

INSPECTION REPORT

NORTH LEIGH CE PRIMARY SCHOOL

North Leigh

LEA area: Oxfordshire

Unique reference number: 123112

Headteacher: Mrs P Price

Lead inspector: Mr R Burgess

Dates of inspection: 5–7 July 2004

Inspection number: 257042

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4–11 years
Gender of pupils:	Mixed
Number on roll:	137
School address:	Park Road North Leigh Witney Oxfordshire
Postcode:	OX29 6SS
Telephone number:	01993 881525
Fax number:	01993 881525
Appropriate authority:	The governing body
Name of chair of governors:	Mrs M Mitchell
Date of previous inspection:	5 March 1998

CHARACTERISTICS OF THE SCHOOL

The school is situated in North Leigh, to the north-east of Witney. It is smaller than most primary schools, with 137 pupils on roll, aged between four and eleven years. The school serves the immediate community but also admits pupils from a wider area. The pupils come from a range of social backgrounds. The proportion of boys and girls varies significantly in different year groups. There are three mixed-age classes for Years 3 to 6 and two classes for all other year groups. The school admits children to the Reception class after their fourth birthday. Children's attainment on entry is average. The majority of pupils are from white ethnic backgrounds. There is one pupil with English as an additional language. Eighteen per cent of pupils have special educational needs, which is similar to the average. Four children have a Statement of Special Educational Needs because they require considerable help with their learning, which is above the national average. The number of pupils in receipt of free school meals is below average. Since the last inspection in 1998 the school has achieved Investors in People status in 2002. It is also a partner school in the European Comenius project with partner schools in Germany, Poland and Spain.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20950	R W Burgess	Lead inspector	Mathematics Art and design Design and technology Physical education Personal, social and health education
9756	K Parsons	Lay inspector	
34532	H Wiseman	Team inspector	English Information and communication technology Music Religious education Special Educational Needs
22421	V McGrath	Team inspector	Science Geography History Foundation Stage

The inspection contractor was:

Cambridge Education Associates Ltd
Demeter House
Station Road
Cambridge
CB1 2RS

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school. The leadership of the headteacher and governing body is good. Standards are above national averages by the end of Year 6. Teaching and learning are good, with some very good features, resulting in good learning in classrooms. The school provides good value for money.

The school's main strengths and weaknesses are:

- Leadership and management by the headteacher and governing body are good.
- Most of the teaching is good, with very good teaching in Years 4 to 6.
- The school makes very good provision for pupils' personal development.
- Expectations of what pupils in Years 1 to 3 can achieve are too low.
- Provision for children in the Reception class is good.
- Activities to enrich the curriculum are very good.
- Improvements could be made in assessment and the use of this information to inform pupils how they could improve.
- The role of subject co-ordinators is underdeveloped.

The school was last inspected in March 1998 and has made a good improvement since then, addressing effectively most of the issues raised. There has been a very good improvement in provision for the children in the Reception class, which is now good. The school recognises that assessment and its use needs to be further improved. Progress in addressing this has been affected by staff changes and the extended leave of absence of some staff.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	C	C	D
Mathematics	C	B	E	E
Science	C	C	B	C

*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.*

Achievement is good, overall. Pupils with learning difficulties and those for whom English is an additional language achieve well. Standards in the Reception class are good in all areas of learning. The children are achieving well because of good teaching. In Year 2, achievement is only satisfactory, with too few pupils attaining above the levels expected for their age. Standards in speaking and listening and reading are similar to those expected and in writing and science are below those expected. Standards are average in mathematics, information and communication technology (ICT), art and design and religious education (RE). They are above average in physical education (PE). In Year 6, standards in English, mathematics, science, ICT, art and design and PE are above average. They are satisfactory in RE.

Pupils' personal development is very good. Their moral and social development is very good. Their spiritual and cultural development is good. Attitudes and behaviour are good. Most pupils behave well in class and have positive attitudes to school. The staff have high expectations of the pupils behaviour and teach the differences between right and wrong very well. The pupils like coming to school. They are punctual. Attendance is good.

QUALITY OF EDUCATION

The quality of education provided is good. Teaching and learning are good, overall. There is very good teaching for older pupils in Years 4 to 6. The good quality teaching is resulting in good learning and improved standards. In the Reception class lessons are planned very well, which leads to good learning. In the classes for the older Year 4 to 6 pupils, good use is made of assessment to plan future work. As a result, expectations are high and pupils learn well. Throughout the school the good support staff help the pupils with learning difficulties to make equally good progress.

The quality and range of the curriculum are good in the Reception classes, and satisfactory elsewhere. Pupils benefit from the very good curricular links which have been developed through the school's Comenius partnership with other European schools. Throughout the school, pupils with potential difficulties are identified early and given very good levels of support. Pupils make good progress towards their individual targets. All pupils learn effectively in a secure environment where health and safety provision is fully in place, along with child protection. Links with parents, the community and other schools are good.

LEADERSHIP AND MANAGEMENT

The headteacher shows good leadership and since her appointment in January 2004 has made a very good analysis of the areas to be improved to raise standards and the quality of provision. She is well supported by the governing body. **Management is good, overall**; there is a shared vision and determination to improve standards and the quality of educational provision. The school recognises that the role of other staff has yet to be fully developed and has good plans for this to take place in the autumn term. The governance of the school is good. Governors are a committed team who know and understand the school well. There is a continuing review of the way the school is heading and all aspects of the work of the school are kept under constant assessment. It has good resources, which are used effectively for the benefit of all its pupils.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Questionnaires and comments received from most parents were positive and supportive of the school. A small but significant number of parents expressed concerns about the behaviour of a small number of pupils. The school is addressing this problem well. Responses from pupils indicate they feel they are given good opportunities for taking responsibilities. Almost all said they like school and find their work interesting.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Improve the consistency in assessment procedures and the use of information gained to help pupils know what they should do to improve and establish clear precise targets for future learning.
- Share existing best practice to further raise teacher expectations to ensure that all pupils receive appropriate challenge in work set.
- Improve opportunities for all staff to play a full role in the leadership and management of their different areas of responsibility.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve well in the Foundation Stage and, by the end of the Reception year, attain above average standards in almost all areas of learning. This achievement is not maintained in Years 1 to 3, where progress is satisfactory. It improves in Years 4 to 6, accelerating towards the top of the school, where achievement is good.

Main strengths and weaknesses

- Pupils in the Foundation Stage achieve well.
- Achievement, while sound, overall, is not consistent throughout the school.
- Pupils in the senior classes achieve well in English, mathematics, science, information and communication technology and physical education.
- Provision is good for pupils with special educational needs because of individual support.

Commentary

1. Test results at Year 6 have improved at a slower rate than the national trend, although they were better than those observed at the last inspection where substantial improvement was required. The number of pupils in each year group is small, which makes a close analysis of statistics unreliable. The attainment of current Year 6 pupils is above national expectations in English, science and mathematics and they are achieving well. Teaching is successful in placing a strong emphasis on developing pupils' literacy skills and standards are rising in reading and writing. In mathematics, good teaching is raising pupils' confidence and extending their command of number so that pupils learn well and their attainment is rising.
2. Pupils' attainment in ICT is above national expectations due to the additional facilities available in religious education is in line with those expected and pupils achieve satisfactorily.
3. There are no significant differences between the achievement of boys and girls. Pupils with special educational needs achieve well throughout the school. Provision for these pupils is good. They are well supported by teachers and teaching assistants. There is also good support from local support services. Pupils make good progress towards the targets set for them and care is taken by the support assistants to ensure that these pupils are as fully involved in the lessons as they can be. Due to careful planning of challenging and relevant tasks by teachers in the senior classes, the most capable pupils also achieve well.

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

Standards in:	School results	National results
English	27.0 (27.6)	26.8 (27.0)
Mathematics	25.2 (27.8)	26.8 (26.7)
Science	29.8 (29.0)	28.6 (28.3)

There were 17 pupils in the year group. Figures in brackets are for the previous year.

4. Year 2 pupils' results in reading, writing and mathematics in 2003 were above average in reading and well above average in mathematics but well below average in writing. Current standards in reading and writing are below those found in most schools. This is as a result of insufficient challenge for the higher attaining pupils. Pupils' attainment in science is below

national expectations because they do not have enough opportunities to develop their skills of scientific enquiry.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	16.3 (16.1)	15.7 (15.8)
Writing	13.7 (14.8)	14.6 (14.4)
Mathematics	18.0 (17.9)	16.3 (16.5)

There were 18 pupils in the year group. Figures in brackets are for the previous year.

- Standards in the Reception class have improved. They are now above those expected for children of this age. By the time they enter Year 1, children have exceeded the targets set for them in most areas of learning, some significantly so. Pupils in Reception are benefiting from recently improved teaching, which is now good as a consequence of very careful and detailed planning and a stimulating and exciting environment, which provides an even firmer basis for their future learning.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Attendance is above the national average for a school of this type; and punctuality is also good. Pupils' moral and social development is very good; their spiritual awareness and appreciation of culture is good.

Main strengths and weaknesses

- In most lessons, particularly when the quality of teaching is high, pupils' positive attitudes contribute well to their learning.
- There are good relationships between staff and pupils and this helps to maintain high standards of pupil behaviour.
- The school has a clear set of values and this makes a strong contribution to pupils' moral and social development.
- The vast majority of pupils have a very positive approach to their education and participate well in what the school has to offer, including activities outside of lessons.
- Attendance is good and this maximises the opportunities for pupils to learn.

Commentary

- The majority of parents are generally satisfied with the standard of behaviour in the school and believe that their children are encouraged well to develop as individuals and that they make good progress towards their goals for personal and social development. During the inspection, pupils behaved well in the majority of the lessons seen. This ensured that teachers did not have to spend too much time maintaining order and could concentrate their efforts on productive learning. The school has a clear set of expectations which pupils understand and with which they usually comply. There is a range of rewards and sanctions in place, the impact of which is reinforced by the good relationships between adults and pupils. Where parents and pupils mention unacceptable behaviour or bullying, this is a result of very specific problems that the school handles well; the other pupils are very mature and understanding in their attitudes to such incidents. Most teachers treat pupils as individuals and usually they respond well to this. Positive attitudes to school are evident, for example, in the numbers of pupils participating in school clubs. They are co-operating well in their learning but at the same time they are not unthinking in their compliance. In a science lesson, when the teacher had to change its structure half way through, pupils did not take advantage of

the problem and co-operated well; equally, when an over-running assembly cut into the time left for morning break, Year 6 pupils expressed their complaints quite vociferously.

7. Pupils get on well with one another. Break times are pleasant occasions, with pupils organising their own games and including all those wanting to play. One lunch break, for example, a group of girls organised their own impressive impromptu reprise performance of the recent school musical production, unfazed by younger children skipping through their stage. Most pupils behave sensibly and with due regard for others. There is virtually no bullying; pupils are confident that any such incidents would be dealt with speedily by staff. There has been only one pupil excluded from the school this year, with specific circumstances.

8. The school has a clear set of aims displayed round the building, where the idea is of a “Christian learning community” developing pupils’ achievement and personal qualities. Through the school’s efforts, many pupils have developed into confident speakers and listeners, who can work together well in groups and adapt to others’ views. The result is a group of personable young people whom it is a pleasure to meet. Pupils are trusted to come into the school building well before the official start of the day and they do not abuse this privilege. The school creates very good opportunities to foster pupils’ confidence and ambitions, often involving first-hand experiences and trips out into the wider community, and helping them to succeed, either academically or in fields such as sport or art. The success of the gardening club, for example, can be seen in a beautiful display in the school grounds.

9. The school’s clear concept of what it is trying to achieve, emanating from the headteacher but shared by the staff, helps to define the nature of relationships in the school and creates its strong ethos. This can be seen in the way that staff from the headteacher downwards set an example for the pupils. Pupils themselves understand and appreciate this, as do their parents. Parents commented on the strong family atmosphere that permeates the school, and this helps pupils to consider and understand human feelings and emotions, both their own and those of others. Staff provide moments of calm or reflection within the day, such as a moment of quiet as grace is said in the dining-hall or a pause for private reflection in an assembly – the latter underpinned by the theme “fruits of the spirit” that pupils were considering. Questions such as “Peter – rock or not?” encourage pupils to bring their own thoughts to issues of faith. The school’s provision for pupils’ cultural development is good. There are suitable opportunities in RE to explore a range of beliefs and cultures, such as Judaism and Hinduism. They study cultural themes in a range of subjects, such as art, where pupils study and copy the styles of artists such as Monet, Kandinsky and – a nice touch – they paint their local North Leigh landscape in the style of Lowry. The school’s membership of the international Comenius partnership of schools provides a good focal point for an international dimension to its work, embracing communication with other schools in Poland, Spain and Germany. A French Club and the exchange of e-mails with Spanish schoolchildren are examples of this. The school provides a number of opportunities for pupils to develop their social skills, including residential trips. The staff help the young people to develop a strong set of values and standards on which to base their own social and moral judgements, preparing them well for life in a diverse multicultural society.

Attendance

Attendance by pupils at the school is above the national average for a school of this type. Pupils enjoy coming to school and these positive attitudes mean that they want to attend. Parents are generally supportive, although there are more holidays taken by pupils in term-time than is desirable. Pupils come to school punctually and, as a result, there is an efficient start to the school day. The school’s attendance procedures are satisfactory.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.7	School data	0.1

National data	5.4
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National data	0.5
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The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Exclusions

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	123	2	0
White – any other White background	8	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	1	0	0
Mixed – any other background	1	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is good. Pupils reach good standards in English, mathematics and science as a result of very good teaching. The promotion of equality of opportunity for all pupils is very good. Provision for pupils with specific learning needs is very good. The breadth and balance of the curriculum are satisfactory. There is very good enrichment of the curriculum. Provision for pupils' support, care and guidance is good. Links with parents, the community and other schools are good.

Teaching and learning

Teaching and learning are good, overall. Teaching is good for Reception children. It is satisfactory for pupils in Years 1 to 3. It is good, sometimes very good and occasionally excellent for pupils in Years 4 to 6. This is a good improvement from the findings of the last inspection. The proportion of good and very good teaching has improved significantly. Assessment procedures and their use to inform planning for future learning are satisfactory, overall.

Main strengths and weaknesses

- Teaching is good for Reception children and older pupils in Key Stage 2.
- There is insufficient consistency in the way that pupils attainment and achievement is assessed, resulting in expectations being too low in some classes.
- Teachers have high expectations of good behaviour.
- The quality of marking is very varied.
- Pupils are not sufficiently aware of their precise learning targets or the time-scales for their achievement
- Classroom assistants are a valued and valuable part of the teaching team.

Commentary

10. The previous inspection in March 1998 described teaching as satisfactory. Aspects of teaching have been improved since then. Provision for children in the Foundation Stage, for example, has been improved significantly and the quality of teaching in the Foundation Stage is now good. However, the progress the school was making on improving procedures for assessment

has not been as rapid as expected. The changes of headteacher and the amount of staff absence for maternity leave are factors that have affected the development of this aspect.

11. Parents, in their questionnaire responded very positively to questions relating to the quality of teaching. Almost all parents who replied agreed that teaching was good, staff expected pupils to work hard, they treated pupils fairly and encouraged them to become more mature. The partnership with parents is a strength and helps to create the very positive ethos for learning which exists in the school.
12. The children in the Foundation Stage benefit from the teaching of a talented and energetic teachers and skilled teaching assistants and a well-resourced classroom. Being with older Year 1 pupils also benefits the children in their Reception year. Higher-attaining children are able to work alongside older pupils in groups and all readily accept the help and support of others. All of the teaching seen in the Reception class was good. Literacy and mathematical skills are well promoted and the well-established routines and close contact with other pupils means that Reception children make rapid gains in their personal and social skills.
13. Teachers have high expectations of good behaviour; all classrooms contain displays which help to reinforce the need for high standards of co-operation and behaviour. When sharing equipment, such as during science investigations, pupils take turns with a minimum of fuss. They develop good listening skills and learn how to contribute to discussion without interrupting each other. Much of the development of skills such as these is reinforced through the personal and social education programme, throughout the school, where pupils use 'circle time'¹ as a means of learning self-control and clear speaking. Principles of right and wrong are underlined well, for example in a whole-school assembly on 'telling the truth', which reinforced the school's expectations of good consistent behaviour effectively. In lessons such as science these skills are put into good practice, as pupils listen well to instructions and share resources fairly and equitably, wasting no time and tackling their work with interest and maturity.
14. One aspect that requires attention is the quality of some teachers marking. Some marking offers encouragement and ideas for improvement and some does not. On some pupils' work, there was little evidence of evaluative marking; giving pupils clear guidance on how to improve further.
15. All pupils on the special needs register have individual education plans (IEPs), highlighting the pupils' individual needs, and these are reviewed termly by the class teacher, learning support assistant and the special needs' co-ordinator. Parents are invited to the review meeting, as are the pupils if they are in the senior classes. This means that they are able to be fully involved in evaluating their own progress against previous targets and to contribute to the writing of their new targets.
16. In many of the classes, the assistant works almost exclusively with her charge and very good relationships have been established. These assistants sometimes have to deal with challenging physical difficulties or issues of behaviour and in those cases they work with their child in a different area of the class or outside the classroom. They maintain a daily record of how the day has gone and what activities their charge has completed successfully. This gives the class teachers first-hand feedback. Teachers play their part by making sure that the assistants are involved in planning and know what to do; they value the part that their assistants play in pupils' learning.
17. The school collects considerable information on pupils' standards and achievement, but this information is not always used to best effect to modify the planning for future work and to track progress carefully from year to year, particularly in Years 1 to 3. As a result, in some classes, expectations are too low and targets are not consistently identified. In these classes tasks are

¹Lessons in which pupils talk about matters of immediate interest, discussing feelings and ways of dealing with the situations in which they find themselves

not always being designed specifically to target individual groups, such as those of

higher ability, with the aim of raising standards further. In subjects such as history and geography, assessment procedures do not provide sufficient information to aid the planning of future work or to give a clear picture of pupils' achievement.

18. The school has yet to develop one system that will enable each pupil to record and refer to their own ongoing targets in English, mathematics and science. At present, the level of awareness that pupils have about their own learning, especially with regard to the National Curriculum, is limited. Academic targets are not always specific enough.

Summary of teaching observed during the inspection in 24 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1	3	11	8	1	0	0

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

The curriculum

The breadth of the curriculum is satisfactory. Opportunities for enrichment are very good. The accommodation and resources are good.

Main strengths and weaknesses

- Very good induction arrangements and the curriculum in the Foundation Stage meet the needs of the youngest children well.
- Educational visits and visitors, and a wide range of extra-curricular activities, provide very good enrichment of the curriculum.
- Insufficient emphasis is placed on using and applying skills across and within some subjects.

Commentary

19. The curriculum meets requirements for all areas of learning and subjects, including religious education. Planning of the curriculum is good, and is very good for Reception pupils. Literacy and numeracy are planned in line with national strategies and other subjects follow national guidelines. The school has acknowledged the need to broaden the curriculum further by establishing cross-curricular links, using information and communication technology, literacy and numeracy in order to support learning in other subjects.
20. The strong ethos in the school supports personal, social and health education (PSHE) well. Sex and drugs education are taught in PSHE and science lessons. Pupils' social skills are well developed, and this results in good behaviour and good relationships with one another.
21. The overall provision for pupils with special educational needs is good. All pupils, including those with Statements of Special Educational Needs are well integrated. The school makes full use of outside agencies and takes all opportunities to use their expertise and advice. At the time of the inspection, learning support assistants work mainly with individual pupils. Other groups of pupils would also benefit from support. Year 1 pupils' reading skills have improved as a direct result of the Early Literacy Support intervention programme carried out by a trained and competent member of staff. In some cases the targets written by the special needs coordinator are not sufficiently detailed. They do not give details of strategies to be used with the child and what determines success is not clearly identified. When this is the case, it makes it difficult for the class teacher or assistant to monitor the child's progress easily.

22. The school provides very good enrichment of the curriculum through a wide range of extra-curricular activities outside of lessons. These currently include clubs for sport, French, gardening, juggling, homework and photography. Visiting speakers and performers also make a very significant contribution to pupils understanding of their local and distant environments. For example, the school's involvement in the Comenius Project brings visitors from Spanish, German and Polish schools and enrichment to the art and geography curricula. World book day, cycling proficiency testing, music tuition, the 'Bat Man' and 'Wolf Man', and demonstrations of life in the Second World War, all bring vicarious and first-hand experiences to pupils. Annual residential visits for Years 5 and 6 are particularly effective in supporting pupils personal and social education, as well as providing fieldwork experience for history, geography and art.
23. Accommodation for PE is very good, and is good, overall. Two classrooms provide unsatisfactory accommodation because pillars dominate the teaching space and have a negative impact on the engagement and attitudes of pupils. As a result, there is insufficient space for all pupils to face the teacher in whole-group teaching. Pupils have good access to computers through the ICT suite and computers in classrooms. Very good use is made of the extensive and well-kept fields, play and woodland areas. Teachers are suitably qualified and experienced to teach the curriculum, and a large number of classroom assistants provide satisfactory support for pupils' learning.

Care, guidance and support

There are good arrangements to ensure pupils' care, welfare, health and safety. The school provides pupils with satisfactory support, advice and guidance. There is satisfactory pupil involvement in the school's work and development.

Main strengths and weaknesses

- Pupils generally have good and trusting relationships with their teachers.
- Pupils have access to well-informed personal advice and guidance when they need it.
- There are very good induction arrangements for pupils entering the school.
- Child protection procedures are effective.
- Better assessment procedures would help teachers provide more focused support.
- Pupils believe that the school council should be more involved in school decisions.

Commentary

24. Parents believe that their children are happy and safe in the school. The school does provide a safe working environment, with satisfactory procedures in place and with the governing body involved appropriately. The school's health and safety policy provides a clear allocation of responsibilities to specific people, although much of the detail is covered by cross-references to other documents or web sites; it provides commendable brevity but means that it is difficult to see the overall picture.
25. First aid provision is in place, although the lack of recent entries in the accident book implies that its use has lapsed. Pupils are encouraged to work safely in lessons. Child protection procedures fulfil requirements and are effective in practice; staff are briefed regularly on the school's procedures and appropriate records are kept. The school works well with other relevant agencies, such as social services, to ensure that pupils get additional help when they need it.
26. The school is sensitive to the needs of individual pupils and most teachers and other staff know them well. The school's ethos emphasises the worth of each individual and staff are effective at putting this into practice. There is often a good rapport and mutual respect between pupils and staff. In particular, pupils feel that their class teachers treat them well as individuals. They also feel that senior members of staff are accessible if they need them.

Although assessment of pupils' personal development is largely informal, it is nevertheless effective. Parents believe that staff treat the pupils fairly, that they do encourage pupils to become mature and independent and that induction arrangements for new pupils are good. The staff do liaise well with the on-site pre-school group and make considerable efforts to provide good induction for children joining the Reception class to help them settle well.

27. The quality of assessment of pupils' academic progress against national expectations is variable within the school. Where marking of work is unsatisfactory and there is limited assessment taking place, then this inevitably has an impact on the ability of individual teachers to provide informed guidance to pupils. Conversely, where assessment is good, then teachers are able to gain an overall picture of pupils' progress and to respond appropriately when problems occur. Most pupils feel that there is a trusted adult that they can go to with a problem and that their teachers will willingly give extra time to ensure that they overcome difficulties with their work. Year 6 pupils said in discussions that they would welcome a male presence in the school, both to help pupils in the school but also to make the transition to a secondary school with male teachers less of a change.
28. The school's formal personal, health and social education programme, "Smile", addresses a range of issues relevant to young people and 'circle time' is used to support them and to give them an opportunity to discuss issues as a class. Pupils appreciate the chance to express views through the school council, although some are doubtful about the real influence it has on the affairs of the school. There is an opportunity to enlist the energies of these sensible young people more to contribute to issues that affect them directly.

Partnership with parents, other schools and the community

There are good links with parents. The school has good connections with the community and other schools in the area.

Main strengths and weaknesses

- The school makes good use of community resources to provide a rich range of experiences for pupils.
- Parents are supportive of the school and appreciate what it is achieving for their young people.
- Information for parents is good and meets their needs.
- There are good procedures for the transfer of pupils from the pre-school and to secondary schools.

Commentary

29. Parents are generally positive about the school. Most feel comfortable approaching the school with a question or complaint. They believe that the school seeks their views and takes them into account. Most think they are kept well informed about how their child is getting on.
30. Overall, the provision of information for parents is good. The school holds three meetings a year, which parents can attend to discuss their child's progress. Annual written reports tell parents what their child has covered in the year, attainment and some targets; they are well written and personal to the individual. The school provides parents with regular newsletters to let them know about the life of the school, whilst class newsletters provide very useful information on what will be covered in the term. Parents are very satisfied with the quality of the communication from the school. Most parents support their children's learning very well. The school has an active PTA and individual parents help with school trips and in classrooms. Many pupils help their children at home by hearing them read or encouraging them to complete homework.

31. There are good links with the local community. Local churches contribute regularly to school assemblies, whilst the local beat officer organised a “police week” for pupils to learn about police work. Many of the pupils worked with village residents to perform as part of the village Mystery Plays. Teachers regularly use the resources of the village in support of pupils’ learning, with maps, models and artwork of the village to be found in several parts of the school.
32. There are also good links with the pre-school that occupies a building on the school site. There are good induction procedures to help children get used to the school environment and its procedures before they attend, with teachers discussing children’s needs with parents and pre-school leaders. Staff from the school usually conduct a home visit before the children join. At the other end of their primary education, there is good liaison with the local secondary schools; pupils are well-briefed on what to expect and appropriate information is passed to their next school. These procedures ensure that pupils have a stress-free progression through the stages of their education. Involvement in the Witney Partnership of Schools enables North Leigh to access wider expertise to support teaching and learning.

LEADERSHIP AND MANAGEMENT

The governance of the school is good. The headteacher provides good leadership. Overall, other key staff provide satisfactory leadership. Management of the school is good, overall.

Main strengths and weaknesses

- The headteacher is providing good leadership and has the confidence of most parents.
- Governors provide good support and expertise.
- The school is inclusive, providing well for all pupils whatever their needs.
- Financial management is good, with good use made of all available resources.
- Subject co-ordination is satisfactory but the role of subject manager is not sufficiently developed.
- The role of the deputy headteacher is not maximised.

Commentary

33. Governors carry out their duties well. They are committed to the school’s aims and development. They bring significant expertise to the task and know the school well, including many of its strengths and weaknesses, and they provide the senior management team with a high level of challenge as well as strong support. Certain governors are linked to particular subjects, with some individual governors visiting the school very regularly and providing practical support; for example, a governor sometimes leads an assembly. They are involved in the school’s strategic planning. The governing body is fully consulted in the initiation of the development plan and it plays a full part in formulating school policies. The governors ensure that the school fulfils its statutory duties, including the promotion of equal opportunities.
34. The headteacher is relatively new in the post but already has a good understanding of the school’s strengths and weaknesses. She has quickly gained the trust and support of the vast majority of parents. She leads the school well in its values and in raising standards. She is reflective and many aspects of the school’s work are being evaluated with a view to making improvements. She is also making a hands-on contribution to raising standards through her own significant teaching commitment.
35. Equality of opportunity is an integral part of the school’s ethos and it is successful in enabling pupils from a range of backgrounds and with a range of special needs to feel welcome and to achieve. The school development plan has provided a good basis for the school’s progress and has helped to raise aspirations and improve standards. Each objective is the responsibility of a named individual and time-scales are incorporated within it.

36. The headteacher is supported by a small senior management team. The school is currently going through a period of development, with the team recently expanded by the inclusion of the special needs co-ordinator. The situation is slightly unusual insofar as the deputy headteacher works in the school only part-time, with no overlap in school with her opposite number in her job-share as a class teacher. This arrangement inevitably limits her impact in the deputy post. In addition, the subject co-ordination role is not strongly developed in this school. Some subject co-ordinators do not take as much responsibility as they could for monitoring their subjects, including the quality of teaching and improving standards. There is a need for them to implement strategies to improve their use of assessment and other data to evaluate pupil progress. The current situation results in too much responsibility remaining with the headteacher; there is too much pressure on her and too little opportunity for other staff to develop their leadership experience. The school's management capacity is stretched at present. The school's leadership is aware of this and there are plans to address the issue from next term. Good leadership and management of the Foundation Stage ensures that the needs of these children are addressed well.
37. The leadership and co-ordination of provision for pupils with special educational needs is satisfactory. The school is looking to install a new assessment and tracking ICT program which will monitor and record the progress of all their pupils, including those with special educational needs, so that support can be more consistent through the school. There are constructive links with outside agencies and with specialists who work with the school to support pupils with learning difficulties. All statutory requirements in regard to special educational needs' provision are met.
38. The school's finances are well managed, with regular financial reports produced to enable governors and managers to monitor expenditure. A significant proportion of the funds carried forward have been allocated for improvements in provision for ICT. Staff training and performance management are good and linked to the development needs of the whole school. There is effective day-to-day management of the office routines.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	368,663
Total expenditure	328,487
Expenditure per pupil	2649

Balances (£)	
Balance from previous year	14,616
Balance carried forward to the next	54,792

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is very good for personal, social and emotional development. It is good for communication, language and literacy, mathematical development and knowledge and understanding of the world, and satisfactory for physical development.

Main strengths and weaknesses

- Very good induction arrangements and relationships lead to very good achievement in personal, social and emotional development.
- There is very good planning and enrichment of the curriculum.
- Partnerships and teamwork are very good, involving parents, governors and support assistants.
- There has been very good improvement since the last inspection, as a consequence of good leadership and management.
- More challenge is needed in the teaching of writing in order to promote good achievement by all pupils.
- Limited access to outdoor activities hampers children's physical development.

Commentary

39. Children join a combined Reception and Year 1 class at the beginning of the term in which they are five. The vast majority have attended the pre-school on the school site prior to starting school. These children visit the Reception class regularly before starting school. On entry, the majority of children are attaining levels in line with expectations for their age, with the full range of ability represented. The good ratio of adults to children enables good support for individuals and small groups. The accommodation is very good for all areas of learning. The outdoor environment and school woodland are used very effectively to promote learning, although provision for physical development in the designated outdoor environment is unsatisfactory. However, children have regular access to the school PE facilities and therefore accommodation for physical development is satisfactory, overall.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal social and emotional development is **very good**

Main strengths and weaknesses

- Very clear expectations are set consistently, leading to very good behaviour.
- Very good relationships between adults and children lead to good emotional development and attitudes to school.
- A very good balance of child-initiated and adult-led activities promotes very good concentration and perseverance.

Commentary

40. Very good management of space, staff and resources enables children to develop concentration and perseverance very well. In child-initiated play activities, children use imaginative play, sand, water and construction toys, with good levels of independence. The range of equipment available is good. The team has acknowledged the need to promote further autonomy for children as they access art materials. Staff and children relate to one another extremely well, and this promotes very good attitudes to learning and behaviour.
- Adults

listen to children with interest and they regularly give positive responses and encouragement. This leads to very good standards with good levels of self-confidence and self-esteem in children.

COMMUNICATION, LANGUAGE AND LITERACY

There is **good** provision in communication, language and literacy.

Main strengths and weaknesses

- Good teaching and learning leads to good achievement in speaking, listening and reading, and above average standards, overall.
- Standards in writing are in line with expectations for their age.

Commentary

41. Good achievement in reading is promoted by good teaching and good use of resources. Children regularly share books with adults. Books are well organised, enabling children to enjoy a wide range of texts which are well-matched to their competences.
42. Higher-attaining children show very good levels of independence when they are writing, and are encouraged to use their knowledge of sounds and letters to build words and sentences. They write, using plausible spelling and simple punctuation. By this stage, at the end of the school year, this level of competence should be demonstrated by the majority of Reception children. The modelling of writing by adults, and focused support, is not always available to all groups of children in order to ensure that children use and apply their knowledge of letters and sounds, and do not reinforce incorrect letter formation and misspelling of simple words.
43. Children respond well to questions, and express their views and feelings well. Good use is made of role-play for promoting speaking and listening, and this is well promoted by adults. For example, children took on the role of explorers in the woodland area, creating their own camp, and engaging in hunting and fishing adventures. Whilst searching for beetles one five year old explained that he is going to be an 'archaeologist' and will 'dig up Romans'.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Very good attitudes to learning are promoted by stimulating and practical activities.
- A good level of support for individuals means the curriculum is equally available to all.

Commentary

44. Children learn well in whole-group sessions as they count forward and back, practice subtraction in rhymes and read numerals. Good problem-solving opportunities enable children of all competencies to respond well and to enjoy good levels of challenge. For example, children used subtraction to find how many Hoola Hoops were left from 20, after eating some. They were then challenged to make up their own problems. Some children decided to start with 100, and subtract 2. The children's above-average level of competence in using numbers to count on and back was accommodated well by the use of an open-ended task. The end-of-year assessments show standards above those expected for their age and children show good achievement overall. Teachers' planning maximises the use of resources and ensures that all ability groups are challenged well. Very effective use is made of learning

support assistants and voluntary helpers, who make a very positive contribution to children's learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Adults use questioning and practical activities to good effect for promoting observation and exploration.
- The enriched school environment promotes good learning.

Commentary

45. Good standards result from the good use that is made of the school environment to encourage children's understanding of the natural environment. In an expedition to the woodland area and pond, children observed living things very carefully. Staff encouraged the identification of water life and insects, using well-prepared illustrations and reference material. They also promoted care of living things to good effect. Children talk about their observations enthusiastically. 'They have millions of legs and these don't.' Adults promoted very good use of vocabulary as children described the characteristics of tadpoles, beetles and millipedes. Visits to the village also enrich the curriculum.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- The provision of large apparatus in the hall is good.
- There are few opportunities in the Reception outdoor area for promoting physical development.

Commentary

46. The outdoor learning environment is frequently used throughout the daily routine, but not adequately for promoting physical development. There are few opportunities in the Reception outdoor area for climbing, balancing, changing speed and direction, throwing, batting, kicking and aiming. This constrains opportunities for children to exercise their own initiative in physical activity. The hall is used twice a week for movement and gymnastics. Whilst the provision of large apparatus in the hall is good, the children are not active enough in lessons. Too much time is spent waiting their turn or listening. Children with physical and learning special needs are well supported, and are fully integrated into lessons. Children show satisfactory achievement and standards are in line with those typical for their age.
47. It is not possible to make a judgement of provision or standards in **creative development** because no teaching was observed. The classroom provides an adequately resourced art area. Children's autonomy is constrained in the selection of art materials by the lack of accessible and visible storage. There is also potential to increase the stimuli for making pictures and models by displaying photographs, artefacts and the work of other artists near construction and art areas. This has been acknowledged as an area needing development by the Foundation Stage team.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils have good opportunities to develop their speaking and listening skills.
- The good teaching in Years 4 to 6 enables pupils to achieve well.
- Pupils with special educational needs achieve well as a result of individual support.
- Whilst writing standards have risen by Year 6, they are only improving slowly by the end of Year 2.
- The subject leader does not regularly have sufficient time to observe lessons and monitor standards in the earlier year groups.

Commentary

48. Pupils' achievement is good, overall. Standards in Year 2 are close to national expectations but are below average, as too few pupils attain the higher level 3. Therefore, expectations of more able pupils are too low. Standards in national tests at the end of Year 6 are above average, with significant numbers of pupils attaining well above average results. Although there are mixed-aged classes throughout the school, pupils in Years 4, 5 and 6 are taught in year groups and this has contributed to their good progress. There is no significant difference between the achievement of boys and girls. Pupils with special educational needs make good progress because of the caring, consistent and individual support given by their learning support assistants. An experienced learning support assistant leads the Early Literacy Support programme for some pupils in Year 1, reaping a positive impact on the progress of those pupils.
49. Achievement in pupils' speaking and listening skills is good because teachers plan specific time and opportunities within the lessons for its development. Pupils are encouraged to make contributions and express their opinions and do so articulately. In a Year 1/2 lesson, one pupil took on the role of a gardener and the other pupils were invited to ask her questions about 'her work.' Older pupils communicate ideas and opinions fluently, showing increasing confidence and maturity.
50. Pupils of all ages enjoy reading and, by Year 6, the majority are enthusiastic and independent readers. This is obvious from their home-school reading diaries. By the end of Year 2, pupils are starting to master a suitable range of other skills to help them to read unfamiliar words. Not all can explain all the words they read, but many can retell a simple story. One Year 2 child voluntarily recited a very long space poem that he had remembered and practised 'just because I liked the poem.' By the end of Year 6, pupils read fluently and show a keen interest in the books they read, both in school and at home. They understand clearly the difference between fiction and non-fiction books, but do not use the library regularly for research. The shelving in the reference library is not conducive for quick and easy access to finding the information required as many of the large books lie on their side and the title is not visible. The system for the cataloguing of the books is not obvious to any potential reader. The school has recently added to the range of books, increasing both the class and the school library non-fiction stock.
51. Writing has been a priority focus area for the school and this had an impact on Year 6 results. Members of staff have worked hard to drive up standards in writing. These are, however, still below average in Years 1, 2 and 3, but above average in Years 4, 5 and 6. Pupils achieve well in these older year groups because of good teaching. Factors that have been instrumental in raising standards are:
 - a good range of in-service training for the staff.

- interesting and relevant writing tasks set.
 - opportunities for pupils to write across a wide range of styles of writing.
 - pupils' writing being extended to presentations using ICT.
 - constructive, supportive and clear marking so that pupils are knowledgeable about what they have to do to improve.
 - booster classes in writing given by the English co-ordinator.
52. Samples of children's work shows that there has been considerable importance placed on the teaching of spelling and this has had a positive impact on pupils' written work. However, there is a lack of consistency throughout the school by teachers as to how they expect written work to be presented.
53. In the lessons seen, teaching ranged from good to unsatisfactory. In the best lessons, teachers have clear learning intentions so that pupils know exactly what they have to do. Planning identifies tasks for group and individual pupils' needs and work is well sequenced so that pupils are supported to work independently. Teachers show good subject knowledge through precise questioning. Where teaching is unsatisfactory the pace of learning slows because more able pupils are not given sufficient opportunity and guidance to work independently and the teacher-led activities do not give pupils a high enough level of challenge.
54. Management of the subject is satisfactory. The subject leader works part-time and does not have sufficient time to observe lessons, monitor planning throughout the school and track pupils' progress in her subject. Thus, opportunities to fully manage the subject are limited. She has arranged many special events such as Book Week and World Book Day, which have given her subject a high profile. The subject leader has a clear vision for improvement, which includes training for the new members of staff.

Language and literacy across the curriculum

55. The subject leader has worked hard to promote the application of pupils' literacy skills in non-fiction writing in other subjects by planning in-service training in history, science and religious education. During the inspection, in a geography lesson observed, there were adequate opportunities for pupils to use literacy skills in their own reports. Some teachers make good links with ICT. At the moment, these opportunities to link all subjects together are not structured; however, the school has identified the need for more formalised cross-curricular planning.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Most teaching is good.
- Provision for more able pupils is good and very good for those who have special educational needs.
- Leadership and management of the subject are good.
- Opportunities for using and applying mathematics skills in investigations and problem solving have been limited.
- Marking and assessment is an area for improvement.

Commentary

56. The quality of teaching and learning in the school has improved since the last inspection. During this inspection lessons were mainly good, with some examples of very good teaching, particularly for the older pupils. In the last inspection, teaching of mathematics was satisfactory without any examples of very good teaching. The quality of learning is now good, helped by the good attitudes and behaviour shown by the pupils. In relation to pupils prior attainment, their achievement is good, overall, because of the organisation of pupils within year groups, based on their prior attainment and current needs. Standards at the end of Year 6 are above average. The disappointing results in 2003 reflect the number of pupils with learning difficulties of pupils taking the test that year. Also, some pupils missed attaining a level by one mark.
57. The schools provision for mathematics has improved since the previous inspection. This is because of the focus on driving up standards by targeting areas for improvement. The determination and capacity of the school to raise attainment is shown by the ways in which the co-ordinator and other key staff are introducing good systems to support a rigorous approach to all aspects of monitoring and evaluation of the subject.
58. The quality of teaching and learning is good. The emphasis on a practical approach lifts pupils interest to a very high level and aids their understanding. The main areas of weakness, which the school has recognised, are in those of problem-solving and investigation. These skills are not as well developed as others, and the school is now putting more emphasis on developing these aspects of the subject in order to raise standards and the rate of learning.
59. Teachers mark pupils work regularly and discuss it with them while they work. Whilst teachers make good use of the regular assessment information to plan further work, they do not consistently make it clear to pupils how they can improve.
60. The subject is led and managed very well. The recently appointed co-ordinator has identified priorities for development and improvements are already evident. For example, in greater emphasis on investigations and tackling mathematical problems.

Mathematics across the curriculum

61. Teachers make satisfactory opportunities to develop pupils mathematical skills across the curriculum, especially in ICT and science. These skills are underused in other subjects, such as geography.

SCIENCE

Provision is **good** for pupils in Years 4, 5 and 6 and is **satisfactory** in Years 1, 2 and 3.

Main strengths and weaknesses

- Standards are above average by Year 6 because the curriculum is broad and well planned in years 4, 5 and 6.
- Good subject knowledge by the co-ordinator leads to good curricular guidance and the provision of good quality resources.
- Standards are below average by Year 2 because pupils do not have enough opportunities to develop their skills of scientific enquiry.
- There is insufficient challenge, for some pupils, when assessments are not used to ensure that lessons promote new learning.

Commentary

62. Pupils' achievements are satisfactory, overall. The results attained by Year 6 pupils in national tests show that standards have been improving since 2001. In 2003 standards were above average compared with schools nationally, and were average when compared with similar schools. This year an above average percentage of pupils has attained the higher level 5, indicating good achievement by higher-attaining pupils. However, standards for Year 2 pupils were below average in 2003. Whilst there was good attainment in knowledge about living things and materials, their knowledge about physical processes, such as forces, light, sound and electricity, and their scientific investigational skills, were weak. The inspection findings are consistent with this picture. Pupils in Year 2 have not had a sufficiently broad curriculum to enable good achievement in all aspects of science.
63. The quality of teaching and learning is satisfactory, overall, with some outstanding teaching in Year 4. The best teaching is exemplified by very good preparation of resources and very good use of assessment to ensure that the work is challenging. Assessment is also used to check how well pupils have understood key ideas. Consequently time is used very effectively, and pupils are able to acknowledge their new learning at the end of the lesson. In most observed lessons for younger pupils, however, time is not used to good effect. Pupils are expected to listen for too long, and their independent work lacks rigor. Occasionally, there is insufficient challenge because time is used to consolidate previous knowledge without promoting progress.
64. Whilst there are good examples of pupils undertaking science investigations in junior classes, this is not a consistent feature throughout the school. Older pupils regularly predict and test their hypotheses. They record their observations, applying their mathematical skills as they use percentages and data-handling. They also research food chains on the computer and use an electronic microscope to observe micro-organisms, making good use of ICT.
65. Planning of the curriculum, for each year and term, shows good coverage of a broad curriculum. This is not adequately monitored, however, to ensure that long term plans are implemented consistently. Lesson plans do not take sufficient account of pupils' previous learning because assessment procedures are not well developed. Marking of pupils' work is not thorough in all classes, and most marking does not help pupils understand what they need to do to improve.
66. The leadership of the curriculum is good overall. The subject co-ordinator uses her good subject knowledge effectively to provide good planning guidance and resources. Management, however, is satisfactory because systems for monitoring pupils' progress, and the quality of teaching, have not yet been applied to science systematically. Consequently, weaknesses have not been rectified. Since the last inspection, there has been good improvement in standards by the end of Year 6, but unsatisfactory improvement in standards by the end of Year 2. The co-ordinator acknowledges the need to promote more use of science investigation and enquiry throughout the school, demonstrating good vision for improvement.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- Effective teaching in Years 3 to 6 enables pupils to achieve well.
- There have been recent improvements in resources and staff expertise.
- Procedures for effective monitoring and evaluating provision and standards in ICT are not established.

Commentary

67. By Year 6, pupils' ICT skills are good. In the direct teaching sessions seen, good teaching enabled pupils to make rapid progress and achieve well. It is not possible to reach a judgement about standards in Years 1 and 2 as no use of ICT was observed during the inspection. However, scrutiny of pupils' work and display indicates that pupils' competence in ICT is satisfactory. Since the last inspection, national funding has meant that the resources for the subject have been greatly improved through the opening of an ICT suite and staff confidence and expertise has started to develop through training.
68. The use of national guidance as the basis of planning throughout the school should ensure that all pupils experience the expected subject strands. In Years 3 to 6, despite mixed-age classes, ICT is taught in single year groups, allowing pupils to cover the full range of the ICT curriculum. The ICT suite is timetabled so that each class or year group has a weekly time for ICT and members of staff are free to book any of the many other free slots to use the ICT suite to support other curricular areas.
69. The well-prepared and organised direct teaching session in Year 3, taken by the subject co-ordinator, yielded quick results and enabled pupils to make rapid gains in their learning. By the end of the lesson, pupils were able to send and retrieve messages confidently by e-mail. Pupils in Year 4 use software to compile simple pie charts and bar graphs and copy their graphs in to a word processed document. The good individual support from the class teacher, and the children's ability to work well together in small groups, enables pupils to achieve well. Year 6 pupils have made 'talking books' for Year 2 pupils by planning and preparing the content and deciding on page layout, before finally using the computer microphone to add sound to their multi-media presentation. The resulting books ranged from alphabet and poetry to stories about life in the 60s. Pupils in Year 6 and in Year 2 enjoyed and benefited from this exciting project.
70. Pupils' keyboard skills generally are weak, with many pupils still typing with single fingers unable to locate keys with ease. The subject leader has plans to address this through the acquisition of relevant software. The Comenius project gives opportunities for pupils to download information and send e-mails to pupils in Germany, Poland and Spain.
71. The subject leader has good subject knowledge and has led in-service training for learning support assistants in areas where they feel they need more training. The school website is her 'baby' and is updated as regularly as possible. The monitoring of teaching and pupils' skills throughout the school, together with formalising the planned use of ICT across the curriculum, are areas for development. At present, any available time by the subject leader is spent on dealing with technical problems in the ICT suite

Information and communication technology across the curriculum

72. During the inspection very good use was seen of the interactive whiteboard in a science lesson on food chains. The electronic microscope is also used in Year 6 to allow all pupils to view at the same time. Pupils' work in display shows that the Internet and CD-ROMs are used for research in history and geography subjects and to download material to support art. Pupils create graphs and spreadsheets in mathematics and use word processing to edit, improve and present a variety of work in English.

HUMANITIES

It is not possible to make overall judgements about provision in **geography** and **history** because only one geography and no history lessons were seen during the inspection. However, from teachers' planning and the work completed by pupils, it is evident that the school meets requirements in these subjects. The work on display and photographs of previous class visits

indicates there is good enrichment of history and geography studies through a wide range of visits and visitors. These include fieldwork in the village and on the annual residential visits to Osmington Bay and Ilam Hall.

RELIGIOUS EDUCATION

Provision in the subject is **satisfactory**.

Main strengths and weaknesses

- Good range of cross-curricular links, multicultural and fund-raising activities.
- Monitoring procedures of teaching and learning are weak.

Commentary

73. Only one lesson was observed in religious education and insufficient evidence is available to give an overall judgement about teaching in this subject. In the one lesson observed, Year 4 pupils were continuing work on religious symbolism. The class teacher gave plenty of opportunities for pupils to share their own experiences. They made a good effort to design their posters and drew on their literacy skills of bubble writing to help convey the message. Pupils in Year 6 have knowledge of the four major religions studied and recognise the importance of various practices within each.
74. Through the Comenius project, linking the North Leigh school to schools in Germany, Spain and Poland, staff and pupils have the opportunity to study other cultures. Pupils can empathise with other less fortunate people and have a developed sense of compassion. A display of prayers in the Wailing Wall by a Year 6 pupil read, "Dear God, please can you bring my nanny and grampy back from heaven so that they can live with us? But if you can't, please make sure they are O.K. in heaven."
75. New schemes of work, written with advice and support from the Advisory teacher for religious education are to be in place on a two-year rolling programme. Assessment will be linked into this programme.
76. Themes in assemblies contribute to developing a sense of 'awe and wonder' in the pupils. The school has plans to keep a more formal record of whole-school, infant and junior and class assemblies that will be based on a values approach linked closely to Bible stories and core beliefs.
77. The school is committed to its Christian ethos and has close ties with the local church and the local community; the school annually takes part in the Remembrance Day commemoration service and at Christmas time the older pupils organise a Senior Citizens' tea. The school is heavily involved in fund-raising for a wide range of charities, including the Barn Owl Centre, Harvest for the Hungry, and Love in a Box.
78. Subject leadership is satisfactory but the time available for management is very limited. There are no formal assessment procedures to ensure that the progress pupils make is easy to track from year to year.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

79. Provision in all the following subjects was sampled, as not enough evidence was available to make a secure judgement about the overall quality of provision in any.

80. No **art and design** lessons were seen. The multicultural aspects of art and design are exploited well throughout the year. Examples of art from different cultures are used to stimulate pupils imagination and feelings. Very good links were made with the partnership with three other European countries through studying and producing work in the style of artists from each country.
81. Teachers planning is good, ensuring full coverage of the National Curriculum. Pupils have good access to a wide range of art materials and their completed work shows they often paint, use modelling materials and print using paint. Good links with other subjects is a strong feature in art and design. The work linked to the school's woodland area in science gave rise to some good observational work as pupils discussed plants and habitats, and to the development of literacy skills as they described details. The assessment and recording of pupils' progress is a weak element in this subject. The school has already identified this as an area for improvement.
82. In **design and technology**, no lessons were observed and only a small sample of work was available for analysis. Evidence around the school, particularly in classrooms and corridor displays, and in folders with the results of previous projects and lessons, indicates that standards are in line with those expected at the end of Year 2 and Year 6. Teachers planning is based on the latest national guidance for design and technology and units are adapted to take account of mixed-age classes. The required content is covered satisfactorily. Procedures to assess pupils progress and knowledge have not been standardised for each year group. At present, information about how individual pupils respond to their tasks is unsatisfactory and this makes it difficult to plan future work effectively. Although there is limited evidence of pupils' evaluation of their work, Year 6 pupils recognise the purpose and value of evaluation as an integral part at the design and technology process. Good links are made with other subjects; for example, the creation of paper models of birds linked with work in science.
83. No **music** lessons were observed during the inspection, therefore no judgements are possible. Currently, the school does not have a subject specialist for music. Music is extended through class and whole-school performance, and recorded music is used in assemblies. Some pupils have the opportunity to play instruments, receiving flute, cello or violin lessons from a visiting teacher.
84. Singing in assemblies is good and pupils maintain a tune in a lively and well-structured manner. The musical "Joseph and His Amazing Technicoloured Dreamcoat", performed by pupils in the senior classes was a recent success and helped to fill gaps in pupils' knowledge and skills. Most staff follow the same scheme of work and this is set to further improve pupils' skills throughout the school. Music resources are of a good quality and are plentiful. Musical links with other schools are good and the pupils have regular opportunities to sing together on special occasions. Music makes a positive contribution to pupils' spiritual and personal development and adds to the quality of assemblies.

PHYSICAL EDUCATION

Provision for physical education is **good**.

Main strengths and weaknesses

- Pupils attain standards that are above average in all aspects of the physical education curriculum by the end of Year 6.
- Pupils have very good attitudes towards physical education.
- The standard of teaching in physical education is very good.
- The co-ordinator is very enthusiastic and supports other members of staff effectively.

Commentary

85. The very good teaching in physical education enables all pupils to make good progress and to attain standards that are above average by the end of Year 6. Lessons are well planned and instructions are clear, enabling pupils to achieve well. Teachers have a good understanding of the subject and their teaching of basic skills is good. Pupils are encouraged to take responsibility for their own performance and to become self-critical in attempting to improve the standards of their skills. This they do in an increasingly mature way. The enthusiasm of the teachers for the subject is conveyed to the pupils and maintains their motivation for the subject.
86. All pupils, including those with special educational needs, achieve well. All the sections of physical education identified in the National Curriculum are provided for, including swimming, and the standards achieved by the time the pupils leave the school are good. Almost all the pupils, with very few exceptions, achieve the minimum national requirements, with a significant proportion attaining standards higher than expected.
87. Pupils enjoy the active and sometimes competitive nature of the subject and respond well to the tasks set, playing co-operatively together. Pupils benefit from a broad range of activities. They enjoy opportunities for physical activity and express themselves confidently. The pupils in their relationships with one another reflect the very good relationships between the teachers and pupils. They are generous in their applause for success, and helpful and courteous when they make observations about each others performance, encouraging each other to do better, such as when a group of Year 5 pupils were developing their throwing of the javelin, hurdling and catching skills. The breadth and quality of experiences that pupils receive in physical education contributes well to their personal development.
88. The subject co-ordinator is enthusiastic and has arranged a very good range of activities to extend the experience of pupils outside school. The nationally recognised scheme of work is being used, with suitable adaptations to make it relevant to the school. The quality of learning resources is good and they are used very well.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

89. Religious education lessons and assemblies make a significant contribution to the provision for pupils personal, social and health education and citizenship (PSHCE). Teachers and all staff are very good role models for pupils and the close and caring relationship which exists between staff and pupils aids discussion on issues such as the use and misuse of drugs and sex education.
90. Assembly themes encourage pupils thinking about other people, helping them to be more aware of other's feelings and to be more tolerant. The quality of provision is enhanced by the good attitudes of pupils and the close and trusting relationships they enjoy with staff.
91. The development of the provision for PSHE is having a significant impact on pupils behaviour and their attitudes to school in general and towards one another in particular. Pupils behave in a mature and responsible way in school and this helps to create the very good ethos for learning seen in most lessons. Pupils views are sought regularly and pupils of all ages are elected to serve on the school pupil council and this promotes their sense of responsibility effectively.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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