

# INSPECTION REPORT

## **HAILEY CE PRIMARY SCHOOL**

Hailey, Nr Witney

LEA area: Oxfordshire

Unique reference number: 123108

Headteacher: Mrs V Claxton

Lead inspector: Mr T Neat

Dates of inspection: 24 - 26 May 2004

Inspection number: 256310

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	5 – 11 years
Gender of pupils:	Mixed
Number on roll:	82
School address:	Middletown Hailey Witney Oxfordshire
Postcode:	OX29 9UB
Telephone number:	01993 703802
Fax number:	01993 703802
Appropriate authority:	Governing body
Name of chair of governors:	Mr D Musson
Date of previous inspection:	18 May 1998

## CHARACTERISTICS OF THE SCHOOL

Hailey Church of England Voluntary Controlled Primary School is situated in the village of Hailey. Pupils are drawn from a number of nearby villages and hamlets and from the northern part of Witney. Most are from privately owned homes, but there is a substantial minority from council and housing association properties. 3.7 per cent of pupils are known to be eligible for free school meals. This is below the national average.

The school is much smaller than other primary schools, having only 82 pupils compared with the national average of 241. Children enter the school at the start of the term in which they have their fifth birthday. At the time of the inspection children in the reception class were taught separately in the morning and joined the mixed aged class of pupils in years 1 and 2 in the afternoon. Pupils in years 3 and 4 are taught as one class, as are those in years 5 and 6. The attainment of children joining the reception class is broadly average.

The percentage of pupils with special educational needs is 12.2 per cent which is below average. The main problems experienced by these pupils are dyslexia and moderate learning difficulties. No pupil has a statement of special educational needs. Almost all the pupils are from a white British background and all speak English fluently. Slightly more pupils join or leave the school during term-time than is usually found.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20007	Mr T Neat	Lead inspector	English Science Information and communication technology Geography History Physical education Special educational needs
11096	Mrs M Davie	Lay inspector	
30266	Ms H Rask	Team inspector	The Foundation Stage <sup>1</sup> Mathematics Art and design Design and technology Music Religious education

The inspection contractor was:

Wessex Education Ltd  
3 Greenacres  
Puddletown  
Dorchester  
Dorset  
  
DT2 8GF

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

---

<sup>1</sup> The Foundation Stage is the period of education for children aged three to the end of the reception year.

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>8</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>10</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>14</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>16</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>25</b>

# PART A: SUMMARY OF THE REPORT

## OVERALL EVALUATION

Hailey CE Primary is a **good** school. The school is led and managed well, teaching and learning are good and pupils achieve well. The school provides **good** value for the money invested in it.

The school's main strengths and weaknesses are

- Pupils typically attain good standards in English, although handwriting is not as good as it should be
- All pupils are cared for well and the provision for pupils with special educational needs is good
- Pupils have very good attitudes to learning and respond positively to the good teaching
- A good curriculum is enriched very well, especially through the very close links the school has with the community it serves
- The headteacher's leadership is strong, but subject co-ordinators could do more to check pupils' standards
- Some aspects of the accommodation are unsatisfactory

The school has made good progress since the last inspection. The key weaknesses found at that time have been addressed successfully and the accommodation is much improved.

## STANDARDS ACHIEVED

Pupils achieve well. Standards are broadly similar to those found at the time of the last inspection. Despite spending a relatively short time in the reception class, children make satisfactory progress. The small number seen during the inspection were on course to exceed the goals for personal and emotional development children are expected to reach by the end of reception, and to achieve the goals in other areas. Typically, pupils in years 1 to 6 attain above average standards and achieve well. They achieve best in English, thanks to a rich curriculum and consistently good teaching. However, handwriting is below the expected standard. Inspection evidence shows that pupils currently in years 2 and 6 attain above average standards in English, and average standards in mathematics and science. In other subjects, pupils attain at least expected levels. For year 2 pupils, standards are above expectations in geography and religious education. Year 6 pupils attain above average standards in information and communication technology [ICT]. Pupils with special educational needs make good progress in relation to their prior attainment. The table below sets out recent year 6 results. A\* means that the standards were in the top five per cent in the country.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	A	A*	A*
mathematics	A	D	C	C
science	A*	A	B	B

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average*

*Similar schools are those whose pupils attained similarly at the end of Year 2.*

The small number of pupils taking the national tests each year causes results to fluctuate and mean that caution should be exercised when interpreting data about the school's performance.

Pupils' attitudes and values and provision for their personal development, including their spiritual, moral, social and cultural development, is very good. Pupils are highly motivated and behave well. Attendance is satisfactory.

## **QUALITY OF EDUCATION**

The quality of education is good. Teaching, learning and assessment are **good**. Teachers motivate their classes very well and, as a result, pupils are very attentive. Learning resources, especially ICT, are used very well. Teachers' insistence on high standards of behaviour leads pupils to concentrate well and work hard. Examples of very good teaching were seen in years 3 to 6. The teaching of English, mathematics and science seen during the inspection was consistently good. The assessment of pupils' work is good and some very good practice in marking and setting targets for pupils to improve their work was seen, but this does not extend to all classes. Well-qualified teaching assistants support groups and individuals well.

The school is at the heart of its community and provides very good enrichment for its good curriculum through its strong community links. Pupils are cared for well. They are given good advice and guidance to support their academic and personal development. They are involved well in the work of the school. The links with parents and other schools are good and contribute positively to pupils' achievements. The lack of a library has a negative impact on the development of library skills. The need for the reception class and years 1 and 2 to share the same temporary classroom leads to the noise produced during some activities interfering with the work of other groups.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are good. The quality of leadership by the headteacher is good and in the short time since her appointment she has created a strong sense of direction. The work of the governing body is good. The governors are very supportive and proactive. Overall, the governing body fulfils its statutory duties well, but its annual report to parents does not give enough information about their plans to improve access for the disabled. Subject co-ordinators lead well, but do not check the work in pupils' books often enough. The resources the school has at its disposal are used very effectively.

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

Parents are very pleased with school. They feel that their children are expected to work hard and do their best, but rightly feel that they could be given more information about how well they are doing. They are comfortable about approaching the school with problems or suggestions. Pupils like their school. They recognize the high expectations that teachers have of them. They appreciate the way in which their teachers make lessons interesting and fun.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are

- improve handwriting standards
- develop the role of subject co-ordinators in checking pupils' books
- continue efforts to improve the accommodation

and, to meet statutory requirements:

- ensure that all the items of information are provided for parents

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning and subjects

Achievement is **good** overall. The achievement of boys and girls is broadly similar. The achievement of pupils with special educational needs is **good**. Typically, standards in English and science are **above average** compared with all schools.

#### Main strengths and weaknesses

- Typically, pupils achieve well and attain above average standards in English and science
- Overall, pupils achieve best in English
- Handwriting standards are below expectations across the school

#### Commentary

1. The attainment of children joining the school varies widely, but is broadly average overall. Children stay in the reception class for a relatively short time, but make satisfactory progress. Inspection evidence shows that children achieve most of the expected goals by the time they start year 1. They exceed the goals for personal, social and emotional development.
2. The numbers of pupils in each group taking the national tests is small. This year there are only eight in year 6. The nature of successive year groups differs, sometimes greatly, and the proportion with special educational needs rises and falls. The effect of each pupil's performance is far bigger on the small cohorts than in larger schools. This gives rise to marked fluctuations in the results the school achieves. It also makes comparisons of performance year on year, and with similar schools, statistically unreliable. Standards are broadly similar to those found at the time of the last inspection. Pupils with special educational needs make good progress in relation to their prior learning.
3. The results of the 2003 national tests show that pupils at the end of year 2 attained standards in reading and writing that were below average and in mathematics well below average compared with all schools nationally. In comparison with similar schools reading and writing were well below average and in mathematics results were in the lowest five per cent in the country. However, there was an unusually high proportion of pupils in that cohort who had learning difficulties. In contrast, the table below shows that the results attained by pupils at the end of year 6 were above average overall. In comparison with all schools standards in English were in the top five per cent in the country, standards in mathematics were average and in science above average.

#### *Standards in national tests at the end of Year 6 – average point scores in 2003*

Standards in:	School results	National results
English	30.5 (29.0)	26.8 (27.0)
mathematics	27.0 (26.3)	26.8 (26.7)
science	29.5 (30.7)	28.6 (28.3)

*There were 12 pupils in the year group. Figures in brackets are for the previous year*

4. The fairest way to evaluate the school's results is over a period of several years. Using this approach it can be seen that typically pupils at the end of years 2 and 6 attain above average results and achieve well overall. Another indicator is the extent to which pupils make progress between the end of year 2 and Year 6. When compared with other schools with similar results for pupils at the end of year 2 in 1999 the results achieved four years later by pupils in year 6 at



Hailey are well above average. Using this measure, the progress made in English was in the top five per cent in the country.

5. Pupils achieve best in English. The scrutiny of work shows that a rich and varied range of learning experiences contributes strongly to pupils' interest in this subject and their achievements. The consistently good quality of teaching and the pupils' very good attitudes to learning are other key factors. Inspection evidence shows that the standards of the pupils currently reaching the end of year 2 and year 6 are above average in English. However, attainment in handwriting is below the levels expected throughout the school. In mathematics and science the standards are broadly average and achievement is satisfactory.
6. Pupils currently in year 2 attain above the expected level in geography and in line with expected levels in information and communication technology [ICT]. Pupils in year 6 currently attain above the expected level in ICT and in line with the expected levels in geography. Both year 2 and year 6 attain in line with the expected levels in art and design, design and technology and history. In religious education pupils at the end of year 2 attain standards above those set out in the locally agreed syllabus for the subject. The standards of year 6 pupils are in line with those expectations. Although the school makes proper provision for teaching music and physical education it was not possible to see enough lessons to judge pupils' attainment or achievement.

### **Pupils' attitudes, values and other personal qualities**

**This is a strength of the school.** Pupils are highly motivated and **behave well**. Their personal development, including spiritual, moral, social and cultural development is **very good**. Attendance is **satisfactory**.

### **Main strengths and weaknesses**

- Attitudes to learning are very good because pupils think their teachers make lessons fun
- The way pupils' work is celebrated makes them feel highly valued
- Provision for all aspects of spiritual, moral, social and cultural development is very strong
- Registers are not stored in accordance with requirements and there are no systems to monitor lateness

### **Commentary**

7. Pupils are very keen to learn, as they were found to be at the time of the last report. They say this is because their teachers make lessons interesting and fun. This was clearly shown in a year 5/6 mathematics lesson, in which the teacher based her introduction on part of an afternoon television programme. Pupils were given a set of numbers which they had to add, subtract, multiply or divide to find another given number. They were highly motivated to find the correct answer and, as a result, learning was at a very high level.
8. Pupils' efforts are valued and celebrated and this encourages them to try hard and do their best. For example, in an assembly during the inspection, pupils who had made particularly noteworthy achievements during the week were rewarded with a 'five star badge' and an entry into the 'good book', which is on display in the school foyer. The very good start made by a pupil who had just entered the reception class was noted, as were the specific qualities of other recipients of the awards.
9. The school's strong Christian ethos based on 'living and working together' is evident in all aspects of pupils' development. Learning is based on 'values education', a programme that encourages pupils to develop qualities such as honesty, responsibility and friendship. Their spiritual development is very good. They respond very well to opportunities for reflection, prayer and private thoughts. These are made special by the lighting of candles and playing of music.

10. Pupils' social and moral development is also very good because of the strong emphasis that is placed on this aspect of their development. Pupils are fully involved in making up the school rules and deciding on the sanctions that are appropriate for breaking them. Behaviour in lessons and around the school is good. The school council gives pupils the chance to have a say in improving their school and to learn to work together as a democratic society, for example, when deciding on how they would improve the playground facilities. The year 6 'squad' helps younger pupils at lunchtime and in the playground. Other year 6 children help to set up assemblies. These opportunities are helping the oldest pupils to gain a greater understanding of the needs of others and about taking on responsibility. There were three temporary exclusions during the last year, which led to a pupil being permanently excluded because of aggressive behaviour.

**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	86	3	1
White – any other White background	2	0	0
Asian or Asian British – Indian	1	0	0

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

11. There has been good improvement to the way pupils are taught about cultural diversity since the time of the last inspection. In religious education, pupils learn about cultural traditions when studying Islam, Judaism and Sikhism. They have had Indian dance lessons and listened to African drummers. During the inspection, in a geography lesson the younger pupils were using a map of the world to determine where various foods, such as bananas, raisins and oranges, come from.

12. Rates of attendance are satisfactory, and parents make every effort to get their children to school on time. However, registers are not stored in such a way as to make them readily available in the case of an emergency evacuation, and there are no clear systems to monitor late arrivals. Pupils go straight to their classroom rather than reporting to the office, which means that patterns of lateness cannot be checked.

**Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data	5.0	School data	0.4
National data	5.4	National data	0.4

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education is **good**. Teaching and learning are **good**. Assessment is **good**. The curriculum is **good**. The care, support and guidance pupils receive are **good**. The school's links with parents and with other schools are **good**. The links with the community are **very good**.

**Teaching and learning**

The quality of teaching and learning is **good**. The assessment of pupils' work is **good**.

**Main strengths and weaknesses**

- Teachers motivate pupils very well and use resources very well

- The teaching of English, mathematics and science is consistently good
- Assessment arrangements are good, but the best practice is not used consistently
- Well-qualified teaching assistants make a significant contribution to pupils' learning

## Commentary

13. Overall, the quality of teaching is good, as it was during the last inspection. This results in most pupils learning and achieving well. The small amount of unsatisfactory teaching seen at that time has been eliminated and a large majority of lessons are now good or better. Some very good teaching was seen in the junior part of the school. The main characteristics of these lessons were the high expectations, good subject knowledge and enthusiasm of the teachers. Pupils responded very well to the challenges set and worked with good levels of concentration and independence.

### Summary of teaching observed during the inspection in 22 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2	14	6	0	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

14. Throughout the school, teachers work well to encourage pupils and motivate them. Together with insistence on high standards of behaviour, this results in pupils being very attentive and productive. Another strength of the teaching is the very effective use of resources. In many lessons, ICT is used well to boost learning. Examples seen during the inspection included the use of the Internet to research the work of Barbara Hepworth in an art lesson, the composition of poetry on screen and the use of an interactive whiteboard to help develop understanding of how co-ordinates are identified.
15. The teaching of English, mathematics and science observed during the inspection was consistently good. Teachers generally prepare well, conduct lessons in a lively way and provide suitably challenging work for pupils of different abilities. This leads to pupils engaging very well with the teaching and achieving well. However, teachers do not pay enough attention to setting expectations of the standard of handwriting they want pupils to achieve or to marking written work with the objective of improving pupils' skills.
16. The well qualified teaching assistants work closely and effectively with the teachers. Their good support for groups and individuals contributes significantly to the achievement of pupils, especially those with special educational needs.
17. The assessment of pupils' work is good throughout the school. Provision has improved significantly since the last inspection. The weaknesses identified in the last report have been addressed successfully. Teachers now evaluate lessons consistently and use the information they gain to adapt their planning well. A very good combination of helpful marking, related closely to the objectives for the lesson, and the assessment of progress towards achieving small step targets helps teacher and pupils evaluate how effective learning is. However, the use of this system does not yet extend to all classes.

## The curriculum

Overall, curriculum provision is **good**. The school is at the heart of the community and **very good** enrichment is provided through the strong community links. The accommodation and learning resources are **satisfactory** overall.

### Main strengths and weaknesses

- Very good enrichment is provided through strong community links and extracurricular activities

- The curriculum is inclusive and there is good provision for pupils with special educational needs
- A good, broad and balanced curriculum is provided
- There is a good whole school focus on personal, social and emotional development
- The accommodation has improved significantly since the last inspection, but there are still some shortcomings

## Commentary

18. Curriculum provision has developed well since the time of the last inspection. The school provides very good enrichment through its strong community links, including those with the local church. Visitors come into school to work with pupils on a range of interesting projects, such as producing a school newspaper, willow weaving, sculptures and woodland conservation projects. The school makes good use of the extensive school grounds and woodland area, and the new school hall provides increased opportunities for physical education. This is an improvement, since the school grounds were not used sufficiently at the time of the last inspection. A good variety of out of school activities is run, including modern foreign language clubs, tag rugby and a newspaper editorial group. Older pupils benefit from annual residential trips and the younger pupils make a day visit to a local field study centre. These opportunities significantly enhance pupils' learning and contribute strongly to their personal development.
19. The school works well to include and support all its pupils. The number of pupils is small enough to allow the needs of individuals to be known very well, understood and catered for effectively. The provision for pupils with special educational needs is good. The school uses the services of a specialist teacher employed by the L.E.A. to lead this aspect of its work on a part-time basis. A well qualified teaching assistant supports provision for special educational needs day to day. The very good communication between all the parties concerned ensures that this arrangement works well. Individual education plans [IEPs] have clear and specific targets, which pupils, teachers and parents are appropriately involved in drawing up and reviewing.
20. The curriculum is good, broad and balanced, and care is taken to ensure that the needs of pupils in mixed age classes are met. This is achieved through the use of planning based on two year rolling programmes, which takes account of different learning needs, and the careful deployment of teaching assistants to support particular groups.
21. The school places a strong emphasis on pupils' personal, social and emotional development. This enables the youngest children to settle quickly into the school and provides a good framework for the rounded development of all pupils.
22. The accommodation has improved significantly since the last inspection. The provision of a hall has meant that the school now has a fine space for assemblies, productions and meetings, and that gymnastics and dance activities can be carried out on site. However, there is no school library due to the limited space, and this has a negative impact on the development of pupils' library skills. The need for the reception class and years 1 and 2 to share the same temporary classroom results in the noise produced during some activities interfering with the work of other groups. Despite these constraints, curriculum provision for the reception class children is satisfactory overall. Staff make effective use of the newly developed secure outdoor play area to provide an additional range of learning opportunities for the youngest children. The school has sufficient suitably qualified teachers to meet the demands of the curriculum. It has a good number of teaching assistants; many are very well qualified.

## Care, guidance and support

Care for pupils is **good**. They are given **good** advice and guidance about their academic and personal development. Their involvement in the work of the school is **good**.

## Main strengths and weaknesses

- Pupils' needs are very well known by the staff

- There are effective procedures for child protection
- Health and safety procedures are good overall, but the toilet in the portable classroom is not suitable

### Commentary

23. Pupils are taken care of well. The family atmosphere within the school ensures that they are very well known and that parents have free access to the staff so they can make them aware of any concerns. Teachers can also alert parents quickly if they have any worries. Relationships between adults and pupils are very positive and pupils feel that their teachers are fair. They are also confident that they will help them if they get stuck with their work or have a personal problem. The pupils are very sure that there is no bullying at their school, but feel confident that it would be sorted out quickly if it did happen.
24. The school involves pupils well through the work of the school council. The suggestions of the representatives are acted upon and result in improvements, such as to new markings on the playground to provide play opportunities.
25. All staff are trained in matters of child protection. They are also very vigilant when supervising the pupils, particularly when they are at play.
26. The toilet facilities in the portable classroom, which houses the reception class and years 1 and 2, are unsuitable. There is only one toilet for 38 children and it is of an adult size, which makes it difficult for children to use properly.

### Partnership with parents, other schools and the community

Links with parents and other schools are **good** and contribute positively to pupils' achievements. Links with the community are **very good** and used very well to enhance pupils' learning.

### Main strengths and weaknesses

- Parents get very good information about the school
- The information parents get about their child's progress is not as good as it could be
- Very strong community links make a positive contribution to pupils' learning
- Partnership with other local schools is effective

### Commentary

27. The termly 'Telegraph' which pupils in years 4, 5 and 6 help to produce, together with regular newsletters and articles in the parish magazine, keep both parents and the community very well informed about school life. The prospectus and governors' annual report to parents are informative and nicely presented. However, the governors' report does not give enough information about their plans to improve access for the disabled.
28. Parents are supportive of the school and their child's learning. They take the completion of homework seriously. A number of parents who attended the pre-inspection meeting were worried that there was not enough feedback about how well homework was completed. However, inspection findings show that homework is marked regularly and discussed fully with pupils. Parents' concerns about how well they are kept informed about how their child is getting on are justified. Whilst they are satisfactory, only the best year-end reports give full details about how much progress children have made over the year and what they need to do to move on in their learning. Additionally, although an open door policy is maintained, there is only one formal occasion during the year at which parents are invited to discuss their child's progress.
29. Very strong community links enhance pupils' learning, as do the close links with other local schools. The 'Friends' association organizes a monthly coffee morning in the village hall where members of the community can find out about the work pupils are doing. Children are involved

in all of the village festivities, for example, helping to decorate the church for the flower festival. The school nurse and local police constable are taking part in the upcoming 'health and safety week', during which pupils will learn about safe and healthy living. Teachers from the secondary school give extracurricular language lessons in French and German and pupils have been invited to help draw up a common behaviour policy for all of the local schools. Links with the pre-school on the school site are particularly strong and help to pave the way for children's very smooth transition to formal education.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are **good**. The quality of leadership by the headteacher is **good**. The quality of governance is **good**.

### **Main strengths and weaknesses**

- Good leadership by the new headteacher has created a strong sense of direction
- The governing body is very supportive and proactive
- Analysis of standards is central to the school's review of its effectiveness
- Subject co-ordinators lead well, although some aspects of their monitoring are underdeveloped
- The resources the school has at its disposal are used very effectively

### **Commentary**

30. The headteacher, governors, staff and pupils work together very well in a school at the heart of its community, which has a positive, welcoming ethos reflecting its Christian foundation.
31. The new headteacher has worked very hard and effectively since her arrival. Her good leadership skills have enabled her to achieve a great deal in a short time. She has built a very good team spirit and created a strong sense of direction. She has also created very good working relationships with governors and staff. It is too early to judge the impact of her work on standards, but there is strong shared determination to move the school forward.
32. The governing body is very committed and supportive. It is led very well by its chairman, who has a clear understanding of the interrelationship between the different elements such as school development planning and performance management. Governors convey a clear sense that pupils are at the centre of their work and show a strong commitment to performing their roles as well as possible. They are closely involved in the life and work of the school and have developed a very good understanding of its strengths and weaknesses. This is achieved through visits, some of which allow them to monitor the work in classrooms. Good measures are in place to enable governors to monitor progress towards the achievement of school improvement objectives, but the governing body is not sufficiently involved in drawing up the improvement plan. Governors are confident and questioning and hold the school to account for its performance. They are very proactive in attempts to improve the provision for the reception class.
33. The headteacher manages the school well. Day to day administration is smooth and efficient; the school secretary works effectively with the headteacher to achieve this. The analysis of the standards achieved by pupils is central to the school's approach to self-review and the headteacher has introduced a computer program to enhance this process. She has also provided training for subject co-ordinators in evaluating attainment information.
34. Subject co-ordinators provide good leadership. They are supportive of colleagues and each other, and provide good role models for staff and pupils. However, the monitoring role of some is not fully effective. The standards that pupils attain are checked through examining samples of work collected specifically for that purpose, but not enough attention is paid to looking regularly at the work in pupils' books. As a result, the school does not have a broad enough view of the development of skills, for example, in handwriting.

35. The resources available to the school are managed very well and the governing body plays a full part in this. Detailed spending plans allow the little disposable income the school has to be juggled successfully. Financial control is highly efficient; the three recommendations of the last auditors' report have been addressed fully. Forward financial planning is a strong feature of the school's provision, with three year outline proposals in place. The large surplus shown in the table below has been accumulated to fund improvements to staffing and the accommodation.

***Financial information for the year April 2003 to March 2004***

Income and expenditure (£)	
Total income	324 365
Total expenditure	265 268
Expenditure per pupil	3235

Balances (£)	
Balance from previous year	47 694
Balance carried forward to the next	59 097

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Children enter the reception class during the term in which they will be five, on a part-time or full-time basis. The majority of the children have had the benefit of attending the local on-site pre-school group, with which the school has developed particularly close and effective links. Due to the small number of children, the reception class children who attend on a full-time basis currently join with the pupils in the year 1/2 class during the afternoon sessions. All share the same temporary accommodation. The school plans to expand staffing in the future to make provision for new admission arrangements.

Leadership is good and management satisfactory. The headteacher has taken a key role in developing the provision for the youngest children in the school. She has been instrumental in bringing about the new secure outdoor play area and increased resources for learning. The new outdoor area is well planned, but has no covered area. This limits opportunities for outdoor exploratory investigations and using large apparatus during poor weather. When the very capable teaching assistants are deployed to provide small group support during afternoon sessions the learning needs of the youngest children are met appropriately.

Despite the relatively short time they spend in the reception class, children's achievement in the key area of personal, social and emotional development is good. Achievement is satisfactory in communication literacy and language, mathematical development and knowledge and understanding of the world. No judgement is made on physical or creative development, as it was not possible to observe enough work in these areas.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision in personal, social and emotional development is **good**.

#### **Main strengths and weaknesses**

- Children develop positive attitudes and good skills as learners
- Staff provide good role models and encourage independence and good behaviour

#### **Commentary**

36. The strong Christian ethos of the school provides children with a clear understanding of caring and sharing within the classroom. The school rules are explained from the start and staff take time to explain to children the difference between right and wrong actions. Children enjoy learning stories from the bible and start to learn about a range of religious celebrations and special events in the lives of others and to respect individual differences. Children with special educational needs are provided with good support and encouraged to take a full part in classroom activities. Staff encourage children to develop independence and self help. For example, children are given choices for selecting appropriate equipment when undertaking modelling using recyclable materials or designing a boat to carry toy animals. Staff provide good role models of courtesy and respect, and this helps children to learn to take turns. The majority of children are likely to achieve above the expected levels in this area by the end of the year, with a few less experienced children still consolidating their self-help skills and independence.

### **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in communication, language and literacy is **good**.



## **Main strengths and weaknesses**

- Letter sounds are taught well through oral games
- Children have good opportunities to develop early writing and reading skills

## **Commentary**

37. Teaching in this area is good and children have frequent opportunities to record ideas and to develop early writing skills. Staff demonstrate the process of writing clearly and talk with children about letter sounds and letter formation as they engage with tasks such as recording personal news and simple stories. Children learn the names of initial sounds through motivating games which they enjoy playing. Parent volunteers play a valuable role in sharing reading books with children, and home-school reading records are well-maintained. Children learn to write their names with increasing accuracy and enjoy experimenting with writing using a variety of materials. Staff read and talk about a good range of stories, such as 'Mr Gumpy's Outing' and these are eagerly enjoyed. The majority of children are likely to reach the expected goals set for this stage by the end of the year, with a few children achieving above this level.

## **MATHEMATICAL DEVELOPMENT**

Provision in this area is **satisfactory**.

## **Main strengths and weaknesses**

- Number skills are taught well through games and activities
- Teachers provide children with good first-hand exploration of mathematics through investigative play

## **Commentary**

38. Good teaching was observed in this area. Lively approaches encourage children to build on their early knowledge of numbers, shape and size through counting games, ordering and number rhymes. Children gain early experience in recording numbers and in solving simple mathematical problems, such as 'How many animals will fit into your boat?' During outdoor play, children have good opportunities to investigate mathematical ideas through exploratory sand and water play. The majority of children are likely to achieve the goals set for this age by the end of their time in the reception year, with a few children achieving above this level.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision in this area is **satisfactory**.

## **Main strengths and weaknesses**

- A good range of first-hand exploratory experiences is provided, but computers are placed too high in the classroom
- The use of the outdoor learning area is planned well

## **Commentary**

39. Teaching in this area is satisfactory, with some good features. Good teaching takes place when the outdoor play area is well-organised and planned for exploratory scientific and technological play. For example, children at the water tray were encouraged to design a boat which would float, after hearing the story of 'Mr Gumpy's Outing'. When working with their older classmates in the year 1/2 class, full-time reception class children make satisfactory gains in learning to sort pictures into sets of insects, plants and animals because they are assisted by an adult. The children are fascinated by watching the growth of beans and enjoy close observation through the good provision of magnifying glasses. Satisfactory use is made of computers in the classroom,

although these are placed at too high a level in the room for easy independent access. The majority of children are likely to reach the goals expected for this age.

## **PHYSICAL DEVELOPMENT AND CREATIVE DEVELOPMENT**

### **Commentary**

40. Although the school gives children appropriate experience in these areas, it was not possible to evaluate the overall provision, teaching or achievement. However, planning indicates that sufficient opportunities are provided to develop children's knowledge, skills and understanding. Children learn to use scissors and handle a range of tools with increasing skill, and show obvious enjoyment of the satisfactory range of wheeled vehicles available for use in the new outdoor play area. Children also benefit from the use of the large new hall for physical activities and enjoy handling small apparatus such as balls and beanbags outdoors.
41. The children have regular opportunities to use paints and a range of other art materials. During the inspection, they enjoyed painting a very large picture of 'Mr Gumpy's Outing' together outdoors. The full-time children are challenged to make outdoor sculptures with more experienced classmates in years 1 and 2, using large cobbles and sticks. Although a small area of the room is set aside for role play, there is scope to extend the provision to encourage more independent imaginative play.

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH**

Provision in English is **good**.

#### **Main strengths and weaknesses**

- Standards are good and pupils achieve well, but handwriting is unsatisfactory
- Good teaching, learning and pupils' positive attitudes boost achievement
- Constructive marking and target setting enhance progress, but practice is not consistent
- Provision has improved well since the last inspection and the curriculum is rich and varied

### **Commentary**

42. The standards of the pupils currently reaching the end of year 2 and year 6 are above average and their achievement is good. Pupils with special educational needs make good progress in relation to their prior attainment. More able pupils achieve well. Standards are higher now than at the time of the last inspection. Pupils in year 2 spell well. Their teacher finds good ways of helping them to remember how to plan their work, such as the outline of a hand, with each finger reminding the pupils of things to include, such as the feelings of the characters. As a result, pupils create stories such as 'Phoebe's Muddy Day', which are sequenced well and hold the reader's attention successfully. The writing of pupils in year 6 is lively and thoughtful. They choose words carefully, preferring more adult ones, such as 'problematic'. In a poem about school days, one wrote "The wanting burns strongly".
43. The good teaching and learning found across the school and the very positive attitudes of most pupils are key factors supporting good achievement. Generally, high expectations of what pupils can achieve spur pupils on. The use of correct and challenging vocabulary - 'dialogue' and 'character' with pupils in years 1 and 2 and 'causal connectives' with those in years 5 and 6 – enhances learning significantly. When the teaching is challenging and very good questions are posed pupils respond very well, as in a year 3/4 lesson in which one pupil identified 'The sky smiled a rainbow' as personification. Although spelling standards are at least satisfactory and many pupils use words to good effect, dictionaries and thesauruses are not always used at appropriate times. Pupils work very hard in lessons, applying themselves and concentrating very well.

44. Pupils in years 5 and 6 have a very good understanding of how well they are learning in some aspects of their work. Helpful marking gives pupils a clear idea of how to improve their work. This is often very effective because the teacher shares the objective for the lesson, orally and in writing, before the tasks are begun. The pupil records the objective before starting work. The marking is focussed on how well the objective has been met. Both pupils and teachers make assessments, recorded on the same chart, of whether the next step in learning has been achieved. Dates on which steps are achieved are noted and individual targets challenge pupils of all abilities. However, this practice is not used throughout the school. Occasionally the recording of objectives by pupils can slow the pace of lessons, when several objectives have been set. Pupils in years 1 and 2 are not yet sufficiently involved in setting targets for improvement, although this is planned.
45. The arrangements for developing pupils' handwriting skills are not systematic enough. Pupils' work shows a mixed picture with some attaining broadly satisfactory standards of handwriting and others falling some way behind what is expected of their age group. This weakness is due to the lack of an agreed programme for teaching skills, the need to review the handwriting policy and to check the work in pupils' books more systematically. The script taught to pupils does not feature letters which have an upward stroke to encourage joins, and not all teachers present a suitable model in their writing in lessons or in their marking.
46. At the time of the last inspection there was no subject co-ordinator for the whole school. The current post-holder fulfils that function and has worked well to raise standards. A good assessment system is now in place, which is based on recording national curriculum levels of attainment – a weakness at the time of the last inspection. In-service training has been facilitated and productive links established with a school recognized for its good practice. The provision of an after-school writing club, run jointly by the subject co-ordinator and the headteacher and open to all pupils, helps to raise standards. The visits from professional writers to all classes make a very effective contribution to increasing pupils' interest and understanding.

### **Language and literacy across the curriculum**

47. Although opportunities to develop pupils' writing skills in other subjects are not planned systematically teachers provide good opportunities for this. Their awareness of the need to do so is clear from the inclusion of, for example, science reports in pupils' English books. One of the outcomes of their efforts is a rich and varied English curriculum, which includes debates on a variety of topics, accounts of historical research and many forms of writing undertaken in religious education lessons.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Subject leadership is strong and good teaching helps pupils to learn effectively, but the presentation of work is occasionally careless
  - Good monitoring and assessment procedures enable teachers to target pupils in need of additional support, but the organisation of groups is sometimes inefficient
  - Good use is made of ICT to develop mathematical skills
48. Pupils currently in year 6 make satisfactory progress in developing mathematical knowledge and understanding and reach average standards. A few more able pupils attain above average standards. Pupils represent and interpret data in frequency tables and draw up grouped bar charts to show the performance of different countries in the Olympics. Pupils mentally multiply two-digit numbers by two-digit numbers, understand the use of decimal points, confidently use fractions and work out percentages. Year 2 pupils also make satisfactory progress and reach

average standards. Pupils in year 2 enjoy the challenge of making up number stories using addition, subtraction, multiplication and division operations involving increasingly complex numbers. They know about the properties of different shapes and undertake simple addition and subtraction of money. They can order numbers in the correct sequence from one to one hundred, and the most able explain clearly how they carry out two-digit addition sums in their head. The scrutiny of pupils' work reveals some variance in standards of presentation. Although most pupils learn to present work methodically, some older pupils forget to use rulers or to set out work neatly and this sometimes leads to errors.

49. Teaching is consistently good and as a result pupils learn well. Recent improvements in the quality of teaching have yet to be reflected in the results achieved by the school. Teaching is sometimes very good, when lively pace and enthusiastic teaching inspires pupils to rise to new mathematical challenges, such as when year 6 pupils explore a set of data and find both the mean and the median. Behaviour is good in lessons, as teaching methods are imaginative and good use is made of short, quick-fire games at the start of lessons to enthuse both boys and girls. Lessons are appropriately planned using the framework of the national numeracy strategy to meet the needs of pupils of different abilities. Teachers make good use of on-going assessment information to adapt and modify plans. However, the organisation of groups is inefficient in some lessons. For example, pupils in the year 1/2 class are all taught mathematics at the same time, but each of the year groups is split into its own ability groups, rather than all the pupils being grouped by ability irrespective of age.
50. Increased use is made of ICT as an integral part of mathematics teaching. This is an improvement since the last inspection when computers were not used enough. In a lesson for pupils in years 3 and 4 computers were used very well to reinforce understanding of turns, with pupils having to give instructions to a 'screen turtle' to follow a given path.
51. Leadership of the subject is good and it is managed well by the knowledgeable and enthusiastic co-ordinator. She is relatively new to the post and more time is needed for the impact of her work to be seen in higher standards across the school. She has made particularly effective use of release time to monitor developments in teaching and to undertake further specialist training. This represents good improvement in this aspect of provision since the last inspection. Learning resources are plentiful and organised well. As part of an effective strategy to raise overall standards, the school has provided additional training for teaching assistants in order to target pupils in years 3 and 5 likely to benefit from additional support. Teachers' marking of written work is good and informs pupils of what they need to do to improve. Pupils are well-informed about their individual targets for improvement.

### **Mathematics across the curriculum**

52. Pupils have satisfactory opportunities to develop mathematical skills through, for example, the use of accurate measurement in design technology tasks, conducting scientific experiments and recording and analysing scientific data.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Pupils generally attain high standards and achieve well by the time they leave the school
- Good teaching leads pupils to learn well
- The school grounds and very good links with the community enhance learning
- Good work by the subject co-ordinator is helping to bring about improvements
- Pupils' work is not checked closely enough

## **Commentary**

53. The standards of the pupils currently reaching the end of year 2 and year 6 are broadly average and their achievement is satisfactory. However, the results of the last three years show that typically pupils attain high standards by the time they leave the school and achieve well. Achievement and standards are often very good. Standards overall are as high as at the time of the last inspection.
54. Good teaching results in pupils learning well. Much work is done practically by pupils. First-hand experience of forces allows year 2 pupils to apply their knowledge by drawing toys which depend on pushes and pulls to work. The strong emphasis placed on investigative experience results in pupils of this age working above the expected level in some aspects of this area. For example, in an experiment about ice cubes they begin to explain why the testing is fair. Pupils in years 3 to 6 respond well to the good expectations of their teachers who encourage them to think as scientists. As a result, even pupils in year 3 recognize the need to repeat experiments in order to make the results more reliable. In a lesson about the conditions needed for plant growth the high level of challenge resulted in pupils in years 3 and 4 deciding how they should conduct their experiments. Most pupils join in lessons enthusiastically. During the inspection, when the teacher of years 5 and 6 said that she had to stop taking answers about the phases of the moon, groans of disappointment arose.
55. Teachers make good use of an extensive site, which includes land suitable for investigative work about plants and creatures. A very good link established with the organisation responsible for local woodland also enhances pupils' learning. In a recent initiative every pupil planted a tree and attended the royal opening of the community wood by Prince Charles.
56. The subject co-ordinator is relatively new to the post, but leads and manages well. Work to improve performance in the investigative aspects of science has helped teachers to become more knowledgeable and confident. Good use of L.E.A. advisory staff to teach demonstration lessons has contributed to the success of this initiative. The co-ordinator's revision of the subject policy and curricular planning has also improved the guidance to teachers. Selected pieces of work are examined periodically. However, the work in pupils' books is not checked closely enough. As a result, pupils do not always record their work carefully enough.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

Work in information and communication technology was sampled. Its use in a range of lessons was evaluated, a representative sample of pupils' work was scrutinised and teachers' planning and assessment records were examined. Discussions were held with pupils.

## **Commentary**

57. Standards are in line with those expected at the end of year 2 and above by the end of year 6. The standards found during the last inspection have been maintained, despite the fact that national expectations of what pupils should be able to do have risen since that time. The high level of enthusiasm for ICT and the significant improvements to provision have helped to maintain standards. Pupils in year 2 achieve appropriately. They make good use of the Internet to find information. For example, they recently accessed the website of a local author to help with their English work. They give instructions to an electronic toy 'Roamer' to follow a prescribed path. Year 6 pupils achieve well. They produce high quality multimedia presentations in which they make good use of hyperlinks. Some of those spoken to had created slide shows about a musician in which the user can choose to listen to excerpts of his music. Pupils in year 6 evaluate the use of ICT, discussing, for example, the advantages and disadvantages of different forms such as CD ROM technology. However, pupils do not have the opportunity to use ICT to investigate imaginary situations.
58. No judgement is made of the quality of teaching and learning because no lessons were observed. However, in most of the lessons, where it was appropriate, teachers made good use

of ICT. Very good examples were seen in a range of subjects in year 3/4 where the classroom is equipped with an interactive whiteboard. In a science lesson, pupils confidently used this to construct a spreadsheet to record their findings from a recent experiment and used a datalogger as part of their work on plants. The teachers are knowledgeable and confident. However, although pupils' keyboard skills are satisfactory, more care is needed to ensure that whichever partner is typing, he or she is seated directly in front of the keypad. Pupils apply themselves very well to their tasks and co-operate very effectively.

59. The co-ordinator has been in post for a relatively short time, but her work has already improved provision. She has made good use of L.E.A. staff to review the school's policy and monitor the quality of lessons. The school is well-resourced, with a good ratio of pupils to computers. All the machines are networked and pupils enjoy sending emails to the headteacher. A well-subscribed computer club helps to raise standards. A comprehensive action plan has been effective in bringing about further improvements, such as the creation of a portfolio of work samples to assist teachers in assessing pupils' attainment. Plans are in place to provide each classroom with an interactive whiteboard. The weakness in planning to ensure the development in skills, identified in the last inspection report, has been addressed successfully.

### **Information and communication technology across the curriculum**

60. Pupils' skills are developed well through work in other subjects and ICT is used effectively to support work across the curriculum. Pupils in year 2 develop literacy skills by word-processing character profiles, such as one about 'The Wicked Queen.' They research food and nutrition on the Internet in science lessons and carry out mathematics tasks by creating graphs. In year 6 pupils interrogate databases as part of their science work on planets. They produce good work about the Witney workhouse in history lessons and use art programs to illustrate their poems.

## **HUMANITIES**

Subjects in this curriculum area were sampled. Too few lessons were observed to make overall judgements about provision. Samples of pupils' work were scrutinised, discussions were held with pupils and teachers' planning was examined.

### **Religious education (RE)**

61. At the end of year 2 pupils reach above average standards. They write thoughtful accounts of stories from the Bible and show a good early understanding of a range of beliefs, special events and celebrations. Planning is detailed and the headteacher regularly monitors teaching and pupils' work. Sound links are made between RE and whole school assemblies, where work is celebrated and children are invited to contribute their own prayer compositions. By the end of year 6, pupils reach the levels of attainment expected in the locally agreed syllabus. They learn about important features of Islam and write letters based on imagined visits to Mecca. As part of work undertaken on sacred texts they learn about religious observances within Judaism and Christianity. Pupils in years 3 and 4 enjoy making a 'special book' and identify which stories they should place within the old and new testaments of the Bible. No overall judgement is made on teaching as it was only possible to observe one lesson. However, pupils' work and discussions suggest that it is likely to be at least satisfactory.
62. The school meets the requirements of the locally agreed syllabus for religious education and the headteacher provides strong subject leadership. The close links with the local church and with the local community mean that pupils have good opportunities to develop their knowledge and understanding of both Christian traditions and those of other world faiths, through visitors into school, shared celebrations and visits. For example, pupils visit the local church to explore the significance of different features and a parent visitor explains aspects of family religious observances within Hinduism.

## Geography and history

63. Overall pupils at the end of years 2 and 6 attain standards in line with the expected levels. In geography at the end of year 2 standards are above the expected level.
64. Lessons and pupils' work indicate that the quality of teaching and learning is good in geography. The high expectations of the teacher result in year 2 pupils working above the expected level, for instance, in interpreting maps of different scales and starting to communicate using geographical terms. For example, one pupil wrote: 'Oxford is an inland city.' Only one lesson was observed in history. The very good use of resources enhances the progress that pupils make in year 2. For example, someone who attended the school many years ago visits and answers questions devised by the pupils about the differences in school life then and now.
65. A good deal of rigour is evident in the history teaching in year 6. Consequently, pupils develop a good factual knowledge of life in Ancient Greece. Their studies are wide-ranging and include architecture, philosophy and language. They develop a clear understanding of the similarities and differences between their own lives and those of the Ancient Greeks. Their use of timelines helps them to recall dates, such as the start of the first Peloponnesian war. In geography, their studies of contrasting settlements, such as Falmouth, help them to understand the importance of location. However, not enough demands are made on pupils to present their work carefully and form their handwriting well.
66. The school took a full part in the recent national 'Geography Action Week'. Pupils enjoyed engaging in local studies and producing posters illustrating themes such as sustainability.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Subjects in this curriculum area were sampled. Too few lessons were observed to make overall judgements about provision in design and technology, music and physical education. Samples of pupils' work were scrutinised, discussions were held with pupils, and teachers' planning was examined.

### Art and design

Overall provision is **good**.

### Main strengths and weaknesses

- Teaching in years 3 and 4 is very good
- A good range of art activities is planned

### Commentary

67. By the end of year 2 and year 6 pupils reach average standards and produce lively work. For example pupils in the year 5/6 class create clay pots in the style of Clarice Cliff and well-observed large paintings of Ancient Greek urns. Pupils in years 1 and 2 use a variety of art materials to make lively collages, prints, paintings and drawings.
68. Teaching is of good quality overall. Two lessons were observed during the inspection. A very good lesson in the year 3/4 class was characterised by very high expectations of behaviour, challenging work on critical appreciation of the work of Barbara Hepworth and very well-organised three-dimensional work using clay to create sculptures. The pupils thoroughly enjoyed this lesson. Very good links were made with ICT when groups of pupils undertook independent research on selected web sites to find out more about the sculptress and her life. In a lively lesson pupils in the year 1/ 2 class excitedly constructed outdoor sculptures using large cobbles and sticks. Good use was made of a digital camera to record this work for future class discussion. Pupils throughout the school have good opportunities to undertake a range of art

work, including large sculptures made by year 3 and 4 pupils during a recent art event with a visiting artist.

### **Design and technology (DT)**

69. Pupils reach the expected levels of attainment by the end of years 2 and 6. Those in years 5 and 6 show much enthusiasm when testing out the moon buggies which they have designed. They are encouraged to evaluate their designs and to suggest ways of improving these, in the light of testing. They make appropriate use of their scientific knowledge and understanding when using electrical circuits which include motors and switches. Pupils also design and make original and carefully constructed slippers, and consider the effectiveness of different types of joins when doing so. Pupils in the year 3/4 class construct models in DT which make good use of their scientific focus on pneumatics.
70. Early technological skills are appropriately developed in the year 1/2 class through, for example, constructing model playground equipment using cardboard and paper, and designing and making Jacob's coat of many colours. From the earliest stages the pupils learn to record what equipment they are likely to need and are encouraged to evaluate how they might improve designs. For example, children suggested that they might improve on the quality of their stitching when making the coats. Discussion with pupils shows that they take pride in their work and enjoy the practical challenges set by their teachers.

### **Music**

71. The school makes effective use of a commercially-produced programme of work to help non-specialist teachers to plan lessons. Provision is significantly enhanced by weekly lessons for each class from a specialist teacher. Pupils enjoy music making. For example, pupils in year 2 sang a selection of songs for a forthcoming concert at the local secondary school, with enthusiasm and clear diction. Year 6 pupils undertake group compositions based on the landing on the moon using CD Rom clips, taped music tracks and a variety of sounds. They successfully create changes in timbre and pitch, and very much enjoy building their atmospheric compositions. The school places appropriate emphasis on developing pupils' knowledge and understanding of a range of composers. The work of Gustav Holst and the 'Planets Suite' was used as an assembly theme throughout the week to develop critical appreciation.

### **Physical education**

72. In the single lesson observed, pupils attained satisfactory standards in throwing and catching small apparatus such as beanbags and balls. The good management skills of the teacher resulted in pupils listening carefully to instructions and working with good levels of control. Their very good attitudes to learning enhanced the progress they made. The teacher's careful selection of tasks that became progressively more difficult ensured that pupils gained satisfaction from seeing their skills improve.

### **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

No lessons were seen and no judgement is made of the overall provision.

73. A strong emphasis on personal, social and health education encourages pupils to take responsibility for their own well-being and care. The school has good links with the local police, the school nurse and the fire service. It provides suitable sex education and has appropriate programmes about drugs awareness and substance abuse. Parents are consulted well about this provision. Pupils show sensitivity to different viewpoints during discussions and evidence from their written work reveals growing maturity. By the age of eleven, pupils are able to reflect thoughtfully upon their feelings and their past actions. The school is currently involved in the national 'Healthy Schools' initiative to promote healthy eating, a healthy lifestyle and emotional well-being.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*