in both key stages.

By the age of five pupils' achievements are similar to those expected. Pupils quickly gain the skills to work independently, with each other and in groups and they listen carefully to adults. This good preparation means that they begin Year 1 ready to tackle the National Curriculum with confidence. Current standards for pupils aged seven are satisfactory overall in reading, writing and mathematics, but only a few pupils reach higher than national expectations. The current Year 6 pupils are not reaching such high standards as the 2001 group did in English and science, although they are achieving within national expectations. In mathematics pupils are reaching good standards and achieving above national expectations.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and the majority work hard.
Behaviour, in and out of classrooms	There is good behaviour in the Foundation Stage and also towards the end of the school in Years 5 and 6. There is unsatisfactory behaviour in Years 3 and 4, and satisfactory behaviour amongst other pupils.
Personal development and relationships	Good. Pupils work well together and, on the whole, support each other well.
Attendance	Good.

Pupils want to come to school. Whilst good behaviour is seen amongst the youngest and oldest pupils in the school there is some unsatisfactory and poor behaviour in the middle years of the school. Personal development and relationships are good as pupils on the whole work well together.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	Satisfactory in the early part of the key stage and good at the top end.

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 overall quality of teaching and learning is good. It is good in the early years and also for the oldest pupils in the school. It is satisfactory in the rest of the school. Ninety-one per cent of the teaching observed was satisfactory or better. Of this 39 per cent was good and 15 per cent was very good. Nine per cent of all teaching seen was unsatisfactory. The very good teaching was observed mainly with the youngest pupils and at the top end of the school. The emphasis the school has placed on the amount of time spent on the teaching of English and mathematics, including literacy and numeracy, enables pupils to make good progress. Teachers have good knowledge of these subjects. They use good question and answer sessions to make the pupils think and to ensure that learning takes place. Most teachers have reasonable expectations of the standards that pupils can achieve. However, the pace in lessons is often too slow and not all pupils are sufficiently challenged. Therefore, the higher-attaining pupils in particular do not make as much progress as they are capable of. Teachers' planning is thorough. Whilst teachers ensure that all pupils are involved in the lessons, they are not sufficiently challenged in order to achieve the higher standards of which they are capable.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and offers a wide range of learning opportunities. The range and number of activities on offer to pupils outside the school day are good. However, there are overlong lessons in some subjects.
Provision for pupils with special educational needs	Procedures for identifying and supporting pupils with special educational needs are fully in place and these pupils have very good access to the school's curriculum. They are very well supported and make good

	progress towards their targets.
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Aspect	Comment
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision overall is good. Pupils' moral and social values are well promoted. Provision for pupils' understanding of the cultural nature of British society is also good, although the understanding of the multicultural mix of society is not so well developed. Pupils' spiritual development is satisfactory.
How well the school cares for its pupils	Good. All adults who work in the school know their pupils well. There are good procedures in place to monitor pupils' progress.

There are no major weaknesses in the quality of learning opportunities offered to pupils. There is a very good partnership between school and parents. All legal requirements are met.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school's leadership is good. Management by the headteacher is also good. The headteacher and senior management have a clear vision for developing the school still further.
How well the governors fulfil their responsibilities	Good. Governors are enthusiastic, willing to learn and fully supportive of Enstone Primary School. They fulfil their responsibilities well.
The school's evaluation of its performance	Curriculum co-ordinators have successfully influenced the development of their specific subject responsibility. The school has good systems in place for evaluating its performance.
The strategic use of resources	Good use is made of the accommodation and resources. The deployment of support staff to classes and small groups is also good and this promotes pupils' learning successfully.

The accommodation is attractive, situated in a picturesque rural setting, and kept beautifully clean. It is also well maintained. The external grounds support the curriculum well. The internal accommodation, although small for the number of children in the school, is used well. The use of the local youth hall for assemblies, physical education, music lessons and the provision of school dinners, is the only way that the school can ensure that pupils receive the full National Curriculum; without its use the school would not meet statutory requirements. The school applies the principles of best value well. It compares itself against others and challenges its own effectiveness.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school.• Their children make good progress at school.• Behaviour is good.• Teaching is good.• They are well informed about their children's progress.• They feel comfortable with approaching teachers.• They believe the school has high expectations.• The school works closely with parents.• The school is well managed and led.• It helps their children become mature and responsible.	<ul style="list-style-type: none">• A small number of parents are unhappy about homework; some would like more and others less.• They would like to see more activities on offer outside lessons.

Parents were very positive in their views of the school. The inspection team agree with the parents' positive views, in particular about the raising of standards whilst keeping the caring ethos of the school. There is a satisfactory amount of homework set, and a good range of activities out of school hours is on offer for pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When the children start in the Reception Year in the term in which they are five, the assessment of their attainment shows that the knowledge, skills and understanding of the majority of children are similar to those expected nationally. Although they are taught in a mixed age class for a lot of the time, the staff ensure that they receive an appropriate curriculum based on the Foundation Stage areas of learning, as well as effective and appropriate aspects of the National Literacy and Numeracy Strategies. Because of this they make good progress during their time in the reception group and by the time they start Year 1 the majority, including those with special educational needs, have reached the expected Early Learning Goals.
2. The national tests for the Year 6 pupils in 2001 showed that pupils continued to achieve high standards in English where results were above national expectations. Results in mathematics and science were of a very high standard and were in the top five per cent of schools nationally. These results in Key Stage 2 have remained constant since 1999, and remain the same when compared to similar schools.
3. The 2001 national tests for seven-year-olds showed that pupils were achieving in reading in line with what is expected for pupils of this age. However, standards in pupils' writing and in mathematics were well below national expectations. When these are compared to similar schools the results in reading were well below what is expected for pupils of this age and standards in writing and mathematics were in the bottom five per cent of all schools nationally. It must be remembered, however, that care should be taken when analysing the results of small year groups and small schools, as results can easily be affected by the absence of one or more pupils. Despite this, these results are disappointing. The reasons for this are that this particular cohort has a large number of pupils with special educational needs, over a third of whom were on the school's register for school action plus support. Another feature which the school believes may have had an adverse effect on the results of the Key Stage 1 pupils in the 2001 tests is the fact that they had had six different teachers in two years of schooling. This is due in part to the large number of job-shares in the school and also to the fact that there have been a significant number of staff changes in this particular class.
4. Due to the relatively small number of pupils taking the tests each year, it is not always useful to make comparisons between results of different year groups. However, the school is well aware that results can show up problems that may be rectified through teaching. For example, the recent poor results in Key Stage 1 in mathematics and writing are being addressed through a greater emphasis in the curriculum on the core subjects of English and mathematics. However, pupils who are capable of achieving higher standards are still not being sufficiently

challenged. There are no significant differences between the standards achieved by girls and boys.

5. Pupils with special educational needs make good progress with their learning, especially where they receive extra support. They have a reasonable level of basic skills that helps them to access the full curriculum as far as possible.

6. The current standards in the school differ from the results in last year's tests. The present very small number of pupils (seven) in Year 6 are achieving at standards which are expected for pupils of this age, in English and science. There are very few pupils attaining at higher than average standards of attainment, other than in mathematics, where pupils achieve at a higher level than expected for pupils of this age. Standards in other subjects are satisfactory, with good standards of attainment in art. Pupils overall make reasonable progress towards the school's current targets.
7. Current standards for pupils when they reach the end of Key Stage 1 at the age of seven are as expected for pupils of this age in English, mathematics and science. Whilst this is an improvement since last year's test results, there are still very few pupils who achieve higher than expected standards. Pupils who are capable of achieving higher standards are not challenged sufficiently. Out of these current pupils, almost half achieve at the bottom level of the national tests. Standards in all other subjects of the curriculum are satisfactory, except in art where standards are above what is expected for pupils of this age.

Pupils' attitudes, values and personal development

8. Pupils' attitudes, values and personal development are good overall. They make a positive contribution towards pupils' progress. Parents are very pleased with the way in which their children are helped and encouraged to become mature and responsible as they progress through the school. An overwhelming majority of parents reiterate that their children like the school.
9. Most pupils show positive and enthusiastic attitudes to school. They are keen to learn, work hard and do well in lessons. They enter their classrooms in a quiet, dignified and purposeful manner. Even the youngest pupils in reception prepare themselves calmly for the day's learning activities and play. In most lessons, pupils are eager to learn, answer questions and they take pride in their knowledge. Pupils show genuine interest in the good presentation of their work, enjoy responding to challenges when they have the opportunity and recognise and applaud one another's achievements.
10. Behaviour of pupils is satisfactory overall. Whilst most pupils are keen and want to learn and please their teachers with good behaviour, a significant minority of pupils in Years 2, 3 and 4 tend to become disaffected easily. When teachers' expectations in lessons are not clear or explicit enough and lessons are less challenging, behaviour in classrooms is not so good. Unacceptable attitudes and behaviour of a significant minority of pupils are not a help to those who want to concentrate in lessons and work. Around the school, the behaviour of the majority of pupils is satisfactory. The effective management and organisation of playtime contributes to pupils' satisfactory behaviour. During the period of inspection, there was no evidence of any oppressive behaviour including bullying, sexism or racism. No pupil has been excluded from the school during the course of the current academic year.

11. A major strength of the school is the good relationships that exist within the school and this has a positive effect on learning. Being a small and friendly close-knit school community, pupils have formed very good relationships with one another and with their teachers, who themselves set the example. When teaching is good and inspiring, pupils enjoy their learning experience, listen earnestly and carefully to teachers and to each other, and are good at taking turns.

12. The school's commitment to equality of opportunity is evident from the fact that the boys and girls mix well together. They collaborate in classrooms and in the playground and display a positive attitude towards one another. Classroom discussions such as circle time provide opportunities to discuss issues, which cause them concern. Pupils show sympathy and consideration for views of others. Outside lessons, pupils also relate well to one another and to adults. They are friendly, welcoming and helpful to visitors. They are equally polite and respectful to all school staff. Pupils show concern for the needs of people less fortunate than themselves and contribute to local and national charities.
13. Pupils with special educational needs behave well in and around the school and are fully integrated within the school community. They receive teachers' careful attention and the necessary support from classroom assistants working in classrooms. They also have access to the full curriculum. These pupils show interest in their work, learn at a reasonable pace in keeping with their abilities and make steady progress. They adhere to the school's ethos and have good relationships with teachers, teacher assistants and with one another.
14. Pupils are good at showing initiative and taking personal responsibility. Pupils are pleased to take on small jobs in the classrooms and taking registers to the office. Many pupils take part in extra-curricular activities offered by the school. Pupils in Years 5 and 6 enjoy their residential trip and come back refreshed with increased self-esteem and confidence.
15. The pupils' personal development is good. Pupils are developing a strong sense of what is right and what is wrong and they have a good understanding of the impact of their actions on others. The system of formulating a code of conduct with pupils' participation and the implementation of a positive behaviour policy enable pupils to understand the consequences of their actions. Pupils show empathy with others. Their respect for feelings, values and beliefs of others is good.
16. The level of attendance is in line with the national average. Regular and continuous attendance, together with punctuality in arriving at the school in the morning, has a positive impact on pupils' attainment and progress.

HOW WELL ARE PUPILS TAUGHT?

17. The overall quality of teaching is good, with over a half of lessons seen being good or very good. Approximately one-tenth of all teaching seen was unsatisfactory. Very good teaching is seen in particular towards the end of Key Stage 2 and in the Foundation Stage. Standards in teaching remain fairly similar to the previous inspection report.
18. The overall quality of learning varies, depending on which class the children are in. Good learning occurs in the Foundation Stage and also amongst the oldest pupils. Learning throughout the rest of the school, whilst satisfactory overall, reflects the standards of teaching the children receive.

19. The school is in a particularly difficult situation, as apart from the headteacher, there is only one other full time member of staff. The rest of the teaching is covered by permanent part-time job-shares. Whilst these teachers bring good and varied skills to the school, there have been many changes over the last two years. This has obviously had an adverse effect on the education which pupils receive. There are a significant number of pupils in the school who have had six different teachers in the last two years. This inevitably affects their learning as pupils learn to adapt to different methods and expectations from different teachers. Some job-shares work better than others. Teachers liaise with each other in different ways; some meet to share information about their classes, others talk over the phone. There is currently an absence in the school due to maternity leave. Again, pupils have had to get used to different teachers for a short amount of time.
20. Some pupils deal with these changes well while others find it much harder. Pupils in Years 3 and 4 have been particularly affected by these changes and their behaviour and learning, as a consequence, have deteriorated.
21. The teaching of the reception children is good. The class teachers ensure that, although they are taught alongside Year 1 pupils, the reception children are provided with an appropriately matched and challenging curriculum based on the expected Early Learning Goals. The class teachers effectively target appropriate questions at the youngest children during whole-class sessions and this ensures that their learning is good and that they make good progress. Planning provides a good framework for learning. Plans are clear and usually detailed with appropriate learning intentions linked to the Early Learning Goals. Activities to promote communication, language, literacy and mathematical development are well organised. There is a good balance of teacher-directed activities and child-initiated ones.
22. Throughout the rest of the school, the quality of teaching and learning is satisfactory overall, with particularly good teaching and learning towards the end of Key Stage 2. The very good teaching really supports pupils' learning through the very good use of questioning. This encourages pupils to add to their already increasing knowledge by teachers helping them to develop their own thoughts and views. This was seen in a very good lesson in religious education in the Year 5/6 class. Pupils were encouraged to talk about what they already knew about Hinduism and were asked to give their thoughts and points of view on the four stages of life. The very good teaching encouraged and supported their learning by developing their own points of view. Weaker, unsatisfactory teaching seen in the Year 3/4 class was mainly to do with weak management of pupils' behaviour. Limited learning took place during a music lesson because the teacher spent most of her time trying to control the class and was unable to teach. Pace in many lessons is too slow, with teachers spending too long at the beginning of lessons explaining what is to be done by pupils, and then not giving challenging enough material for the pupils to work on. This was seen in a mathematics lesson in Year 1/2 where more able pupils completed the task they were set by the teacher in under two minutes and then were allowed to 'play' at timing each other, using the automatic timer. This was not challenging for these pupils and whilst fun, did not allow them to achieve to their full potential.

23. The National Literacy and Numeracy Strategies have been effectively introduced and they have had a beneficial effect on the teaching in other subjects. For example, it is common for lessons to end with an appropriate plenary session, enabling the teacher to consolidate the learning and give pupils a clear picture of how they have done. Not all teachers make the learning objectives for the lesson sufficiently clear at the start so that pupils know what is expected of them. Although parents' opinions about homework are divided, the school provides a broadly typical range of activities for pupils to do at home.
24. The day-to-day assessment of pupils' work is satisfactory overall, although it does vary considerably between teachers. The setting of individual, group and class targets is at an early stage of development and is not yet sufficiently challenging, either in content or in timescale. The school caters well for pupils with special educational needs and the majority are fully included in lessons. The good progress that pupils with special educational needs make is the result of good planning by a combined force comprising the special educational needs co-ordinator (SENCO), classroom teachers and the classroom assistants.
25. Classroom assistants make a very good contribution to pupils' progress. They are highly experienced in dealing with pupils with special educational needs and are very capable. They know pupils well and foster the trust that provides good conditions for learning.

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

26. The overall good quality of the curriculum adequately prepares the pupils for the next stage of their education. This is because it is broad and balanced across most subjects of the statutory curriculum and because a good emphasis is placed on English and mathematics. This is also helping to improve the quality of the pupils' work in other subjects. Nevertheless, there are not yet sufficient planned opportunities for pupils to use their improving skills in science, mathematics, information and communication technology, and in other subjects. The school provides good access for the pupils in information and communication technology. They make good use of very limited space in order to ensure that all pupils have access to the equipment available.
27. The National Curriculum is covered in all subjects and, in religious education, the school complies with the Agreed Syllabus by Oxfordshire Local Education Authority. The school has improved its provision since the last inspection, particularly in the breadth and depth of the English and mathematics curriculum following the adoption of the National Literacy Strategy and National Numeracy Strategy. Also, information and communication technology and design and technology are now taught in full, in Years 5 and 6, which, in the case of design and technology, addresses a key issue from the previous inspection.

28. An appropriate emphasis is placed on the teaching of English and mathematics, with most of each morning devoted to the teaching of these subjects. Whilst overall the total time allocated to these subjects is adequate, it results in lessons that are overlong. For example, an observed literacy session that should last an hour lasts up to an hour and 20 minutes. As a result, the pace in some of these lessons is too slow and the work the pupils do could be completed in a much shorter time. Over a week, therefore, better timetabling and more efficient use of time in English and mathematics lessons would enable the school to make much better use of the time available. On occasions lessons do not start on time; after play and assembly delays over the week can add up to as much as a session lost. This is inefficient. The slow pace in lessons also does not support the learning of the more able pupils, who are not sufficiently challenged during these lessons.
29. The half-termly blocks of time allocated to foundation subjects such as design and technology or art are efficient and contribute to the broad and balanced curriculum. This means that pupils are able to complete worthwhile projects and have sufficient time for these practical subjects. This, in particular, is one of the reasons why standards in art and design and technology are improving. Overall, the school has allocated sufficient time to teach the curriculum in the Foundation Stage and Years 1 and 2, although in Years 3 to 6, the time allowed is slightly less than that recommended.
30. The quality and range of learning opportunities for children in the reception group are good. The curriculum fully meets the recommendations of the Foundation Stage curriculum. There is a good scheme of work and all planning is strongly linked to the areas of learning detailed in the reception group curriculum for children before they enter Year 1. The learning opportunities are relevant and meet the needs of the pupils. They prepare them well for the next stage of their learning. Assessment arrangements are good and information gained is used well to inform teaching and learning.
31. In Key Stages 1 and 2, learning opportunities are satisfactory overall and in mathematics and English they are good. Schemes of work are in place and all the subjects of the National Curriculum and religious education are taught. Teaching in mathematics and English is closely matched to the National Numeracy Strategy and the National Literacy Strategy; as a result, literacy and numeracy skills are successfully covered in the daily literacy and numeracy lessons and the consistent quality of this provision is helping to steadily raise pupils' attainment. The slow pace of some of these lessons, however, resulted in a lack of challenge, particularly for higher-attaining pupils. This means that they do not make as much progress as they are capable of. Opportunities to reinforce key skills are sometimes lost because they are not sufficiently planned for. Teachers make good use of the teaching assistants to work on specific aspects of both literacy and numeracy. This has a positive effect on pupils' progress because teaching assistants' work is well planned and matched to pupils' needs. They are well trained, knowledgeable and have the trust of the pupils.
32. Overall, the quality of the curriculum has improved since the last inspection. For example, there is a better balance of time between subjects and, taken as a whole, the learning opportunities support the school's aims well. In some classes

too much time is still spent overall on English considering that sessions of silent reading and handwriting are added to time for the National Literacy Strategy. Teachers' planning is sufficiently detailed and always shows what is to be learned during lessons. This is particularly the case in English and mathematics, where it makes a very good contribution to the pupils' attainment and the pace of their learning.

33. Provision for extra-curricular activities is good. Some well-attended activities after school and at lunchtime, such as in sport or French, enrich pupils' learning. The curriculum is also enriched by visits to places of local cultural and historical interest. There is an annual residential visit for older pupils that allows them to experience some outdoor and adventurous activity such as abseiling and orienteering.
34. The provision for pupils with special educational needs is good and is bringing benefits to the whole school community. The school has very good systems for identifying pupils' needs shortly after they arrive and the good procedures to track these pupils continue to be implemented well as they progress through the school. Pupils have individually tailored education plans to support their learning. These are regularly reviewed, thus enabling pupils to make consistent gains in their learning. The quality of these plans and those that support the educational provision for pupils who have statements of educational need is high and they make a very good contribution to the progress that these pupils are making.
35. The teaching and non-teaching staff work very hard to make sure that all of the pupils have full access to the curriculum. Their work is painstaking and perceptive; they know their pupils very well. As a result, provision for personal, social and health education is satisfactory overall. This area is taught successfully through weekly lessons, and the school is continuing to develop and strengthen this area of the curriculum using published guidance from Oxfordshire Local Education Authority. The policies for sex education and drug education meet statutory requirements. The school works very effectively with the school nurse to teach these aspects of personal, social and health education.
36. The school has good links with the community and makes a positive contribution to village events. The school has strong links with the church in the village. Good relationships with Enstone pre-school help the pupils' smooth transition into the reception group. The school maintains very good links with the local high school, in Chipping Norton. Good induction arrangements mean that the pupils make the transition to the next phase of their education with confidence.
37. The provision for the pupils' spiritual, moral, social and cultural education overall is good. The school promotes a very inclusive ethos, which values and supports individuals within the school community. The school has a policy positively promoting racial equality.
38. Provision for spiritual development is satisfactory. Opportunities which are given in some subjects to pause and reflect, for example in art and design and technology, are satisfactory overall. However, these moments are not consistently

planned for. Within the religious education programme, pupils study other major world faiths and this enriches their view of the world. The programme of personal, social and health education also allows pupils to reflect on their own attitudes and behaviour, thus providing valuable moments for the pupils to think through how they behave and the effect that their actions have on others. Collective worship meets statutory requirements. Themes are explored in assemblies and overall make a sound contribution to the pupils' development. However, opportunities for reflection in assemblies are sometimes limited and, at times, assemblies do not provide sufficient quiet time for the full potential of the assembly to be realised.

39. Provision for the pupils' moral development is good. Clear school rules, that are known and understood by the pupils, are positive, easy to understand and focus on the importance of living collaboratively and of being self-reliant and responsible. Pupils have agreed a code of behaviour for their class and signed to signify their commitment. Opportunities to refer to this code, however, were not used when the pupils' behaviour fell short of the standard they had agreed. Most teachers provide good role models by their calm manner and willingness to listen when resolving disputes. A good feature that permeates this area of the school's provision is the belief that the pupils are capable of making their own well-thought-out judgements and decisions if they are allowed to do so.
40. The provision for the pupils' social development is good overall. In the most successful lessons there are opportunities for pupils to organise themselves, for example when selecting resources in design and technology or in English and mathematics, where they are expected to settle quickly and get on with their work after the main teaching activity. The older pupils look after the younger ones sensitively; numerous examples were seen of this around the school at playtimes and at lunchtimes and no instances of inappropriate behaviour or harassment were seen. They understand the school rules well and follow them carefully. The majority of adults provide good role models, both inside and outside the classroom, which helps to establish a calm feeling to the school.
41. Satisfactory provision is made for the pupils to study their own culture and, in religious education particularly, to appreciate other cultures. Pupils also learn about art and music from cultures beyond Western Europe. A recent project enabled the pupils to deepen their understanding of Africa through its art. Very good links with Portuguese, Spanish and Romanian schools also are enabling pupils to gain authentic experiences of cultures that are different from their own. However, mindful that the school's population is almost monocultural, there are insufficient opportunities for pupils to gain insights into the beliefs, values and traditions of other ethnic groups. Most pupils do not have a sufficient understanding of the cultural and ethnic diversity of modern Britain.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. This is a warm and caring community in which pupils are well supported and encouraged to succeed. Each pupil is valued and feels secure. The very caring ethos of the school has a positive effect on the pupils' attainment and progress. All

staff are committed to ensuring pupils' happiness and well-being, and the good standards of care noted in the last inspection report have been maintained.

43. The school issues questionnaires to both parents and pupils, in order to ascertain their views and opinions about various aspects of the school community. The school is conscientious in its approach to the issues raised in the survey. All the relevant issues are addressed by incorporating them in the school improvement plan.
44. Procedures for ensuring pupils' health, welfare and safety are good and thorough. All staff know the pupils and their families well. They are vigilant and watch for aspects of concern. When necessary, good use is made of external support agencies. The school's procedures for child protection are good. There is an appropriate policy in place and the headteacher is the designated person responsible for this aspect. Pastoral care is a strength of the school. Health and safety is given a priority, with trained first aid staff on site at all times.
45. Procedures for monitoring and raising the level of attendance are good. Teachers adhere to guidelines and procedures for marking registers. Attendance registers are well kept and the headteacher is alert to any emerging patterns of absence and follows them up appropriately, thus achieving good attendance. The education welfare officer visits the school at least once a term. Pupils, in general, are punctual in arriving at school and also for lessons after the morning break and lunchtime. Once inside the school building, pupils quickly settle into the daily routine and conform to the agreed code of conduct. Registration is taken swiftly with a minimum of delay, and this allows lessons to begin immediately. This confident beginning has a positive impact on pupils' learning and progress at the start of the school day.
46. Procedures for monitoring and promoting positive behaviour are satisfactory. Teachers have high expectations of good behaviour from their pupils, and have developed a range of appropriate strategies to support those pupils who find it difficult to maintain the good level of acceptable behaviour. However, such strategies are not applied consistently right through the whole school. Staff and adults in the school serve as good role models for pupils by working in equanimity in classrooms, making visitors feel welcome and being polite in their daily working relationships with one another. Good relationships, which permeate through the school, encourage pupils to be kind and considerate in dealings with their peers and display positive behaviour at all times. Playtime activities provided for pupils during the lunch break also contribute to the development of good relationships.

47. Procedures for monitoring and supporting personal development are good. All staff know the pupils well and share information and concerns. Lunchtime assistants know the pupils well and provide friendly support for them. Annual reports to parents include a statement about the pupils' behaviour and social development, ensuring that parents are informed about this aspect of their children's development. Elections for the school council representatives were held recently and the council will start functioning from the beginning of the next academic year. This will give pupils an opportunity to present their views or concerns to the school senior management team. Such a forum will provide a good opportunity to extend their understanding of other points of view. The school makes use of appropriate strategies to instil compassion for other less fortunate people in the country.
48. The school is a totally inclusive school in its provision of care, with all groups of pupils equally addressed in its policies and procedures. The support and guidance provided for pupils with special educational needs are very good. Pupils with special educational needs are effectively identified. They are sensitively managed and are provided with appropriate levels of care and support to enable them to make good progress. The positive and appropriate level of support provided for these pupils enables them to succeed and grow in confidence.
49. The school's procedures for assessing attainment and progress are satisfactory, and at present are being developed well. They are implemented by the headteacher and class teachers. There are appropriate systems used to identify, assess, support and review pupils' special educational needs. There are no systems currently in place for assessing and supporting pupils for whom English is an additional language, as there are currently no pupils on roll for whom this would be appropriate. Assessments of pupils on entry to the school are used well in planning appropriate work and in assisting effectively in the early identification of children with special educational needs. The school makes satisfactory use of the results of national tests at the end of Year 2 and Year 6, and of a range of appropriate tests in helping to assess attainment and the progress made by pupils at the end of Years 3, 4 and 5. The headteacher is beginning to analyse the performance of different groups within the school, but the small number of pupils in these cohorts makes such analysis difficult.
50. Monitoring in English is good and rigorous and this, coupled with more rigorous analysis of test results, means that strategic planning is based on very reliable data. Teachers' planning in English and mathematics reflects the information that is gained from assessment and, as a result, work is appropriately matched for pupils with special educational needs, but is not sufficiently challenging for higher attainers. Marking of pupils' work is usually undertaken appropriately and, in the best practice, indicates clearly where improvement is required and how success may be achieved.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. The partnership between the school and parents is strong, purposeful and mutually respectful. Most parents are very supportive of the school and many are actively involved through the Friends of Enstone School, as governors or by providing help in lessons or with extra-curricular activities. This has a positive impact on pupils' achievements in lessons and in extra-curricular activities.
52. The perception of every parent who returned the pre-inspection questionnaire indicates that their children like coming to the school. Ninety-seven per cent of the parents think that the behaviour in the school is good, with 91 per cent of parents being pleased with the progress their children make as the result of good teaching and higher expectations since the current headteacher took up position. Parents are highly appreciative of the education provided and the improvements that have been made. Parents who attended the pre-inspection meeting endorsed these positive statements. Good partnership noted at the time of the last inspection has continued in the best interest of all pupils in the school.
53. The school does all it can to welcome parents in the school and to involve them in their children's education. Most parents indicated in their questionnaire that they would feel comfortable about approaching the school with questions or a problem. The school operates an 'Open Door' policy at all times. Parents' partnership with the school is underpinned by the home/school agreement. Parents are diligent in promptly reporting their children's absences.
54. The contribution of parents to their children's learning is good. Pupils take their reading books home and parents are encouraged to help and support their learning and share information with teachers. Seventy-five per cent of parents indicated in their questionnaire that their children get the right amount of homework. Although some parents feel that their children are not given the right amount of homework, the inspection team found that existing arrangements for homework are satisfactory.
55. The quality of information provided for parents is good. Parents are well informed about the school's work through regular newsletters, formal and informal meetings and the written reports. Parents are able to discuss annual reports, which give details of what has been studied and what individual children have achieved. They give advice by way of target setting in the three core subjects of English, mathematics and science, on what the child needs to do to improve. These are received before the summer consultation meeting, enabling parents to discuss their children's reports with teachers. The school prospectus is a clear and comprehensive document. Although the school prospectus shows the levels of authorised and unauthorised absences, it does not emphasise the importance of regular and continuous attendance by pupils for raising standards and achievement across the key stages nor does it discourage parents to take holidays during term-time. The governors' annual report meets the statutory requirements.
56. The school's procedures for working closely with parents of children with special educational needs are good. These parents are informed regularly about their

children's targets and the progress made. They are fully involved in the review of individual education programmes.

57. The school has established good liaison with the comprehensive school in Chipping Norton, where most Year 6 pupils enrol for their secondary education. The process of induction for both the pupils and their parents is planned with care and sensitivity.
58. The impact of parents' involvement in the work of the school is good. The active and flourishing Friends of Enstone School organises well-supported fundraising events, thus providing additional resources for the school. The Friends Association helps to strengthen good relationships between parents and staff. Pupils gain benefits from funds raised on their behalf and from the enhanced relationships developed between home and the school.
59. The strengths of the school's positive approach and partnership identified at the time of the last inspection have been maintained.

HOW WELL IS THE SCHOOL LED AND MANAGED?

60. The leadership and management of the school are good. The headteacher and governing body have a clear vision of what is needed for the school to develop. The headteacher's good management has created a committed and enthusiastic team that is mutually supportive and shares a good capacity to succeed.
61. The role of subject co-ordinators has improved since the last inspection. There are improved arrangements for co-ordinators to establish standards in their subjects and to identify strengths and weaknesses in teachers' planning. Teaching and learning is monitored in all subjects over a two-year programme and annually in English, mathematics and information and communication technology. The headteacher, whilst teaching for two days every week, also teaches in every class in order to release subject co-ordinators so that they are able to monitor other teachers in their subjects. The findings from this monitoring are included in the school development plan.
62. There is a nominated governor for special educational needs. She works hard with the special educational needs co-ordinator to ensure the best possible provision for pupils with special educational needs. The special educational needs co-ordinator is efficient and manages provision well, ensuring that targeted and consistent support is available throughout the school to support pupils with learning and medical needs.
63. The school monitors its performance well. In addition to the co-ordinators, the headteacher monitors teaching and learning in each class each term. Governors are informed of the findings through the curriculum committee. Pupils' progress is just starting to be regularly assessed. However, owing to the small size of these separate groups taking the tests, results are different every year so no clear pattern emerges. Assessment in the core subjects of English and mathematics is good and is used appropriately when setting the curriculum.
64. The school development plan is an effective working document. All members of staff and the governors are involved in identifying developmental items and a three-year overview is established. The school has focused its development on the raising of standards in the core subjects of English and mathematics. The clear focus of the school development plan is starting to have a positive effect on raising standards. The school development plan is carefully and regularly reviewed.
65. The governing body has developed its role well to play an effective part in school development. Governors have a clear understanding of the school's strengths and weaknesses and actively contribute to the school development plan, which they monitor well. The chair of governors provides effective leadership of the governing body and her close and very supportive professional relationship with the headteacher has established a good link between the work of the school and the governing body.

66. Good procedures are in place to ensure that the principles of best value are applied. Governors receive regular reports. All specific grants are used for their designated purposes. Satisfactory use is made of new technology to support management.
67. The school has a large number of teaching staff for only four classes, as, apart from the headteacher, there is only one other teacher who is full-time. The rest of the teaching is covered by permanent part-time job-shares. Whilst these teachers bring good and varied skills to the school, there have been many changes over the last two years. This has obviously had an adverse effect on the education which pupils receive. There are a significant number of pupils in the school who have had six different teachers in the last two years. This inevitably affects their learning, as pupils have to learn to adapt to different methods and expectations of the different teachers they have. The induction of teachers new to the school is very good and they are quickly made to feel welcome.
68. Accommodation is good. In 1997 an extension was added to the school to accommodate the growing number of pupils. From this summer term there are now four classes in the school. Both the internal and external grounds are very well maintained and kept in good condition. Classrooms are well planned, making maximum use of limited space and enlivened with good displays and examples of pupils' work. The school has good quality playground facilities and the newly built garden supports the curriculum very well. Pupils are fortunate to have access to a large playing field behind the school. The use of the local community youth hall for assemblies, physical education and music lessons is the only way that the school can ensure that the pupils receive the full National Curriculum; without its use the school would not meet statutory requirements. Learning resources are satisfactory in most subjects.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

69. In order to continue to raise standards, the headteacher, governors and staff should:

- (1) Improve and raise standards of attainment in Key Stage 1
(Paragraphs: 3, 4, 7, 82, 87, 95, 97, 102)
- (2) Improve the challenge set for higher attainers throughout the school, so that they are sufficiently challenged and can perform to the best of their ability.
(Paragraphs: 6, 7, 22, 91)
- (3) Reconsider the organisation of the school day and the way in which time is allocated to different subjects, and how this time is used most effectively and within these lessons to improve the lack of pace.
(Paragraphs: 22, 28, 31, 91, 108, 137, 151)
- (4) Improve the behaviour amongst pupils in the middle years of school.
(Paragraphs: 10, 39, 45, 142)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	33
Number of discussions with staff, governors, other adults and pupils	22

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	13	12	3	0	0
Percentage	0	15	39	36	9	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents three percentage points.

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)	93
Number of full-time pupils known to be eligible for free school meals	1

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	14

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	3

Reasons for leaving and entering at times other than the usual time of admission are because of moving and one child is from a traveller's family. However, no travellers were present during the time of the inspection.

Attendance

Authorised absence

	%
School data	4.6

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	5	8	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	5	5
	Girls	5	4	5
	Total	10	9	10
Percentage of pupils at NC level 2 or above	School	77 (83)	69 (92)	77 (75)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	5	5
	Girls	4	4	5
	Total	9	9	10
Percentage of pupils at NC level 2 or above	School	69 (83)	69 (67)	77 (100)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	4	6	10

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	4	4
	Girls	6	6	6
	Total	10	10	10
Percentage of pupils at NC level 4 or above	School	100 (100)	100 (100)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	4	4
	Girls	5	5	4
	Total	9	9	8
Percentage of pupils at NC level 4 or above	School	90 (100)	90 (100)	80 (100)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	81
Any other minority ethnic group	4

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)	7
Number of pupils per qualified teacher	19
Average class size	22.8

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	131

Financial information

Financial year	2001-2002
	£
Total income	217652
Total expenditure	211084
Expenditure per pupil	2864
Balance brought forward from previous year	28748
Balance carried forward to next year	35316

Recruitment of teachers

Number of teachers who left the school during the last two years	2.5
Number of teachers appointed to the school during the last two years	3.6
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	92
Number of questionnaires returned	61

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	41	0	0	0
My child is making good progress in school.	49	43	2	0	7
Behaviour in the school is good.	56	41	0	0	3
My child gets the right amount of work to do at home.	37	40	15	5	3
The teaching is good.	51	48	0	0	2
I am kept well informed about how my child is getting on.	41	38	13	0	8
I would feel comfortable about approaching the school with questions or a problem.	56	34	8	0	2
The school expects my child to work hard and achieve his or her best.	57	43	0	0	0
The school works closely with parents.	43	44	8	0	5
The school is well led and managed.	51	41	5	0	3
The school is helping my child become mature and responsible.	56	34	0	0	10
The school provides an interesting range of activities outside lessons.	38	41	7	8	7

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

70. Since the last inspection the good quality of provision for children in the Foundation Stage has been maintained. This is a result of the good working relationship and professional liaison between the two job-share reception teachers and the learning support assistants and volunteer adults who work in this class. The good organisation of the approved curriculum areas for children of this age ensures that they are getting a good start to their formal education.
71. Children enter the Reception/Year 1 class in the term in which they become five. Initial assessment records show that most children enter school with attainment in all areas of learning in line with what is generally expected for children of this age. Due to the good quality time invested wisely by the teachers and other adults, children's learning is good and they achieve well. There is no significant difference in the achievement of boys and girls. Those with special educational needs are identified early, given effective support, have equal access to all areas of the curriculum, and make good progress. By the end of the Foundation Stage higher-attaining children reach all the expected Early Learning Goals. The majority of the children's literacy, mathematical, physical, knowledge and understanding of the world and creative development are in line with what is expected for this age group nationally. Children's communication, language, and their personal, social and emotional development is above national expectations. This was exemplified well in a lesson where the children expressed their feelings in relation to a 'Titch' story.
72. Teachers and learning support assistants forge good relationships with parents, who receive helpful information about what their children are expected to learn. Parents are welcomed as partners in the education of their children. This was very evident during the inspection, when all staff were available morning and evening to discuss issues relating to their children, or just 'bid the time of day'. Books are taken home regularly to share, and children's reading diaries, containing useful comments, are shared between parents and teachers.
73. Teaching in the Foundation Stage is good overall. Lessons ranged from satisfactory to very good, with 75 per cent good or better. A common characteristic of this good teaching is the way in which the teachers use opportunities to develop children's speaking and listening skills. They provide clear explanations and use effective questioning to enable the children to express ideas. They use a good range of strategies to engage them in learning and help them to be co-operative. For example, children in the 'Garden Centre' role-played customers and shopkeepers using real money and plants, while others acted out scenes from 'Joseph and his Dream Coat'. Teachers are enthusiastic and knowledgeable, liaise well with classroom assistants, and plan well to ensure that all areas of learning are covered. All the staff have high expectations of the children's behaviour and attitudes to learning, seen to good effect in a numeracy

lesson concentrating on simple subtraction when children made very good progress using teddy bears for practical demonstration.

74. Adults listen carefully to what children have to say, and through careful questioning begin to develop the children's knowledge and understanding of the world. Teachers include scientific and technological activities to stimulate curiosity and guide the children in the desired direction. Such an example was noted in a lesson where children were encouraged to use the computer arrow keys to place items in correct categories. Staff manage these young children well, making sure that they settle quickly and happily into the daily routines. Provision also includes appropriate activities to develop creative talent. For example, during a group rotation activity, the children chose excitedly to execute observational drawing of items on to a map of the outside area. However, there is limited opportunity for pupils to choose their own activities with the balance weighted heavily to teacher direction.
75. Assessment of standards and learning is undertaken on a regular basis and the information ascertained is used well to set appropriate targets to meet the needs of all the children. The overall assessment and recording system is rigorous and effective, which is a similar judgement to the last inspection. This age group is managed ably by the very knowledgeable co-ordinators who ensure that all areas of learning are covered effectively.

Personal, social and emotional development

76. Children's personal, social and emotional development is given high priority to good effect. This reflects the skilful teaching and provision where children are constantly encouraged to feel confident about what they can achieve, form honest relationships, look after themselves responsibly and behave well. Children enjoy their literacy tasks and appreciate the humour of such rhyming poems as 'One, Two Kittens That Mew', as observed during a reception class. Their attitudes to learning are positive and they enjoy coming to school. They are beginning to work co-operatively in various outdoor play activities and role-play settings. For example, the majority of these young children share the outdoor tricycles, trolleys, sand and water trays well, and speak and listen to one another considerately when working or playing in the 'Garden Centre'. Both girls and boys learn the importance of taking turns in games and sharing fairly construction toys such as large-sized building blocks. The vast majority listen attentively to adults and concentrate well in tasks such as reading and mathematics, as observed in both literacy and numeracy lessons. They are beginning to show restraint when and where appropriate, for example at dinner and playtimes when lining up to enter or leave the classroom. Dinnertime also provides good group experience for the children when they talk to one another confidently and enhance their social skills. Overall the majority of children reach the Early Learning Goals by the end of Reception Year and development is above what is expected from this age group nationally.

Communication, language and literacy

77. In communication, language and literacy the children make good progress in relation to their overall attainment on entry to the reception class. This is due mainly to the effective dialogue between children and adults, especially during the beginning and end of lessons, and in focused group activities. Children are provided with a wide range of activities to promote speaking, listening and an interest in books and the written word. Most listen attentively and the higher attainers, even among the youngest children, are becoming confident speakers, using appropriate vocabulary and constructing sentences well. Such an example was noted during a role-play session where the conversation was polite, including such sentences as 'May I have two pot plants please?' and 'Thank you very much. Here is your change.' The few children with special educational needs who are still in the early developmental stages are improving steadily as a result of the purposeful learning atmosphere created by the teachers and the specific teaching strategies used. They all know that print carries meaning, can read simple key words and recognise and write their own names. The best readers have reached Level 1 in the English National Curriculum programmes of study. During lessons they enjoy listening to stories and sharing and handling books. This was evident when inspectors listened to a sample of children reading and discussed the storyline with them. They learn letter sounds and words using a range of worthwhile strategies, such as letter and word banks. During all activities the teachers engage the children constantly in dialogue, thereby improving their speaking and listening skills, very much in evidence during a music lesson when the children were asked to explain why they chose certain instruments. All are aware of the purposes of writing. The higher and average attainers write short sentences independently, many accurately and legibly, such as 'I went to the park' and 'I like to play'. By the time they leave the reception class the children's reading and writing is in line with what is expected for this age nationally, while speaking and listening is above.

Mathematical development

78. Although the attainment of some children is above national expectations, standards overall are in line with those which children are expected to reach by the end of their time in the reception class. Suitable activities are provided for the development of their mathematical skills, and learning for all children, including those with special educational needs, is good as a result of well-planned lessons and high but realistic teacher expectations. The children develop mathematical skills through effective use of practical activities, number rhymes, games and songs. Children count plastic cubes and use number games to gain an understanding of the properties of number. For example, during a numeracy lesson they sang and acted out 'Ten Little Teddies Sitting on a Wall' to reinforce the concept of subtraction in a practical manner. Many of the children count to 20, and some beyond. They are acquiring a sense of the size of a numeral and its position in number through the use of number lines. They recognise colours, two- and three-dimensional shapes, and sort objects into correct categories using appropriate mathematical language, as noted in a reception session using Unifix cubes to solve subtraction problems. They know the terms 'longer', 'shorter', 'lighter', 'heavier', count to 20 by rote and 'whisper count' in twos to 20, as noted in the same numeracy lesson. Many add mentally 2 and 3 to make 5, 5 and 5 to

make 10, and subtract 1 successfully. They are beginning to count in multiples of 5 and 10 up to 100. They use effectively non-standard measurements in their work, for example while finding out the lengths of their books or desks using Mobilo. All children explore capacity through appropriate sand and water play, and make good use of the well-placed outdoor provision. A good foundation is being laid for future mathematics through these well-organised games and activities.

Knowledge and understanding of the world

79. Children make good progress about the world in which they live and achieve well due to well-constructed programmes provided by the teachers. By the time they leave the reception class attainment is in line with what is expected from this age group nationally. The outside environment, including the garden, provides very good opportunities for scientific work. For example, children observe seasonal changes through the changing foliage colours and weather patterns, they investigate the living habitats of mini-beasts and birds, they distinguish between living and 'never been alive' things, draw their routes to school and tell why there were special celebrations for Queen Elizabeth's Golden Jubilee. Water activities arouse curiosity about why some objects float and others sink. They begin to understand the basic functions of a computer and many use the mouse accurately to move images and pictures, and create graphics, as noted during a literacy lesson. In history they are beginning to learn about life in the past by studying photographs of their parents and grandparents when they were young. Many children in the Reception Year know why seeds they have sown at the back of the classroom need water, soil and light to grow. Children enjoy learning about the world in which they live, as witnessed during a rotation activity lesson which included children mapping out areas of the playground and setting different directional routes for a programmable robot. These are important concepts on which to develop later work in science, technology, history and geography.

Physical development

80. By the end of their time in the reception class children's physical development is in line with what is expected from this age nationally. Through tabletop games, modelling materials, for example dough, pencils and crayons they are continuing to improve their control while using small items. All the children, including those with special educational needs, make good progress in co-ordination and movement. In physical education lessons they use small equipment with increasing accuracy, and improve hand-eye co-ordination during throwing and catching activities. In movement lessons they move with the control, balance and confidence expected for their age. The more talented children's attainment in movement and dance is above national expectations, exemplified well when they executed a sequence of controlled movements with poise and elegance in response to a tape featuring 'The Greedy Zebra'. They respond well to instructions and are developing an awareness of space and consideration for others while moving around. In the outdoor area they use tricycles, trolleys and stilts to negotiate, run and balance with increasing confidence. Good indoor resources

and adequate outdoor equipment and well-deployed staff contribute effectively to the acquisition and development of these skills.

Creative development

81. All children are on course and many have already reached the standards expected for this area of learning by the time they enter Year 1. Gains in learning for these youngsters, including those with special educational needs, are good. They are encouraged to express their feelings through exploring media and materials, music, dance, story-making and imaginative play in all learning areas. A developing eye for detail in what they see is shown in their observational drawings of flowers and other objects. They convey their interpretation of visits to places such as Burford Wildlife Park by creating friezes depicting animal life above and below the waterline, using a variety of media and techniques, including paint, collage and sewing. Children have daily opportunities to explore colour through painting, crayoning, colour mixing and printing, for example using sponges. They use materials such as glitter, feathers, card, sticks, Modroc and fabric to execute two- and three-dimensional creations of African animals. They recognise familiar songs, nursery rhymes and jingles, and sing them in unison with enjoyment and for many with natural exuberance, as noted in a music lesson using mouth sounds to represent different aspects of weather, and in an assembly when they sang the hymn 'Give me Joy'. In music they follow instructions well, using a variety of percussion instruments and claps to maintain a steady beat. Effective use of resources, including the playing of music at the end of activities, helps to motivate all the children, who are managed well.

ENGLISH

82. In the 2001 National Curriculum tests for Year 2, pupils' average points score was below average and the pupils' results were well below average compared with similar schools. Taking the average of the results from years 1999 to 2001, the trend in performance is below the national average. The previous inspection judged Year 2 pupils' standards to be average. Whilst direct comparisons between year groups are not possible, because of the small numbers in year groups, overall test results show that standards have been maintained with recent signs of further improvement in overall standards, in particular in the depth and range of writing and reading.
83. By the end of Year 6, standards of work seen are in line with national expectations and pupils are achieving satisfactorily. Results in the national tests in 2001 show that standards were above average and that the proportion achieving higher levels was also high. Over the last three years, the trend in performance has been above the national average for both boys and girls. However, the performance of higher-attaining pupils is still not sufficiently high, and the school is starting to tackle this through improved monitoring and target setting.
84. The standards of work seen during the inspection for pupils at the end of Year 2 are in line with national expectations. By the age of seven, pupils' standards in

reading are similar to the national average and they make steady progress. Pupils read with understanding and can predict with reasonable accuracy 'what will happen next'. They know what authors and illustrators do and are able to identify the main characters and events in their reading books. Younger pupils read simple books with accuracy and understanding. Higher-attaining pupils in Year 2 use a variety of strategies to aid recognition of unfamiliar words, such as letter patterns and sounds, context and pictures. All pupils know the difference between 'fiction' and 'non-fiction' and lower-attaining pupils read with suitable expression. Teachers ensure that the pupils receive appropriate and regular support at school, both as individuals and in groups. Most parents give support and encourage pupils at home by listening to them read the books that they take home. Guided reading that is completed during the literacy hour is making a good contribution to the pupils' progress.

85. Pupils achieve satisfactorily between Years 3 to 6 and by the end of Year 6 standards match national expectations. Most pupils read a range of texts fluently and accurately and with good understanding. Pupils of all levels of attainment develop satisfactory independent research skills, although there are not enough planned opportunities to do this in other subjects. The library has sufficient books that are accessible and of good quality to help support these skills. The pupils in upper Key Stage 2 have sufficient opportunity to use CD-ROMs and the Internet to develop their understanding of topics in other subject areas. This works very well and pupils are becoming increasingly competent in this area. Good examples of this were seen in geography. It enriches the quality of their work considerably. Pupils know how to find information in reference books, using an index of contents. The range of the pupils' reading, as well as the depth of their understanding, is improving.
86. Pupils with special educational needs make good progress. This is because the school promotes an inclusive policy that recognises the distinct needs of individual pupils and has very carefully and systematically worked out what needs to be done to support these pupils' learning. Pupils with special educational needs in English have very good individual education plans that are very specific in identifying both the curriculum targets and the strategies which can be used to help the pupils meet them. All pupils benefit from these individual targets that are reviewed regularly. These are shared with pupils so that they know what they must do to improve. Good records are kept of the pupils' progress that ensure that work is planned in the light of these records.
87. In writing, standards are in line with national expectations by the end of Year 2. Pupils make steady progress throughout Years 1 and 2. By the age of seven, most pupils spell common words accurately and are beginning to make good attempts to spell more complex words phonetically. More effective teaching in phonics at the end of Key Stage 1 and the start of Key Stage 2 could help to improve spelling further. Good teaching of phonics was seen in the reception class where it is making a good contribution to pupils' performance in this area. Most can write stories made up of sequences of simple sentences. Descriptive words are used well when pupils write their own stories. Most pupils are developing a good idea of structure by the end of Key Stage 1 with stories that have a beginning, middle and

end. The volume of their work is also increasing. Sometimes they have too long to complete a task and the resulting lack of urgency diminishes the overall quality of their work. Higher-attaining pupils use question marks and full stops accurately. However, most average and lower attainers do not always use punctuation accurately. Most of the pupils have targets but they have not yet learned to use them on an everyday basis to improve their writing. Through well-planned work in the literacy hour they now write for a variety of purposes, which includes writing some verse. Their handwriting is usually well formed and easy to read. Presentation is satisfactory. More opportunities for the pupils to write in other subjects are needed for them to be able to use and apply their skills in other subject areas.

88. By the end of Year 6 attainment in writing is also in line with national expectations. Many in the present Year 6 can produce structured pieces of writing. They are beginning to understand how to plan a story and make a good beginning that engages the reader's attention and then builds up interest. For example, pupils writing letters to influence local councillors about the provision of a zebra crossing understand how to write and argue their case, using emotional language as appropriate. Many pupils use paragraphs, correct punctuation, and sound grammatical structures and good quality vocabulary to enrich their writing. Many pupils do not yet use complex sentences and, whilst their choice of vocabulary is improving, it is not rich enough to reach the higher standards. They do not yet have sufficient planned opportunities to use these skills in other subjects. For example, there were very few examples of pupils using these skills systematically in explanations and conclusions in science. Handwriting standards and spelling are generally satisfactory. The programmes of work that pupils follow in these aspects are making a good contribution to their attainment and their achievements in this area.
89. Standards in speaking and listening are above the national expectations at the end of Years 2 and 6. The school places considerable emphasis on developing speaking and listening skills and, as a result, most pupils make good progress. Many pupils are confident and articulate speakers. Teachers have high expectations of the accuracy of pupils' replies. Questioning in lessons encourages extended responses rather than single word replies. Also, teachers' explanations are often succinct and to the point. This models good practice well.
90. Pupils' attitudes and behaviour in English are satisfactory overall. They are better with the youngest and oldest pupils in the school. As a result, pupils have very positive attitudes to their work. They work hard in lessons, get on well with each other and enjoy the work that they are set. They are interested in their work. They collaborate well with each other when required and this helps them to reflect on what they have done. Because teachers emphasise speaking and listening skills, pupils listen to their peers and take note of their views and this in turn helps them to think about their work. This means that they spend all their time working and so they cover more ground. All these factors account for the improving situation in this subject.

91. Teaching is satisfactory overall at both key stages. This is similar to the situation that existed at the time of the last inspection. All teachers are implementing the National Literacy Strategy. Improvements in the way in which time is used in these sessions is still needed in the middle years of the school as often the pace of these lessons is not sufficiently purposeful. For example, on some occasions when pupils are working individually they are being given too long to complete a task. As a result of this their concentration wanes and they do not make the necessary intellectual effort to learn and understand the ideas or skills for that session. This means that higher attainers in particular do not make enough progress week by week.
92. In better lessons teaching is much more structured and well paced. Whilst pupils have enough time, there is still a sense of urgency and purpose and so the pupils cover more ground and make more progress. These lessons are very well planned to meet the needs of pupils of all attainment levels including higher attainers. Teachers share the learning objectives with the pupils in these more effective lessons, making sure that pupils are clear about what they are expected to learn; this helps them to concentrate on what they have to learn. Also, expectations are higher and the teacher's enthusiasm, explanations and knowledge of the subject have a very positive effect on pupils' attainment, progress and attitude to the subject. In less effective lessons the teacher does not make sufficiently strong links with these lessons' objectives so that although the pupils complete a task or a piece of writing, they do not see why they are doing it or how it is connected to the rest of the week's work.
93. The teachers are good at modelling writing. This was very effective in communicating to the pupils "This is what I mean when....". This raises the level of the lesson by involving the pupils directly in the whole lesson. A good example of this was seen in Year 5/6 where the pupils were practising writing in a persuasive style to secure a pedestrian crossing in the village. The teacher explicitly reviewed what elements made for good persuasive writing and throughout the lesson reminded the pupils of these ideas. As a result, the pupils gained a good understanding of this style and made better progress. As a result of this, and with the help of other strategies used by teachers, pupils' standards are rising. Although this improvement still has to show in higher levels, in terms of national test results the quality, depth and range of their writing is still improving. They are now achieving what they should. Other characteristics of better teaching are where pupils are reminded of the strategies to improve their work, such as good handwriting and correct punctuation, or how to find out an unknown spelling. Lessons are planned inclusively to include appropriate challenge for all pupils. Those with special educational needs are well supported by teaching assistants, with their work very closely linked to the pupils' individual education plans. Teaching of handwriting and spelling is satisfactory. Spellings are regularly given as homework. Parents support this well and make a good contribution in this area.
94. The present co-ordinator is covering for the absence of the permanent post holder and provides good leadership and has a thorough understanding of the strengths and weaknesses throughout the school. Evidence from other school documentation also shows that this is the case for the permanent post holder. For

instance, through work sampling and lesson observation, she knows where teaching can become more effective and what will be the most efficient strategies to make the targeted improvements. Analysis of the pupils' performance in national tests has also been thorough and is being used to plan further work. This aspect has been working well and is one of the reasons why the depth and breadth of the pupils' writing in particular is improving. This allows good support to be given to the teachers and makes it clear what must be done to make sure the pupils' performance improves. Monitoring is good and rigorous and this, coupled with more rigorous analysis of test results, means that strategic planning is based on very reliable data.

MATHEMATICS

95. Attainment is close to the national average by the age of seven and by 11 when the pupils leave school it is above, which is an improvement since the last inspection. Since 1997 the trend in the National Curriculum tests for seven-year-olds has fluctuated, with a slight decline since 1999. For the same period the trend is the reverse for the 11-year-old National Curriculum tests with a steep increase, resulting in 100 per cent gaining the expected Level 4 or above in the 2001 statutory tests and 60 per cent reaching the higher Level 5. Inspection findings indicate factors contributing to these results include the slow pace of some teaching in the five to eight age range as opposed to the brisk pace in the older years of the nine to 11 age groups, as well as the small cohorts where one pupil can account for 14 per cent of the entire age group. In the five to seven age bracket boys outperform girls slightly but in the seven to 11 age range there is no appreciable difference. The school is determined to maintain high standards in all classes, and, where there are areas for development, to improve them. A good start has been made with the co-ordinator doing a thorough analysis of strengths and areas for development, enabling challenging but realistic targets to be set for each pupil. The positive impact of this initiative is confirmed by lesson observation and an analysis of pupils' past and present work.
96. The pupils, including those with special educational needs, in the five to seven age range, make satisfactory progress, while for those in the seven to 11 age group it is good. Overall they are acquiring a good foundation in numeracy and mental calculations. They are encouraged to apply their mathematical knowledge in other subjects, for example counting beats during music, measuring and cutting angles in design and technology and using computers to construct and produce graphs. Mental warm-up activities teach pupils to count on and back accurately, to become confident with multiplication and to develop a variety of ways to calculate. Mental introductory and concluding parts of lessons increase in difficulty as pupils get older and play a large part in developing, reinforcing and testing pupils' knowledge, understanding and skills. By Year 6 higher-attaining pupils have a ready facility with number and calculate percentage discounts by a range of methods.
97. In the five to seven age range, all pupils achieve satisfactorily over time, due mostly to overall satisfactory teaching, good attitudes and a willingness to learn. The Year 1 pupils read numbers and identify odds and evens. Higher attainers recognise simple number sequences and all are learning key mathematical vocabulary, as witnessed in a Year 2 lesson where pupils counted on in twos, threes and fives. They are beginning to measure and weigh in standard and non-standard units, for example centimetres and kilograms and hand-spans respectively. By Year 2 most understand about halves and quarters, and identify the names and properties of two- and three-dimensional shapes accurately. The majority interpret simple graphs and bar charts, and add successfully in tens and units. However, some are less confident when calculating the difference between numbers, as observed in a Year 2 lesson where pupils were counting in twos and fives to 20, or filling in missing numbers in sequences.

98. The pupils' learning in the seven to 11 age range is good overall. This is more apparent in the older year groups, both in the standards of work in lessons and in pupils' work over time. The majority of pupils, including those with special educational needs, achieve well. This is due mainly to the frequent and rigorous checks which ensure that work is set appropriately to meet the pupils' needs. Learning is enhanced when the pupils are challenged by problems and encouraged to think mathematically, as was noticed during a Year 5/6 lesson on multiplication of two-digit numbers by 10, 100, and 1000. During this part of the lesson, the pupils displayed great perseverance, due to the energetic input of the teacher and the demanding thinking processes. Learning is less successful when tasks, though initially challenging, are allowed to become repetitive, as noted in a Year 3/4 division lesson involving remainders. Higher-attaining pupils in Year 3 understand place value to thousands, add and subtract tens and units accurately, and know a range of simple fractions. In Year 4 the majority know the properties of two- and three-dimensional shapes, calculate area by adding squares, and measure length, capacity and weight with increasing accuracy. Pupils draw and interpret simple bar charts well, and by Year 5 calculate positions using co-ordinates, and measure angles to the nearest degree. In Year 6 they figure out the area of rectangles and triangles and understand about symmetry, and higher attainers work confidently with decimal fractions and percentages to an appropriate level. Occasionally calculators are used to check answers. Although the pupils develop a good range of mental mathematical methods and strategies, the opportunity, especially for the higher attainers, to use them in investigative work is often underused.
99. The pupils are required routinely to discuss their working methods and justify their answers. For example, higher-attaining pupils in a Year 5 lesson had to explain in detail the characteristics necessary for angles to be acute, obtuse, right-angled or reflex. The vast majority enjoy lessons, particularly the use of games and the challenge of daily 'quick-fire' mental sessions. For instance, in a Year 2 lesson many explained eagerly how they subtracted 5 from 20. This positive attitude enhances learning and, combined with the good overall teaching in the older year groups, enables pupils to develop a flexible array of mental calculation strategies. The pupils are generally well behaved and respond well to the teachers' questions. This was apparent in a Year 3 lesson where pupils were keen to show their knowledge and understanding of division operations. During set tasks they persevere and sustain concentration, as observed in a Year 2 lesson where pupils played a domino game to enhance multiplication skills. They are particularly supportive in group work, witnessed in a Year 4 lesson on revising fractions. Most pupils take pride in their work and present it neatly.
100. The quality of teaching is good overall, with many good examples observed in the seven to 11 age range. Consistent planning by those teachers with job-shares helps them to set clear learning objectives for each lesson. When these are shared with pupils at the beginning of lessons, and their success is evaluated during and at the end, good progress ensues. For example, in a Year 4 lesson pupils knew they had to learn how to work out the half of given odd numbers, and at the end were able to discuss how and what they had achieved. Opportunities

are provided for pupils to work independently, but also to support each other when required. Some teachers assess pupils' responses well and target supplementary questions to expand their thinking, seen to good effect in a Year 6 mental multiplication session, which moved learning on. The best teaching combines problem solving, discussion and explanation, high expectations and the maintenance of good pace. A Year 5 lesson on the properties of parallelograms and trapezia reflected this. In lessons where teaching is less effective, teachers' expectations are sometimes not sufficiently challenging, pace becomes slow, and introductions overextended. Assessment of day-to-day work is satisfactory overall. Marking is consistent and sometimes evaluative, which helps pupils to understand how they can improve. The management of the small number of 'less interested' pupils is usually effective, and all the teachers are unfailingly polite but firm, and do not tolerate behaviour which might impact negatively on the learning of others. The strong structure of the National Numeracy Strategy on which all lessons are based helps the maintenance of discipline in all classrooms.

101. The conscientious and knowledgeable co-ordinator manages the subject effectively. The regular assessment system, together with 'sharp' analytical procedures, ensures its successful development. Monitoring includes moderation of the pupils' work as well as lesson observations with oral and written feedback to the teachers. The co-ordinator reviews teachers' plans on a regular basis. These strategies, together with appropriate in-service training, are helping to maintain and where necessary raise the standards of teaching and learning. Resources are adequate, in good condition and easily accessible to teachers and pupils.

SCIENCE

102. Lesson observations, discussion with pupils and an analysis of their past and present work indicate that attainment by the ages of seven and 11 is in line with national averages. This is similar to the judgement of the last inspection. However, aspects of the subject such as pupils' knowledge and understanding of life processes and living things and materials and their properties are above the national average. In the 2001 teacher assessment for seven-year-olds attainment was well below the national average and that of similar schools. On the other hand, the 11-year-olds attainment in the National Curriculum tests for the same year was very high when compared to the national and similar school averages with 100 per cent of pupils reaching the higher Level 5. The main reason for the vast discrepancy in their performances is related largely to the low numbers in each year group when even one pupil can distort the statistics by as much as 14 per cent. This means that comparison with national benchmarks for all schools is not comparing like with like.
103. Due to a good assessment procedure and appropriate target setting the school ensures that the needs of all pupils are met. This is a significant improvement since the last inspection. The learning of all pupils, including those with special educational needs, is satisfactory overall and often good in the older years of the seven to 11 age range. They achieve well as a result of consistently satisfactory and very often good teaching and the pupils' positive attitudes to learning.

104. By the end of Year 2 they know that light comes from a variety of sources including the sun. They explain in simple terms how force makes things speed up, slow down and change direction. They identify conditions necessary for living and illustrate life cycles, for example of a frog and a caterpillar. Pupils in Year 1 have observed the incubation of hens' eggs and the subsequent growth of the chicks, and they explain clearly the classification of materials, for instance into metals, woods and plastic. In Year 2 the pupils know the components of a balanced diet and understand the importance of healthy eating. They explain appropriately the process of simple electrical circuits and why certain objects float and others sink. Investigations are carried out to a simple format. Pupils predict, test and record their findings, thus reinforcing their literacy and numeracy skill. For example, during an experiment about the movement of tennis balls on a ramp the many higher attainers explained how gravity acted as a pulling force. In the same lesson a group of pupils made model sail boats and blew them across a water tray to prove the effectiveness of wind as a force. Pupils' awareness of recognising when a test or comparison is fair or unfair is less well developed.
105. By the age of 11 the majority of pupils have a satisfactory knowledge and understanding of scientific facts including the representation of series circuits in drawings and diagrams and balanced and unbalanced forces. Nearly all pupils use precise scientific names for the skeleton, body organs and the function of the solar system. In the study of materials and their properties they identify changes which take place and learn how some changes are reversible and others not, and suggest ways, for example sieving, in which solids can be separated. They classify creatures such as carnivores, omnivores and herbivores while studying life processes and living things. The pupils in Years 3 and 4 know that nearly all food chains begin with a green plant and that some materials are better insulators than others. In Year 5 the majority understand how day and night are related to the spin of the earth on its own axis. Many in the seven to 11 age group recognise when a test is fair or unfair and understand why, as was observed in an evaluation of Year 4 work on absorption with reference to types and sizes of materials and specific amounts of liquid. In such investigations they realise the need for accurate measurements and use their numeracy skills well in their calculations and interpretation of data. In Year 5 they know about evaporation and name the parts of a flowering plant, for instance stigma, stamen and ovary, and have written in detail on the process of pollination. In Year 6 the majority of pupils' understanding is well developed. They understand the process of filtration and how pitch and resonance change by plucking guitar strings of varying length or tapping wood blocks of different sizes. And in their study of micro-organisms they record clearly how the growth of bacteria on food can be poisonous. The opportunity for pupils to set up their own investigation and test hypotheses is less frequent than it should be.
106. Pupils' attitudes to science are good, especially when tasks are challenging and well organised. This was particularly noticeable in a Year 3 and 4 class using the outside environment including the pond to investigate the habitat of living creatures. They listen attentively to the teacher and each other and work well, both independently and collaboratively, as observed in a Year 2 lesson about forces.

They enjoy lessons and many answer questions thoughtfully as was witnessed in a Year 4 session about living conditions for different creatures but only a few seek to extend their knowledge independently or show the curiosity needed to understand the process more fully. In all the lessons observed the pupils were well behaved, showing respect to adults and peers alike. Only on the odd occasion when all the pupils are not involved in the task, or the time allocated is too long, do some become restless and inattentive.

107. Teaching is good overall with some good features. In the best lessons teachers' expectations are high but realistic and the pace is brisk therefore retaining pupils' interest which in turn enhances learning. Planning is good and there is an appropriate balance between discussion, written and practical work, as observed in the Year 4 lesson on the investigation of habitats.
108. Good use is made of recapitulation to establish previous knowledge and understanding, to highlight discoveries and reinforce key learning points. Such an example was illustrated well in the Year 2 lesson on forces when a group of higher attainers demonstrated for the teacher how gravity attracts objects back to 'the ground'. In nearly all lessons the pupils are managed well with effective input from learning support assistants.
109. The co-ordinator ensures that the subject is planned well and that appropriate balance, coverage and continuity ensue. She provides solid support for staff, monitors teachers' planning on a regular basis and has observed teaching and learning, offering written and oral feedback. Targets are set for each pupil and are reviewed regularly, thus ensuring a rigorous track of their progress. An analysis of pupils' work showing strengths and areas for development has been carried out. As a result, more emphasis on investigative work is being planned. Organised visits to the school by outside agencies such as the Curiosity Science Museum in Oxford help to enhance pupils' scientific knowledge and understanding. Resources are adequate, easily accessible and maintained well. Overall the subject is managed well by the co-ordinator whose resolve is to raise standards still further in all classes.

ART AND DESIGN

110. Due to timetabling arrangements during the week of the inspection, no art lessons were observed. Therefore judgements about overall attainment are based on an analysis of pupils' past work and speaking with them, their teachers and the subject co-ordinator. These indicate that standards by the ages of seven and 11 are above national expectations. This is an improvement since the last inspection when they were close to national expectations. All pupils, including those with special educational needs, make good progress and achieve well, mainly as a result of adopting the recent national initiatives in the subject and the school's desire to give art due prominence in the curriculum. It is integrated well with other subject areas, both supporting them and drawing inspiration from them. An example observed during the time of the inspection was a Year 1 frieze depicting

the life cycle and habitats of creatures living above and below the waterline of the school pond.

111. The pupils use a range of media and materials to develop their skills and techniques in the subject, which are built on systematically as they get older. They are introduced to the work of well-known artists from an early age. For example, the pupils in Year 2 study the work of Mondrian and Jackson Pollock and produce computer-generated pictures displaying geometric and linear perspective and vivid colours respectively. In Year 1 pupils use collage and paint well to create a scene that illustrates a favourite story, for example the animals encountered by Handa on her way to Akeya's village (Handa's Surprise). Pupils in Years 3 and 4 develop their artistic skills effectively when exploring how shape and colour can be recognised and combined to create patterns. This was demonstrated ably by a variety of work produced after the style of Matisse. In the same year groups they improve their paint colour mixing and design skills using pastels, paint and tissue paper, card and fabric to create a collage inspired by Henri Rousseau's 'Tiger in a Tropical Storm'. The pupils in Year 6 use dots, smudges, cross-hatching light and shade well to create three-dimensional effects while sketching houses in Enstone village and landscapes of the surrounding countryside. Visiting local artists contribute well to the enhancement of the pupils' appreciation of art and an impressive 'movement' tapestry incorporating printing techniques in Year 3 and Year 4 is testimony to this. Pupils in the seven to 11 age range have made African animal masks using paint, card, feathers and devised sequences inspired by a visit to the 'Cotswold Wildlife Park'.
112. The focus for the past two terms has been on representing African wildlife through art. Consequently all classes have produced paintings collages and three-dimensional representations of various aspects. Particularly striking are the three-dimensional models of lions, elephants, snakes and rhinoceroses made from recycled materials and the model of the giraffe in Year 2 constructed from Modroc and wood dowelling. Pupils in the younger year groups have designed and made animal masks from clay.
113. Discussion with pupils indicates they enjoy art and have a positive attitude to the subject. They are justly proud of the tasteful and colourful displays throughout the school and treat them with great care. Discussions with teachers and an analysis of their plans and scheme of work, looking at photographs and the art portfolio as well as evaluating the pupils' work, suggest teaching is good in all classes.

114. The co-ordinator is an enthusiastic advocate of the subject and is keen to develop it further. Specialist art resources are being built up continually. The scheme of work ensures that pupils are taught a variety of skills and learn about different artists and cultures. Linking art with other subjects and cultures is a good feature of the planning. The outside environment is used well to stimulate observation and creativity. These experiences enhance the pupils' learning and enjoyment of art, and contribute well to pupils' spiritual and cultural development.

DESIGN AND TECHNOLOGY

115. Only three lessons were seen during the inspection and it was not possible to make a secure judgement about the quality of teaching. However, from the inspection of pupils' work, including displays and discussions with pupils, it is clear that the attainments of pupils at the end of Years 2 and 6 are in line with national expectations and pupils achieve satisfactorily. This is an improvement since the previous inspection when standards in Year 6 were below expectation because insufficient attention was given to making sure that pupils understood the design process. Aspects that are better include improvements to the depth and range of work and improvements to the pupils' understanding and their ability to apply that understanding to the design process. Written work in design and technology is also improving and there are examples in all years of good annotated diagrams showing how. In class one for example, a mechanism will be built. Assessment also is improving and this means that the pupils build on the skills they are acquiring term by term.
116. By the end of Year 2, pupils are able to make realistic plans for the items that they will work on. They produce sound designs that meet the feasible and detailed design briefs. They are beginning to think more about the order in which they need to do things and take care to make finished products that are attractive and appropriate for the job. They carry out simple evaluations at the end of the process and can say what they would improve if they did a similar task in future.
117. By the end of Year 6 pupils' design skills, knowledge and understanding are becoming more sophisticated. The pupils have a secure understanding of the design process. For example, they can produce plans for making an object that needs a well-thought-through sequence of actions to make it. To help them decide how best to make their product they use information from different sources and through experimentation find out the best way to proceed. For example, Year 6 making slippers made drawings of their proposals. From discussion with the pupils it is clear that they modified their plans as they proceeded. They are becoming skilled at seeing how an object is built, although in deciding on how they wish to make their own artefact, more opportunity could be given to them to decide on their own design, for example if they wish to make a sling-back or a slip-on slipper. This worked very well in a Year 6 project where the pupils made slippers. Whilst the pupils' evaluation skills are improving, their written work does not yet come up to a similar standard.

118. The quality of teaching seen in this limited number of lessons is good. Lessons are well planned and they give the pupils good opportunities to develop their skills. Lessons are long enough for the pupils to make progress on the items they are making. This is because time for design and technology is allocated on a half-termly basis with other subjects. Teachers understand the subject and so the questions they ask help the pupils to think about what they are doing. For example, in a Year 2 class pupils making winding structures were asked how they could make their cranes stronger. This helped the teacher to understand the depth of the pupils' understanding. Good attention was given to health and safety, although more frequent reminders would help. Resources are well organised. Teachers use time efficiently in these lessons and overall the pace is good.
119. The pupils' attitudes to the subject are good. They enjoy the work and throughout the school work responsibly and safely. Because pupils work well together and share resources, lessons are well paced and they work hard throughout. During the inspection, discussions with the pupils and lesson observation demonstrated good attitudes to the subject; they enjoy the work, work together well and use their initiative willingly.
120. The leadership and management of the subject are satisfactory and the co-ordinator has done much to make sure that the issues raised in the last inspection have been dealt with. The subject is now actively promoted. There is now a good scheme of work based on nationally approved guidelines, which provides good breadth and balance. Assessment arrangements are basic but effective and provide a reasonable record of what has been done. They help teachers to plan the next piece of work. Resources are adequate; those that are available are used well to support learning. Work still remains to be done to ensure that the pupils develop skills systematically. Nevertheless, provision for design and technology is now improving within the school.

GEOGRAPHY

121. In both Key Stage 1 and Key Stage 2, attainment is as expected for pupils of these ages. Whilst only a few lessons were seen, additional evidence was gathered in both key stages through the scrutiny of pupils' work and through discussion with pupils.
122. The previous inspection found that pupils' attainment was in line with national expectations overall and the current findings also reflect this.
123. During Key Stage 1, pupils begin to develop good geographical skills. In Year 1 and Year 2 pupils look closely at the environment around them. They are able to make maps about where they live in Enstone and can explain clearly directions to their houses and to key features in the village. They use correct geographical words, for example talking about physical and human landscapes, and can give examples to explain these words. There are also good links with other countries; for example pupils are involved with other schools from Spain, Portugal and Romania. Teachers and some pupils have visited Enstone Primary School from

these countries and talked about their way of life there. This enriches pupils' lives and develops from first hand their understanding of how others live.

124. Pupils at the end of Key Stage 2 have good subject knowledge and are developing good geographical skills. They look closely and undertake an in-depth study of another area of the country. In one lesson seen in a Year 5/6 class pupils worked well together to design a poster to encourage tourists to visit Betws-y-Coed in Wales. All aspects of geography are taught, and taught well so that pupils achieve to a good standard. There is a good cross-curricular approach to the teaching of geography. In information and communication technology, the use of the Internet is used well to support pupils' learning, mathematics and English featuring strongly in geography work. This is particularly true towards the upper age range of the school where pupils produce some good standards of work about their study of Betws-y-Coed. This all supports pupils' learning and allows them to use skills learnt in subjects other than geography.
125. Teaching seen in lessons ranges from satisfactory to very good. The very good lessons are well thought out and well planned, with all resources needed readily to hand. Teachers give good, consistent support to pupils, and the good use of question and answer sessions to recall and reinforce pupils' knowledge works well. The good use of secondary resources supports pupils' learning. Teachers refer to the learning objectives and state these clearly to pupils so that they succeed in meeting them.
126. The subject co-ordinator has been in post just since the beginning of this term. Whilst there is consistent monitoring of teachers' planning, assessment is still in the early stages of development. The co-ordinator has clear plans of how to develop the curriculum and, in particular, assessment in this subject.

HISTORY

127. Attainment in history at the ages of seven and 11 is in line with national expectations and pupils achieve well, which is similar to that reported in the last inspection. Only one lesson and part of a lesson were observed and other evidence includes an analysis of pupils' work and discussions with pupils, their teachers and the subject co-ordinator. Pupils, including those with special educational needs, make good progress and they achieve well due to the appropriate coverage of the National Curriculum programmes of study, visits to places of historical interest and overall good teaching. An analysis of their work indicates their factual knowledge is often better than their ability to interpret historical sources of evidence or to see how the past has influenced the present.
128. The pupils build their sense of chronology satisfactorily. For example, when pupils in Year 1 compare photographs taken in 1904 of Enstone Primary School, the children's and adults' attire and the games played then with the present conditions they gain a good understanding of past and present. They also acquire an awareness of different cultures when they learn about famous people such as Charles Dickens, Florence Nightingale and Mary Seole. Good practical

experiences, such as visiting the local church and shops and handling both new and old artefacts, help to bring 'alive' the stories they are told by their parents and grandparents. The pupils in Year 2 have compared the toys used by their parents when they were young with those of today. And, in their visit to St. John's Museum in Warwick they had the experience of role-playing a class session of a typical Victorian school day. This helped them to recognise the differences in schools then and now in a practical way. They know that the 5th November bonfires are associated with Guy Fawkes and the Gunpowder Plot.

129. By the time they are 11 the pupils have a satisfactory understanding and knowledge of the periods they have studied such as the Celts, Romans, Tudors, Ancient Greeks and Egyptians. For example, older higher-attaining pupils give reasons for changes in lifestyles and jobs in Britain due to the Second World War as observed during a Year 4 lesson. In the same year groups pupils research in more depth the history of Enstone and the changes that have occurred over time as outlined in work about their 'history trail' along the Oxford Road. They investigate enthusiastically the contrasting lifestyles of children in Victorian Britain and the improvements made by reformers, such as William Morris. Through the use of 'time lines' pupils in the seven to 11 age range learn about major events since 1930 to the present time. For example, they know that the Great Depression occurred then and that the Blitz was in 1940, that the Welfare State was set up in the 1950s and that Queen Elizabeth the Second's Golden Jubilee was celebrated in the 2000s. Some higher attainers give sensible reasons for the commencement of the Second World War. The pupils in Year 6 research confidently the main features of the Ancient Greeks and have compared the different systems of government of Athens and Sparta. Higher attainers explain how democracy evolved in Roman times and why the Roman Empire collapsed. They also learn about the contributions of people such as George Stephenson and Isambard Kingdom Brunel to the advancement of transport, especially the railway industry.
130. In the lessons observed the quality of teaching was good. Lessons are planned well to meet the needs of the pupils and hold their interest, ensuring that they are attentive and are kept on task. Effective pace is maintained through a range of activities and this, together with the pupils' good attitudes, results in good progress. For example, in a Year 4 lesson good use was made of primary source material such as photographs and newspapers to give pupils an understanding of the effect the Blitz had on the people of London. In the same lesson the teacher's skilful questioning encouraged the pupils to think critically about the importance of 'blackouts' and the guarding of munitions, car and aeroplane factories. Once assigned to a task most pupils apply themselves diligently. Regular recapitulation of previous work, including relevant vocabulary, reinforces pupils' factual learning so that their recall is consolidated.
131. The co-ordinator, who has been in post a term, is enthusiastic and has made good use of the national recommendations for planning. Structured guidance is offered on a rolling programme by way of topic resources to ensure step-by-step development of skills. The policy is up to date and the assessment system ensures that progress of pupils' knowledge, understanding and skills is being tracked appropriately. Organised visits to historical sites such as St. John's

Museum in Warwick and Chedworth Roman Villa help to enhance the pupils' understanding of the past. Resources are adequate and the subject is managed well.

INFORMATION AND COMMUNICATION TECHNOLOGY

132. Standards in information and communication technology (ICT) are in line with the national expectations for pupils at the end of Years 2 and 6. The pupils are making sufficient progress as they move through the school and their achievements in this subject are satisfactory. Although standards appear to have fallen since the last inspection, this is not the case. This is because the breadth and demands of the curriculum have changed. The school has in most respects kept pace with this and in common with many schools is making the best use of the information and communication technology resources that it has available.
133. In most aspects of the subject, the pupils' performance is close to the national expectation, for example in communicating information or where a class has used graphs to display the occupations in a town as part of their geography work on a Welsh town. Whilst many pupils can use simple word processing, they do not yet use this as an effective tool for writing by, for instance, drafting and redrafting their work. Although the school has improved both the quality and amount of hardware, in most lessons where the use of information and communication technology is planned they have to share with often three or four to a machine. This means that the pupils do not have enough hands-on time to consolidate what they have learned or to practise it and apply it to new situations. So, whilst there are instances of satisfactory writing using word processing, it is not widespread or undertaken frequently. Some other aspects of ICT, such as using computers to control mechanisms, undertake modelling or to process data provision, are improving so that the pupils are making steadier progress through the school. Good use is being made of the Internet to support the pupils' learning in other subject areas, especially at the end of Key Stage 2. Pupils have yet to systematically make use of e-mail. The school has a good strategy to raise standards in ICT, although the lack of funding slows developments in this area.
134. The pupils' attitudes, however, are good throughout the school and they enjoy their work. They are very interested in the subject and listen attentively when they are being taught. They are willing to persevere in their work and are willing to improve what they have produced. They take great care of the equipment that they use. Often they are not able to gain access to a keyboard themselves. Despite this, they listen well and get the most from the lesson. The pupils are willing to take turns and watch as their peers work. Whilst this arrangement is far from perfect, their good relationships with each other make this arrangement as effective as it can be in the circumstances. Despite the shortage of hardware, the position has improved from the previous inspection. Overall, new equipment is having a positive effect on the pupils' attitudes.
135. The quality of teaching is good overall. The teachers' subject knowledge is now satisfactory and is continuing to improve. The approach taken to training is very effective and helps to build skill levels quickly. The teachers are enthusiastic and

make the lessons interesting and choose good tasks to teach skills carefully and effectively. However, the effectiveness of the lessons is considerably diminished by the lack of hardware. For example, in a Year 5/6 lesson, most pupils shared with three others at a workstation despite the teacher using the next door classes' computers. The keyboard skills of most pupils throughout the school are weak, many still relying on one finger to use the keyboard. The school has made attempts to address this but lack of opportunity to practise diminishes the impact of this.

136. The school has provided some good opportunities for the pupils to use information and communication technology to support learning in other subject areas, for example, in geography where they are learning about a different community from their own in North Wales. Its use could be more systematic in other subjects, although good examples were seen in mathematics and science. The pupils would benefit from having more systematically organised files and folders to save their work so that they can return to work on it in the longer term.
137. Overall the teachers make the best use they can of the existing arrangements and resources that they have, although there are still too few computers for most class lessons. This arrangement slows the pace of learning in nearly all lessons and does not give pupils sufficient "hands-on" time to practise and become proficient.
138. The school has made good use of grants to purchase hardware and provide training for teachers and teaching assistants. As a result, the provision has improved since the last inspection and the subject is now taught more regularly in the curriculum. The scheme of work that has been devised is good; and, if fully implemented, should ensure that the pupils' progress will improve.
139. Leadership in the subject overall is good and much good development work has been completed. For example, the co-ordinator has arranged good training for all staff, which is starting to improve their subject knowledge, skills and understanding, allowing them to teach more effectively. Monitoring and assessment arrangements are improving and, although mostly informal, they are effective. The demands of this subject have increased since the last inspection and resources remain inadequate to meet the demands of the curriculum.

MUSIC

140. Standards in music are as expected for pupils aged seven. It is not possible to make a judgement for pupils by the age of 11 as only one music lesson was seen during the inspection. However, attainment in singing is exceptional and particularly gifted. This is similar to the previous inspection findings. Pupils really enjoy music and particularly the practical aspects of it.
141. Pupils in Years 1 and 2 learn to sing tunefully with enthusiasm and memorise a range of songs. In Year 1 they add actions to rhyming songs. A particularly good lesson allowed the pupils to create their own music in small groups using untuned percussion instruments to represent the sound of different types of weather such as icicles and the pitter-patter of rain. Pupils in Years 3 to 6 further develop skills in rhythmic patterns. Pupils throughout the school sing in harmony, and show obvious enjoyment when singing in music lessons and in assemblies. For example, in one singing assembly for pupils from reception to Year 4 pupils achieved very high standards of singing. They sang in harmony, with very good pitch, phrasing and dynamics, and in two parts, no mean feat for pupils of such a young age. Teachers are very good role models and encourage pupils to project and enjoy their voices. All pupils, including those with special educational needs, are fully involved in the singing activity; for example, a visually impaired child is able to participate fully due to an enlarged hymn sheet. All pupils, regardless of their abilities, are equally keen to join in. Older pupils in Years 5 and 6 during the time of the inspection were involved in rehearsals for a performance of 'The Owl and the Pussycat' at the Apollo Theatre in Oxford. They are participating in partnership with other schools. This gives them marvellous opportunities to experience the thrill of performing. Pupils have also had the opportunity to experience African drumming. African drumming workshops were held for all pupils at the school and every child was able to 'have a go' and experience what it is like to play together.
142. The quality of teaching during the inspection ranged from unsatisfactory to very good. In very good lessons teachers have very good subject knowledge, very clear and high professional expectations and support the development of pupils' musical skills well. Most teachers manage pupils well, help them to concentrate, and strive to improve their performance. In the unsatisfactory lesson seen, pupils' learning was hindered by the weak management of their behaviour. They did not listen, either to their peers or in particular to the teacher. They constantly interrupted each other and showed little respect for one another; there was little pace to the lesson and learning was unable to take place due to the disruptive behaviour.
143. The subject is led by an enthusiastic and very knowledgeable co-ordinator, who has positive ideas of how she wants to see the subject develop within the school. In-service training for teachers is planned to help develop teachers' knowledge. The co-ordinator is aware of the shortcomings in the subject; for example, as yet, information and communication technology is not used sufficiently in music, but she has worked hard with peripatetic teachers to enrich the curriculum by making

tuition available for brass instruments and cellos. There is the opportunity for pupils in the school to learn the recorder and to perform in assemblies. This is greatly appreciated by the other children in the school. The co-ordinator has had opportunities to monitor teaching in the subject and this inevitably is having a positive effect upon pupils' attainment. Unfortunately no judgement can be made on the use of composition in Key Stage 2 as none was seen during the time of the inspection.

PHYSICAL EDUCATION

144. It was possible to inspect only one lesson in physical education during the inspection. This was because a significant amount of time during the summer term is given to swimming in Key Stage 2, which took place on a day when the team was not in school. Consequently, it is only possible to reach secure judgements about the single games lesson that was seen where standards matched expectations for the pupils' age. It is not possible to reach an overall judgement on standards across all the areas of the subject or about the quality of teaching.
145. The pupils' attitudes and behaviour are good overall. Discussions with pupils reveal that they have very positive attitudes to physical education and enjoy lessons. They collaborate very well. For example, in a games lesson in which the pupils were practising ball skills they encouraged each other and made sure that the ball was returned accurately to their partner. They listen to what they are asked to do by their teachers and work hard throughout the lessons.
146. There is a well-balanced scheme of work that ensures that all the main elements of the curriculum are taught throughout the school. The school has opted to include athletics in its programme of work. This means that the school now has a very well balanced programme for physical education. Although the pupils do not have provision for outdoor and adventurous activity such as orienteering or visits to unfamiliar areas in the scheme of work, they do have the opportunity to experience this on their residential visit in Years 5 and 6. Good use is made of the time allocated to swimming. Part of the games programme is taught using facilities at the pool, with groups of pupils alternating between swimming and games. Thus, the time allocated to physical education is used very efficiently and good value is obtained from the cost of and time spent on coach travel.
147. The quality of leadership and management is good. A good framework has been established that is both practical and manageable. This subject has not been a priority for development but, nevertheless, resources are now adequate to support learning in this subject. Good use has been made of local initiatives to improve resources and to improve provision in this area. Pupils with special educational needs are well supported in this area of the curriculum, and no child is excluded, despite their abilities. Classroom assistants are very supportive of these pupils.

RELIGIOUS EDUCATION

148. In the previous inspection, pupils made limited progress in religious education and their attainment was judged to be just satisfactory by the end of Year 6. These standards have improved. Pupils have appropriate knowledge and understanding of religion and of the importance that people of different faiths place in their beliefs. Pupils throughout the school in both key stages look closely at the beliefs of different religions and achieve satisfactorily.
149. There have been some improvements in the curriculum since the last inspection. The scheme of work is to be reviewed soon. Multi-faith aspects of religious

education have been strengthened so that the pupils are offered opportunities to learn about Christianity and other major religions, such as Hinduism. The subject is planned in line with the locally agreed syllabus.

150. Teaching is good overall. In the better lessons the teachers' good subject knowledge is applied well to help pupils to understand more easily the beliefs of different religions. In a very good lesson on Hinduism in Year 6, good questioning by the teacher supported pupils' learning. She encouraged their recall of previously learnt facts and related what they already knew to the learning of new knowledge. In a religious education lesson for younger pupils they learnt in very simple terms about the story of Joseph and his Technicolour Dream Coat. Year 1 pupils use the story to practise their writing skills and manage one or two simple sentences each. This also encourages and supports their learning in literacy.
151. Planning is detailed and matches classroom activities and the locally agreed syllabus where appropriate. Learning objectives are clearly identified in planning and are shared with pupils so that they know what to expect and what is expected of them. However, work is not planned according to the different needs of individual pupils and occasionally this leads to a slower pace than some pupils are capable of. Pupils are encouraged to relate what they are learning to their own experiences and to share these with each other. As a result pupils' learning is enriched by the good relationships and relaxed atmosphere that are features of these lessons.