

# **INSPECTION REPORT**

## **WYCHWOOD PRIMARY SCHOOL**

Chipping Norton, Oxfordshire

LEA area: Oxfordshire

Unique reference number: 123176

Headteacher: Mr D W R Spence

Reporting inspector: Ms M Lawrence  
22309

Dates of inspection: 2 – 5 June 2003

Inspection number: 248436

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:	Voluntary controlled
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Milton Road Shipton-under-Wychwood Chipping Norton Oxon
Postcode:	OX7 6BD
Telephone number:	01993 830059
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr A Pitman
Date of previous inspection:	February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22309	Marie Lawrence	Registered inspector	English Art and design History	What sort of school is it? The school's results and pupils' achievement. How well is school led and managed? What should the school do to improve further?
15522	Bernard Morgan	Lay inspector	Educational Inclusion	Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
23399	Eileen Torr	Team inspector	Science Information and communication technology Design and technology	How well are pupils taught?
13015	Andrew Lockett	Team inspector	Foundation Stage Special educational needs Geography Music	
32127	Graham Parkinson	Team inspector	Mathematics Physical education Religious education English as an additional language	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

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**PART A: SUMMARY OF THE REPORT**

**INFORMATION ABOUT THE SCHOOL**

Wychwood Church of England Primary School is situated in the village of Shipton-under-Wychwood, in Oxfordshire. There is the equivalent of 252 full-time pupils on roll, between the age of three and eleven years. Pupils come from families in which the socio-economic background, is above average. The percentage of pupils entitled to free school meals (12%) is broadly in line with the national average. The percentage of pupils with special educational needs (17.6%), including those with statements of special educational need, is in line with the national average. These pupils have mainly moderate learning difficulties or visual impairment. Most pupils are of white British heritage. At the time of the inspection, only one pupil has English as an additional language. When children join the school as four-year-olds, their levels of attainment are varied, but their overall attainment on entry is in line with that found nationally.

**HOW GOOD THE SCHOOL IS**

Overall, the school is providing a good standard of education and meets the needs of all pupils well. There is evidence of improvement in several aspects of the school's work in the last two years, notably standards in English, mathematics and science at the end of Year 6. There is scope for further improvement, particularly in raising standards of writing by the end of Year 2. Teaching in the school is at least satisfactory and often good. Leadership and management are sound, with key strengths in the leadership of the new headteacher and in the management of information and communication technology (ICT), physical education and special educational needs. The cost per pupil to run the school is very high when compared to the national average, because of the high expenditure on staffing. When these factors are considered together, the school is judged to be providing satisfactory value for money.

**What the school does well**

- Standards attained by eleven-year-olds in English, mathematics and science and seven-year-olds in mathematics.
- Teaching in the nursery and in the juniors is good.
- The provision for moral and social development of pupils is very good.
- The school's procedures for health and safety, promoting a caring ethos, providing an atmosphere free from bullying and racism and promoting attendance are very good.
- Pupils show very good attitudes to their learning and their behaviour is very good. Relationships in the school and the contribution of parents to children's learning are very good. It is a caring school.
- There is a very good range of activities for pupils outside the classroom.

**What could be improved**

- Standards in pupils' writing in the infants and handwriting throughout the school.
- Marking procedures and the use of day-to-day assessment to inform planning are inconsistent across the school.
- The role of subject co-ordinators, to include more systematic monitoring and evaluation of the

quality of teaching and learning throughout the school.

- Financial planning for the future development of subjects and resources against targets and expectations.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The headteacher was appointed in September 2002. He has shown good leadership in identifying the key priorities for the school and developing the School Development Plan (SDP). Overall, the quality of teaching has remained similar to that reported following the last inspection. Both key issues identified in the last inspection have been considered. ICT provision is much better with the introduction of new computers and ICT suite. As a result, standards have risen in the juniors and they have been consolidated in the infants. In line with the key issues, the governors provided release time for both the previous and the current headteacher. As yet, subject co-ordinators still have insufficient opportunities to monitor and evaluate the quality of teaching and learning.

## STANDARDS

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

Performance in:	Compared with			
	All schools			similar schools
	2000	2001	2002	2002
English	A	A	A	A
Mathematics	A	A	A*	A*
Science	A*	A*	A*	A*

Key	
very high : top 5%	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
the lowest 5%	E*

Over the period of the last three years the school's results, at the end of Year 6, in national tests have been consistently high. Compared with similar schools, Wychwood's results were well above average in English. In mathematics and science, the school's results were in the highest 5%. The school has used the range of data available to set sensible targets for pupils in national tests for eleven-year-olds in 2003. The evidence gathered during the inspection indicates that the school is on track to meet these targets. Results in national tests for seven-year-olds for the last three years show a more inconsistent pattern. In 2002, compared with both the national average and similar schools, the school's performance in reading was above average, that in writing was well above average and it was very high in mathematics. Teacher assessments in science indicated that standards were very high, in the top 5% found nationally.

Children enter the nursery with attainment in line with that found nationally. Their abilities in social and communication skills are above expectations. They make good progress in the nursery because of the good teaching. In reception, children's progress is satisfactory, overall. By the end of the reception year, most children have attained the early learning goals. In the infant classes, pupils make

satisfactory progress, and good progress in the juniors.

In work seen during the inspection, standards at the end of Year 2 were typical of those seen nationally for reading, mathematics, science, art and design, design and technology, ICT, history, geography and music. They were below average in writing. Standards in Year 6 are above those found nationally in English, mathematics, science, history and geography. In art and design, design and technology, ICT and music, standards are in line with those seen nationally. Inspection evidence indicates that, at the end of the infants and juniors, standards in physical education are higher than those seen nationally, whilst those in religious education are in line with expectations. By the end of Year 2, standards in art and design, design and technology, ICT, history, geography, music and religious education are typical of those found nationally, except in physical education where they are higher than those typically seen in primary schools. At the end of Year 6, standards are in line with those found nationally in art and design, design and technology, ICT, music and religious education. Attainment is above average in history, geography and physical education. Overall, there is no significant difference in the attainment of girls and boys, even in those classes where the ratio of boys to girls is much higher. Pupils of average and below average attainment reach appropriate standards.

*(Inspection evidence was gathered by observing teaching and learning, holding discussions with pupils, staff and governors and through scrutinising a range of school documentation.)*

## **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Very good. Pupils are keen to come to school and show very positive attitudes to their learning. In lessons, pupils work hard and enjoy succeeding. This is a strength of the school.
Behaviour, in and out of classrooms	Very good. Behaviour in the school is very good both in lessons and on the playground.
Personal development and relationships	Good. The personal development of pupils is good but individual independence needs promoting. Opportunities are provided for pupils to take responsibility, notably through the very good school council. Relationships between adults and pupils, throughout the school, are very good.
Attendance	Very good. Levels of attendance are better than those normally seen. Pupils are punctual. The school works hard to promote and sustain these standards.

## **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Nursery and Reception</b>	<b>Years 1 – 2</b>	<b>Years 3 – 6</b>
Quality of teaching	Good	Satisfactory	Good

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

In the sixty-one lessons observed, the quality of teaching, overall, was good, mainly due to the good, and very good teaching, in the nursery and in the juniors. In one lesson, teaching was judged to be excellent, it was very good in 18% of lessons, good in 44% and satisfactory in 36%. Where the teaching was excellent or very good, lessons were very well planned, teaching was lively and teachers used a very good range of questioning techniques, which engaged and enthused pupils to take part. In satisfactory lessons, the teaching was more teacher directed and did not give pupils time for reflection. The planning in these lessons was not always based upon pupils' previous learning and, marking did not provide pupils with enough guidance about ways in which they could improve their work. Pupils make at least satisfactory and, at times, good progress in their learning as they move through the school. The best progress occurs in lessons where the work takes into account the pupils' previous learning and builds on their understanding. The good support provided by teaching assistants and other adults, enables the school to meet the needs of all the pupils. Pupils with special educational needs, and those for whom English is an additional language, make good progress in their learning.

### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Good. There is a broad and balanced curriculum but the amount of taught time, in the juniors, is below recommended levels. Extra-curricular provision is a strength of the school.
Provision for pupils with special educational needs	Good. Support in class for pupils is good. All pupils are provided with equal access to the school's provision.
Provision for pupils' personal, including spiritual, moral, social and cultural development.	Very good, overall. Very good provision is made for pupils' moral and social development. There is good provision for the pupils' spiritual and cultural development.
How well the school cares for its pupils.	Good. There are good procedures in place for ensuring pupils' social and personal welfare and very good procedures for child protection. Overall, the use of assessment to guide teaching and learning and the impact of the school's practice in promoting race equality are satisfactory.

The school has a good working partnership with parents. They are very supportive of the school's work. Parent helpers and volunteers in classrooms make a valuable contribution to pupils' learning.

### **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Satisfactory, with good leadership from the new headteacher. Overall, subject co-ordinators show good expertise. Their role in systematically monitoring and evaluating the quality of teaching and learning is under-developed.

How well the governors fulfil their responsibilities	Satisfactory. The school governors are supportive, conscientious and have good individual expertise. Their role in the strategic development of the school, is developing.
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Aspect (contd)	Comment
The school's evaluation of its performance	Satisfactory. There are satisfactory procedures for analysing performance data and setting attainment targets for Year 6 pupils. Procedures for setting targets for individual pupils are not as well developed.
The strategic use of resources	Satisfactory, including the use of various specific grants provided and levels of staffing, resources and adequacy of the accommodation. There are weaknesses in long-term planning for the auditing and replenishment of resources and in applying the principles of best value.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children are keen to come to school, behave well and are making good progress.</li> <li>• Teaching is good, as is the school's leadership and management.</li> <li>• The school is a caring place. It helps pupils to become mature and responsible.</li> <li>• Staff are approachable and hard working.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents feel that there is insufficient homework.</li> <li>• Some parents do not feel well informed about how their children are getting on.</li> <li>• There are insufficient opportunities for activities outside of teaching time.</li> <li>• The school does not work sufficiently closely with parents.</li> </ul>

Parents returned 131 questionnaires. Nineteen parents attended the meeting with the registered inspector. Inspectors agreed with the parents' positive comments. Their evidence shows that sufficient homework is set and completed. However, the school should give parents more information about their approach to this. Annual reports to parents about progress could focus more sharply on what pupils need to do to improve. Inspectors found that the school offers a very good range of activities outside lessons, which is better than that seen in similar schools.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

- 1 Evidence from the 2002 national tests for eleven-year-olds, show that the school's results in English were well above both the national average and those in similar schools. Attainment in mathematics and science was very high compared to both the national average and those found in similar schools, being in the top 5% found nationally. The 2002 national assessments for seven-year-olds indicate that pupils' standards in reading were above the national average, they were well above in writing and very high in mathematics.
- 2 Pupils in Year 6, are on track to attain, at least, above the national standard in English, mathematics and science. Over the last three years, Year 6 results have been consistently strong because better use is made of assessment data to track pupils' progress. Pupils, in Year 2, are on track to attain the national expected standards in reading and science and above average attainment in mathematics. Teacher assessments, and inspection evidence, indicate that standards will be well below average in writing. Over three years, fewer pupils have attained the higher levels in writing and activities are not always well matched to the pupils' needs. Overall, pupils make satisfactory progress in the infants and good progress in the juniors. Progress in writing is not as consistent, especially in the infants and handwriting throughout the school is inconsistent in quality.
- 3 Children enter the nursery with standards that are in line with those found nationally. Their abilities in personal, social and emotional development and communication, language and literacy are above expectations. Teaching is never less than good, in the nursery, and they make good progress. They transfer into reception class or Year 1, in the term following their fifth birthday. At the end of the Foundation Stage, in the reception year, most children have attained the early learning goals and, overall, their progress is satisfactory. This continues and pupils make satisfactory progress as they move through Year 1 and Year 2.
- 4 This progress is maintained and consolidated as pupils move from Year 3 to Year 6 and progress is good in these year groups. Inspection evidence, in particular work in the books of Year 6 pupils, indicates that standards are improving, overall.
- 5 The school's results in the 2002 tests for eleven-year-olds were high. An analysis of the results of tests for this same group of pupils, when they were seven, indicates that their level of progress since the age of seven is very high in English, mathematics and science. This places the progress of this group of pupils in the top 5% nationally and reflects good teaching and learning.
- 6 As well as comparing the school's results with the national picture, it is possible to make comparisons with schools that are 'in a similar context', that is, schools that have a similar proportion of pupils entitled to free school meals. When the school's results in the 2002 tests for seven-year-olds are compared, the results against both groups are above average

for reading, well above average in writing and in the top 5% in mathematics. In writing and reading, however, although most pupils attain the expected Level 2, a below average number reach the higher level 2B.

- 7 When compared with similar schools, the 2002 assessments for eleven-year-olds, shows the school's results in English, mathematics and science were in the highest 5% of this group of schools. When the results for the last three years are taken together, there is no significant difference between the results of boys and girls.
- 8 There are no tests for science at age seven. In this subject the class teachers make an assessment of pupils' attainment as they reach the end of Year 2. The 2002 assessments indicate that the percentage of pupils attaining the expected level was very high compared to the national average. The assessments for pupils aged seven, for the last three years, show that girls outperform boys in reading and writing but that there is no significant difference between the performance of boys and girls in mathematics.
- 9 In both the tests for seven and eleven-year-olds the school's results have remained above or well above, the national average for the last three years. Evidence from the pupils' books together with discussions with pupils indicates that pupils aged eleven, are on track to maintain these results in 2003. The pupils aged seven, are on track to attain the national expected standards in reading and mathematics but standards in writing are below average. Throughout the school, the standard of handwriting and presentation of work in the books is satisfactory, although it does vary from pupil to pupil and from one piece of work to another.
- 10 The school has undertaken an analysis of its test results and identified trends. This has informed some of the key priorities for the SDP. The school has made a start on setting targets for individual pupils. This approach is not yet fully developed, and reflects a general weakness in how the school makes use of assessments in setting suitably challenging work for all pupils.
- 11 By the time they are seven, standards in art and design, design and technology, ICT, history, geography, music and religious education are typical of those found nationally. In physical education, standards are higher than those typically seen in primary schools. By the age of eleven, standards are in line with those found nationally in art and design, design and technology, ICT, music and religious education. Attainment is above average in history, geography and physical education.
- 12 In the juniors, pupils make good progress in English, mathematics, science, history, geography and physical education. It is satisfactory in other subjects. By the age of eleven, most pupils are attaining above the expected standard in English, mathematics and science, with a small number working at higher levels. Pupils can do quite complex calculations quickly and accurately and can explain how they obtain the result. In science, pupils have secure scientific knowledge, they are clear about the function of different organs in the body; they have a good grasp of the way scientific investigations should be constructed.

- 13 In the infants, pupils make good progress in speaking and listening, mathematics and physical education. Their progress is satisfactory in reading, science, art and design, ICT, history, geography, music, design and technology and religious education. By the age of seven, pupils are confident speakers and listen attentively. In mathematics, they can recognise shapes and tell the time by the end of Year 2. In science, they understand the concept of a 'fair test' and they are gaining an understanding of forces, electrical circuits and food groups.
- 14 Pupils with special educational needs achieve standards appropriate to their age and ability. They make good progress in developing skills in reading and number work. Good provision is made for this group of pupils; they are well supported in lessons by teaching assistants who are clearly briefed and who understand pupils' needs and their learning targets. A pupil for whom English is an additional language is making good progress, being fully involved in the life and work of the school and getting good support from learning support assistants. Higher-attaining pupils are not always sufficiently challenged. For example, they are sometimes to complete the same work as other pupils before they are provided with work that extends them. There are no significant differences between the attainment of boys and girls, any variation is usually because of the needs of different cohorts of pupils.
- 15 Although the school is beginning to make use of a range of assessment data to set targets for improvement, the information is not yet being used in a consistent way to plan lessons that builds on pupils' past learning. In addition, although pupils' work is regularly marked the teachers' comments do not always provide pupils with guidance about ways in which their work could be improved. End of key stage targets are set for Year 6 pupils. They are based upon the assessments of individual pupils, which are suitably challenging.
- 16 On balance, these judgements are similar to those reported after the last inspection. The school is currently in a transition period and, under the new leadership of the new headteacher, the areas for development have been identified.

### **Pupils' attitudes, values and personal development**

- 17 In the lessons observed during the inspection and around the school, pupils' attitudes to learning were judged to be very good. Behaviour in lessons and around the school was also very good. Relationships were seen to be very good. Pupils enjoy coming to school and work hard at the tasks set. They respond particularly well to stimulating teaching where they are required to use their imagination and to conduct research. They enjoy school life.
- 18 Overall, behaviour in lessons was very good with some examples of excellent behaviour. In the nursery during an outside play session children were seen to respond very well to the very good teaching. They enthusiastically participated in the wide variety of activities offered, including making mud pies, their use of language describing their actions and pleasure in their success was very obvious. In a Year 2 design and technology session, pupils' behaviour was judged to be excellent. They were asked to design and make a model spider that could be moved. They worked very hard, often discussing their ideas with other pupils, sharing equipment with each other and suggesting what materials could be

used to make the spider. Throughout the session they were all completely engaged in the task and as a result made very good progress in their learning. In a Year 6 science lesson, excellent behaviour was also seen. The pupils were working on water evaporation. They displayed very good scientific thinking, sustained their interest in the task and made very good progress in their learning.

- 19 On occasion, pupils were not fully engaged on their tasks. This occurred when the work was not sufficiently well targeted to meet the pupils' needs or when pupils were expected to sit and listen for far too long. The result was that either pupils became restless or, more usually, quietly stopped participating in the lesson until they were given a more active role.
- 20 The school has no record of exclusion of pupils in the last year. No evidence of bullying or harassment was seen during the inspection. Discussions with pupils confirm that such events are very rare and that should such an event occur then the school responds quickly and positively to it. Parents also express their confidence in the school's response to such events. The school is free of oppressive behaviour, including sexism and racism. The school is, in fact, a very sociable place where good manners and care and consideration for one another are the norm. Examples of pupils providing support for each other were seen in lessons and in and around the school, as for example in the dining hall. Relationships are therefore judged to be very good throughout the school. Pupils work and play very well together. The personal development of pupils is good. The school has a good programme of personal social and health education which enables pupils to learn about important health matters, including sex and relationships and drug awareness. Pupils have opportunities to take responsibility, for example acting as monitors in class and with older pupils helping younger pupils in the hall at lunchtime.
- 21 There is a school council of elected class representatives. They take responsibility for much of their own organisation and operation. They are active, and are currently involved in designing the provision of a quiet area in the grounds. Previously they have been involved in improvements to the play areas. Their activities include raising substantial funds, which they manage, for their projects. Discussions with members of the council reveal that they take their responsibilities very seriously, taking care to discuss ideas with classmates and each other. They are thoughtful, very articulate and mature young people who are determined to achieve their aims. They are a great credit to the school.
- 22 The school also provides older pupils with the opportunity to undertake a residential trip to an outdoor education centre. The school makes good use of other visits to support classroom activities and in order to widen pupils' experience. Inspection evidence shows that pupils benefit greatly from these opportunities. Whilst some opportunities are provided for pupils to take responsibility for their own learning, as for example in some design and technology lessons, overall, these are too few.
- 23 Levels of attendance are very good. The school's record is better than that seen in similar schools with levels of unauthorised attendance being very low. Pupils are punctual and sessions and lessons begin on time. Pupils and parents are very aware of the school's requirements in this area. All pupils are fully involved in all the school's activities.

- 24 The last inspection found much to commend in this aspect of the school's work. Inspection evidence now confirms that these high standards have been maintained. This area is a strength of the school.

## **HOW WELL ARE PUPILS TAUGHT?**

- 25 The quality of teaching is good, overall. In the last inspection, all of the teaching was satisfactory, or better. This has been maintained. During the inspection, 61 whole or part lessons were observed. During the inspection, 64% of lessons seen were judged to be good, or better, with 20% of teaching very good or better. This broadly reflects the quality of teaching seen in the last inspection. The quality of teaching is good in the nursery and in the juniors. It is satisfactory in reception and in the infants. Pupils respond to the quality of teaching and make satisfactory progress in the infants and good progress in the juniors.
- 26 In the Foundation Stage pupils are taught in separate nursery and reception classes. Teaching was good or better in 58% of lessons; with 25% being very good teaching. Teaching is consistently good in the nursery. In the nursery, teachers have a good understanding of how children in this age group learn and plan an appropriate range of activities to enable them to make good progress. There is a caring and sensitive ethos in the nursery. Good opportunities are provided for children to develop their language skills and social development is very good. A particular strength of teaching is listening and talking to the children; the good use of questions, giving good explanations and demonstrations. Teaching is satisfactory in reception. The teacher is hard working and committed. At the time of the inspection, there had recently been a large intake of children from the nursery and this presented some challenges. However, the planning in the reception class is meticulous and teaching was at its best when the tasks were well matched to the abilities of the children and the teacher had sufficient support from a teaching assistant. On occasions, the needs of specific children were not entirely met.
- 27 Overall, teaching is satisfactory in the infants, with 57% of lessons being good or better. No lessons were unsatisfactory. It was very good in 9% of lessons. Teaching was consistently at its best in the juniors, where 73% of lessons were good or better with 12% very good or excellent. Again, no lessons were unsatisfactory.
- 28 In the best lessons in the infants and in most lessons in the juniors, work was firmly based upon the pupils' previous attainment in the subject and teachers had used on-going assessment to inform their planning. Lessons are appropriately planned with clear objectives for what pupils are to learn. Generally, these are shared at the start of the lesson and ensure that pupils are clear about what is expected of them. When delivering lessons teachers make good use of a range of resources and interesting contexts to enliven their teaching and use a range of different teaching methods including regular use of paired and group work and discussion.
- 29 The best teaching is characterised by a well-ordered environment in which pupils can learn effectively and are able to develop their skills of independence. It recognises that a number

of pupils are very creative in their ideas and have a lot to offer. Teachers use a wide range of questioning techniques to ensure that most pupils are involved throughout the lesson. In Year 3, the teacher effectively used whiteboards and paired discussion to ensure that all pupils were fully interacting within the lesson. Teaching has a brisk pace and pupils gain a sense of urgency about their work and expectations are high. For example, lessons such as one in Year 2 in design and technology incorporated a good range of investigative and practical activities to which pupils responded very positively. Pupils have a high level of independence within the framework of thorough planning, so they are interested in the lesson and concentrate well. Pupils are managed well so that their positive attitudes and good concentration levels complement the very good teaching they received, with teachers intervening only when necessary. There are very good relationships between teachers and pupils. Teaching assistants give good support.

- 30 In those lessons that were satisfactory, teachers' planning is not sufficiently based upon an assessment of what the pupils need to know, understand and do. There is an overuse of commercial worksheets for all pupils, regardless of ability. Although pupils work with enthusiasm and complete the tasks, activities do not necessarily extend the most able pupils. Where pupils' work, including worksheets, is not dated, marked and filed in order, it is difficult to monitor and evaluate pupils' progress. Teachers tend to use a limited range of question and answer strategies, by controlling the discussion too tightly, not allowing pupils time to reflect upon and refine their ideas. Teachers are not yet in a position to use ICT to support their teaching delivery. Overall, time is used well in lessons although some lessons were late in starting, for example, after collective worship and playtime. Occasionally, too much time is spent by pupils listening to the teacher rather than being actively engaged in learning. For instance, opportunities for pupils to follow up personal interests, research information or make a personal choice to use the computer in lessons are limited. This leads to pupils becoming too reliant upon the teacher to guide them and reduces the opportunity for them to show learning at higher levels.
- 31 The overall quality of teaching in literacy and numeracy is satisfactory in the infants and good in the juniors with good teaching throughout school in mathematics and science. Teachers are implementing the National Literacy and Numeracy Strategies successfully. The best teaching is the result of good subject knowledge, planning, organisation and delivery of lessons. Good teaching in the upper juniors results in pupils attaining above average standards by the age of eleven in English, mathematics and science when compared with schools nationally. The teaching of ICT is good throughout the school, with some very effective lessons delivered in the computer suite. Teachers have appropriate subject knowledge in all lessons, including ICT. This is an improvement since the last inspection.
- 32 Where teaching was observed in the other subjects of the curriculum it was at least satisfactory with much good teaching particularly in science and physical education and good teaching in history and religious education in the juniors. Teachers have a good understanding of these subjects which results in well-delivered lessons and good progress by pupils. There was insufficient evidence upon which to base secure judgements on the quality of teaching in art and design, geography, music and design and technology throughout the school and in history in the infants.

- 33 Assessment procedures are not always used consistently or effectively to ensure that teaching matches the needs of all pupils, particularly the more able. Most work is marked regularly and, sometimes, clear guidance is provided on how pupils can improve their work. However, this is inconsistent through the school. Marking does not promote quality and consistency. For example, it does not always pick up poor presentation and does not encourage pupils to produce their best efforts. In the best lessons, teachers use this information to support their planning and work is generally well matched to the needs of the pupils. Feedback given to pupils in lessons frequently enables them to identify how their learning and work can be improved.
- 34 Most teachers set homework following the school's homework policy. There is no established diary system enabling parents to make comments on the work set. Many tasks set are to finish work started in a lesson or to complete a worksheet although there are some examples of homework, which extends pupils' learning in the lesson. For example, in a literacy lesson, where the pupils were applying for the job of dragon slayer, the homework task involved them considering the qualities required to fulfil the job.
- 35 The teaching of pupils with special educational needs is good. Learning support assistants are generally well deployed and support pupils well. Teachers prepare work that meets the needs of those with special education needs and give appropriate guidance to the support assistant to ensure that the work is successful. Good support is also given by teaching assistants and volunteer helpers in lessons to support the learning of specific groups of pupils, although in some lessons they are under-used, as the teacher's planning did not give them a specific role. The use of additional support in the classroom means that in most lessons the needs of most groups of pupils are being met although, occasionally, lessons did not have sufficient challenge to meet the needs of the more able pupil.

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

- 36 Overall, the quality and range of learning opportunities are good. The statutory requirements of the National Curriculum, the early learning goals for the Foundation Stage and the locally agreed syllabus for religious education are fully met. Statutory requirements for collective worship, sex and relationships education and drugs education are met.
- 37 The school provides a broad and balanced curriculum, which is adapted to cater for the range, needs and interests of pupils across the school. All subjects have policy statements, many of which are currently being reviewed, on a systematic basis, by subject co-ordinators. There is a review programme in place, which involves presentation of draft policies to the governing body. Detailed schemes of work are being prepared in some subjects such as physical education. As a result, overall standards have risen since the last inspection, for example, in ICT, due to teachers having a clear understanding of the planning requirements. The school has made good efforts to make links between subjects. This has been particularly successful in mathematics and English where there are many examples of their use in other subjects. ICT is developing well in the school but there is little evidence of

its use to support learning across the curriculum. More use could be made of ICT in literacy and numeracy in particular. Currently, in the juniors, the time allocated to the taught curriculum, falls short of the recommended level by 55 minutes a week and this should be reviewed as it was identified in the previous inspection report.

- 38 Curriculum planning for the youngest children in the nursery and reception class appropriately reflects the nationally agreed areas for learning and the early learning goals. Excellent outside play areas for the youngest pupils provide very good learning opportunities. Planning is carried out on a two-year cycle although this is currently being reviewed.
- 39 Medium term planning details the programmes of study for a wide range of learning opportunities. Weekly planning ensures that learning objectives are clearly stated and these are passed on to pupils at the start of their lessons. Assessment opportunities are identified, as are cross-curricular links where appropriate. ICT opportunities are identified but it is not always evident how these can be fulfilled. Although the school now has an ICT suite, computers are not installed in every classroom. This makes it difficult to fulfil some of the elements of the mathematics National Curriculum. Teachers are allocated hall time, which teachers then use for physical education lessons. In some cases, especially in the infants, lessons are very long and a more appropriate balance of time could be found.
- 40 In both the infant and the junior classes, the use of the National Literacy and Numeracy Strategies and the schemes of work provided by the Qualifications and Curriculum Authority (QCA) have helped to expose pupils to a range of worthwhile learning opportunities. A whole school approach has been taken. The school allocates appropriate time to the teaching of literacy and numeracy but teachers do not always use the allocated time to best effect especially in the development of group reading or investigational work in mathematics. There are good opportunities for developing speaking and listening. Where the learning support assistants and general teaching assistants are involved in the planning and are aware of the roles they have to play, they are at their most effective. Homework is planned to consolidate work taught at school. There is little evidence to show that homework contributes to further investigations or to the establishment of independent learning.
- 41 The school provides many opportunities to extend the learning of junior pupils outside of the school day. The school has a very strong music tradition and peripatetic music teachers visit the school to teach violin, viola, flute, guitar, cello, brass instruments and piano. The standard achieved by the school's musicians is very high and their performance in school assemblies is well received. The very good range of extra-curricular activities is a strength of the school and is appreciated by parents. During the week of the inspection activities included dance, drama, choir and athletics. The after-school clubs are well attended and well supported by staff and parents who help to run many of the activities. The dance club puts pupils and staff through a rigorous, energetic aerobics routine while the drama club explores creative expression and presentation. The school also offers French to pupils once a week after school.
- 42 During the appropriate seasons the school participates in competitive sports with other schools and there are football, netball, rounders and cricket teams. Educational visits take

place on a planned basis and are carefully linked to the school curriculum. Good use is made of the local community with recent visits to the local church enhancing work in religious education. The village librarian, policeman and vicar have all visited the school. The school nurse supports the school in delivering the sex education programme. The Year 6 pupils undertake a week of outdoor activities at Kilvrough, an activity centre in Wales. In addition, Year 5 pupils are given the opportunity to participate if there are spare places. This visit makes a considerable contribution to the pupils' development, extending their personal, social and academic skills. A display of photographs in the school from the visit that took place before the summer half term, demonstrates the range of activities undertaken and the emphasis placed on teamwork, challenge and personal development.

- 43 Provision for pupils with special educational needs is good. The school has a high number of teaching assistants, many of whom are used to support individual pupils. In classes, the learning support assistants make a valuable contribution to the curriculum provision. They are involved in planning and are able to direct pupils' learning in a purposeful way. Pupils with special educational needs are well integrated into classroom activities as they are provided with every opportunity to access the full curriculum. They are encouraged to contribute to class discussions, answer fully in mathematics mental and oral starter sessions and to discuss their work with their peers. Pupils with emotional and behavioural needs all receive good support. Similarly, in physical education lessons, pupils are well supported and helped to perform physical activities to the best of their ability.
- 44 The school works hard to foster strong links with the local community and has good links with the parish and the village. Good use is made of the local environment. Strong links are made with the library and the wide range of local sports clubs, all of whom make a very good contribution to pupils' learning. Pupils have worked with the local police and have been trained in cycling proficiency by ROSPA. A recent visitor has been the Bishop of Dorchester who took assembly and spent time in the school. Links with the local secondary school are good with provision for the pupils to spend two days there, prior to transfer. Teachers from the secondary school have an effective liaison with the school to gather information about pupils.
- 45 Provision for spiritual, moral, social and cultural development is very good and a strength of the school. The school works hard to develop a culture where pupils have respect for each other and develop fully as individuals. They have the opportunities to discuss the important aspects of life, such as, the beauty and importance of the environment and the need to care for others less fortunate than themselves. In one class, pupils were asked to think about tangible objects they would put in their 'treasure box' for the future. This led them on to discuss the intangible things like love, friendship and trust that should also be included. In collective worship, they are encouraged to think about personal qualities such as consideration and friendship and their self-esteem is constantly raised. Pupils and teachers enjoy a very good relationship, which enables sensitive and open discussion to take place at all levels.
- 46 Provision for moral development is very good. Pupils have a very high sense of right and wrong following the good role models set by their teachers. They respond well to praise

and are always willing to help others. This is apparent in the playground and at lunchtimes where some pupils assume additional responsibilities. There is a school council that provides pupils with the opportunity to be involved in debate and decision-making. Members of the council have attended a meeting of the governing body.

- 47 Provision for social development is very good. Pupils and adults get on very well together, whatever their age and gender. They speak confidently to their teachers and are very much at ease with adult visitors whom they treat with respect and courtesy. The wide range of extra-curricular activities, where pupils, teachers and parents interact together contributes significantly to their social development. When pupils attend activities out of school there are always positive comments about their behaviour and social awareness. The first hand accounts from pupils and the photographic display of the visit to the Kilvrough activity centre provide significant evidence that this is an important social as well as educational event in the life of the school.
- 48 The cultural development of pupils is good. The strongest aspect of this work is through literature where older pupils especially have broadened their understanding of the factors that have influenced their own cultural heritage. Evidence from artwork and other resources show that pupils have an awareness of other cultures. There is a good range of music offered to pupils from English classical to music from other cultures. However, there are few opportunities for pupils to experience multi-cultural links in the community.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

- 49 The school provides a good level of care for its pupils. Teachers are accessible, caring and have pupils' interests very much at heart. Whilst the school has made good use of assessment data to set longer term aims for its performance, insufficient use is made of such data during the school year to respond to the rate of pupils' development so as to enable it to meet its targets. In addition, teachers make insufficient use of data to plan effectively for the next stage of pupils' learning.
- 50 The arrangements for ensuring the welfare of pupils are good. The very good quality of relationships throughout the school means that staff know pupils well. This, when linked to the school's good policies and procedures, promotes a good level of care for all pupils. The headteacher and governors are aware of the need to provide access for all pupils. The school has very good procedures for child protection. There is a named person who has received regular training and who provides an experienced and effective point of contact for staff. All staff are aware of the school's procedures. The school has placed appropriate emphasis on health and safety matters. The school's policy is in place and the school has taken care to ensure that its procedures are in place and of a high order. Teachers use it to good effect as for example on educational visits. Similarly the school has taken appropriate steps to respond to the need for systems to ensure proper procedures in the use of the Internet. The governing body is currently reviewing arrangements for the security of those on the school site. The school makes good use of external specialists to provide professional advice on these matters.

- 51 The school has taken care to ensure that it has in place good arrangements for first aid, with staff receiving training. In addition, arrangements for the maintenance of proper records are in place. Whilst there is no separate medical room available, pupils who are unwell during the school day are well cared for. Arrangements for pupils who require medication during the school day have received attention including the provision of advice to staff. Other routines receive attention, including fire drills and the testing of electrical equipment. Throughout the school there is good provision for pupils with special education needs. Their needs are identified at an early stage and appropriate arrangements, including the establishment of individual education plans are established. Teaching assistants support teachers well in making provision for these pupils and as a result they are able to make good progress.
- 52 The school places an emphasis on encouraging good behaviour and there are appropriate procedures in place to deal with these matters. Regard has been made to the use of a positive rewards system; many staff make use of this. Overall, pupils' behaviour both in and around the school is judged to be very good. Pupils say clearly that the school takes positive steps to deal with any incident of bullying. The school has good policies in relation to these matters. Overall, pupils respond very well to the staff who they know care for them and they display very good behaviour. This can be seen around the school, for example, at playtime, where pupils mix well and show care for one another.
- 53 The school promotes pupils' personal development well. Staff know them well and work hard to assist in their development. The programme of personal, social and health education plays an important role in this. The school has ensured a specific place in the timetable for it. The school makes good use of external specialists such as the school nurse to support the programme. The school makes good use of educational visits, including opportunities for residential experience, to promote their personal development. Pupils have opportunities to take responsibility around the school. The school has established a school council, this is a very well run and effective group of pupils. They have taken their role very seriously and are having a considerable impact on the life of the school. An example of this is seen in the improvements that they are planning for the play areas. Whilst some opportunity is provided for pupils to take responsibility for their own learning, these are too few, especially in the juniors.
- 54 The school's arrangements for recording and promoting attendance are very successful. The school enjoys high levels of attendance, parents and pupils are aware of the school's requirements in this area. Registers are efficiently maintained and effective systems are in place to monitor the position, this leads to effective action being taken, if necessary involving the local authority's welfare staff.
- 55 The school's systems for monitoring academic performance and for assessing the impact of the school's approach to race equality are, overall, satisfactory. The school makes satisfactory use of the data collected from statutory national tests at seven and eleven, together with other testing including teachers' own assessments to enable it to set targets for future development and improvement. Teachers collect much data on individual pupils' performance over time. The school uses the local education authority pupil profile recording

system as well as its own systems to do this. Evidence from inspection shows some inconsistency both in the way in which this information is collected and its content. For example, in some areas of the school the profiles have not been completed and information is not always passed in its entirety to colleagues in the subsequent years. There are examples of where the school has used some information well to target additional support to groups of pupils, such as extra literacy support in the infants and ‘booster’ classes in Year 6.

- 56 However, teachers do not always make the best use of day-to-day assessment to plan the next stage of learning. The whole school systems for analysing and using individual pupils’ records are not firmly established and are inconsistent. Teachers’ marking was, on occasion, incomplete and did not regularly give pupils sufficient advice as to how they could improve or what they needed to do next. The school should therefore review its arrangements for the collection, and use, of data so as to ensure consistency and accuracy in its completion across the school.
- 57 The last report found that the school was very effective in providing for the care of its pupils, including its arrangements for the assessment of pupils’ progress. The school has maintained its high standards in much of this area of its work. Whilst inspection evidence shows that currently its procedures for the collection and use of assessment data is overall satisfactory the school should review its systems in this area so as to enable it to respond to both any identified needs in pupil learning and in meeting its own targets.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

- 58 The parents who returned the questionnaire or attended the parents’ meeting were very supportive of the school. They expressed satisfaction with the standards achieved by their children. Parents are clear that children enjoy life in school, that staff care for them well and help them develop good attitudes to learning and each other. They judge behaviour to be very good. Arrangements for the induction of pupils are good. Parents of children who enter the nursery receive much useful documentation and advice to enable them to prepare their children for their new experience. This together with the very good support offered by staff enables children to settle quickly and make progress. Similarly, parents of pupils entering the school, at other times, receive much useful information and advice. The prospectus is a helpful document that meets requirements. The annual report made by governors to parents also meets requirements. The school has recently introduced a termly letter from each class to parents setting out the areas of learning to be covered by pupils. Arrangements for homework are also noted. This is a welcome development with particularly well-written examples seen which give parents opportunity to support their children’s learning. The school produces a regular newsletter, which contains a good range of information about the life of the school. Routine administrative matters are also communicated in an efficient manner.
- 59 Annual written reports meet requirements. They focus mainly on what has been done but give little information about what the pupil can do compared with previously. In addition, little information is given about what the pupil needs to do next in order to make progress. The school has recently increased the number of termly opportunities offered to parents to

enable them to discuss their children's progress. This development is to be welcomed. Many parents also take opportunity to discuss their children's progress on an informal basis at the start and finish of the school day, many such examples were seen during the inspection. Parents say very clearly that they find staff approachable and have the best interests of their children at heart. Parents of pupils with special educational needs are offered advice as to how their child can be supported to make further progress. Parents of pupils with statements of special education needs also receive good support and are fully involved in formal reviews of progress as required.

- 60 The school has a policy for homework. Whilst the majority of parents feel that appropriate amounts of work are set some express concern about the amount, particularly for older pupils. Evidence from inspection shows that while generally homework is set regularly there is some inconsistency in its provision. The school's policy indicates levels of provision similar to those seen in similar schools. However, the range of work set for older pupils, for example, to extend their own learning and developing independence and research skills, is limited. Pupils of all ages are however aware of the school arrangements and undertake the work set well. The school could with advantage give clearer information and advice to parents about its policy and arrangements in this area. The inclusion of some information about homework in the new termly curriculum statements is a good basis upon which the school might usefully build.
- 61 The school is extremely fortunate in the work of the parent teacher association. This is an extremely active group who give much valuable time and effort on behalf of the school. They provide an extensive range of social and fundraising events for pupils, parents and the wider community. Very considerable sums have been raised from these events. These have been used to support the school in providing substantial amounts for computer equipment, a programme to provide new furniture for classrooms, the maintenance of the swimming pool and providing life saving courses. Classrooms have been redecorated, using volunteers as well as providing materials. As well as such major items, many other smaller contributions have been made to individual classrooms. The impact of these has been very considerable. The school is a very attractive working environment and pupils and staff use the additional facilities extensively. This support is outstanding both in its extent and the impact it has had both on the working environment offered to staff and pupils and the subsequent benefit to learning and development.
- 62 Parents and others also provide valuable support both in classrooms and in and around the school. Many examples of this were seen during inspection. For example, in a Year 1 literacy session where the helper supported the teacher and classroom assistant in a very effective manner working closely with a small group of pupils who were writing a report about dolphins. Parents also support the school during educational visits; in addition they are active in supporting the school's sports teams.
- 63 This area of the school's work received favourable comment in the last report. Whilst the school could with advantage usefully review some of its work in this area so as to bring about further improvements, for example, homework and some aspects of the style of its communication nevertheless this area remains a considerable strength of the school.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

- 64 Overall, the leadership and management of the school are satisfactory. The new headteacher has shown good and effective leadership since his appointment in September 2002. He is well supported by a senior member of staff. He is well respected by staff and governors. Both groups consider that there has been appreciable development in the life of the school since his appointment. Notably, he has identified the key priorities for development. He has maintained, and consolidated, good links with parents and the community. The headteacher, staff and governors are working well together to develop the school. As a result, the school has a clear sense of direction and is well placed to improve, and to raise pupils' standards of attainment to higher levels.
- 65 Overall, subject co-ordinators provide satisfactory leadership and management of their subjects. Leadership and management of ICT, physical education and special educational needs are good. Co-ordinators have a delegated role and they are playing an increasingly important part in the management of the school. They take their responsibilities seriously. The National Literacy and Numeracy Strategies are firmly in place within the school curriculum. The delivery of these strategies is having a positive impact on pupils' attainment, especially in the juniors.
- 66 The role of subject co-ordinators has been developed in the last year, and although progress has been made in the way different subjects are now led, the co-ordinators are not yet fully engaged in helping to raise standards in different subjects. For example, there is no regular clear analysis of work in the pupils' books that would enable staff to see how learning develops as pupils move through the school. A cycle for lesson observation of teaching and learning, in which teachers are given clear targets for improvement, is not yet firmly established. This weakness was identified in the last inspection report.
- 67 There is a shared commitment to improvement within the school. Individual governors have a high level of expertise. Some governors are linked to specific curriculum areas and they are already beginning to have an appreciable impact. For example, the link governors for special educational needs and literacy have visited school and consulted closely with co-ordinators, reporting back to the governing body with their findings. Governors have the full range of committees and they are developing their terms of reference.
- 68 The governing body has a satisfactory understanding of the school's main strengths and weaknesses. In partnership with the head teacher and staff, governors have recently completed a clear plan for school improvement, the SDP. This covers a detailed one-year plan for improvement in key areas and a three-year overview for longer term development. This has identified the key areas for improvement, the personnel responsible and success criteria. There are broad indications of costings to support the plan but it is not sufficiently detailed and linked to the principles of best value. This has budgetary implications. The staffing budget is very high. This has been a conscious decision by governors as part of their strategy to raise standards. This has been achieved by using the carry forward from the previous financial year and by low spending on resources. However, it is a short-term

measure because to sustain the current staffing levels into the next financial year would result in a considerable budget deficit. At the time of the inspection, there were no definite plans as to how this would be resolved.

- 69 There is no long-term plan for the auditing, replacement and enhancement of resources. Currently, each year group receives a budget from which they order the resources they require for the year. There is no whole school audit of resources prior to allocation. As a result, the quality and range of resources varies across the school. It has been the practice in the school to make small budget allocations to subject co-ordinators but they are not sufficiently linked to the priorities within the SDP. The school has recognised this weakness. The governing body complies fully with statutory requirements. Performance Management procedures, for the new headteacher, are in place and he, in turn, has re-established the cycle for the staff. To date, staff training has been undertaken and whole school objectives have been set for all staff.
- 70 Although in its early stages, the school has made a satisfactory start in designing a self-evaluation programme. The policy has been agreed and a cycle for monitoring has been outlined. The headteacher has analysed test data and used the outcomes to establish the priorities for the school. Priority has been given to evaluating work in English, mathematics and ICT. At the time of the inspection, this had not had the chance to be fully established and so its impact has been limited.
- 71 The role of the special educational needs (SEN) co-ordinator is well developed, and she is very effective in carrying out her role. She possesses a very good knowledge of her area of specialism and is continuing her professional development through relevant and pertinent in-service training. Various policies and action plans, including an appropriate response to the Disability Act, are very good. The co-ordinator maintains a tracking record of all pupils' attainment in literacy and mathematics, thus ensuring that any pupil who needs support receives it. Concerns raised by class teachers are initially discussed with the SEN co-ordinator. Parents are involved with any special educational needs concerns raised from the outset, and they are kept fully informed of their children's progress. Appropriate support is offered within classes ensuring that pupils identified with special educational needs make good progress.
- 72 A register of pupils with special educational needs is maintained in accordance with the SEN Code of Practice. Records are meticulously maintained, and relevant individual education plans are drawn up where appropriate. Termly reviews and annual reviews are planned and take place as required. Pupils are encouraged to take a part in their own assessment and setting of targets. Liaison with appropriate outside agencies is good, and good records are maintained. Good links are made with the receiving secondary school to ensure a smooth transition for pupils. The school provides a considerable amount of additional learning support assistant time above that allocated by the local education authority to supporting pupils identified with special educational needs but the monitoring of the impact of their work on pupils' learning is under-developed. Governors' reports give a good description of provision but need to be more evaluative.

- 73 Sound use is made of other income that is designated for a particular purpose. For example, in ICT or specific grants relating to staff professional development and the implementation of the national strategies for literacy and numeracy. Good systems are in place for the administration and day-to-day management of the school's financial affairs. The school secretary is very effective and has access to an appropriate range of technology to support her work. The cleaners keep the building very clean and the site free from litter. The governors have been active in ensuring the building is well maintained. Governors have all aspects of Health and Safety procedures in place.
- 74 There are sufficient numbers of teaching staff who have a good range of qualifications and experience. The induction arrangements for staff new to the school are satisfactory. The school does not currently have a co-ordinator for the Foundation Stage but this will be addressed in the autumn term. The quality and size of the accommodation is good and it is well maintained. Some classrooms are small and this restricts the opportunities for some subjects, for example, music but good use is made of the working areas outside classrooms. There is an outdoor swimming pool, which was not in use at the time of the inspection. Staff are hard working and generous with their time. They have good access to professional development opportunities, including support from the local education authority's inspectors and advisory teachers.
- 75 The school's learning resources are satisfactory across the curriculum. Generally, learning resources are satisfactory in terms of their range and quality, although they vary between classes and between subjects. There is no central library and each year group maintains their own supply of fiction and non-fiction books. Some year groups have a more limited range of books than others. This does not provide pupils with sufficient opportunities to carry out their own research. Teachers work hard to ensure individual lessons have sufficient resources and these are well used in lessons. The recently developed suite of computers provides pupils with good opportunities to develop their computer skills. Currently, it is mainly used within structured lessons and this restricts pupils' opportunities for their own research and investigative work.
- 76 The last inspection judged the school's leadership and management to be good. This reflects the current leadership of the new headteacher, the developments in the last year and the leadership and management in ICT, physical education and special educational needs. Overall, leadership and management is satisfactory, as is improvement since the last inspection because of the under-development of subject co-ordinators and improvements needed in financial planning.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

77 The school governors, in conjunction with the headteacher and staff, should take the following actions to further improve the quality of education by:

- (1) Raising standards in pupils' writing in the infants by ensuring:
  - there is a clear whole school policy, and a consistent, approach to the development of writing and handwriting skills;
  - that pupils are provided with opportunities, and guidance, that encourage them to write to a high standard within a range of contexts;
  - that staff regularly evaluate the standard and quality of writing, and handwriting skills throughout the school.

[2, 9, 37, 94, 95, 101, 102, 105, 126, 162]
  
- (2) Reviewing the whole school procedures for assessment and marking to ensure that:
  - a consistent approach to marking is developed, which gives all pupils a clear understanding of how their work might be improved;
  - pupils' individual progress is tracked and that this information is used by teachers to set work that has the necessary level of challenge;
  - there is a consistent approach to the records that are kept by teachers and a cycle for their completion.

[10, 14, 19, 30, 33, 55, 56, 57, 104, 105, 147, 168]
  
- (3) Developing the role of subject co-ordinators by:
  - providing training that gives all co-ordinators an enhanced understanding of their role in monitoring and evaluating their subjects across the school;
  - ensuring there is a systematic programme for their release, or deployment, which gives them opportunities to monitor and evaluate the quality of teaching and learning;
  - as a result of their evaluations, ensure the headteacher and staff set and monitor targets for improvement across the school.

[66, 70, 76, 89, 107, 118, 135, 142, 147, 153, 163, 168, 182]
  
- (4) Reviewing the current financial procedures to ensure:
  - the School Development Plan is fully costed against school targets and expectations;
  - that there is a whole school audit of resources and the establishment of long-term planning for their replenishment and renewal;
  - that budget projections and planning takes into account the principles of best value.

[68, 69, 73, 76, 90, 100, 142, 153]

78 The school has recognised most of these issues for development. In addition senior managers and governors may wish to take the appropriate actions to address the following more minor issue:

- The allocation of time to the curriculum in the juniors, which is below the recommended level. [37]

*The numbers in brackets relate to the main paragraphs of this report where these issues are mentioned.*

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed	61
Number of discussions with staff, governors, other adults and pupils	36

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	11	27	22	0	0	0
Percentage	2%	18%	44%	36%	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 one percentage points.*

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	227
Number of full-time pupils known to be eligible for free school meals	--	20

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR – Y6
Number of pupils with statements of special educational needs	--	5
Number of pupils on the school's special educational needs register	1	20

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	2

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	26
Pupils who left the school other than at the usual time of leaving	15

## Attendance

### Authorised absence

	%
School data	4.7
National comparative data	5.4

### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

### Attainment at the end of Key Stage 1 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	18	21	39

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	18	18
	Girls	20	20	21
	Total	36	38	39
Percentage of pupils at NC level 2 or above	School	92 (89)	97 (85)	100 (96)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	18	18
	Girls	20	21	21
	Total	38	39	39
Percentage of pupils at NC level 2 or above	School	97 (96)	100 (100)	100 (100)
	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	12	16	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	12
	Girls	16	16	16
	Total	28	28	28
Percentage of pupils at NC level 4 or above	School	100 (88)	100 (92)	100 (96)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	12	12
	Girls	16	16	16
	Total	26	28	28
Percentage of pupils at NC level 4 or above	School	93 (84)	100 (92)	100 (96)
	National	73 (72)	74 (74)	82 (82)

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

### *Ethnic background of pupils*

### **Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	212	0	0
White – Irish	0	0	0
White – any other White background	4	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British - Indian	1	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	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)	9.6
Number of pupils per qualified teacher	23
Average class size	27

#### **Education support staff: YR – Y6**

Total number of education support staff	12
Total aggregate hours worked per week	226

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25
Total number of education support staff	2
Total aggregate hours worked per week	45
Number of pupils per FTE adult	11

### *Financial information*

Financial year	2002/3
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	£
Total income	538,790
Total expenditure	559,507
Expenditure per pupil	2,341
Balance brought forward from previous year	51,391
Balance carried forward to next year	27,237

*FTE means full-time equivalent.*

***Recruitment of teachers***

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	2
<hr/>	
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	244
Number of questionnaires returned	133

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	32	2	0	0
My child is making good progress in school.	56	37	5	2	0
Behaviour in the school is good.	56	40	2	0	2
My child gets the right amount of work to do at home.	40	47	10	2	2
The teaching is good.	63	32	2	1	2
I am kept well informed about how my child is getting on.	50	39	7	4	1
I would feel comfortable about approaching the school with questions or a problem.	79	17	3	1	0
The school expects my child to work hard and achieve his or her best.	62	32	2	1	3
The school works closely with parents.	48	39	9	1	2
The school is well led and managed.	57	40	2	1	1
The school is helping my child become mature and responsible.	59	37	1	1	2
The school provides an interesting range of activities outside lessons.	45	40	8	2	5

## **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**

- 79 The standards on entry to the nursery are in line with national expectations in all areas of learning, except in personal, social and emotional development and communication, language and literacy where they are above. The rich experiences children gain outside of school enable them to maximise the opportunities that they encounter in the Foundation Stage. In the nursery, children respond well to the quality of teaching, which is never less than good, and they make good progress. Teaching is satisfactory in reception and, by the end of the reception year, most children have attained the early learning goals in line with expectations. Their personal, social and emotional development and communication, language and literacy skills still remain above expectations. Overall, children's progress, including those who have special educational needs, is satisfactory across the Foundation Stage, with strengths in the nursery provision.
- 80 The school organises provision for the youngest children through separate nursery and reception classes. The 26 place nursery provision is offered as part-time placement for either morning or afternoon sessions. The children transfer to the reception class or Year 1 the term following their fifth birthday. Overall, the Foundation Stage provides a sound basis for the children's learning, and prepares them well for statutory schooling.

#### **Personal, Social and Emotional Development:**

- 81 The care and attention, and warm welcome given to the children on arrival by the adults provide good role models for the developing relationships between the children. The children enter nursery with good social skills. They continue to build interactive relationships with adults and peers, and to take turns and share resources appropriately. Their negotiation skills in play and abilities to work in small and larger groups are developing well. They develop sequences of play based on their own experiences. For example, two children were playing with a fort, and then they both moved to a game that involved cars and a garage. Throughout, they negotiated their use of the toys, and supported each other's play by offering toys, or making suggestions of the next step in the play sequence. The children are keen to come to school, and enter with excitement and a keen interest in whatever is provided. Generally, they behave very well, although it can be difficult for the new intake into reception class to settle. Children are developing appropriate independence as they follow routines, particularly in the nursery when they self-select activities or choose when they have their snack during the session. The children are increasing in confidence and learning to listen to each other as they talk about their experiences during group situations. They are learning to express a range of feelings and a care for one another. For example, there were several delightful examples of children pretending to be hurt and lying on the ground, while other children carefully comforted and checked that they were all right.

## **Communication, language and literacy:**

82 Overall, the children make satisfactory progress in communication, language and literacy, and attain the early learning goals by the end of the Foundation Stage. Some are attaining above expectations, particularly in speaking and listening. The children enter the school with a wide range of experiences, which enrich their discussions with adults, and each other, and ensures that they make good progress. They listen with enjoyment to songs and rhymes. They join in with singing and recite songs from memory. A group session, with an adult playing her clarinet, provided a good opportunity for the children to recall and join in quite complex songs, and to demonstrate sustained careful listening and attention. The younger children are learning to listen to, and say, the initial and final letter sounds in words. There are good opportunities for children to write for a purpose within the various play contexts, both indoors and outdoors, where they use their knowledge of letter sound relationships. The younger children are experimenting with letter formation and orientation, and some are beginning to make plausible representations of words. There are fewer opportunities in the reception class nevertheless the children are able to write their names clearly with increasing accuracy. The more able are beginning to write simple words and phrases demarcating sentences appropriately with full stops. The children enter the nursery with knowledge of books, even the least able recognise familiar story books and have an understanding of how they operate. During their time in the Foundation Stage this knowledge is extended well. The younger children are beginning to recognise some familiar letters associated with their own names, and are developing the ability to use the picture cues to aid understanding of the story. The most able children in the reception class are reading with confidence and beginning to apply their awareness of letter sounds to deciphering new words.

## **Mathematical Development:**

83 The standards in mathematical development are in line by the end of the reception year, with children making sound progress across the Foundation Stage. The children are learning to recognise numerals zero to nine and to count reliably up to ten and, in many cases, beyond. For example, in the circle times when they count the number of children present, or sing number songs, in their play on board 'the ferry,' in the role-play area, when they counted out the money. Opportunities for calculating are less evident in the play and work observed. This is an area receiving insufficient attention in the planning and the provision of play opportunities. During the week of the inspection emphasis was given to effectively developing concepts related to shape and the creation of patterns, particularly in the reception class. The children compared and matched the edges of shapes, counted the number of sides, and tessellated differing shapes to create complex patterns and repeated patterns. In the nursery, good opportunities are provided to use the language of comparison related to size, for example in circle time with a nest of differing size dolls. The children are learning about the concept of weight in the sand play outside, as they carried buckets of water and sand to the area where they were creating 'mud pies'.

## **Knowledge and Understanding of the World:**

- 84 The progress children are making is steady across the Foundation Stage, with standards being in line with national expectations by the end of reception class. The children quickly learn about the nursery environment and move around the space with confidence, selecting activities, and fetching resources, as appropriate, to support their self-initiated play. They draw well upon previous experiences from home, as well as within their school experiences, to enrich their play sequences and interactions with each other and adults. In doing this, they are gaining an understanding of their personal histories and making sense of their experiences. Good opportunities are provided for construction play with a heavy reliance on commercial sets. There are good additional resources for larger construction play in the outside area, with the provision of crates and cardboard boxes. Insufficient attention is given to ensuring continuity and progression in the acquisition of skills or the introduction of the design process across the nursery and reception classes. Good opportunities are provided for constructing with recycled materials in the workshop area in the nursery. One episode involved children exploring weight as different items were connected to a length of connected straws. This was expertly extended as children were challenged to think ‘what would happen if?’ and to speculate as they connected further recycled materials to the construction. The children are encouraged to explore their environment and investigate. For example, the children discovered a mini-beast outside, and the adult supported the learning as they observed closely the insect and decided to carefully remove it from an area where it was likely to be crushed. The work on magnetism in the nursery encouraged children to explore and investigate its effects on a range of materials. There was an excellent session where the children were learning about the properties of sand and water as they mixed them together to create mud pies. Children are learning to use computers to extend their understanding of mathematical concepts in the nursery. The reception class has access to the school computer suite and children have good control of the mouse and they are introduced to the computer through simple games and activities.

## **Physical Development:**

- 85 All children, including those with special educational needs, are making satisfactory progress across the Foundation Stage, with standards being in line with national expectations by the end of the reception class. The addition of the outdoor facilities to the nursery provides excellent opportunities for children to extend their balancing and climbing and to strengthen the use of their co-ordination skills. Children are gaining confidence in the use of the equipment, and creating personal challenges as they develop the mastery of a range of co-ordination skills. They are developing an awareness of space as they pedal bikes around the tarmac area. The reception class utilises the hall for physical education sessions, where children are encouraged to develop and explore ways of travelling within a structured session. Their access to the outdoor provision is limited and inadequate. All children in the Foundation Stage have opportunities to develop their fine motor skills, through the use of malleable materials such as clay and dough. They handle tools in clay, dough and construction play safely and with increasing dexterity. This is evident in their use of mark-making implements, such as pencils, markers, chalks and paintbrushes.

## **Creative Development:**

- 86 The progress children are making is sound across the Foundation Stage, with standards being attained in line with national expectations. The strongest feature of the children's creative play is their role-play. Children who have special educational needs get very involved in these activities. Very good opportunities are created both in the nursery and reception for children to develop their play sequences. For example, in the scenarios of a vet's surgery, on board a ferry and in a campsite, as well as in their small world play. At significant points, the adults joined in sensitively with the children to model the play sequences and extend the use of language. As a result, the children continued their play with sustained interest. They explored various roles and developed the language appropriate to the respective roles being enacted. There are good opportunities to re-enact personal experiences, or rehearse stories heard. For example, a story about animals was recounted with small animal replicas in the sand tray, and personal experience of family outings was recounted with the toy cars on the road mat and garage. The children are learning to use all their senses as they explore and interact with a wide range of materials in their play in the workshop area of the nursery, using both two- and three-dimensional materials. Such opportunities are less evident in the reception class where access to a workshop type area relies upon the teacher providing materials through a structured lesson. Displays of work indicate children have opportunities to explore the use of colour in their paintings and artwork. Appropriate opportunities are provided for children to explore sound using percussion instruments, and to sing action rhymes and number songs during 'circle time.'
- 87 The quality of teaching is good and sometimes very good in the nursery. The knowledge of child development and the creative flair of the nursery nurse enrich significantly the quality of the teaching. The teaching team is enhanced by a learning support assistant and regular parental involvement. Staff have a very good rapport with children. Through careful listening, questioning, explaining and demonstrating play, children's thinking and play sequences are developed and extended well. The team plan well and provide a good range of learning experiences and opportunities for children. Insufficient attention is given to ensuring literacy and numeracy is promoted appropriately through the provision of environmental print, displays or feedback on the children's play through, for example, the use of photographic evidence.
- 88 The quality of teaching in the reception class is satisfactory, when the planning of adult-focused and structured work is meticulous. Less emphasis is given to planning for children's spontaneous play, compared to the nursery provision. The ability to bring stories and teaching input to life in an interesting and dramatic way, captures the children's interest and imaginations and is a strength of the teaching. A learning support assistant enhances the teaching in the mornings. She supports the management of children and enhances the effectiveness of the teaching.
- 89 There is currently no co-ordinator for the Foundation Stage. The continuity of learning from the nursery to the reception is insecure because the recording aspect of assessment practices is under-developed. The school follows the local authority assessment profile scheme. This is not up-to-date and its use to inform planning and the next steps in children's learning are

not sufficiently in evidence. The staff have begun to gather evidence for the profile and to trial different types of observations in preparation for the new Foundation Stage assessment requirements being introduced this year.

- 90 The accommodation in the nursery is spacious and very good. The recent acquisition of the outdoor area is an excellent addition to the provision. Planning for its effective use by the nursery children and access for the reception children, needs further development. Resources in the nursery are sufficient and appropriate, and are carefully planned and presented to the children to support their learning. There is less space available for reception children and the quality and range of resources are not as good, which has a negative impact on the quality of learning and the progress they make in this class.
- 91 The support and involvement of parents in the Foundation Stage is good. The information provided for parents on entry is informative and useful, and the guidance notes for reading, writing and number work is good. Regular reports are provided for parents on the progress of their children's learning.

## **ENGLISH**

- 92 Overall, standards are on track to attain the national expected standards for seven-year-olds in reading but standards in writing are below average. Year 6 pupils are on track to attain above the national average in English. Overall, pupils make satisfactory progress in the infants and good progress in the juniors. Progress in writing is not as consistent especially in the infants.
- 93 In the 2002 tests for eleven-year-olds, the school's results in English were well above the national average and the levels of attainment in similar schools. In the tests for seven-year-olds the schools results were above the national average in reading and well above average in writing.
- 94 Teacher assessments indicate that the present Year 2 pupils are on track to attain the national expected standards for seven-year-olds in reading at Level 2 but that standards will be, at least, below average at Level 3. Similarly, teacher assessments indicate that pupils are on track to be well below average in writing at Level 2 but have the potential to be broadly in line with the average at the higher levels. This result is significantly different from the previous year and reflects the standards observed during the inspection.
- 95 Over the period of the last three years, for seven-year-olds, the school's results in reading have been mainly above, or in line, with the average. Standards in writing have been more inconsistent and in 2001 they were below the national average. This improved in 2002 and standards were in line with those found nationally. Although, pupils' progress in the lessons observed during the inspection was mainly satisfactory, in some lessons, pupils spent too much time just listening to the teacher. Work in the books of Year 2 pupils, show satisfactory progress since the start of the school year. Pupils who have special educational needs have progressed well.

- 96 For eleven-year-olds, over three years, the school has maintained high standards in English, both against the national average and against similar schools. When comparing the results of the pupils in 2002 with their rate of progress since Year 2, they were found to be in the top 5% of schools. Teacher assessments show that pupils are on track to attain standards above the national average. These results broadly reflect the above average attainment observed during the inspection and in the books and folders of the present Year 6. Pupils show good, and very good, progress in lessons.
- 97 Throughout the school, pupils are confident speakers, showing levels of attainment that are often higher than that expected for their age. They listen attentively, sometimes for long periods of time. They speak clearly, with well-developed vocabulary and are confident to share their ideas and suggestions with others. In the most effective lessons, good use is made of ‘talking partners’ to rehearse ideas prior to suggesting them to the class. In one excellent lesson, pupils were asking questions as well as answering them. Across the school, these opportunities were limited, however.
- 98 During the inspection there were some good examples of collaborative working. For example, in a very good Year 3 literacy lesson, pupils were keen to help out the teacher in rearranging some of her sentence cards that she had accidentally ‘dropped’. Pupils in Year 6 are able to discuss their work, with some clarity. They know which work and activities they enjoy and those that they don’t and are able to give clear reasons for their preferences. Lower-attaining pupils, and those with special educational needs, benefit from the support offered by learning support assistants, who re-phrase questions and encouraged pupils’ responses.
- 99 In the Year 2 classes, attainment in reading is in line with that found nationally, although few pupils are reading at the higher levels. Pupils read with a good level of confidence, fluency and enjoyment. They make a good attempt to read unfamiliar words, using their knowledge of letter sounds and the context of the story. In Year 6, most pupils are skilled, expressive and fluent readers, tackling books with a sophisticated range of meaning and vocabulary. Pupils are able to discuss the reasons for their choices with maturity.
- 100 Overall, resources for fiction are satisfactory although those for non-fiction are more limited. Some year groups have a more limited range than others. There is no register of resources, the current budget for English is very low and does not reflect its priority within the SDP. Resources are supplemented by contributions from the parent teacher association. There is no central library and the storage of books and resources does not always facilitate their use by pupils to develop their library and research skills independently. Guided reading was not observed in all literacy lessons and teachers’ planning does not always plan to include it within the literacy hour.
- 101 By Year 2, pupils attain standards in writing that are lower than those typical for the age group. Few pupils attain the higher levels. By Year 6, attainment is above that typically found for the age group, although the quality within folders and books can vary. Pupils practise their spelling and punctuation skills within their literacy lessons. Links are made with other curriculum areas, for example, ICT, and pupils are able to word process their work.

However, some activities are not always well matched to the pupils' needs. Where commercial worksheets are used for all pupils, regardless of ability, the quality of pupils' writing and handwriting deteriorates and higher attaining pupils are not challenged. In the juniors, pupils have covered a wide range of writing activities. These include non-chronological writing, play scripts, and poetry. Pupils in Year 4 have written some very moving poetry based around a Nigerian Hunter, these are rich in the use of adjectives and some use repetition to give atmosphere. Throughout the juniors, there is some evidence of re-drafting work in rough books and examples of extended writing.

- 102 There are some missed opportunities for developing pupils' independent writing in other subjects. For example, in science where, in some year groups, a great deal of the work is copied and is identical for pupils of all ages and abilities. There is a consistent approach to spelling throughout the key stage and pupils are aware of the procedure they must follow when a spelling is incorrect. This helps to improve pupils' accuracy. The school has recognised the need to improve writing, especially in the infants, and handwriting across the school. This is an important element of the School Development Plan. The quality of letter formation and presentation varies from year to year and between individual pieces of work. In addition, by the age of eleven, pupils do not consistently write in pen, nor is there a given point at which they are expected to transfer from pencil to ink. This leads to work looking untidy.
- 103 In the infants, teaching in English was satisfactory. In the juniors, most teaching was good. In total, fifteen lessons were observed during the inspection. All teaching was satisfactory or better. In one lesson the teaching was excellent, in four lessons the teaching was very good. All of these lessons were in the juniors. In two lessons the teaching was good and in eight lessons the teaching was satisfactory.
- 104 In the best lesson, the teacher used the structure of the literacy hour to good effect, placing the right emphasis on text, sentence and word level activities, linking them effectively with the subsequent group tasks and targets for improvement. The purpose of the lesson was shared with the pupils and used at the end of the lesson to assess the levels of pupils' knowledge and understanding. All the best lessons are well balanced, show teachers' good subject knowledge and have a very good pace throughout. Planning is thorough, and details what pupils, of all abilities, are expected to learn. This leads to all pupils making very good progress. Teachers also use a range of strategies to engage and enthuse pupils. For example, pupils use individual whiteboards to try out their ideas before showing the teacher. Teachers' questioning is open and skilful in getting thoughtful responses and it allows pupils time to think and reflect on their answers. Overall teachers' marking of pupils' work is satisfactory but varies in quality across the school. Where teachers' marking is most effective comments written in pupils' books are positive and include advice for improvement; this approach is not consistently applied.
- 105 When teaching was satisfactory, there were some common areas of weakness. In lessons, the work planned was not always well matched to meet the needs of all of the pupils and insufficiently detailed. As a result, although prior attainment was consolidated, the higher-attaining pupils were not always extending their knowledge. When commercial

worksheets were used, too many were identical, given to pupils of all abilities and not all were named, filed, dated or marked. This makes it difficult for the subject co-ordinators to monitor, and assess, pupils' progress across the range of work undertaken. Teachers used a limited range of strategies, with most questions having right and wrong answers. These sessions are too tightly controlled and give little opportunity for pupils to express, and explore, their own views. Individual target setting for improvement is at an early stage.

- 106 Overall, the strategies for teaching literacy skills have undergone some development and are satisfactory. They contribute to pupils' good and very good attitudes to English. Although, there is some use of ICT in this subject, it is insufficient, at present. No independent work on computers was observed being used in literacy lessons during the inspection. Pupils behave very well, get on well together and can also work on their own. They persevere with tasks and have positive attitudes to reading and writing activities.
- 107 Overall, the co-ordinator provides satisfactory leadership and management of the subject. She is a very good practitioner and her knowledge and expertise in the subject is very good. Performance data is analysed and she has a good grasp of the strengths and weaknesses in the subject. However, she has been limited in her ability to develop her subject by the lack of release time to enable her to monitor and evaluate the quality of teaching and learning. The formal assessments undertaken each half term are most effectively used in the juniors but are less well used elsewhere. The use of portfolios of pupils' work requires further development. Pupils' progress is recorded in the Oxfordshire Profile although, generally, this is not used to inform day-to-day planning. Compared with the last inspection, standards in English, in the juniors, have been consolidated and improved. However by the age of seven, there has not been the expected improvement in standards.

## **MATHEMATICS**

- 108 Standards in mathematics, overall, by the end of both key stages are above average. This is in line with the judgements found at the last inspection although attitudes to the subject in both infant and junior classes have improved. Significant contributory factors include the introduction of the National Numeracy Strategy and the high quality teaching in the school especially in the juniors.
- 109 The results of statutory assessments in mathematics for 2002 show that attainment for seven-year-olds is very high when compared to both the national average and that found in similar schools. At Level 3, the number of pupils achieving the higher level was broadly in line with the average. The work seen during the inspection indicates that standards are on track to again exceed national expectations at the end of the key stage. There has been an improvement in the performance of both boys and girls when compared to the results in the 2001 tests.
- 110 In the 2002 National Curriculum tests for eleven-year-olds, pupils' attainments were very high in comparison with both the national average and those found in similar schools. This places them in the top 5% nationally. The trend over the last few years shows that pupils have consistently exceeded the national average and, as a result of more targeted

assessment in Year 6, that there is a strong, improving picture. In addition, in 2002 the percentage of pupils achieving the higher Level 5 was also very high in comparison with the national average placing them in the top 5%.

- 111 Pupils' numeracy skills are good. By the age of seven, pupils work confidently and accurately with number. They have a clear understanding of place value and are able to work with multiples of two, five and ten. They work with agility on mental calculations but are not given sufficient time, especially in the mental/oral starter, at the start of mathematics lessons to practise these skills. When this time was used effectively, pupils were asked quick fire questions to stimulate their mathematical thinking. For example, good use was made of digit cards in a 'show me' method by the teacher.
- 112 By the age of eleven, pupils work quickly using a variety of methods to solve problems in all four rules of number. Recall of number facts is fast and accurate and most lessons observed used the mental starter effectively. In one class pupils demonstrated their knowledge of the nine times table by performing an aerobics exercise whilst saying the number facts. They correctly multiply and divide two and three digit numbers to two decimal places. They are able to round the answer if required. The presentation of work by most pupils is satisfactory but a minority of pupils showed untidy working, which was not commented upon by the teacher. Pupils' work does not always show written explanations of how problems have been solved. During the inspection, most pupils used methods shown to them by the teacher and there were insufficient examples of pupils devising their own strategies. Scrutiny of work shows that pupils in both key stages undertake a full range of activities across the mathematics attainment targets.
- 113 In the Year 1 and 2 classes, the majority of pupils are able to recognise and describe shapes. Some more able pupils are able to recognise hexagon and pentagon. They are familiar with mathematical vocabulary to describe space and measure such as over, under, above, below, higher, behind, next to. Younger pupils use and record the days of the week and the months of the year. Most are able to tell the time accurately by the end of Year 2. They gather data and represent their findings in bar charts and tally charts. They sort objects by colour, shape and size and can create and repeat quite complex sequences of patterns. In an infant classroom, pupils planned a set of instructions for a programmable floor robot, taking account of position, direction and movement.
- 114 By the age of eleven, pupils can confidently draw and interpret a variety of charts and diagrams. In the juniors, little use was seen during the inspection of the use of ICT to enhance learning in mathematics. Where it was used effectively, pupils were using a computer to record information on spreadsheets. Pupils are familiar with angles and rotational symmetry. Good work is done on area and perimeter using centimetres and metres. Pupils' work on percentages, ratio and proportion is good with the work of upper juniors being particularly skilled. They can accurately convert percentages to fractions and some of the more able can use mental strategies to arrive at solutions.
- 115 In both key stages, the quality of teaching is good. Teachers have good subject knowledge and plan appropriately for the subject. They have high expectations of their pupils and set

well matched activities for the main part of the lesson. Most lessons have pace and rigour and teachers use good questioning skills to further learning. Pupils with special educational needs are well supported by experienced and capable teaching assistants and make good progress. There are a few instances when more able pupils are not always suitably challenged and this is an area that the school has recognised and is actively addressing.

- 116 At both key stages, the quality of learning is good. Attitudes to mathematics across the whole school are very good. Pupils have the ability to communicate well with each other and with their teachers and the positive relationships that are built up enable them to explain their thoughts and pose challenging questions. This enables teachers to set challenging tasks, in the knowledge that pupils will approach new learning with confidence. The development of numeracy across the curriculum is limited, at present.
- 117 Displays in both infant and junior classes enhance the quality of learning. Clear prompts, posters and stimulating displays are used. Group targets for mathematics are clearly displayed on classroom walls. Individual targets are recorded in pupils' mathematics books. Marking is usually of a good quality with opportunities for new learning identified through teachers' annotations. Homework is set but tends to be mainly reinforcement of work started at school. There is little evidence, especially from older pupils, that homework is planned to encourage more independent work or investigations.
- 118 Leadership of the subject is satisfactory. The subject co-ordinator is enthusiastic, she provides a good role model and is an effective teacher. This has led to the consistently high standards, especially at the end of the juniors. The co-ordinator analyses the end of key stage statutory assessments to identify any gaps in teaching. A sample of weekly planning is monitored each half term, other assessments from the school's scheme of work are monitored and a portfolio of assessed and moderated work has been established. However, there has been insufficient monitoring of the quality of teaching and learning. Some numeracy training has been attended but not all staff have yet had the opportunity to attend numeracy five-day courses. The budget for mathematics is small and no formal monitoring or audit of resources takes place. The Year 6 pupils will shortly be taking part in a mathematics transition project with their local secondary school. A mathematics evening was organised earlier this term by the numeracy governor, the subject co-ordinator and a numeracy consultant from the local education authority. This was well attended by parents.

## SCIENCE

- 119 Overall, pupils are on track to attain the national expected standards for seven-year-olds in science. Year 6 pupils are on track to attain above the national average. Overall, pupils make satisfactory progress in the infants and good progress in the juniors.
- 120 Results in the 2002 National Curriculum teacher assessments, for pupils in Year 2, show all pupils met the nationally expected standard at Level 2. The number of pupils who attained standards at Level 3 was well above average when compared with national averages and with schools in a similar context. Evidence from the inspection indicates there are few higher attaining pupils currently in Year 2. The attainment of pupils is broadly in line to meet the

standards expected nationally for pupils by the end of Year 2 because very few pupils are on track to achieve higher than expected levels. This is lower than the standards achieved in the previous year.

- 121 Results of the national assessments for eleven-year-olds in 2002 were very high for pupils attaining at Level 4 and at Level 5, when compared with the national average and with schools in a similar context. Evidence from the inspection indicates that, whilst the attainment of pupils this year is lower than the previous year, pupils are on course to exceed the standards expected nationally for pupils by the end of Year 6. A significant group of pupils will achieve higher than average standards.
- 122 Pupils who have special educational needs, make good progress as a result of the learning opportunities and the targeted support provided by teaching assistants. There is no significant difference in the attainment of boys and girls. Some opportunities are missed to challenge the more able pupils to reach higher standards of attainment.
- 123 In the infants pupils are introduced to the idea of a fair test. In Year 1, pupils watched with fascination as the teacher demonstrated the properties of good packaging by dropping a parcel containing a china ornament. They enthusiastically conducted their own tests on a biscuit protected by different packaging materials. Slightly older pupils devised a fair test for the conditions required to allow plants to grow and made predictions of the results. Pupils in Year 2, described the changes in people as they grow and age following an examination of family photographs and one pupil described to the class the changes in his pet canary from when it was small. Work in pupils' books shows they are able to describe similarities and differences in plants, animals and materials. They are gaining an understanding of forces, electrical circuits and food groups. Pupils are beginning to use a range of methods of recording including written sentences, labelled diagrams and the computer. Year 2 pupils used the computer suite to support a lesson on how animals grow and change by searching a CD-ROM for information on groups of animals.
- 124 By the time they are eleven, pupils use scientific vocabulary with confidence to discuss setting up a fair test and to identify the variables, which need to be controlled. They understand the difference between scientific fact and opinion when talking about items in the news. Pupils, working in groups in Year 3, organised their own investigation into whether all materials create a shadow, skilfully guided by the teacher. All pupils recorded their predictions and offered suggestions for the best way to carry out the test. They used appropriate mathematical skills in setting up the test. Pupils in Year 5 understand the change of state, which occurs when ice melts and are able to relate this to the water cycle. Pupils in Year 6 set up an investigation to discover how much water is lost through the leaves of a plant and made thoughtful predictions of the results giving very clear explanations to reinforce their hypotheses. Work in pupils' books includes using a spreadsheet to record the results of experiments and a good range of investigative work covering all areas of the science curriculum.
- 125 Overall the quality of teaching in science is good. Teachers have a good understanding of the subject, clearly explain new scientific terms and plan investigative work effectively.

Lessons are well planned, with clear objectives, which are shared with the pupils. Teachers use interesting contexts and resources to enliven the lessons, such as the china ornament to demonstrate effective packaging and an email from the Falklands to begin an investigation of how plants grow. Teachers make good use of questions to encourage the pupils to hypothesise and frequently encourage them to work in pairs or groups when setting up investigations. Teaching assistants are used very effectively to support work in lessons, particularly when working with pupils with special educational needs and other specific groups, ensuring that all pupils make good progress. Teachers make good use of the school's grounds, the pond and wildlife area to support teaching in science.

- 126 Pupils enjoy their work in science, particularly the opportunities to engage in practical investigations. They are interested, well motivated and participate well in discussions and paired activities. Good teaching encourages imaginative thinking and predictions. Behaviour is good and science makes a positive contribution to pupils' personal development through the opportunities given to work collaboratively. In some lessons opportunities are missed to encourage learning, at higher levels, by not setting tasks, which offer sufficient challenge to the more able pupils. Too few opportunities are offered to older pupils to pursue independent lines of enquiry in lessons using information texts or the Internet or to make their own choice to record results using the computer.
- 127 The co-ordination of science is satisfactory. The co-ordinator has an overview of science planning but currently there is no mechanism to monitor teaching or to provide a strategic overview of strengths and weaknesses in the subject across the school. As a consequence, standards for the high attainers in the infants are lower than in previous years. Resources are sufficient to meet the needs of the curriculum although there are no central auditing procedures. Information is collected on the standards pupils achieve in science assessments but no detailed analysis of this is carried out to enable teachers to check pupils are making the progress expected from year to year. Assessment is now used consistently to inform teachers' planning and records are kept of pupils' progress in science.
- 128 Standards in science are similar to those reported in the last inspection, with high standards attained by pupils in Year 6. Teaching and learning continue to be good throughout school.

## **ART AND DESIGN**

- 129 Inspection evidence indicates that in art and design, pupils age seven and eleven attain standards that are typical of those seen nationally for the age groups. Pupils, including those who have special educational needs, make satisfactory progress as they move through the school.
- 130 One lesson was observed in the Year 2 class and although no lessons were seen in the Year 1 and mixed Year 1/2 classes, the inspection evidence indicates that pupils are making satisfactory progress and attain the standards typically seen for pupils aged seven. Pupils engage in a good range of experiences demonstrating the use of a variety of techniques to communicate their ideas.

- 131 In Year 1, pupils have undertaken work in a variety of media. This has included self-portraits in pastels, painted pictures of themselves 'doing something' and used pencil to draw themselves. Observations during the inspection show that pupils have extended this work into history and have painted famous people such as William Shakespeare, Sir Isaac Newton and Mary Seacole. These are well-observed portraits. Some attractive paintings on 'Hot and Cold Colours' are well displayed and a large collage dragon gives a good visual background to the pupils' written work on, 'The Big Bad Dragon'. Pupils in Year 1/2 have undertaken clay work on 'homes', and used dappled colour as a background to silhouetted shapes. Year 2 pupils have linked their knowledge and observation of symbols and features of a church to create their own individual tile prints. The quality of the finished product can vary, however, and the development of pupils' individual skills can be inconsistent.
- 132 A good range of work was seen from the Year 3 to 5 pupils indicating a level of attainment, which builds well on their infant experiences. In Years 3 and 4, pupils have created some well-observed paper sculpture based on the work of Georgia O'Keefe and some modern sculptures in clay inspired by photographs of modern architectural sculpture. These are well made with a metallic finish. Through the 'Sculpture Project' pupils have been further encouraged to observe, draw and evaluate sculptural structure. Year 5 have produced, and beautifully displayed, some well-made containers inspired by contemporary design. By comparison, there has been less of a focus on art and design in Year 6. Pupils have produced landscapes in chalk, paint and pencil and designed their own hats. Pupils report that they have designed Easter cards and are beginning a textile project making slippers. There is some use of sketchbooks. Generally, however, in Year 6, the range and coverage of two-dimensional and three-dimensional work is more limited than elsewhere in the key stage. Although there is some evidence of pupils using computers to enhance work in art and design, systematic developments through the school are not yet in place.
- 133 Throughout the school, pupils have positive attitudes to the subject. There was insufficient teaching in art and design observed during the inspection to make an overall judgement on the quality of teaching. However, in the Year 2 lesson observed, teaching was good.
- 134 This lesson formed a small group art activity, which was part of a very good lesson on design and technology. The teacher's planning was good and she had clear objectives, which were shared with the pupils at the start of the lesson on the whiteboard. Good support was given, by the learning support assistant, under the overall direction of the class teacher. Pupils designed their own polystyrene stencil relief tiles and then printed their shapes on paper. Their attitudes to their work were good.
- 135 The leadership and management of art and design are sound. The subject co-ordinator has a good knowledge of the subject and a great enthusiasm for the subject. There is a long-term curriculum plan for art and design giving sound coverage of techniques to be developed in the areas of experience for the subject. Good use has been made of the local authority art adviser. However, the subject co-ordinator does not have release time to enable her to formally monitor and evaluate standards of teaching and learning nor check coverage and quality across the school.

- 136 Overall, these judgements do not represent an improvement on those reported after the last inspection when standards were judged to be above average.

## **DESIGN AND TECHNOLOGY**

- 137 Pupils' attain standards that are typical for their age at the end of Year 2 and Year 6 and are similar to those reported in the last inspection. During the inspection only two design and technology lessons were seen. Evidence was gathered from samples of work, photographic records, teachers' planning and discussions with pupils. Progress for all groups of pupils, including those with special educational needs, is satisfactory in the infants, with good progress being made in the juniors.
- 138 In Year 2, pupils were actively engaged in creating their own 'Incy Wincy Spider' model, by following a design specification and selecting and testing their own materials. Pupils chose their own materials and discussed the suitability of materials with each other. They helped to evaluate each other's products. Pupils demonstrated a good range of practical skills and this led to progress in this lesson being very good. Evidence from pupils' work in the infants shows that pupils have worked with a range of materials. For example, they have created a fruit salad, made puppets, clay pots and Mother's Day cards. In particular, the computer has been used to support pupils' designs in creating a multicoloured coat for Joseph. Pupils are encouraged to record their plans and evaluations using simple sentences and labelled diagrams.
- 139 In Year 6, pupils examined slippers and offered well-reasoned explanations on their suitability for purpose including issues related to health and safety. One pupil commented that although the grips looked good, they were actually very slippery, which she demonstrated by sliding it along the desk. A careful examination of disassembled slippers allowed pupils to consider methods of construction and these ideas were then used in their first design for making their own slippers. Display and photographs show a high standard of finished products. These include photograph frames, moving monsters using pneumatics, money containers, story books for younger pupils using levers to make moving parts, making biscuits, creating a fair ground ride using electrical circuits and making strong constructions with paper. Pupils plan designs carefully and, by Year 6, are able to effectively evaluate their finished products. However, the organisation of the timetable means pupils in Year 6 have had fewer opportunities to develop, and refine, their design and making skills. This limits attainment at the higher levels.
- 140 Only a small number of lessons were observed and it was not possible to make an overall judgement on teaching. However, some very good teaching was observed in the Year 2 lesson. This lesson was very well planned and delivered. Pupils were made clear about the purpose of the task but they were then allowed to work independently. This promoted a lot of discussion between pupils as they made decisions about which design they would follow and which materials to use. They refined their ideas to ensure that their models worked well. Across the juniors, an examination of pupils' work shows a good range of opportunities have been provided for working with a range of materials and pupils are

encouraged to plan, test and evaluate products and their own designs. Learning support assistants provide very effective support in lessons particularly helping pupils with special educational needs or targeted groups of pupils.

- 141 The pupils responded well to the very good teaching in Year 2 and the good teaching in Year 6. Their attitudes and behaviour is very good. They enjoyed the opportunity to discuss their ideas and gave each other support and ideas.
- 142 Co-ordination of the subject is satisfactory, overall. The co-ordinator has good knowledge of design and technology and provides good support to staff. There are sufficient resources for delivering the subject and this is an improvement since the last inspection. However, there is no central audit of materials and equipment and the budget allocation is very low. This does not support the long-term resourcing of the subject. The co-ordinator has an overview of planning but does not have release time to enable the monitoring of teaching. As such, she is unable to gain a systematic overview of standards in the subject in order to target further support. The co-ordinator has identified opportunities to use computers in design and technology but this is an area for further development.
- 143 Satisfactory progress has been made on some of the issues identified by the last inspection. Teacher's subject knowledge is now sufficient to meet the demands of the subject, there is an effective scheme of work and a wider range of opportunities are provided for pupils. Procedures are in place for assessing pupils' attainment when they have completed a unit of work but these are not yet used throughout the school, which is similar to the situation at the last inspection.

## **GEOGRAPHY**

- 144 Pupils' attainment is in line with those found nationally at the end of Year 2 and all pupils, including those who have special educational needs, make satisfactory progress. It is above national expectations by Year 6 and pupils of all abilities make good progress. Improvement since the last inspection is satisfactory. During the inspection, no geography lessons were observed and evidence was gathered from samples of pupils' work, teachers' planning and discussions with pupils. It was not possible to judge the quality of teaching.
- 145 Throughout the school, very good use is made of the locality for furthering the pupils' acquisition of enquiry skills, and comparing and contrasting the immediate locality with other locations. The pupils in Year 1 are learning about their locality and making mental maps of their routes to school. This is reinforced in a cross-curricular link to literacy as they plot with the use of a programmable floor robot, the routes to the 'houses of the bears'. In Year 2, they are improving their observational skills to learning about key landmarks in the locality. Generally, in the infants pupils demonstrate a satisfactory range of geographical understanding, in line with the expectations for their age.
- 146 In Year 3, pupils are widening their understanding of the locality as they study its location within the wider region of the Cotswolds. In Year 4, pupils compare and contrast the location of their village with that of a village in India. This enables them to gain a greater

understanding of landscape and climate differences and their effects on the human population. Pupils' work demonstrates increasing skills in the use of maps for grid references and an understanding of conventional symbols used on Ordnance Survey maps. The school field study visit to Witney, in Year 5, is an excellent example of pupils' studying environmental issues, acquiring a range of geographical skills and techniques, and presenting their work using ICT skills. The residential visit in Year 6 to the Gower Peninsula provides a very good opportunity to examine the geographical processes of coastal erosion. The pupils demonstrate a clear understanding of the processes involved, and they are able to explain clearly the process of coastal erosion, in geographical terms, during an in-depth interpretation of photographs and skills in map reading.

- 147 The role of the co-ordinator is under-developed. There is insufficient monitoring of the quality of geography provision throughout the school. Staff follow the Qualifications and Curriculum Authority (QCA) geography scheme of work, and the range of planning documentation indicates that there is a balance between coverage of the geographical skills and enquiry, knowledge of places, development of understanding of geographical processes, and environmental issues. There are good cross-curricular links evident in displays and pupils' work in mathematics, history, and ICT. For example, there is a good use of surveys and questionnaires to develop pupils' recording skills. Resources are generally adequate across the school, but are better at the end of the juniors, in meeting the demands of the subject. Assessment is insufficiently used to inform planning or the next steps in pupils' development and there is not a formal, or consistent system, in place to assess pupils at the end of a topic or the end of the year.

## **HISTORY**

- 148 Only three lessons were observed during the inspection. However, discussions with pupils and the evidence gathered during the inspection indicate that by the age of seven, pupils attain standards in history that are in line with those found nationally and, overall, they make satisfactory progress. By the age of eleven, pupils' attainment is above average and they make good progress. Overall, pupils who have special educational needs make good progress, as they move through the school, particularly when work is planned to meet their different needs.
- 149 Pupils in Year 2 are able to identify people from the past who are famous. They are beginning to use fiction books as sources of information. This enables them to answer questions about the past beyond living memory. They are able to recognise similarities and differences in aspects of past lives and their own. They have produced some chalk portraits of Florence Nightingale. Good use has been made of a visitor to help pupils make comparisons between then and now. Pupils demonstrate a satisfactory range of historical knowledge and skills. When asked how they can tell that something is old, individual pupils are able to describe what makes things look 'worn', or indicate other factors, such as the naming of old vehicles, for example, Mark One being older than Mark Two. There is evidence of links to literacy in that there are references to 'glossaries' and 'contents' pages being used to help pupils find information. In the one lesson observed in the infants, all pupils made good progress. Pupils who have special educational needs are able to

contribute their distinct knowledge within group activities. Their views are valued by the adults and by their peers, therefore, allowing them to make progress in line with their peers. The Year 1 pupils have been learning about Victorian England. They have undertaken work on 'A Victorian Washday,' and have made comparisons between Victorian services and implements and those from 2003. They have made tally charts and collected data on the different homes in which people live and have learned about electricity. There is a sound use of artefacts on display.

- 150 In the juniors, two lessons were observed in Year 5 and Year 6. At Year 6, pupils have been learning about 'How Britain has changed since 1948'. They are able to place events precisely in time and empathise with events that have happened outside of living memory. They make good use of ICT to search for relevant information from the 'Eastern Daily Press' and to increase their range of knowledge about past events. They are able to prepare themselves, within the lesson observed, for future work which is intended to enable the lower attainers to write a 'Floods Home Page', the middle attainers to write a summary of a personal account and the higher attainers to write their own reports. Pupils in Year 6 have a good recollection of their previous work on the Ancient Greeks and of their work throughout the juniors. At Year 5, by using census data from Shipton-under-Wychwood in 1851, pupils are learning to use primary source data to give them information about Victorian Britain. They are able to interrogate the evidence systematically, making comparisons between then and now and collating information about the ages, occupations and relationships of individuals. Using ICT, pupils are learning to access information from the 'Chipping Norton' workhouse database. They use this information, for example, to ascertain the age and backgrounds of the inhabitants. These approaches to the development of historical skills lead to standards being above average.
- 151 At both key stages, insufficient lessons were seen to make an overall judgement on teaching, although, in the infants, the one lesson observed was good. In the juniors, one lesson was good and the other was very good. The lessons were characterised by planning that was very good, good preparation, good use of resources and skilful questioning, which encouraged all pupils to think and discuss their ideas. The lessons had good pace and learning support assistants were effective in enhancing pupils' learning. Teachers used a good range of strategies to enthuse and interest pupils. Teachers showed good subject knowledge and expertise. They are well supported by classroom assistants. In Year 2, the teacher valued pupils' contributions well and there was a good use of adult support. In Years 5 and 6, teachers challenged pupils by planning activities matched to pupils' specific needs. This was a key feature of the learning at this key stage. Learning support assistants are well used to support all pupils. Attractive displays in classrooms and corridors incorporate interesting artefacts and pupils' own work.
- 152 Pupils are enthusiastic and attentive in lessons. Their attitudes to the subject are, at least, good and, sometimes, very good. The thorough teaching brought about effective gains in learning in the lessons seen.
- 153 There is no formal monitoring and evaluation of standards across the school by the subject co-ordinator. The planning for history effectively identifies the topics to be covered within

each year group. It includes elements of the nationally recommended scheme of work. The school makes good use of visits to enhance pupils' cross-curricular knowledge and understanding. For example, a visit to Gloucester Cathedral was used as a focal point for history and artwork. There is evidence that coverage of the curriculum is recorded, with some assessment of individual pupils' progress, within the subject, by individual teachers. The current budget allocation for history is very poor. It is not based on need and, in the long-term, it is insufficient to support the acquisition of resources and artefacts required to support the development of the subject. Although resources are satisfactory, overall, the range is inconsistent across the school. Teachers supplement the range of historical artefacts for pupils to ensure that they gain 'hands on' experience.

- 154 Within the evidence available, the positive points outlined above represent the strengths in history reported in the last inspection. The practical approaches to developing pupils' historical skills and understanding have been well developed since the last inspection. Improvement, overall, is satisfactory.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

- 155 The standards achieved by pupils, at the end of Year 2 and Year 6, are in line with those expected nationally. At Year 6, this shows an improvement in standards since the last inspection. All pupils have the opportunity to use computers through timetabled access to the computer suite and all aspects of ICT curriculum are taught. In addition, ICT was observed being used to support and enhance learning in other subjects, such as history and numeracy.
- 156 Year 1 pupils used a programmable toy to learn how to give instructions and make things work. They enjoyed recreating a story told by the teaching assistant, pretending the toy was a wolf and moving it forward, backwards and turning it as they visited each of the three houses of straw, sticks and bricks. Pupils record the instructions needed to make a tape recorder work. They are fascinated to record themselves using a Dictaphone. In a numeracy lesson, Year 2 pupils used the programmable toy to support their mathematical understanding of angles and directions. They enjoyed planning and testing a route for the toy to follow and some pupils were able to record their instructions and read them out for other pupils. All pupils visit the computer suite and evidence from their work shows that pupils in Year 2 can create documents with different fonts and colours and incorporate clip art. They create pictures and designs and collect information for mathematics to present as a pictogram. They search for information from the Internet and from a CD-ROM to support work in science.
- 157 In Year 6, pupils working in pairs in the computer suite are able to create a multimedia presentation about themselves to send to a teacher and pupils at the high school. Pupils are confident in the basic processes of using the computer suite, such as logging on, undertaking searches and saving their work. Pupils incorporate digital camera photographs into their work and are able to consider how the presentation should be organised to suit two different audiences. These pupils use the Internet effectively to search for information to support their history lesson. Following a very effective introduction in the classroom pupils, in Year 5,

- created a simple set of instructions to control lights at a zebra crossing. More able pupils are able to move onto more challenging tasks, using support sheets provided by the teacher.
- 158 Examination of pupils' work folders shows that pupils in upper juniors are introduced to spreadsheets linked to science or mathematics, learn how to search databases and the Internet, use the computer to create bedroom designs, send email and use logo to create designs. The curriculum for lower juniors is more limited, but pupils' work shows they are developing good word-processing skills, building on the work in the infants by creating work in different formats. For example, in creating a newspaper, using a graphics package to do work linked to art creating repeating patterns and pictures in the style of Kandinski and Mondrian. In addition, pupils are using the computer to create musical compositions and search the Internet.
- 159 Overall, in the infants, pupils are making good progress in developing their skills in the computer suite; there are limitations to their reinforcement elsewhere, as they do not have access to computers in the classroom. In lessons, pupils make satisfactory progress in the juniors with very good progress being made in the upper juniors as a result of good teaching. This includes pupils with special educational need who receive good support from teaching assistants.
- 160 The behaviour and concentration of pupils across the school is very good. At both key stages, pupils have very positive attitudes to their work. Pupils are very interested in the activities and behaviour in the lessons seen was good. They are able to work on their own and in one lesson observed, pupils spent most of the time working on their presentation, with only occasional support being needed from the teacher. Older pupils work well together in pairs in the computer suite although the youngest pupils found it more difficult to remain interested when having to wait for their turn.
- 161 In the lessons observed, the quality of teaching in ICT is good and has improved since the last inspection. Teachers plan effective lessons and have sufficient knowledge of the subject to deliver them well. They introduce the lesson well in the classroom and organise the pupils efficiently to work in the suite, clearly explaining the task and teaching the skills pupils need. They are well-supported in lessons by the teaching assistants. All pupils and parents sign an Internet agreement before pupils use the Internet and the school has taken adequate steps to prevent pupils accessing unsuitable material. Teachers discuss issues related to Internet safety with older pupils as part of personal education lessons.
- 162 Teachers have made good progress in identifying opportunities to use computers to support other subject areas. Their planning for most ICT lessons links the skills being taught to a subject pupils are currently studying. Opportunities to use computers in other subjects have been identified, for example, in science, numeracy, history and design and technology. Discussion with pupils indicates that they are not provided with enough opportunities for them to use the computer independently, especially within classrooms. At the time of the inspection, the computers in the junior classrooms were underused for this purpose, although the school has clear plans to bring both the junior and infant classrooms on line. Currently, however, this reduces the opportunities for pupils to make their own choices about which software is the most appropriate to use for a specific piece of work. The school does yet

not have any form of presentation technology and this prevents computers being used as an aid to teaching in literacy and numeracy and to demonstrate, and evaluate, work carried out in the computer suite.

- 163 The co-ordination of ICT is good. The co-ordinator is knowledgeable about the subject and has clear priorities for future developments. This is supported by a three-year development plan, which includes the continued development of resources and staff training. The recent staff-training programme has been effective in improving teaching and planning includes links to other subjects. A procedure for assessment of ICT is in place and being used by staff and this is having a positive impact. A portfolio of moderated work is being collected to support staff in understanding levels of work. Planning is monitored and samples of work collected, giving an overview of standards across the school. The monitoring of teaching is under-developed. Currently, there is no technical support other than that provided by staff in school but the school hopes to build further links with the high school.
- 164 The school has made good progress in addressing the issues identified in the last inspection. Resources have improved and the computer suite is being used well to ensure pupils are taught the skills they need.

## MUSIC

- 165 The standards of attainment at the end of the infants and the juniors are in line with national expectations. Only two lessons were observed during the inspection and evidence was gathered by scrutinising teachers' planning, observing collective worship and by holding discussions with pupils. The progress of pupils, of all abilities, is satisfactory across the school. Insufficient teaching was observed and there is no overall judgement on the quality of teaching.
- 166 Pupils are provided with opportunities to listen to, and evaluate, a range of music. The teacher's planning records show when pupils are to be given opportunities to compose their own simple music. The quality of pupils' singing is good and in assemblies they sing tunefully and maintain the melody well. In the infants, pupils are learning to explore the varying sounds made by percussion instruments, and to adjust the quality of sounds made in terms of volume, duration and speed, and to respond to different rhythmic patterns. In the juniors, they are learning to sing differing rhythmic patterns, to read simple musical notation, and to play pitched instruments as an accompaniment to their own group compositions.
- 167 Music is highly valued by the school and community. There are a number of very good extra-curricular opportunities, such as the choir, the recorder groups, and the movement and music group. There are good opportunities to learn an instrument, with the support of the local authority peripatetic music service. The school prides itself in encouraging its pupils to perform. For example, when a quintet of flautists performed for pupils as they entered assembly. Pupils who play stringed, and woodwind, instruments have taken part in the Chipping Norton Music Festival, and the choir are preparing to take part in the Festival of Voices in Dorchester Abbey. All pupils have the opportunity to take part and perform where appropriate in the annual school productions. Parents are encouraged to share their

- skills within school. For example, in Year 1, when a parent contributed to a speaking and listening session, in English, by performing on his viola and talking about his work as a professional player.
- 168 Music contributes well to pupils' spiritual, moral, social and cultural developmental as they develop their appreciation of music in assemblies, when practising for special performances or when performing in assembly.
- 169 The role of the co-ordinator is developing. The policy is scheduled for review. The co-ordinator monitors the planning, and is currently trialling a scheme of work with her year group. The intention is to apply it across the school, to ensure continuity and progression of the subject and provide the necessary support for teachers, who possess less secure knowledge in the subject. No time has been allocated for the monitoring of the teaching across the school, though the co-ordinator provides appropriate support and advice to her colleagues in their planning. Assessment in the subject is insufficiently used to inform planning or the next steps in pupils' development. Resources are used effectively to support the subject across the school, though some year groups are better served with resources than others. There is limited equipment to record pupils' compositions.

## **PHYSICAL EDUCATION**

- 170 Standards in physical education are above average at the end of Year 2 and Year 6. There has been good improvement since the previous inspection. All pupils, including those with special educational needs, make good progress in the development of physical skills and the appreciation of a healthy lifestyle.
- 171 Pupils, in Year 1, have tennis coaching sessions at the local tennis club. They demonstrate a range of skills, which show they have good hand-eye co-ordination and good body control. They follow instructions well and make good progress. In another outdoor session, pupils very effectively demonstrate their ability to move, change direction and use the space around them safely and sensibly. Pupils demonstrate a good level of control and are able to follow clear instructions from the teacher. Ball skills are well developed with the most skilled being able to bounce a ball with alternate hands. Pupils, in Year 1, take part in country-dancing. They listen carefully to instructions and repeat quite complex patterns and sequences. They show skill and spatial awareness not often demonstrated by pupils of this age and their movements show flow, form and control.
- 172 In the juniors, pupils experience a broad curriculum although it was only possible to observe two lessons during the inspection, both in the upper juniors. Pupils, in Year 5 and 6, are enthusiastic participants in their physical education lessons. They are interested and well motivated and listen carefully to instructions. They are able to co-operate in groups and work well together. In an outdoor cricket session, higher ability pupils showed above average attainment while less able pupils showed skill in control and co-ordination.
- 173 The quality of teaching is good, with an example of very good teaching at Year 1. An appropriate time is given to preparing for physical education lessons and pupils waste little time in changing either before or after a lesson. Warm up sessions precede any activity and

teachers reinforce the importance of this part of the lesson. At the end of the lesson pupils follow a cool down routine. This was particularly effective with the class of infants who had just completed a strenuous country dancing session. Lessons are well prepared and teachers have good control. All teachers demonstrated high expectations of what their pupils can achieve. In the best lesson, in Year 1, the teacher's instructions were clear, there was a very good pace and there was a very good balance between pupils' activity and demonstration, which allowed them to practise and refine their skills. An appropriate balance of physical education activities is planned for the curriculum over the school year. Good use is made of teaching assistants and adult helpers who work with groups of pupils and support pupils with special education needs. They actively encouraged pupils to try out their own ideas.

- 174 Pupils show good attitudes to their work. Boys and girls are equally enthusiastic in physical education lessons and will work willingly with each other, on any activity set for them. They work hard in lessons to improve their performance and work collaboratively with others when asked to do so.
- 175 The variety of extra-curricular sports activities available to pupils is a strength of the school. Strong links are forged with the local village cricket, hockey, rounders, tennis and athletics clubs. In addition, pupils have the opportunity to participate in team sports such as hockey, football, netball, cross-country running, athletics and swimming. Competitive sport takes place during the year between local schools. The school has its own 10 metre teaching pool but, unfortunately, this is currently out of use. Swimming lessons are taken at Chipping Norton pool and curriculum requirements are met. An orienteering club is starting before the end of the term and will take place on the school grounds during the lunch hour. Parents are pleased that a lot of activities take place after school. In lessons, good use is made of specialist teaching and local facilities, to develop pupils' skills to high standards in tennis.
- 176 The enthusiasm and commitment of the subject co-ordinator are strengths of the subject. She provides good support to teachers and is leading the school forward. She has a clear view of how the subject needs to develop even further and is rewriting the school's policy to reflect this vision. The school is part of the School Sport Co-ordinator Programme and the co-ordinator serves as the Primary Link teacher. She is currently taking part in a Subject Leadership Course. Detailed plans for a school scheme of work are underway to ensure full coverage, continuity and progression. Teachers use the Oxfordshire Pupil Record but the co-ordinator has identified the need to develop a more formalised system of assessment, which takes account of pupils' prior attainment. The school has adequate resources to cover the requirements of the curriculum but there is a lack of strategic planning for the replacement of equipment as it wears out. Consequently, some of the small equipment such as footballs and tennis balls are in need of updating. The school PTA has provided funds, for the purchase of a table-tennis table and hockey equipment. The large, hard- surfaced playground, school hall and good-sized playing field are well used to support the subject.

## **RELIGIOUS EDUCATION**

- 177 Three lessons were seen during the inspection. Scrutiny of work, discussion with pupils and observation of lessons indicate that by the end of Years 2 and 6, pupils' attainment in religious education is in line with the expectations of the Oxfordshire Agreed Syllabus. At the end of Year 2 and Year 6 pupils have a good knowledge of Christianity. Pupils, including those who have special educational needs make sound progress.
- 178 In the lessons observed, pupils in the infants reflect upon their feelings with sensitivity and maturity. In one class where pupils had recently visited the local church as part of their work on 'Visiting a place of worship', pupils were not only able to describe accurately the names of the church furniture but also to reflect on the feelings they experienced whilst in the building. Pupils noted that, 'It was very quiet,' and made them feel peaceful. There is good opportunity for pupils to demonstrate their speaking and listening skills. They study Bible stories and are able to use correctly some of the specialist vocabulary associated with other faiths. The higher attaining pupils can equate some of these with special symbols of the Christian church.
- 179 Pupils, in Year 6, have a good knowledge of the Christian year, noting specific Christian values of love and caring for others. A particular strength of the work studied is the link with the pupils' spiritual, moral, social and cultural development. Pupils reflect on what is important to them such as love, family and treasured personal items. In one lesson observed, pupils were asked to reflect on the value they place on possessions they consider precious. They sensibly and maturely debated the issue and concluded that what people own and regard as precious reveals their own priorities and values. They are able to identify both tangible and intangible items they consider precious to them ranging from 'my pony; my best friend' to trust, love and happiness.
- 180 The quality of teaching is satisfactory overall. In the lessons observed, it is clear that teachers plan to teach the subject regularly and that they are imaginative and stimulating in their approach. They use a range of teaching styles and use good questioning skills to enable pupils to contribute. Teachers make good links with other subjects, particularly in writing and English lessons, which foster pupils' personal development through speaking and listening activities in 'circle time'. Some of these discussions, however, can be a little teacher directed. In one class pupils explored the style of writing in the Bible and drew conclusions as to why 'The Bible is a Best Seller'. The behaviour of pupils is good in all classes and they have a positive attitude towards the subject.
- 181 Collective worship contributes well to pupils' religious understanding and their positive attitudes and behaviour. It encourages pupils to think about others. During the week of the inspection the theme for the school was 'Friendship'. On one occasion, in the infants, pupils acted out stories and were encouraged to befriend someone else in school with whom they had not previously been associated. This theme was continued in the juniors, when the headteacher from the local secondary school was invited to lead the assembly. Pupils, in both key stages, value the quiet, reflective time that collective worship offers them.
- 182 There has been satisfactory improvement since the last inspection. The school has recently rewritten its scheme of work using the QCA materials and locally agreed syllabus. The

scheme of work now takes into account the vertically grouped classes in the school. Resources for learning are good with artefacts and information books about world faiths and customs. Good links are made with the local church and the diocese. Both the local vicar and the Bishop of Dorchester have visited the school. Visits from people of other faiths have visited the school in the past. The current subject co-ordinator is knowledgeable and conscientious about the subject. There is currently no formal system for monitoring and evaluating standards across the school.