

INSPECTION REPORT

**CHALGROVE COMMUNITY PRIMARY
SCHOOL**

Chalgrove

LEA area: Oxfordshire

Unique reference number: 123029

Headteacher: Mrs. Susan Varley

Reporting inspector: Carol Worthington
20609

Dates of inspection: 2nd - 5th June 2003

Inspection number: 248414

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 -11
Gender of pupils:	Mixed
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Appropriate authority:	Governing body
Chairman of governors:	Mrs. Judith Bennett
Date of previous inspection:	26 th March 2001

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20609	Carol Worthington	Registered inspector	Science Design and technology Music English as an additional language	How high are standards How well pupils are taught How well the school is led and managed
9708	Sylvia Daintrey	Lay inspector		Attitudes, values and personal development How well the school cares for its pupils How well the school works in partnership with parents
22509	Gail Cowmeadow	Team inspector	English Geography History Physical education The Foundation Stage of Learning	
7813	Kevin Wood	Team inspector	Mathematics Information and communication technology Art Religious education Special educational needs Educational inclusion	How good curricular and other opportunities offered to pupils are

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This smaller than average sized primary school has 185 pupils on roll, 25 of whom attend part-time in the nursery, which has been fully operational now for nearly two years. There are more boys than girls; most children come from the local area. The percentage of pupils eligible for free school meals is lower than average at 5.6. About two percent of pupils come from other European or Asian backgrounds, but all are fluent in English. The average percentage of pupils with special educational needs (about 16) comprises mainly those with learning difficulties and some physical disability. The 1.6 per cent with a statement is average. Attainment on entry is average. There has been a large turnover of staff over the past two years. After the school was judged to have serious weaknesses in leadership and management a second time, the long-standing headteacher left and temporary headship from the local education authority improvement team bridged the gap until the current headteacher took over in January 2002.

HOW GOOD THE SCHOOL IS

This is now a good school with many very good features. It has made tremendous advance over the past two years due to the consistency of the monitoring and evaluation programme put in place by the current headteacher, who has very good vision for the school's further development. She is very well supported by the governing body and staff who work as a team. Standards are improving, and pupils are making good progress as a result of the good teaching they receive and their much improved attitudes to learning. The school gives satisfactory value for money.

What the school does well

- Above average standards in mathematics, science, art and design and technology in Key Stage 1
- Above average standards in information and communication technology, art, design and technology and religious education in Key Stage 2
- Very good attitudes, values and personal development of pupils
- The good quality of teaching
- Very good assessment and its use in planning the curriculum
- Very good leadership and management
- The governing body has excellent knowledge of the school's strengths and weaknesses

What could be improved

- Standards in science and mathematics at Key Stage 2 to match those in Key Stage 1
- Standards in English in both key stages
- The unity of the Foundation Stage
- Planning for spiritual development and awareness of life in multicultural Britain

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 2001 when it had serious weaknesses in leadership and management. Since then the school has made very good improvement. The key issues relating to leadership and management have now been fully addressed. There is now a new headteacher who has shown great tenacity in securing the improvement; governors and the local education authority have given her full support. Standards are rising due to the now rigorous assessment procedures and their use in setting targets for improvement. Staff with management responsibilities have effective and well-developed roles which enable them to ensure that curriculum provision continues to improve and standards rise. The whole school monitoring and evaluation of its performance in all areas also makes a very good contribution to all-round improvement and ensures that all members of staff are working towards a common goal. Capacity for further improvement is very good.

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				prior attainment	Key	
	all schools			similar schools			
	2000	2001	2002	2002			
English	C	C	E	E*	B	well above average above average	A B
mathematics	E	D	E	E	A	average below average	C D
science	D	C	D	E	A	well below average very low	E E*

The school's performance in the 2002 National Curriculum tests for 11 year-olds was well below the national average in English and mathematics and below average in science. When compared with similar schools, the results for English were in the lowest five per cent of the country; those for mathematics and science were well below average. As shown by the prior attainment grades above, pupils achieved well in English and very well in mathematics and science. Pupils' Key Stage 1 assessments in 1998 were well below average and they have, therefore, made very good progress. The general trend has been rising in line with the national trend.

In Key Stage 1, pupils' performance in the 2002 National Curriculum tests and teachers' assessment was above average in reading, average in writing and well above average in mathematics. When compared with similar schools, they were average in reading and mathematics, but below average in writing. Over the past three years, there has been a general rising trend for reading and mathematics; writing fluctuated around average. In the teacher assessment of science, pupils achieved average results for the expected level 2, but well above average for the higher level 3, showing that higher ability pupils achieved their potential. The small numbers of pupils in each year group cause standards to vary considerably from year to year, since individual pupils represent a higher percentage of the whole than they do in schools where large numbers are entered for tests.

Current standards are rising and are now similar to those expected for children of primary school age. Pupils enter the school with average attainment and make satisfactory progress through the Foundation Stage, most having met the Early Learning Goals for children under five as they enter Year 1. In Key Stages 1 and 2, standards in English are average, representing satisfactory progress throughout the school. In mathematics and science, they are above average for seven year-olds and average for 11 year-olds. This represents good progress in Key Stage 1 and satisfactory, but rapidly, improving progress in Key Stage 2.

In other subjects, the level of attainment is rising. It is above average in art, design and technology at both key stages, and in religious education and ICT in Key Stage 2. It is average in all other subjects. No judgement could be made in music because there was not enough evidence.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and are keen to learn.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in lessons, assemblies and at play-times. There have been no exclusions for two years.
Personal development and relationships	Very good. Pupils work very well together and develop high levels of maturity and responsibility.

Attendance	Very good. Attendance rates are consistently well above the national average and unauthorised absence is low.
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TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Very good

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

The quality of teaching and learning is good overall throughout the school with some very good features. Three quarters of lessons seen were good or better, and of these, one third was very good or excellent. The majority of the very good teaching was in Key Stage 2, where pupils are making very good progress and Year 6 pupils in particular have made up much of the lost ground from previous years. The teaching of English is good in Key Stage 1 and very good in Key Stage 2, especially when teachers plan work to extend the wide range of ability in their classes, which enables all pupils to learn well. Literacy is well applied across the rest of the curriculum. The teaching of mathematics is good and pupils' numeracy develops well through work in science and design and technology. The teaching of information and communication technology (ICT) is good and pupils' skills are developing rapidly through some other subjects, but teachers do not include it sufficiently across the whole curriculum. The teaching of religious education is good and pupils make good progress. Those with special educational needs are taught well in class in small groups with teaching assistants. Work is planned to challenge pupils of all abilities in most lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad, balanced and meets all requirements. Provision for literacy, numeracy and ICT is good, and the school provides a wide and varied range of learning opportunities in all subjects.
Provision for pupils with special educational needs	Good. All pupils are integrated well and make similar progress to their classmates. They are well supported in class to enable their full participation, but there is not always enough work to challenge pupils of higher ability in all subjects and classes.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision is very good for pupils' moral and social development. That for spiritual development is satisfactory. There are well-planned opportunities to consider values in assemblies, but there is no systematic planning to develop the spiritual aspects of subjects. Provision for cultural development is also satisfactory. Pupils are given good opportunities to explore their own culture but are not yet being fully prepared for life in multi-cultural Britain.
How well the school cares for its pupils	The care provided for the pupils is good with many strong features. Individual pupils and their needs are very well known and they are cared for effectively throughout the school day. Their academic and personal progress is very well monitored and supported so that they can achieve their potential. Arrangements for child protection and for ensuring pupils' welfare, health and safety are good.

The school works satisfactorily in partnership with parents, and makes strenuous efforts to communicate with parents. It uses its website and email as often as it can. However, it does not inform parents fully about how well their children are progressing according to the National Curriculum.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher is a strong leader with clear vision for the educational direction of the school. She has made a very rapid advance in improving the school, establishing good teamwork between herself, her deputy and the subject co-ordinators.
How well the governors fulfil their responsibilities	Very good. The governing body has extensive knowledge of the school and is very supportive, carrying out its monitoring role very well. The chairman works very closely with the headteacher and visits the school frequently.
The school's evaluation of its performance	Very good. Monitoring and evaluation have been extensive over the last two years and effectively used to bring about school improvement.
The strategic use of resources	Good. The school strives to obtain best value from all its resources which are used well to improve standards.

Staffing is good and standards are being maintained despite the long term absence of key staff. Accommodation is satisfactory and learning resources are good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Improvements in the last two years • The leadership of the school • Behaviour • Provision for their children in school 	<ul style="list-style-type: none"> • Homework • Their partnership with the school • The range of extracurricular activities

The inspection team agrees with parents on their positive views. They also agree that homework could be more consistent and that parents' partnership with the school could be improved. The range of extracurricular activities is adequate and clubs are open to all children.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS

The school's results and pupils' achievements

1. The school's performance in the 2002 National Curriculum tests for 11 year-olds was well below the national average in English and mathematics and below average in science. When compared with similar schools, the results for English were in the lowest five per cent of the country; those for mathematics and science were well below average. The small numbers of pupils in each year group cause standards to vary considerably from year to year. The absence or underachievement of just one or two pupils causes a large fluctuation, since one pupil represents nearly five per cent. The results for English represent a sharp drop since the previous year; since 1999, standards have been mainly average in English – above average in 1999 itself. In mathematics, results over the past three years have been mainly well below average, and in science they have fluctuated between below average and average. Pupils achieved well in 2002, however, even though their tests results were so low. Their Key Stage 1 assessments in 1998 were well below average and they have made good progress. The general trend has been rising in line with the national trend. Boys have done better than girls in English over the past four years, with a drop in 2000. In mathematics and science, boys have done slightly better than girls but all pupils achieved below average results.
2. In Key Stage 1, pupils' performance in the 2002 National Curriculum tests and teachers' assessment was above average in reading, average in writing and well above average in mathematics. When compared with similar schools, they were average in reading and mathematics, but below average in writing. Over the past three years, there has been a general rising trend for reading and mathematics; writing fluctuated around average. There is no significant difference between the performance of boys and girls over the years. In the teacher assessment of science, pupils achieved average results for the expected level 2, but well above average for the higher level 3, showing that higher ability pupils achieved their potential. The better performance in Key Stage 1 than Key Stage 2 is due to good progress from average attainment on entry. The Year 6 pupils entered Key Stage 2 well below average and made good progress overall.
3. Current standards are similar to those expected for children across the primary age range. Pupils enter the school with average attainment and make satisfactory progress overall through the Foundation Stage. In the nursery and reception classes, children make good progress in most aspects of personal, social and emotional development and in knowledge and understanding of the world. In speaking and listening and early reading and writing skills, they make good progress in the nursery and satisfactory progress in reception. Children in both classes make satisfactory progress broadly in all other areas of learning, indicating that most children are on course to achieve many aspects of the Early Learning Goals at the end of their time in the reception class.
4. In Key Stages 1 and 2, standards in English are average, representing satisfactory progress throughout the school. In mathematics and science, they are above average for seven year-olds and average for 11 year-olds. Although these standards are modest, they represent good improvement in Key Stage 2. The current Year 6 was well below average in all three core subjects when these children did their Key Stage 1 tests, and the jump to average represents very good progress. This is a

result of the very good teaching in Year 6, which has enabled pupils to make up lost ground. It is all the more remarkable because pupils who gained the highest grades at the end of Key Stage 1 have since gone to other schools, leaving a small class of 22 pupils, six of whom have special educational needs, and two of these with statements relating to learning difficulty.

5. The progress made by pupils with special educational needs is good overall. Due to the strength of teaching in Years 5 and 6, their progress is very good. They are generally meeting the 'smart' targets set in their individual education plans. Where there is individual support in classes, the progress of pupils is enhanced. One pupil with a statement of special educational needs has good numeracy skills, for example, and others are competent in ICT.
6. The good progress throughout the school is a result of the very good systems, now in place, for monitoring pupils' progress, and targeting those who are not doing as well as they might whilst further extending those who are doing better. The literacy co-ordinator is the headteacher, who uses her expertise well to develop literacy in the school. In mathematics, there is some evidence of above average standards by the end of Key Stage 2 in Years 5 and 6. In science, standards are average overall, but the school pays very good attention to the development of the skills of scientific enquiry and these are above average by Year 6. Both mathematics and science co-ordinators work very hard to improve standards through analysis of data and its use in producing targets for constant improvement. There is much evidence of this improvement in all three subjects. In Year 3, for example, their above average Key Stage 1 standards have been built upon well, and the standard of reading in this class is comparatively high, with several children well above average. In Year 5, there is evidence that standards are already higher than those in Year 6.
7. In Key Stage 1, standards in mathematics and science are above average and this represents good progress. There is also evidence of some above average work in Year 1 in English, mathematics and science. During the current year, the Year 2 teacher has had time off work because of serious illness. There is some inevitable loss of continuity, which is more apparent in English than mathematics or science and this has caused English standards to be lower than the other two. In Year 1, progress is very good, due to the very good teaching and development of literacy through all subjects, and as these pupils move into Year 2, they have a good base from which to improve standards still further by the end of the key stage.
8. In other subjects, the level of attainment is rising. Especially rapid progress has been made in art, religious education and ICT in Key Stage 2, so that by the end of the key stage, they are above average where they were below at the last inspection. In design and technology; the above average attainment noted in the last inspection has been maintained despite the higher expectations of the curriculum exemplified by national guidance. Similarly, in art, the level of attainment has been maintained at above average in Key Stage 1. Average standards of attainment have been maintained in Key Stage 1 in history, geography, information and communication technology (ICT), physical education and religious education. In Key Stage 2, they are average in history, geography and physical education, though there is a significant amount of higher achievement in the latter. In music, not enough evidence of the curriculum was seen to judge standards overall, though the singing heard was average. Overall, the standard of work seen in the school reflects the hard work put in by all staff to improve the low standards and maintain those that were higher already.

Pupils' attitudes, values and personal development

9. Pupils' attitudes, behaviour, relationships and personal development have improved significantly since the last inspection when they were satisfactory. They are now all very good and a strength of the school. They make an important contribution to the good progress which pupils are now making. The improvements have been brought about because the behaviour policy has been revised and implemented consistently and systematic schemes of personal education have been developed.
10. Pupils' attitudes to school and to learning are very good. Pupils enjoy coming to school, as confirmed by their parents and seen in their very good attendance rates. Boys and girls of all ages and abilities are eager to learn and involve themselves very well in all that they do. In the nursery, the children listened to the story of 'The Missing Caterpillar' with complete attention at the end of a full day in school, and responded with keen interest and understanding to the pictures in the book and to the real caterpillars kept in the classroom. In Year 1, the pupils are fascinated by the new experiences presented to them, such as household objects from the past in history or the cogs on the church clock which inspire them to make a simple wind-up mechanism in design and technology. Attitudes are even better in Years 3, 5 and 6 as the pupils respond with enthusiasm and confidence to the very good teaching they receive from highly skilled staff. Year 3 pupils are particularly keen to answer their teacher's questions and thoroughly enjoy the tasks he sets them. Pupils in Years 5 and 6 display the best attitudes in the school, responding eagerly and with maturity to their teachers' high expectations. Very occasionally, the attitudes of the pupils in Years 2 and 4 are satisfactory rather than good or very good because they are adjusting to temporary teachers whom they do not yet know very well.
11. Behaviour in classrooms and around the school is very good. This is a very considerable improvement since the last inspection when there were a high number of incidents and exclusions, mainly resulting from the poor behaviour of a minority of older boys. There have been no exclusions for the last two years and the incidence of recorded misbehaviour has fallen dramatically. Parents are very pleased with the improvement in behaviour that has taken place. Boys and girls behave very well in lessons, assemblies, play-times, in the dining room and as they move around the school. They are polite, well-mannered and treat learning resources with great respect.
12. Personal development and relationships are very good. Boys and girls work very well in pairs and small groups in classes. In a Year 5 mathematics lesson, for example, the pupils worked very effectively in small mixed ability groups on a data handling project, learning from each other and discussing how to record their findings. Incidents of bullying and harassment are rare and dealt with extremely effectively. Children in the nursery and reception classes are achieving above average standards in their personal, social and emotional development. They are confident and independent, relate very well to each other and to adults and are developing a good understanding of care for others. This was seen, for example, in the reception class when one child very imaginatively involved an inspector in her role-play of being a doctor looking after a patient.
13. Since the last inspection, the school has made good progress in developing its strategy for encouraging pupils to take initiative and responsibility, although it rightly recognises that there is scope for further improvement. Pupils quietly ensure that helpful tasks are carried out, such as opening doors for adults or switching the computers on before a lesson. They play a full part in the system of house teams, class councils and school council and make an important contribution to the life of the

school, for example by running cake sales to raise funds for playground equipment which they have identified as an area for improvement. The school council is chaired and minuted extremely effectively by a Year 6 boy and girl. Pupils are responding well in assemblies, circle-time and personal, social and health education lessons to the newly-introduced opportunities to explore values and concepts such as friendship and consideration.

14. Attendance and punctuality are very good. Attendance rates have been maintained at consistently well above the national average for the last few years. Unauthorised absence remains low. Attendance in the current school year has fallen very slightly from the previous year, due to a higher level of sickness than usual in the winter, and a number of term-time holidays taken particularly in September. However, attendance for pupils of compulsory school age continues to be over 95 per cent. Children in the nursery and reception classes are developing sound habits of regular attendance. There is no significant lateness at the start of the school day and lessons now start promptly after breaks and lunch-times.

HOW WELL PUPILS ARE TAUGHT

15. The quality of teaching and learning is good overall throughout the school with some very good features. Of the 49 lessons or part-lessons seen, all were satisfactory or better; three quarters were at good or better, and one third was very good or excellent. The majority of the very good teaching was in Key Stage 2, where pupils are making very good progress and Year 6 pupils in particular have made up much of the lost ground from previous years. Standards have improved from the well below average on entry to Key Stage 2, and are now average as a result of this.
16. The teaching of English is good in Key Stage 1 and very good in Key Stage 2, especially when teachers plan work to extend the wide range of ability in their classes. All pupils made very good progress in Year 3, for example, when considering how the author of a book uses adjectives and punctuation to express characters' feelings. From their whole-class work, pupils were able to work at their own pace in small groups with texts planned to enable them all to do well in identifying adjectives, such as 'boastful', 'strange', 'embarrassed' and 'queasy', and the teacher further developed this knowledge in the plenary session by considering positive and negative emphasis.
17. The National Literacy Strategy is firmly embedded in the school. Literacy develops well through other subjects, such as history and geography in topic books, and in structured writing in science and design and technology, but in religious education in Key Stage 1 there are too many worksheets for this subject to contribute effectively to the promotion of good written English.
18. The teaching of mathematics and numeracy is good and is developed well through science and design and technology where pupils make accurate measurements of length, for example during the growth of their sunflowers, and the use of correct units when measuring components for the production of their moving toys.
19. The quality of teaching in the Foundation Stage is good overall. In the reception class, it is mostly satisfactory; in the nursery, it is mostly good. The teachers and assistants in both classes are very caring. In the nursery they manage children well creating a calm and secure atmosphere. The open space, shared with older children, makes this more difficult for the reception class staff, and noise levels are sometimes intrusive. Progress is carefully assessed from the time children enter nursery and as a result there is a good understanding of individual development and needs. This is

particularly good in the nursery where staff track individual experiences and make brief observation notes throughout the day.

20. Children in both classes spend appropriate amounts of time engaged in teacher directed activities, but these are sometimes inefficiently run because teachers concentrate too much on one small group at a time; they do not spend enough time observing and interacting with children's self-initiated activities. However, when this does happen, it is often good, as seen when the nursery nurse sensitively worked with a child who had spent some time alone with a construction toy at the start of the day. She was able to get him talking enthusiastically about the car he was making and to extend his ideas so that his construction improved.
21. Teachers have good expertise in all subjects and are starting to make the best use of this by swapping classes so that they teach their stronger subjects, as in music in Years 3 and 4. Team teaching in religious education, for example, makes the best use of resources, such as the visiting priest in Years 5 and 6. The effects of this expertise are seen particularly in subjects such as art and design and technology, where the quality of work produced in a project to design and make slippers, for example, is well above average. Expertise in English, mathematics and science is good. These subjects have been the focus of extensive monitoring, evaluation and training, so that all teachers are competent, giving a good grounding for pupils in basic education. This has resulted in standards rising significantly in the last year, particularly in Key Stage 2 where Year 6 pupils have achieved very well.
22. Teachers have high expectations of their pupils' work and in many lessons issue continuous challenge. In ICT, for example, pupils using a programming language were expected to use their knowledge of angles to produce words with curved letters, such as 'cool', on the screen. Teachers also have high expectations of behaviour. They apply constant methods of behaviour management and pupils respond well so that behaviour and relationships are very good. This enables classes in art, for example, to be taken away from the school environs in the local churchyard, where pupils walked to and from in an orderly fashion, and worked industriously in their chosen places to produce above average work in their sketch designs of brickwork and gravestones.
23. Teachers' planning is very clear and work is planned to stretch all abilities – not only in academic subjects but also in physical education, where different tasks were planned in a Year 6 lesson on the basis of prior achievements, and pupils with better throw and catch skills played rounders together, so all were effectively challenged. Planning is also characterised by a good variety of activities. In the Foundation Stage, these take place inside and outside the classroom and are based satisfactorily on the requirements of the curriculum for children under five. Good use of the outside environment is also made for science as well as art; teachers and pupils take exploratory walks during their study of habitats and food chains, showing good knowledge of local predators, such as the red kite.
24. The teaching of pupils with special educational needs in classes and in small groups with teaching assistants is of good quality. The work set is identified in pupils' individual education plans. In lessons where there is a range of attainment, as in Year 5, resources and tasks challenge pupils. Teaching assistants are effective, and sometimes very effective, helping pupils in lessons with tact and rigour. Two boys using a language development scheme were enabled by the teaching assistant to make good progress in sentence building during the lesson, for example, and in a very well planned Key Stage 1 art and design lesson, the assistant took a small group

for a technology task to make a wind up mechanism. The pupils learned well as a result of this task being put into context through examples, and by the teaching assistant's very good knowledge of how young children learn.

25. Teachers' assessment of pupils' work is very good and enables them to make very good progress. This was well exemplified in a Year 5 mathematics lesson where the teacher's very good use of assessment to identify individual pupils' strengths and weaknesses enabled her to set targets which challenged and motivated all pupils to do well in data handling. Marking of work is characterised by good developmental comments and the setting of successive targets for improvement.
26. Teachers usually conduct lessons at a brisk pace, make best use of the time available and are punctual in starting and ending lessons, so that all subjects receive their allotted time. Good use is made of plenary sessions to consolidate learning during the lesson. Occasionally, though, time is wasted through equipment, such as video recorders, not being ready and temporary teachers not having access to equipment, such as overhead projectors.
27. Teachers set homework appropriately. Good use of homework is made in some classes, such as Year 5 who had to do a survey for history, which the teacher used well to relate to data handling done recently by the same group in mathematics. There is, however, inconsistency between classes, and parents were correct to identify this as an area for improvement. Overall, the standard of teaching is so good that pupils have made very good progress over the past year in particular, and standards have risen from very low levels to average and above.

HOW GOOD THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS ARE

28. A good curriculum is provided for pupils in Years 1 to 6 that is broad, balanced and relevant. It meets the statutory requirements and takes account of previous learning. The school builds on this through its improvement planning. Equality of access offers pupils a wide range of opportunities. Its particular strengths are in its provision for pupils with special educational needs, and for pupils' personal, moral, social and health education. Indeed, this is a highly inclusive school that takes appropriate account of pupils' ages, attainment, gender and backgrounds. Subjects such as art, design technology and ICT, enhance the curriculum provision.
29. The curriculum planned for children in the Foundation Stage is good overall, offering a broad range of worthwhile experiences with an appropriate balance of learning through independent play and teacher directed activities. There are weaknesses in the continuity between the nursery and reception classes, and in the extent to which adults intervene to promote children's development through their independent play in all six areas of learning. Children have access to a wide range of activities. In the nursery stimulating resources in an attractive environment, both indoors and outdoors, are organised to develop interest, responsibility and personal independence. The outdoor space for the reception class is not suitable for activities with wheeled toys or climbing apparatus and some aspects of the indoor space are not well organised. Children cannot reach the glue they often need in the writing area, for example, and some teacher resources are inappropriately stored in the role play area.
30. The school responds to its particular circumstances by placing considerable emphasis on the teaching of literacy and numeracy, and this promotes rising

standards in this key area. Whilst literacy and numeracy are used well in the wider curriculum by most teachers, there is scope for more consistency in all subjects. The school makes satisfactory provision for religious education that follows the locally agreed syllabus. Provision for ICT has improved with the establishment of a computer suite that is already boosting pupils' skills.

31. The opportunities provided for pupils with special educational needs are good and the school implements the Code of Practice fully. Pupils on this register are set appropriate focused targets in their individual education plans. The in-school support for pupils with statements of special educational need is very good. These pupils are provided with suitably differentiated work and often the support of an effective learning assistant. The generally high level of care for all pupils is indicated by the full integration of these pupils, who make similar progress to their classmates. No discrimination in terms of gender or background is found. Moreover, pupils with special educational needs, or of lower ability, are well supported in class to enable their full participation. Work in some subjects, such as literacy and numeracy, is appropriately differentiated, but there is not always enough work to challenge higher ability pupils more fully in all subjects and classes.
32. The programme for extracurricular activities is satisfactory at present. The range includes music, football, netball and hockey. There is also a homework/computer club and an environment club. During the inspection, the netball club was observed and judged to be happy and well-run. Two mothers encouraged pupils, including one with a physical disability, to develop their ball and passing skills. The contribution of the community to pupils' learning is good; it enhances pupils' learning experiences. This village community school has very close ties with the local parish church. Its vicar is a frequent visitor. The school choir sings at the local Festival, and pupils of the school are frequently the 'Prince and Princess'. Villagers and Age Concern are invited to Harvest, and the Christmas dress rehearsal is held in daytime to allow attendance by the elderly. The Guides, Brownies and Rainbows use school facilities weekly. The curriculum is enhanced by a programme of visits outside school including an annual residential visit, with comparable activities, which included orienteering.
33. The effectiveness of relationships with the school's educational neighbours and other institutions is good. The local secondary school with its primary partners is seeking government grants for a 'Networked Learning Community'. The school brochure, in the form of an information folder, has been funded by Coca Cola™. A local estate agent paid for a leaflet campaign throughout the village, a banner announcing an open day, and crèche facilities to help those parents with toddlers who wished to attend. The school liaises appropriately with its secondary partners to which pupils transfer at the age of 11.
34. Provision for pupils' personal development has improved since the last inspection and is now good. The main strengths lie in the school's very good provision for both moral and social development which have improved significantly from being satisfactory two years ago. This improvement is due to the consistent and systematic implementation of a range of measures to improve pupils' behaviour, to develop their understanding of the school's key values of "Consideration, Co-operation, Commitment", and to involve pupils more fully in the life of the school. Governors have a policy for sex education and the school provides a good range of health schemes, including attention to drugs and their misuse.

35. Children from the nursery onwards are very effectively taught to know the difference between right and wrong, to respect the differences between people and to care for others. There is a strong emphasis throughout the school on looking after the environment and living things, for example, through the very popular after-school environment club and the care of the village ducklings. Pupils, especially in those classes where the teachers have taught them for most of the year and so been able to establish very good relationships, are given the confidence to share their ideas and express their views openly. This was seen, for example, in a Year 3 personal, social and health education lesson when the teacher used humour and personal experience to empower pupils to evaluate their own personal qualities.
36. The school council has developed very successfully over the last two years and provides a very good vehicle for pupils to develop skills of leadership and decision-making and an understanding of being a citizen of the whole school community. Pupils are given many effective opportunities to work together in lessons and older pupils have worked with younger ones on the writing of books. However, there is scope for providing even more systematic opportunities for co-operation, such as speaking partners in classes and reading or playground 'buddies' across the age groups.
37. Provision of pupils' spiritual development is satisfactory, as it was at the last inspection, although improvements have been made. Assemblies now meet statutory requirements, because pupils with special educational needs are no longer withdrawn for special support, and the use of music in assemblies has improved. Opportunities to promote personal values are even better planned, but these still tend to focus more on moral and social education than spiritual experiences. Several examples were seen during the inspection of activities in lessons that inspired a sense of wonder in nature, such as learning about the life-cycle of a caterpillar in the nursery and studying different seeds and parts of flowers in Year 2 and Year 5 science. In religious education, good use is made of visitors and art to develop an understanding of the traditions and symbolism of the Christian and Muslim faiths. In Year 6, pupils' spiritual development is well promoted. In ICT, for example, pupils discovered what a new computer program can do. In art, they visited a churchyard and were asked to reflect and talk about their feelings, and in religious education, two pupils with statements of special educational need were given the task of designing a heart shape to illustrate the concept of 'global freedom'. However, as at the last inspection, the systematic planning of opportunities in all year groups to promote pupils' spiritual development within the curriculum is limited.
38. The cultural development of the pupils remains satisfactory, with the same strengths and weaknesses as reported at the last inspection. Pupils' understanding of the culture of their own village and surrounding area is developed well, building on the good links which the school enjoys with its local community. The pupils make many visits beyond the environs of the school and take part in village festivals. They study cultures and societies in other parts of the world through literature, art, music and geography. However, pupils' understanding of the multi-cultural nature of modern British society and the contributions of other cultures to our own remain limited. The headteacher is fully aware of this weakness and that multi-cultural elements need to be planned into all areas of the curriculum. She has begun to tackle the issue by inviting a friend from the British Asian community to show some artefacts and explain some traditions from Islamic culture to Year 1 and 2 pupils.

HOW WELL THE SCHOOL CARES FOR ITS PUPILS

39. The school provides good care for its pupils, with many strong features. There have been very significant improvements in the monitoring of pupils' progress and the quality of support and guidance which are starting to have an impact on raising pupils' achievements. In particular, the use of assessment, which was a key issue two years ago, is now a major strength. This is a notable success for the school.
40. The headteacher knows the needs and backgrounds of the pupils very well. She is supported in this very successfully by the school secretary who carries out her multi-faceted role with great experience and sensitivity. Very good records are kept of children with health problems and there continues to be a good number of first-aiders, who receive effective support and guidance from the school nurse. There is very good supervision of pupils at lunch-times under the leadership of a senior supervisor who is also a teaching assistant. She ensures that any playground accidents and incidents, however minor, are properly dealt with and recorded.
41. Health and safety procedures are good. The local education authority has worked with the school to review its policies and procedures so that everything is now up to date. The caretaker checks the school daily and carries out any repairs quickly. A governor with expertise in buildings, health and safety plays a valuable role in helping the school fulfil its responsibilities. Good improvements continue to be made to the security of the site, although the lack of a secure outdoor play area for the reception class is a weakness. Arrangements for child protection are good. Although there are no children on the register at the moment, staff are able to talk about any worries regarding individual pupils at the weekly staff meeting and the headteacher logs and monitors any concerns carefully.
42. The monitoring and support of pupils' personal development are very good. One of the many important improvements has been in the monitoring and promotion of good behaviour. Since the last inspection, the behaviour policy has been thoroughly reviewed and revised in consultation with parents and all staff, so that there is now a positive emphasis on reward and celebration. A very effective whole-school system of awarding team points and giving weekly certificates for excellence has been implemented, and classes also devise their own methods such as 'Golden Time'. The result has been a dramatic fall in the number of incidents and the rare use of sanctions. When an incident does occur, it is dealt with very effectively by talking to the pupils, and sometimes their parents, and obtaining apologies. Pupils' wider personal development is very well supported by the structured personal, social and health education programme, the introduction of 'values education' which involves the consideration of a different value each month, and the development of the school council.
43. The procedures for monitoring and improving attendance are excellent. The school has moved to a computerised system of recording attendance and the secretary is highly skilled at using the data to analyse any trends quickly. Teachers are also very vigilant and alert the secretary of any unexplained absences so that she can telephone the family on the second day of absence. The headteacher is suitably rigorous about authorising absences and makes sure that parents do not take their children on term-time holidays at inappropriate times of the year.
44. The monitoring and support of pupils' academic progress are also very good. Very good practice in assessment remains in the nursery, where termly records are kept on the children's progress towards the Early Learning Goals. Assessment procedures are at least good, and often very good, for the core subjects of English,

mathematics and science, but they have now also been introduced for all other subjects using a local education authority scheme. This is a positive feature.

45. There has been a striking improvement in the use of assessment to guide and adjust the planning of what the pupils should learn next, in the short, medium and long term. Data from end of year tests, especially in Key Stage 2, are analysed thoroughly and adjustments made. It was discovered, for example, that the current Year 5 pupils had not made enough progress in reading during Year 4. A number of strategies were adopted which has resulted in this group moving up a whole National Curriculum level in one year. Similarly in art, assessment at the end of a unit revealed that Year 4 pupils lacked confidence in colour mixing. Their teacher, therefore, designed some lessons to build confidence in this basic skill. Pupils' progress is also tracked from Year 2 onwards through their individual tracking books which contain an overview of the levels they have achieved in English, mathematics, science and ICT together with samples of their annotated work. As pupils move through the school, they increasingly take responsibility both for tracking their progress by entering their own levels and for monitoring their own targets in literacy and numeracy. This is very good practice.
46. The school carefully assesses the needs of pupils with special educational needs. Teachers' concerns lead to carefully crafted individual education plans with specific targets. Together with reports from outside agencies, the statements of special educational needs are coherent. Targets are drawn from observations of behaviour, of speech and language difficulties, and increasingly from mathematical aspects. The concepts involved are carefully identified. There is good provision, for example for a pupil with motor difficulties where lap-top computers are available to ensure pupils' ability to record their work. Wheelchair access is good. Pupils with special educational needs are provided with suitably differentiated work, such as writing frames or simpler ways of recording work. Support for higher achievers is good. A Year 3 boy, for example, moves to Year 5 for his mathematics lessons.

HOW WELL THE SCHOOL WORKS IN PARTNERSHIP WITH PARENTS

47. Parents are satisfied with what the school provides and achieves for their children. They are very pleased with the improvements that have taken place since the last inspection, such as in the pupils' behaviour and the leadership and management of the school. However, a significant number feel that the school is not working closely with them, for example over the amount of homework provided for their children, and that it does not provide an interesting range of activities outside lessons. The inspection team found that these aspects are satisfactory but that there is some room for improvement. The governing body conducted a survey based on the Ofsted questionnaire last November and received a larger and more positive response than the inspection questionnaire in April. Nevertheless, there was some dissatisfaction with the same areas, and the governors fully understand that communication with parents is an area for development.
48. Links with parents are satisfactory and include many of the good features reported on at the last inspection. Staff and governors continue to be easily accessible for those parents and carers who collect their children at the end of the school day. A good number of parents attend the assembly when their child is awarded a certificate for excellence, although the short notice given prevents working parents from coming. Parents of children in the nursery are given very good information termly in special record books about their child's progress against the stepping stones and Early Learning Goals of the Foundation Stage curriculum. Parents are encouraged to take

an active part in their child's education from the time they enter the nursery and staff have good links with the local playgroup. The daily observations in the nursery provide a very good record of partnership with parents in the child's education, but these are not sent home at the end of each term in the reception class. Teachers in both classes are available to speak to parents at the beginning and end of each day.

49. Annual reports on pupils' progress from reception to Year 6 have improved since the last inspection and are now good. They are clear on strengths and areas for improvement, especially in English, mathematics and science, and there is now space for parents to comment.
50. The governors' annual report provides good quality information on the school's progress over the previous year and fully meets statutory requirements. An evaluation of provision for children with special educational needs is included; parents are appropriately involved in reviews and target setting. Other types of written information, such as the prospectus and the fortnightly newsletter, are sound, and some is emailed directly to parents, which is good practice. Parents at the meeting with inspectors said they would like more detailed information about the curriculum and assessment so that they can support their children's education more. The school has appropriate plans to run workshops about learning topics and approaches and to develop the school web-site so that parents can be better informed.
51. Parents have a good impact on the work of the school, as they did at the last inspection. The very active school association organises a wide range of events and raises significant amounts of money for the school. These have been used to improve the provision of computers, for example, and current plans are to replace the adventure playground surface. A number of parents help in the school; there is a rota in the nursery, parents run some out-of-school activities such as a netball club, and one parent was seen making a very valuable contribution to a Year 2 science lesson by helping the pupils plant their sunflower seeds. Parents contribute to learning by ensuring that their children attend regularly, by hearing them read at home and signing the reading record book in the younger years. Although teachers do set and record homework, many parents' perception is that homework is set inconsistently and peters out as the year progresses. Inspectors found some evidence for this, with good practice in some classes not matched in others.

HOW WELL THE SCHOOL IS LED AND MANAGED

52. Leadership and management of the school are very good. The headteacher is a strong leader with clear vision for the educational direction of the school and determination to succeed. She has made a very rapid advance in improving the school, particularly with its procedures for self-evaluation which have resulted in all personnel being involved. A very good sense of teamwork is present in the school – all members are working to a common goal. The value added to the education of all pupils by the school over the past two years has been good.
53. The deputy head has also worked hard to effect school improvement and in particular has set up a very effective programme of 'values' education as part of personal and social education. This has had a very good impact on pupils' attitudes and behaviour. An example can be seen in the tremendous drop in the number of exclusions: there has been none in last two academic years. Other staff who hold positions of responsibility all carry out their duties well. The role of the co-ordinator is very well developed and most are very good. The headteacher and co-ordinators have all

monitored and evaluated teaching in the school so that it is all satisfactory or better. Planning is also good as a result, and assessment is now particularly good.

54. The Foundation Stage is well led and managed by the co-ordinator in some aspects, such as planning, which is made as a team, and based on a coherent scheme of work which ensures consistency between classes in the work covered. However, monitoring of teaching and learning across both classes is not yet in place and continuity of good practice is not achieved across the whole stage.
55. The school aims to provide an environment where the culture is of excellence and pride, where all pupils can achieve their full potential with the support of staff, parents and community. Its policy for equal opportunity is comprehensive and applies both to pupils and staff employed in the school. Relevant role models are provided in relation to gender and in the distribution of responsibilities. Opportunities extended to pupils are underpinned by the principles of equal opportunities. All pupils are included in outings and school journeys. Financial contributions are sensitively sought, but not demanded. Discretion is always exercised. Extracurricular activities are open to all pupils irrespective of gender, ability or background.
56. The school manages its provision for pupils with special educational needs well. Its policy is clear, helpful and up-to-date; it conforms to the national Code of Practice. There is good communication between the governor with responsibility for special educational needs, the school's co-ordinator, teaching assistants and outside agencies. The co-ordinator is able and very well organised. She has already completed an audit of the inclusive nature of the school. She leads appropriate in service training on, for example, 'smart' targets for pupils. She encourages staff training, for example to cope competently with pupils with motor difficulties. However, the co-ordinator's present level of employment restricts her ability to work with pupils, partly because she is covering some of the long term sickness.
57. The governing body is very supportive of the school and carries out its monitoring role very well. The chairman works very closely with the headteacher and visits the school frequently. She has carried out a very comprehensive analysis of the previous inspection report and has marked in the very few items governors still need to address. This shows very good appreciation of their monitoring role. They know the school needs to improve standards, to challenge higher ability pupils more, to improve links with parents, and to improve multi-cultural education. All these issues having been identified by the school and the inspection confirm the excellence of governors' knowledge and understanding of the school's strengths and weaknesses. The school development plan is well thought out and has evolved from the action plan from the previous inspection when the school had serious weaknesses.
58. Financial management is very good. Spending is set against the school development plan targets which are thoroughly costed, making use of the finance governor's great expertise, especially in reducing the deficit budget, which the school has managed to make up by 45 per cent this year. All grants are used well. The special educational needs budget is all used for the specific purpose of supporting those children, and the school makes up the funding for better provision for those who need it, such as one child who needs full-time adult support. The New Opportunities Fund has been well used for ICT training. Using devolved budgets, the school provides a good level of resources, including staffing, to support pupils with special educational needs.
59. The school achieves the best value from its budget by consulting all staff on priorities for development by rigorously comparing its performance to that of other schools, and

striving for further improvement. The governors consult parents through questionnaires, and seek to obtain the best value from staff deployment and competitive tenders for goods and services. The school makes good use of modern technology in its work.

60. Staffing is good. Teachers are well qualified and experienced. Newly qualified teachers have settled in well and are making a very good contribution to the school. New teachers are given effective induction and the guidance of a mentor. The school's procedures for performance management are effective and meet national requirements. There is effective liaison between teachers who share a class, but with inevitable interruption in continuity. Teaching assistants integrate well with class teachers. They provide good quality guidance for pupils with special educational needs. The co-ordinator meets them regularly. There are good resources for special educational needs. The buildings do not restrict the curriculum or access for these pupils.
61. Accommodation is satisfactory. It is ample, albeit spread out. The headteacher has realised some plans for the development of the school by rationalising office and teaching space. The purpose-built nursery is a very good feature, but the unity of the Foundation Stage is marred by less advantageous provision for the reception class, particularly outside. The school has no library, which limits pupils' opportunities to develop library skills, but it makes good use of common areas between classrooms for quiet reading and research. The teaching of physical education is enhanced by the use of the community hall and the nearby playing field. Learning resources are of good quality and plentiful; they are generally used well.

WHAT THE SCHOOL SHOULD DO TO IMPROVE FURTHER

62. In order to improve further, the headteacher, staff and governors should
- (1) Raise standards in English in both key stages (paragraphs 1, 2). The school already has good strategies in place for improving standards in literacy and should continue these by
 - Teaching basic skills in structured and appropriate steps so that all pupils build steadily on their knowledge
 - Putting in place a planned programme to develop speaking and listening consistently, including its enhancement by drama (paragraph 77)
 - Improving provision for library skills (paragraph 78)
 - Transferring knowledge of grammar, punctuation and spelling to pupils' independent writing in all subjects
 - Ensuring that planning always contains work to challenge all abilities by using assessment well and consistently (paragraph 81)
 - Reducing the number of worksheets in Year 2 to encourage more independent writing (paragraphs 17, 82)
 - Ensuring that children's literacy develops well from the Foundation Stage upwards by giving those in the nursery and reception more opportunities to read and write in all areas of learning.
 - (2) Raise standards in science and mathematics at Key Stage 2 by building on the good start made in Key Stage 1 and consolidating this through Key Stage 2 (paragraphs 90, 95, 103, 104).

- (3) Achieve unity in the Foundation Stage (paragraphs 19, 20, 29, 41, 48, 54, 61, 63, 68, 73, 74).
- (4) Plan for spiritual development and awareness of life in multicultural Britain (paragraphs 37, 38, 101, 129).

When forming their action plan, the governors should consider these minor issues:

- Develop closer links with parents (paragraph 47, 50).
- Make homework more consistent (paragraph 51).
- Make sure that pupils of higher ability are consistently challenged (paragraph 31, 69, 70, 108, 110, 111, 122, 124).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	49
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	15	22	11	0	0	0
Percentage	2	31	45	22	0	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 more than two percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	160
Number of full-time pupils known to be eligible for free school meals	n/a	9

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	1	29

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	22

Attendance

Authorised absence

	%
School data	3.8

Unauthorised absence

	%
School data	0.0

National comparative data	5.4
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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
	2002	18	14	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	14	14	14
	Total	29	29	29
Percentage of pupils at NC level 2 or above	School	91 (90)	91 (97)	91 (93)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	16
	Girls	14	14	14
	Total	29	29	30
Percentage of pupils at NC level 2 or above	School	91 (97)	91 (97)	94 (97)
	National	85 (85)	89 (89)	89 (89)

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
	2002	9	14	23

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	6	8
	Girls	11	10	13
	Total	14	16	21
Percentage of pupils at NC level 4 or above	School	61 (79)	70 (64)	91 (97)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	4	5
	Girls	10	8	12
	Total	13	12	17
Percentage of pupils at NC level 4 or above	School	57 (64)	52 (76)	74 (73)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
142	0	0
0	0	0
2	0	0
0	0	0
0	0	0
0	0	0
1	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
2	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	7.4
Number of pupils per qualified teacher	22
Average class size	23

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	137

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	13
Total number of education support staff	1
Total aggregate hours worked per week	32

Financial information

Financial year	2002/3
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	£
Total income	470137
Total expenditure	518333
Expenditure per pupil	2832
Balance brought forward from previous year	25070
Balance carried forward to next year	-23126

Number of pupils per FTE adult	6.5
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FTE: full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	11
Number of teachers appointed to the school during the last two years	10
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

Results of the survey of parents and carers

Questionnaire return rate

28.1%

Number of questionnaires sent out	185
Number of questionnaires returned	52

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	48	6	0	0
My child is making good progress in school.	46	44	6	0	4
Behaviour in the school is good.	35	58	4	0	4
My child gets the right amount of work to do at home.	21	50	23	2	4
The teaching is good.	44	52	2	0	2
I am kept well informed about how my child is getting on.	33	54	8	4	2
I would feel comfortable about approaching the school with questions or a problem.	44	35	19	0	2
The school expects my child to work hard and achieve his or her best.	44	56	0	0	0
The school works closely with parents.	29	42	19	8	2
The school is well led and managed.	35	52	10	0	4
The school is helping my child become mature and responsible.	38	56	4	0	2
The school provides an interesting range of activities outside lessons.	13	46	25	4	12

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

63. At the time of the inspection, 22 four year-old children were in the nursery class, 19 of whom attended for a full day; 25 children attended the reception class full-time. Children start nursery with a range of abilities and skills but attainment is average overall. Assessment evidence shows that satisfactory progress is made during the Foundation Stage and attainment is in line with national expectations when children move into Year 1. The school follows national guidance for the Foundation Stage curriculum. The overall good quality of teaching and learning in the previous inspection has been maintained and informal daily assessments are now well established in the nursery class. This is an improvement. However, the difficulties arising from the separation of the nursery and reception classes remain and children in the reception class still do not have access to a secure outdoor area. Communication with parents of nursery children about the curriculum and their children's development is very good.

Personal, social and emotional development

64. Most children in both classes make good progress in aspects of their personal social and emotional development because adults place a strong emphasis on this aspect and teaching is good. Some children are on course to exceed aspects of the Early Learning Goals by the time they leave the reception class and most are on course to achieve them.

65. There are useful opportunities for children to be personally independent and to take responsibility. Nursery children showed considerable independence in undressing and dressing after a physical development session in the school hall. Relationships are good and children feel secure and confident because the staff provide caring role models and consistently encourage and praise children's efforts. They support their growing awareness of the feelings of others, as seen in the reception class when one child was upset because she had missed her mother waving goodbye and another child immediately said "I'll look after her".

66. Adults establish good routines and expectations of behaviour, such as regularly updating the weather board that ensures a familiar and calm start to each day in the reception class. Children generally co-operate well with each other and take turns happily playing a word-matching game in the reception class, for example. A range of opportunities such as small world play, and sand or water trays, encourages children to work together and develop well socially. Children in the nursery class show very good concentration levels even at the end of the full day.

Communication, language and literacy

67. Children start nursery with varying ability to speak and listen. They make good progress in communication, language and literacy in the nursery and satisfactory progress in the reception class. Although a few do not reach all aspects of the goals for reading and writing, most children achieve the others by the end of the Foundation

Stage because the overall good teaching is based on careful planning of the next steps derived from regular assessments of children's progress. The adults generally provide good role models and encourage children to talk, and to listen when others are speaking, so they gain confidence and improve their skills. The nursery teacher allowed enough time for a child who was struggling to tell the story of her family's experiences with some ducklings in the garden, and the reception class teacher gave children time to think about whether birds are meat eaters and was rewarded when a boy stated with confidence "Hawks love meat!"

68. Children in the nursery enjoy listening to stories; they handle books and turn the pages carefully. They recognise the cover of a book and features such as "speech bubbles". Most of them recognise their own names and can hear the initial sound. They link some letter shapes with their sounds. More able children recognise the sounds of many letters and read a few simple words correctly. Learning in reading is well linked to other areas of the curriculum as in the use of a book called "The Missing Caterpillar" to reinforce learning about the life cycle of a butterfly as well as counting.
69. In the reception class, literacy sessions are introduced over time and a structured approach is helping children to learn letter sounds and build a bank of words they know on sight. Most children read some simple familiar words and recognise the initial and final sounds in words. They enjoy stories and predict what might happen as the story progresses. The nursery team provides opportunities and guidance as children begin to use pencils and crayons to form letters. Most children write their own names in a recognisable manner and more able children write familiar words. In the reception class children move on to forming more recognisable letters. In both classes children show confidence in attempting to write for a range of purposes. Nursery children designed seed packets and "wrote" the seed names and instructions on them, for example, and reception class children often use the "message box" in their self chosen activities to write messages to the class puppet, Snowdrop the Rabbit. However, children in both classes do not have enough opportunity to act as readers and writers in every aspect of their learning so that they can develop these skills fully, such as in the appointments book in the vet's role play area in the reception class.

Mathematical Development

70. Most children are on course to achieve the Early Learning Goals for mathematical development by the end of the reception year because the overall satisfactory teaching is based on varied activities and frequent repetition to consolidate learning. Children in the nursery class learn to count and recognise numbers to ten through a range of games and activities, such as sorting and counting toy bears. Adults sometimes extend children's use of mathematical language in other activities, as when the teacher encouraged a girl to describe her magnifying viewers as one "square" and one "round", but sometimes these opportunities are missed in both classes. Adults do not often participate in children's play with sand and water to encourage the use of mathematical language, for example. Most children in the nursery recognise groups with one, two or three bears and attempt to count willingly. More able children identify numerals from one to five.
71. In the reception class, children move on to counting with numbers up to and beyond ten and simple addition and subtraction. However, the challenge and expectation is not always high enough, as when one boy wanted to double 11 but was not encouraged. The more able children, therefore, do not always make the progress which they show they are capable of. Children are also encouraged to become aware

of shape and symmetry through a range of activities such as folding and cutting paper and most show an appropriate level of understanding. Opportunities for children to use their developing mathematical skills in play, for instance in the role play home corner, are underdeveloped.

Knowledge and understanding of the world

72. Teachers in both classes plan varied activities to stimulate children's interest in the world around them and to extend their knowledge and understanding. Most children are progressing so that they will reach the Early Learning Goals by the end of the reception year and many will exceed them in some aspects. Good teaching is based on first hand experiences including regular trips in the village and sometimes further away to a farm. Children in the nursery class showed great pride in the biscuits they cooked, with a parent, to take home. Children are encouraged to observe carefully and describe simple features, as when a boy confidently named the roots, leaves and flowers (looking at the seed packet) whilst planting out seedlings in the nursery. They develop their skills in using language for thinking: a nursery child thought carefully and explained that she thought she had found her small creature under the log because it was called a woodlouse.
73. The children in the reception class showed absorbed interest and careful thinking when the teacher took different foods from a bag for them to sort into plant and meat products. A boy explained clearly what a nest found in his garden was made from. Construction toys and a range of materials and tools are used to design and make with a purpose in mind and children work alone, or with others, concentrating for a good period of time. Reception class children show good independence when selecting materials for their junk constructions and appropriate skills in cutting and joining. Children in both classes show enthusiasm and confidence when using the computer independently. There was little evidence of children learning about the past or about their own and other cultures during the inspection week. However, photographic records of events such as the celebration of the Queen's Jubilee show that these aspects of this area of learning are also covered appropriately.

Physical Development

74. Provision for children's physical development is satisfactory overall and children in the nursery are on course to achieve most aspects of this area of learning by the end of the reception year. The nursery is provided with very good climbing apparatus and a range of resources such as bicycles, scooters and other wheeled toys. These are used well by the staff to develop confidence, control, coordination and an awareness of space. Progress is good in the nursery, and children show developing control and awareness of space when they ride their bicycles around the play roads in the outdoor area. Control in small scale movements is developed appropriately in both classes through a range of activities such as small world play, painting, jigsaw puzzles and writing. Teaching of good practices in exercise, eating and hygiene is thorough so children show well developed awareness of these issues, for example by remembering to wash their hands after using the toilet. Children in both classes have timetabled sessions for physical development in the school hall, but there were no observations of these during the inspection week. Children in the reception class do not have ready access to activities for physical development because their outdoor area is not large enough or appropriately equipped, and they do not use the space provided in the nursery. Development of control and confidence, therefore, in movement skills is not maintained at the same standard across the key stage.

Creative development

75. Most children are on course to meet the Early Learning Goals in this area of learning and some will exceed them in some aspects. Only one music session was seen during the inspection week. The reception class children enjoyed singing and playing simple percussion instruments with their teacher because she used her voice well to teach them. They all participated in rhythm work and most managed to increase the speed of their clapping in time with the taped music, but some concentration was lost because there were not enough instruments for one each. Children in both classes select colours to paint models and pictures confidently. They are beginning to explore shape and form successfully as in the delightful paintings of ducklings on display in the nursery classroom, and in the purposeful modelling with cardboard boxes in the reception class. Children's imagination is not well developed and extended in role play and small world play. The provision of resources for this aspect is good, particularly in the nursery, but teachers were not often seen to interact with the children to support and extend their play. In the nursery class at a water tray with shells, children showed imagination in beginning to develop a story line about going to the seaside but the only adult interaction was too superficial to help them to develop their ideas further and they soon moved on to another activity. This gives the impression that the importance of play as a way of learning is not fully recognised. The outdoor areas are well used in both classes for the development of creative skills, and children make satisfactory progress from satisfactory teaching.

ENGLISH

76. In the National Curriculum tests for 11 year-olds in 2002, standards in English were well below the national average, and in the lowest five per cent of the country compared with similar schools. From pupils' very low attainment at Key Stage 1, this actually represents good progress; standards of work seen during the inspection were average in reading and writing for pupils in Year 2 and in Year 6 and a little above average in speaking and listening. This is similar to those seen at the time of the last inspection. Pupils in Year 2 are making satisfactory progress from their starting points and progress through Key Stage 2 is good overall, with very good progress in some year groups. Pupils with special educational needs make good progress because their work is well matched to their abilities and provision is made for those who can benefit from additional support, for example the early literacy support programme in Year 1. The inspection found no significant difference between the performance of boys and girls. Careful assessments of progress, together with pupils' attitudes in lessons, are strengths in this subject, but standards are not high enough yet, because of the problems the school has had in the past which are taking time to work through.

77. The school attaches importance to the development of speaking and listening and pupils' progress is monitored using the Local Education Authority profiles. Standards of attainment in Key Stage 2 have been maintained since the last inspection and are good overall, because teachers use questions well and allow time for pupils to explain their thinking. In Year 1, for example, the teacher allowed pupils time to explain their own ideas about the possible uses for old household items, such as a carpet beater, in a history lesson. Pupils know the conventions for discussion, as seen when pupils in Year 5 listened attentively to each other as they described trips they had made during the half term holiday. Teachers are good role models and find opportunities for shy pupils to gain confidence when speaking to an audience, such as the special

contribution by one girl on her birthday in assembly. Drama is included across the curriculum, for example the history lesson in which Year 2 pupils acted in the roles of pupils who worked in coal mines, but the school does not have a planned programme of study for speaking and listening, including drama, to ensure coverage and continuity in this important aspect of the subject.

78. Standards in reading have been maintained since the last inspection and progress has been particularly good in some year groups recently. Teaching is guided by careful analyses of performance, such as the focus on reading in Year 5 which has led to rapid improvement this year. Boys and girls in all ability groups show confidence when reading aloud. Pupils of higher ability are identified and offered appropriately challenging books; one such pupil in Year 3 was seen reading with enthusiasm and independence from the Chronicles of Narnia. From the early stages of reading, pupils are taught effective techniques for word building. They demonstrate good phonic skills and read from a range of texts that become more complex as they move through the school. Pupils in Year 2 describe characters, recall main events in stories and have good word attack skills. Most pupils enjoy reading, although some older pupils show clear preferences for certain types of reading material. Good attention is given to expression in reading and this has improved since the last inspection, particularly for more able readers. A Year 3 literacy session, for example, started with the teacher choosing pupils to read the class text with expression, comparing this with his own expressionless reading. Pupils of all ages are developing skills for finding information in books. Year 4 pupils explain the purpose of a glossary clearly, for instance. Reading records, which are monitored by teachers and parents, show a good pace of reading in Years 1 and 2 and include reviews of books read by pupils in Years 5 and 6. The school has three different areas where books are stored including an area for non-fiction for Key Stage 2, which is arranged by a topic and numbering system. However, the co-ordinator is aware that many pupils do not have opportunities to use community libraries and plans to develop a more coherent, central library to improve provision for developing library skills.
79. Standards of writing seen during the inspection were average in Year 2 and Year 6. Good attention is now given to handwriting throughout the school and standards generally are high. Formal handwriting lessons guide younger pupils in the way to form letters and by Year 2, most pupils are joining their writing, although less able pupils struggle to make it clear. In Year 6 the standard of presentation in writing is variable but the best work shows an attractive and clear style. The carefully planned teaching of spelling, grammar and punctuation ensures good coverage of basic patterns and rules. In one very good lesson in Year 4, for instance, understanding of grammatical sentence structure was deepened by using a familiar story. However, this knowledge is not always transferred into pupils' independent writing. Less able pupils in Year 6, for example, do not consistently use capital letters and full stops to demarcate sentences.
80. The range of writing taught is good across the school. Year 2 pupils have written accounts, diaries, narratives, instructions and letters this year. Their letters to their teacher, who is away from school because she is ill, show that they know how to set letters out and have a developing awareness of their reader. Pupils in Year 4 adapt writing structures appropriately, as when writing play scripts, and pupils in Year 6 develop their understanding of persuasive writing through designing and producing leaflets based on their school trip. Poetry features in work seen in both key stages.
81. The quality of teaching and learning in English is good in Key Stage 1 and very good in Key Stage 2. Teachers base their teaching on a good understanding and knowledge

of the subject with careful selection of appropriate resources. In Year 1, for example, the teacher explained the term “acrostic” clearly to her young pupils, and in Year 6 a carefully chosen range of leaflets enlightened pupils’ growing awareness of the audience for their writing. The teaching of basic skills is well structured so that pupils build their knowledge and understanding in appropriate steps. They use ICT to enhance work, such as leaflets produced by Year 6 pupils. Planning is good, and teachers set appropriate challenges for their pupils, and all ability groups, therefore, make good progress. The lower ability group in Year 5, for example, learned to change pronouns to nouns with the very effective support of the teaching assistant. However, pupils’ work in their books indicates that teachers do not always expect enough from the more able pupils by setting them more challenging tasks.

82. Nearly all teachers manage their pupils very well, using good teaching methods and lively activities to engage the pupils’ interest. Pupils in all groups show good application and concentrate throughout lessons. Some over use of worksheets in Year 2 leads to losses of concentration. The use of ongoing assessment to plan, and if necessary adjust, lessons is very good. A teacher in Key Stage 2, for example, adjusted his lesson plan when he assessed that pupils needed more emphasis on the importance of persuasive language for their leaflet writing. Pupils have well-monitored individual targets which help them to become aware of their own progress in learning.
83. The quality and range of the provision for English is good for all pupils and the subject makes useful contributions towards the development of their social, moral and cultural development. The books produced by pairs of older and younger pupils working together, for example, developed the social skills of both ages.
84. The co-ordinator for English leads and manages the subject well. Her understanding of the current strengths and weaknesses is good. She is very knowledgeable about her subject and keen to promote its development throughout the school, for example by organising book weeks and having poets and authors visit the school. The scheme of work, which is based on national guidance, has been tailored to meet the particular needs of the school. New literacy transition units, for example, have been incorporated appropriately. Teaching and learning, as well as progress and standards, are monitored carefully from year to year and priorities for development are satisfactorily derived from careful analyses of performance. This year’s successful focus on reading in Year 5 is a good example of this. Resources and accommodation are satisfactory and are well organised.

MATHEMATICS

85. In the 2002 National Curriculum tests for 11 year-olds, the standard of mathematics was well below both the national average and that of similar schools, though pupils’ achievement from their low attainment at Key Stage 1 was very good. Standards are now rising rapidly, and inspection findings show that standards in Key Stage 2 are broadly in line with the national average for the expected Level 4 and above. More able pupils are regularly working at Level 5. This represents substantial improvement in this age group. All programmes of study are given due coverage and there is evidence, both through the scrutiny of completed work and the observations of classwork arising from good teaching, that standards are still rising. Pupils in Year 6 find the mean from given data, and use data in graphs. Above average pupils work with co-ordinates in all four quadrants with confidence, especially in shape translations. Average and below average pupils used graphs to explain how rainfall in 1976 differed from the August average. The rate of all pupils’ progress is very good

due to the quality of teaching and the extra support they receive. The inspection team found no difference in attainment or response in the performance of boys and girls. The school achieved its published targets for the percentage of pupils whom they anticipated would achieve Level 4 and above in the national tests at the end of Key Stage 2 in 2002. In the present Year 6, the very strong teaching and the school's commitment towards improvement are likely to see the current year group meeting its targets for 2003.

86. In the Key Stage 1, inspection findings show that standards remain above expectations for Level 2 and above due to the generally good, focused teaching, the effective target setting, and the pupils' good behaviour and positive attitudes. Above average pupils in Year 2 class know their addition and subtraction facts to 100. Some use a computer to add two two-digit numbers to total 100. Average and below average pupils read a scale to the nearest division when weighing ingredients for jam tarts. They recognise symbols on a graph that represent numbers.
87. During the inspection, pupils' work showed good progress over the last year. This is better in Years 5 and 6 due to the strength of teaching. Where teaching is very good, lessons are clearly restructured through very good on-going assessment and support given to pupils to help them explain how to show two sets of data on one graph. The pace and energy of these lessons is a key factor in engaging and motivating pupils, so that they apply themselves and learn well. Where the teaching is weakest, as in the Year 4 lesson on reflective symmetry, the pace slackens and does not engage the pupils' full attention.
88. Teaching is good in lessons where the oral part of the lesson is used to develop mathematical thinking. These are often carefully planned and sequenced so that they build on previous learning and pupils make good gains in their knowledge and understanding. This was evident in Year 1, where the teacher's modelling instilled confidence in pupils so that they were enabled to work independently. Many of the well-planned lessons are sharply focused, and the objectives of the lesson are clearly communicated to pupils with the result that they know exactly what they are to do and what they should learn in the lesson. In Year 6, for example, the teacher had good resources and well-differentiated group work, so that pupils' knowledge and understanding of the construction and interpretation of line graphs was strengthened.
89. The deployment of support staff to work with groups or individual pupils is effective. They offer good support to the pupils in their care. The management of pupils is good, and very good relationships between staff and pupils allow, for example, pupils to talk about the problems they encountered in the lesson and to work out ways of overcoming them. Teachers have placed due emphasis on presentation which is good throughout the school. Marking is supportive and developmental. This helps pupils by indicating the strengths within their work and how they can improve.
90. The co-ordinator provides good leadership and is well organised. She is devoted to raising standards. She monitors the quality of teaching and the standards of pupils' work. Assessment procedures are good and the results are well used in tracking and target setting. This increases the challenge, especially for the more able pupils, and gives support to the less able. Data from end of year tests is thoroughly analysed. Resources are good, accessible, indexed and labelled in boxes. Links between mathematics and the wider curriculum are not well developed. The use of ICT is good, as seen in Year 6, for example, where the teacher working with less able pupils and showed them how to generate their graphs on the class computer and a laptop.

SCIENCE

91. Standards achieved in the National Curriculum tests for 11 year-olds in 2002 were below the national average and well below that of similar schools. Nevertheless, pupils have made very good progress since Key Stage 1. Standards are now rapidly rising. In Year 6 they are average, and in Year 2, above average which represents good improvement since the last inspection. Although it appears that standards decline in Key Stage 2, this is not so because the current Year 6 were below average when they were in Year 2; their progress has, therefore, been good, and their skills of scientific enquiry are above average. Nevertheless, there is still room for improvement in Key Stage 2.
92. Pupils in Year 6 have covered work in all areas of the curriculum. They have satisfactory knowledge of forces, including gravity and air resistance. Their written work is well presented and investigation work shows above average knowledge of how to manipulate variables to obtain a fair test. They make good use of line graphs to show how, for example, an elastic band stretches when increased forces are used; above average pupils are beginning to understand that the extension is proportional to the force applied. They recognise common reversible and non-reversible reactions relating to heating, cooling and dissolving substances. In their study of the environment, above average pupils can describe the functions of various parts of a flowering plant and pupils of all abilities know how to use keys to identify animals from their characteristics; below average pupils, however, are not clear about predator-prey relationships.
93. Pupils in Year 2 have also covered all aspects of the Key Stage 1 curriculum. They classify living things into groups such as mammals, insects, fish or amphibians. They understand and explain why an electrical circuit does or does not work. They sort materials into natural and manufactured, and explain their use. Pupils in Year 2 are progressing well in their acquisition of scientific enquiry skills. They have, for example, carried out investigation into the effect of different surfaces of a ramp on the distance toy cars travel down it. Average pupils draw clear diagrams, put forward reasons for their predictions about different surfaces and are starting to tabulate their results using standard units for distance.
94. Teaching is good. Although only three lessons were seen, all the available evidence shows that pupils are making good progress in science as a result of good teaching. The work seen demonstrates teachers' good subject knowledge and that they are able to communicate this clearly to pupils. Their high expectations are evident in the high level of work completed by below average pupils who do the same work as those of higher ability, with some differentiation such as the use of worksheets requiring one- or two-word answers rather than writing at length. Pupils with special educational needs also do similar work, often with the guidance of teaching assistants.
95. Teachers develop literacy well, particularly in Key Stage 2, where scientific vocabulary receives good emphasis, and pupils of all abilities produce well-structured accounts of their science investigations. Numeracy is also well developed. Teachers expect pupils to use the correct unit when measuring forces, for example, and to draw graphs showing the relationship between the size of a shadow and the distance of the light source. There is little evidence of the use of ICT in pupils' work. They have used computers to draw and label a flower in Key Stage 1, but there is no evidence of the use of electronic sensors in investigation work in Key Stage 2, for example, or data

analysis, nor individual project work using CD-ROM or the Internet, which would raise attainment at this age.

96. Assessment is very good and used well. Teachers' marking is very good; they make helpful comments and suggest good targets for improvement, such as 'listen more carefully to others' views and compare them with your own thoughts'. They assess pupils' progress in the National Curriculum very thoroughly using the local education authority profile, and use this very well to set individual targets for science in Key Stage 2.
97. The science curriculum is covered well and monitored effectively by the co-ordinator who leads the subject well, particularly in the teaching of investigative science where he and a colleague have led effective teacher training. The establishment of cross-curricular links with design and technology, and more use of ICT in particular would enhance provision.

ART AND DESIGN

98. Pupils' standards of attainment are above national expectations by the end of both key stages. Pupils in Key Stage 1, through their study of the plates of Clarice Cliff, effectively transfer their observations onto paper plates, using paint in vivid colours and then a glaze. Year 1 pupils have good observational talents; they have produced pencilled self-portraits, and some have made chalk and charcoal drawings of a house, blending these media for light and dark effects. They use a viewfinder to help them produce very detailed drawings of brickwork, the murals and the school roof, in big bold pictures. Pupils in Year 2 experiment with lino blocks to print leaf patterns, or with string to give ghostly leaf impressions, that are effective visually. They paint masks in bright, arresting colour, inspired by those examples from Mexico.
99. In Key Stage 2, pupils make observational drawings of bicycles with good detail picked out in black pencil. The drawings, in pastels, felt pen and pencil, of spring flowers are very eye-catching. Pupils in Years 3 and 4 are responsive to the work of Holbein, and have produced their own critical studies of Henry VII and Henry VIII. They use pastels for their Egyptian pictures, and also after Monet in their treatment of trees and water through delicate finger work. Year 5 pupils work with an artist from the Natural History Museum and practise relief drawings, adding a pencil 'wash' and then drawing with a rubber. The final detailed definition makes the boats and flowers jump from the page. Above average pupils review the natural forms in the work of William Morris. Average and below average pupils make lino prints of boats and flowers. In Year 6, the charcoal skull is remarkable, as is the delicate pencil and pastel shell. Pupils respond to 'Pop Art' in a riot of wax and watercolours. After visiting the church at Chalgrove, the pencil sketches of brickwork and gravestones are effective.
100. The quality of teaching throughout the school is good. In the two lessons seen in Key Stage 1, the teaching was satisfactory and good. The lesson seen in Key Stage 2 was very good. Lessons have suitable, sometimes challenging content that encourages pupils to be inventive and to pay careful attention to the decoration of their landscape picture, or portrait studies. The teachers' choice of activities in Key Stage 1, such as paper weaving, wax crayon work and the juxtaposition of cloth, wool and beads in an exploration of texture, appeals directly to the pupils and instils in them an enthusiasm and enjoyment for the subject. In Years 3 and 4, the teachers' choice of mixed media work inspires pupils to create an imaginative mix of paint, paper and foil. Teachers in Years 5 and 6 provide good, even very good, opportunities through the work of famous artists, or the vibrant images of 'Pop Art'. These activities and the

range of materials promote positive attitudes to art, and systematically develop pupils' skills, especially through the extensive and consistent use of sketchbooks.

101. Co-ordination of the subject has promoted art in the curriculum effectively and has raised both teachers' expectations and pupils' standards of attainment. There are clear targets for the development of art. The co-ordinator is knowledgeable and enthusiastic and is ready to give advice and encouragement. Assessment procedures are in place, used at the end of each unit of work. Resources are good, but not developed enough to include multicultural examples and artefacts, especially from Africa. The use of ICT in art is developing through programs such as 'Colour Magic'. Accommodation, especially the school grounds and the village, is a source of inspiration for the subject. No discernable difference in the enthusiasm and attainment of boys and girls was observed. Different groups of pupils are fully included and enabled to participate in artwork.

DESIGN AND TECHNOLOGY

102. Attainment in design and technology is above average by the end of both key stages and these standards have been maintained since the last inspection. Pupils in Year 6 have designed and made slippers; the finished samples show very good design work for the age of the pupils; they planned and carried out the step by step stages of making them very well. Pupils show good realisation of the constraints of the materials and the time available. One pupil, for instance, decided to add a carpet piece to the back of her slipper to strengthen it because she did not have time to make a proper back. Evaluation of the product is good; pupils are critical but make positive suggestions for improvements, showing maturity of understanding. However, evaluation does not centre on fitness of a product for its purpose.
103. The slippers and the moving toys including cams made by Year 5 pupils show that upper juniors have a better than average knowledge of the design process. Their finishing skills, however, are not so polished and there is room for improvement in accuracy of measurement and application of paint.
104. Pupils in Year 2 have designed 'Joseph's Coat' using the computer, and realised their designs carefully in brightly coloured materials, mostly joined by stitching which is reasonably neat for their age, though once again, to achieve excellence, more attention should be paid to the finished product. Pupils' evaluation of their work is good. They give reasons why materials were chosen and think about improvements, such as 'a zip would make it better'. All pupils achieve well, including those with special educational needs who often excel at this subject.
105. Few lessons were seen, but from the abundance of evidence around the school and from photographs, teaching is judged to be good as pupils are obviously making good progress. Teachers cover the entire requirements of the curriculum, including control work in Year 6 when pupils make a model fairground with rides which light up and go round. This type of work is not yet extended to incorporate some computer programming as used in ICT lessons to illuminate Belisha Beacons. Good use is made of teaching assistants, particularly in Key Stage 1 where a very good lesson was seen in Year 1 given by a teaching assistant who showed great knowledge of mechanics and communicated this well to the pupils. They were able to understand how turning mechanisms worked and investigated examples of commercially made toys. Literacy was developed well as pupils wrote about their work using full sentences. Assessment is thorough with the use of the local

education authority profile, and used well to determine the National Curriculum levels pupils achieve.

106. The co-ordinator leads the subject very well. She is long established and very experienced. Her high expectations ensure that the subject retains its high profile on the curriculum, and that pupils continue to enjoy it and produce good work.

GEOGRAPHY and HISTORY

107. Geography and history are planned and taught as humanities although there are distinct units of work and lessons for each subject. Standards of attainment in history are broadly average in Year 2 and in Year 6 with some above average standards seen in the work of Years 3 and 4. Standards have been maintained or improved in Key Stage 2 but have declined a little in Key Stage 1.
108. Standards of attainment in geography are average in both Year 6 and Year 2 and have been maintained since the time of the last inspection. Pupils of all ages make satisfactory progress in history and geography but there remains some level of underachievement by more able pupils because the challenge is similar for all ability groups. Pupils with special educational needs make good progress because they are well supported. A teaching assistant was seen very effectively drawing out pupils' thinking and querying their sources during a Year 6 lesson. The way the curriculum is organised and taught is generally appropriate but it leads to some long gaps in geographical experiences. Continuity and progression in this subject are, therefore, not maintained at a steady pace.
109. The standard of work in history in Key Stage 1 is in line with national expectations; a very good lesson was seen in Year 1 where the teacher challenged the pupils to think hard. Pupils have gained factual knowledge, for example of the life of Florence Nightingale. They explain clearly and confidently the difference between household utensils in the time of their great grandparents and those in their own homes today. Their sequencing work for the story of the Great Fire of London shows an increasing awareness of chronology. The standard of work in geography is average for this age group because it is carefully planned building knowledge and understanding in appropriate steps. Their study of life in a village in Mexico and on a small Scottish island shows that they understand how life is different from life in Chalgrove. They are aware, for example, that children in the Mexican village have to get up very early to reach school in the nearest town and how physical features dictate the type of work that is typical on the Scottish island. They draw simple maps using appropriate geographic terminology and express their views about different places with confidence.
110. The standard of work in history at the end of Key Stage 2 is also in line with national expectations and the standard in some of the Viking and Tudor Chronicles produced by Years 3 and 4 is above expectations. This is because these units are taught in an engaging way and brought to life with first hand experiences such as the Tudor Visitors day. More able pupils do not achieve as high a standard as they might because they are not always set tasks matching their abilities. Pupils in Years 5 and 6 made good progress in the autumn term when learning about the Victorian period. More able pupils in Year 6 show clear understanding of how different views were held by Victorians, for example of child labour, and pupils of all abilities are beginning to select and link information effectively from a range of resources including books and the Internet. They are confident in their ability to research information about John Lennon and to make notes for homework.

111. The standard of work in geography is average for pupils in Years 3 to 6, but long gaps in experience in Years 3 and 4 inhibit progress. Pupils of all abilities cover the same work but this does not always challenge the more able pupils enough. Work on rivers shows that pupils clearly identify the parts of a river system and understand the changes along a river's length. They use a range of sources such as books, CDs and the Internet effectively in their investigations into their chosen rivers and they use practical equipment to investigate local rainfall. However, they do not always express their findings in their own words and this detracts from the quality of their work.
112. The quality of teaching and learning is good across the school in history. Teachers have good subject knowledge so they make lessons interesting for pupils. In Year 2, for example, the preparation of resources was weak so the teacher could not show a video tape as planned. She rescued the situation by using her good knowledge of Welsh coal mines to engage the pupil's attention. Planning is supported by detailed schemes of work that are based on national guidance adapted to make the most of local resources and links across the curriculum. Teachers use effective methods such as the very good questioning skills demonstrated by the Year 1 teacher to elicit pupils' ideas about the objects they were examining, and the good promotion of historical enquiry skills in a Year 6 lesson. These methods keep pupils very attentive and eager to learn more. Most teachers assess previous learning at the start of the lesson and make the objectives clear in appropriate language. Pupils are aware of their own learning and know what they are expected to achieve. They work hard and with concentration in history lessons. Only one geography lesson was observed during the inspection week. It was a very good lesson because the teacher's expectations were high and the pupils responded well to the challenges set.
113. History and geography are used well to support and enhance pupils' learning of basic skills in literacy, numeracy and ICT. Pupils in Year 2 consolidate their sequencing and writing skills and present their work very well, particularly in geography. The history work in Years 3 and 4 shows pupils making links in their learning, for example by writing a Viking newspaper and producing the final draft using the computer. Pupils in Years 5 and 6 use the Internet and other sources for research. They develop their numeracy skills, for example in their investigations of rainfall and in the line graphs to show population changes during Queen Victoria's reign.
114. The co-ordinator for history and geography was absent from school during the week of the inspection. However, discussion with the headteacher and examination of her files indicate that leadership and management of the subjects are good. Appropriate priorities for development are identified and pursued. Planning and teaching have been monitored well in the past although this has not been so recently because of the long term sickness of the co-ordinator. Pupils' individual progress is tracked using the local education authority profiles and some teachers add useful assessments to pupils' work at the end of topics. Visits and visitors are used very well to enhance learning. Resources for history and geography are good and they are very well organised by the co-ordinator.

INFORMATION AND COMMUNICATION TECHNOLOGY

115. Attainment in Key Stage 1 is in line with expectations, and above expectations in Key Stage 2. This represents considerable improvement since the last inspection when standards were below expectations throughout the school. Indeed, the

provision of ICT has also undergone massive changes with the establishment of the computer suite. The subject itself has expanded with connections to the Internet and to email. Standards are clearly rising throughout the school, but particularly so in Key Stage 2 due to the strength of teaching, the adoption of a clearly mapped out scheme of work adapted to the needs of the school, and the regular access to the suite.

116. By the end of Key Stage 1, pupils log on and off the network competently. Above average pupils experiment with the 'textease turtle' to construct a square correctly. Average and below average pupils, and those with special educational needs, used 'click' and 'drag' to insert the plate pictures into their poem, 'The tarts jumped off the plate'. All pupils manage to save their work. By the end of Key Stage 2, above average pupils confidently download information on the Snake River for their geography project. Their results are well presented in a Word document. Year 5 pupils word-process their profiles of famous people, such as 'Admiration of David Beckham'. In Year 4, pupils use a control program to develop the use of angled lines. They manage this well after planning it on paper. Pupils in Year 3 make a block graph to show their leisure time activities. Such skills are beneficial to their literacy and numeracy competence. Late evidence from Year 6 suggests pupils competently use Powerpoint presentations in their history project on the Victorians, but this could not be properly evaluated. It is however, yet another indication that standards are rising.
117. Teaching is good overall; one excellent lesson was seen in Year 6. This confirms the judgement that pupils' skills are improving. In a good lesson in Year 1, the teacher's introduction of a poem 'One Stormy Night', downloaded from the Internet, enthused the pupils to try for themselves in the 'Textease' program. In Key Stage 2, in an excellent lesson in Year 6, the teacher provided opportunities for pupils to experiment with a brand new control program, so that they quickly learned to switch on the lights of a zebra crossing. They soon discovered how to make the lights flash rapidly. In Year 4, the good lesson gave pupils an understanding of the precision needed to move a turtle on screen to produce specific effects. Teachers throughout the school effectively train pupils to use the equipment carefully and sensitively. Moreover, they involve their teaching assistants in their planning, so that they become effective in ensuring access to the lesson, for example for pupils with special educational needs.
118. The ICT curriculum is well planned and its delivery is managed effectively. The able and enthusiastic co-ordinator has been instrumental in the creation of the new ICT suite. He has set sensible priorities and managed to increase the confidence of staff despite their perceived disappointment of ineffective training received through the New Opportunities Fund. The co-ordinator's leadership and management have a beneficial effect on standards. He has a strong vision of how the subject should develop. Accommodation is good, and the school's ICT resources are very good. A policy and scheme of work, adapted to the school's requirements, support the subject, demonstrating how skills should be developed across the school. Skills' teaching is enhanced, for example, by the use of an interactive white board. Moreover, there is a policy already agreed with parents for the monitoring of pupil access to the Internet that represents good practice. The use of ICT in the wider curriculum is well planned: good links exist already with mathematics, science and history, and the link with religious education is satisfactory. No difference in the enthusiasm of boys and girls for the subject was observed. Procedures for assessment of pupils' attainment are planned at the end of each unit are not yet sufficiently developed for consistency and accuracy, but the co-ordinator has already gathered together a portfolio of levelled work that will help this process.

MUSIC

119. There is not enough evidence to judge the standard of work in music; not enough was seen. Singing heard in assembly and singing practice is similar to that expected of children this age. Most sang "All things bright and beautiful" with enthusiasm and generally in tune, though there were a few 'growlers'. Music appreciation was seen in one class where pupils listened intently to Fanshawe's 'African Sanctus', and discussed with their teacher the origins of the music and the emotions it engendered in them. The school's assessment also shows that standards are average with pupils in each year reaching the appropriate National Curriculum level for their age.
120. The school has made significant changes in music provision since the last inspection; it now has a good commercial scheme in place, accessible to the teachers who do not have a musical background. There is now some instrumental teaching from a visiting guitarist and the school is responding to parental requests to increase this, but requires more pupils or the sharing of resources with other schools before this is feasible. There are two lunchtime recorder classes. Singing and performance in productions is given a high priority in the school. Pupils have taken part in the 'Festival of Voices' at Wembley Arena and in Dorchester Abbey. A particular performance of 'Christmas Praise' was highly commended by the composer.
121. The subject is well led by the co-ordinator who has made the subject accessible through the purchase of the scheme of work. She has monitored the planning and assessment this year and has recognised that teachers need more training in composition at the next opportunity.

PHYSICAL EDUCATION

122. Pupils in Year 2 and Year 6 achieve standards that are typical for their ages in dance, games and athletics, and there are significant minorities in most year groups that achieve standards above those expected. It was not possible to observe work in gymnastics, swimming or outdoor and adventurous activities. Standards have been broadly maintained since the last inspection report when there was insufficient evidence to judge attainment at age 11. Pupils with special educational needs, including those with physical difficulties, make good progress because the school is careful to include them and support their needs. Boys and girls are encouraged to be equally involved in all aspects of the subject and there is no difference between their standards. Good progress in all groups was observed during lessons in Year 1 and Year 6. However, the pace in some other lessons was too slow for pupils to make the progress they are capable of.
123. Pupils in Year 1 explain with prompting why they need to warm up before physical exercise and show good ball passing and receiving skills because these are modelled well by their teacher. Pupils in Year 2 work with a range of small apparatus to devise games and show appropriate control when this is emphasised by their teacher. Pupils in Year 3 remember their own dance sequences well and the work of the most able is expressive because the teacher uses praise effectively. Pupils in Year 6 learn correct and safe techniques for games and athletics and the majority are able to link the skills and techniques they learn when playing games. This is due to the very good subject knowledge and effective teaching methods used by their teacher.

124. Teaching and learning was very good in the Year 1 and Year 6 lessons that were seen and at least satisfactory in all others. Most teachers have good or very good subject knowledge and by using effective teaching methods they enable pupils to enjoy their lessons and make good progress in learning new skills. However, in a minority of lessons, the pace was too slow when pupils were expected to sit and listen for too long, which led to some loss of concentration. Lessons are generally well planned and organised. In the best lessons good use of ongoing assessment enables teachers to offer well matched challenges to pupils of different abilities. In a Year 6 athletics lesson, for example, the teacher used his observations during paired work to group pupils into ability groups for the next part of the lesson. In Year 1, the teacher used her observations to pick pupils to demonstrate the skills they were learning.

125. Discussion with the co-ordinator and an analysis of planning indicate that all aspects of the physical education programme are fully met and extracurricular activities enrich this programme. Swimming enjoys a high profile. Pupils in Key Stage 2 travel about ten miles to the pool once a week during one term each year. The significant amounts of time involved are well used because the availability of a hall at the same venue allows pupils to be taught by a qualified teacher in ability groups. Swimming is a successful aspect of the physical education programme and very few pupils leave Year 6 unable to swim 25 metres independently.

126. The co-ordinator for physical education is new to his role this year. He has made a good start and the subject is well led and managed. He has a clear view of appropriate development priorities such as the identification and utilisation of staff skills. A new two year planning cycle will improve cross-curricular links and make it easier for staff to support each other. He monitors staff planning and will begin to monitor teaching and learning through lesson observations later this month. Accommodation and resources for physical education are good. The school has access to two halls and a grass playing field. The co-ordinator has increased the budget available for new equipment through fund raising activities and has improved the range of inter-school and class competitions pupils take part in. Parents make good contributions towards physical education, for example by conducting after school clubs like that for netball.

RELIGIOUS EDUCATION

127. By the end of Key Stage 1, pupils achieve standards in line with the expectations of the locally agreed syllabus. They recognise the significance of Christmas to Christians, and of Eid to Muslims, consolidating their knowledge and understanding of the special clothing and food through the handling of a very good range of artefacts. By the end of Key Stage 2, attainment is above average, and pupils have a good understanding of other beliefs and cultures. In Year 6, for example, they deepened their knowledge and understanding of different traditions in Britain by their visits to St. Mary's Church and the Methodist Chapel in the village. In Year 4, pupils review the qualities displayed in the story of David and Goliath. Overall, all pupils make good progress in both key stages.

128. The teaching of religious education throughout the school is good, and sometimes very good. Teachers review earlier work. In a class-based discussion in Year 4, for example, pupils recalled well the values of bravery, consideration and kindness shown in a video episode of the life of David. Through explanations and encouragement, teachers prompt pupils to examine a range of materials and resources. In a Year 2 lesson, for example, pupils grasped the meaning and

significance of special food and clothing for the celebration of the Islamic festival of Eid. Pupils in Year 6 made good gains in their knowledge and understanding of Christian artefacts, such as vestments worn by the local vicar. In all of the lessons observed, all pupils showed good attitudes to learning. They concentrate well.

129. Leadership and management of the subject are satisfactory. Teachers plan in accordance with the guidance of the locally agreed syllabus, and its 'focus' scheme of work. However, the coordinator does not monitor or evaluate the teaching of the curriculum. The comparisons drawn between Christian beliefs and practices with the Muslim and Jewish traditions support and promote pupils' moral values well. Teaching also supports the school's social values. Nevertheless, the subject is not thoroughly integrated into the life of the school through a range of planned spiritual experiences, which build on the pupils' own faith skills, knowledge and understanding. Collective worship, and the celebration of the festivals of the major religions that pupils study, add a further dimension to their appreciation and understanding of religious belief. Visitors to the school have included the vicar of Chalgrove and a Muslim teacher from another school, both in the week of the inspection, but the school does not extend its use of local visits to, and visitors from, places of worship or celebration of various faiths to supplement with first-hand experience the good resources that support pupils' learning. There are satisfactory links with ICT; pupils in Key Stage 1 have enjoyed a virtual tour of a mosque on the Internet, for example.