

INSPECTION REPORT

**ST PETER'S CHURCH OF ENGLAND VOLUNTARY AIDED
INFANTS' SCHOOL**

Alvescot

LEA area: Oxfordshire

Unique reference number: 123189

Headteacher: Mrs Sam King

Lead inspector: Elisabeth de Lancey

Dates of inspection: 13 – 14 October 2003

Inspection number: 257934

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant School
School category:	Voluntary aided
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
Number on roll:	46
School address:	Alvescot Bampton
Postcode:	OX18 2PU
Telephone number:	01993 842535
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs Liz Savage
Date of previous inspection:	5 May 1998

CHARACTERISTICS OF THE SCHOOL

St Peter's Church of England Infants' School is a smaller than average rural school for pupils from the ages of four to seven. There were 46 pupils on roll at the time of the inspection. They are taught in three single-aged classes. The school serves the villages of Alvescot, Black Bourton and Kencot. A significant percentage of the pupils are from RAF families some of whom are on active service. Thirty per cent of the pupils joined or left the school at times other than the usual admission or transfer times during the last year which is very high. Seven of those who left the school during the last year were due to RAF postings.

The school draws on an area where the socio-economic circumstances are relatively favourable and pupils' attainment on entry is slightly above average. The percentage of pupils known to be eligible for free school meals is very low. Almost all pupils are from white English speaking families. There are few pupils from ethnic minority groups and none is at an early stage of learning English. A lower than average proportion of pupils have special educational needs, mostly for speech and communication and none has a statement.

The school has recently been awarded the 'Investor in People' status. It is currently working towards the Oxfordshire Quality Assurance Award for its work in the Foundation Stage.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	26

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school which is held in high regard by the community. Pupils make a good start in the reception class and good progress through the school. By the time they leave they reach standards which are better than those expected for their age. Overall, the quality of teaching and learning is good and pupils achieve well. The leadership of the headteacher and governors is very good. Recent improvements in the school's programme for reading have raised standards. Although, in common with most small schools, costs are relatively high **the school offers good value for money.**

The school's main strengths and weaknesses are:

- By the end of Year 2 standards in reading, writing and mathematics are good.
- The leadership of the headteacher and governors is very good.
- The school's curriculum contributes strongly to pupils' creative and aesthetic development.
- The staff show sensitive care for pupils and they understand their personal development needs very well.
- Parents give very good support which makes a significant impact on pupils' learning.
- The school is an integral part of the community.
- Except in English and art where it is very good, the role of the curriculum co-ordinators is unsatisfactory.
- The outdoor accommodation and resources for children in the Foundation Stage are unsatisfactory.
- There is insufficient use of information and communication technology to support learning across the curriculum.
- There are inconsistencies in classroom management.

Since the school was inspected in May 1998 good improvements have been made. Teaching has improved and standards have risen in reading, writing and mathematics, in particular for the more able pupils. Most of the key issues from the last report have been addressed well with the exception of the provision of a secure outdoor area and resources for children in the Foundation Stage. Teachers provide good opportunities for pupils to work together constructively and the pupils respond well, particularly when they are given practical work to complete in pairs or groups. The school has adapted the limited accommodation as well as could be expected to provide spaces for practical activities, indoor physical education and assemblies. Resources for information and communication technology have improved and pupils are beginning to use computers to find information on the Internet.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2000	2001	2002	2002
reading	A	A	A	B
writing	A	A	A	A
mathematics	D	B	A	A

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.
Similar schools are those with similar percentages of pupils eligible for free school meals.*

All pupils achieve well in reading, writing, mathematics and science and standards are high. The most recent test results show an improvement in standards in particular, in reading and for the most able in all subjects. Pupils with special educational needs make good progress and achieve well due to the early identification of individual needs and the sensitive support they are given. Most

children in the reception year make good progress in the areas of learning. They are likely to exceed expectations in all areas with the exception of their knowledge and understanding of the world and their physical development where they are likely to meet them.

The school encourages pupils' personal qualities, including their spiritual, social, moral and cultural development well. Assemblies make a good contribution to pupils' spiritual development. The school develops pupils' sense of community very well and the school council is making a significant contribution to this aspect of the school's work. Pupils have good attitudes to learning and form positive relationships with one another. Their behaviour is satisfactory. Attendance is well above average.

QUALITY OF EDUCATION

The quality of education provided by the school is good. This is because **teaching overall is good** and pupils learn well. The teaching of English and mathematics in Year 2 and art in the reception class is very good. Pupils in these lessons achieve very well because the teacher has very high expectations of the pupils, and pupils are interested in their work and do their best. Staff foster very good relationships with their pupils, and those who are new to the school settle in very quickly. Teachers' management of pupils is inconsistent and in a few lessons, when pupils behave inappropriately, it affects the pace of learning. Teaching assistants do not always receive sufficient guidance so that they understand what is expected of them. Teachers make good use of assessment to plan suitable work and set targets for individual pupils. The school plans a broad curriculum and there are good opportunities for pupils' aesthetic and creative development. A good programme of additional activities extends pupils' learning opportunities. The accommodation is restricted in some areas, but the school makes best use of it. Resources for English and art are very good, and those for most other subjects are satisfactory. There are some inadequacies in the accommodation and resources for pupils in the Foundation Stage. The school cares very well for its pupils and monitors their progress very well. Parents give the school very good support and are kept well informed.

LEADERSHIP AND MANAGEMENT

Overall leadership and management are good. The headteacher and governors offer very effective leadership to the school. The headteacher has made a significant contribution to the school in the year she has been in post and her management is good. Provision for pupils with special educational needs is well led. The governors fulfil their statutory duties and their governance is of a high standard. With the exception of English and art, subject leadership and management is unsatisfactory and is not based on secure monitoring and evaluation. The role of the co-ordinator has been identified by the school as an area for further development and is detailed in the current School Development Plan.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Both parents and pupils are pleased with the school. Pupils appreciate a voice in school affairs through the school council.

IMPROVEMENTS NEEDED

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

- to raise the overall quality of teaching by improving the occasional weaknesses in classroom management, including the guidance given to teaching assistants.
- to develop the role of the curriculum co-ordinators in monitoring and evaluating teaching, learning and standards.
- to use information and communication technology to support learning across the curriculum.
- to improve the accommodation and resources in the Foundation Stage.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Early assessments of children's learning show that when they start school their attainment on entry is slightly above average. Achievement in Year 2 is very good, and for pupils in the reception class and Year 1 it is good. By the end of the reception year, most children are likely to exceed expectations in all areas of learning with the exception of their knowledge and understanding of the world and their physical development where they are likely to meet them. In Year 2, all pupils reach at least average standards in most subjects and the more able pupils reach standards which are higher than expected in reading, writing, mathematics and science. Pupils with special educational needs make good progress towards their individual targets.

Main strengths and weaknesses

- Standards in speaking and listening are above average.
- Standards in reading have improved due to very good subject leadership, the setting of targets and the use of non-fiction books to improve pupils' comprehension skills.
- The proportion of pupils reaching the higher levels in reading, writing, mathematics and science has improved because teaching in Year 2 is very good.
- Pupils' standards in mathematics have improved significantly since the last inspection.
- The achievement of pupils with special educational needs is good because staff give pupils sensitive care and guidance.
- High standards in reading and writing are enabling pupils to achieve good standards in other subjects.
- Unsatisfactory achievement occurs occasionally when pupils are not well managed and teaching assistants are not given all the information they need.

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
reading	17.6 (17.8)	15.8 (15.7)
writing	16.1 (16.4)	14.4 (14.3)
mathematics	18.2 (17.2)	16.5 (16.2)

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

Commentary

1. Since the previous inspection, pupils' standards in reading, writing, mathematics and science have improved and their attainment is above average. This is because more is expected of the more able pupils in all subjects in Year 2, and a greater proportion of pupils attain the higher than expected level in the National Curriculum tests.
2. The school was particularly successful in 2003 in increasing the proportion of pupils who reached the higher level of attainment. Over half the pupils attained the higher level in reading, one third of pupils attained this level in writing and in mathematics, the high proportion of pupils reaching the higher level in 2002 has been maintained. The school has made good progress towards its challenging targets.
3. In reading and writing and mathematics, during Year 2, all pupils reach at least average standards and many attain above. All pupils, including those with special educational needs

and the more able achieve well. Pupils use their literacy skills well. They make good use of their speaking and listening skills when talking about their work at the end of lessons. They read and write for a range of purposes and use their skills effectively to enable them to achieve well in other subjects. In mathematics and science, standards are above average and pupils achieve well. However they do not have sufficient opportunities to develop their investigative skills. Pupils are encouraged to use their mathematics skills in other subjects, particularly measuring in science and design and technology. By Year 2, standards in information and communication technology are average. Their achievement is satisfactory, but could be better if pupils had more opportunities to develop their skills in other subjects. There is not enough evidence to report on standards and achievement in art and design, design and technology, geography and history, music and physical education.

4. Pupils' achievements in Year 2 are good because lessons are well planned and the teachers have high expectations of all pupils. Pupils are very clear what is expected of them, individual targets are used well and they gain confidence in their ability to improve. All pupils are fully included in lessons and good use is made of voluntary support in Year 2 to help pupils to make good progress.
5. Children in the reception class make good progress and by the time they reach the end of the reception year, they are likely to exceed expectations for children of their age in their personal, social and emotional development, communication, language and literacy, mathematical development and creative development. They are likely to meet the expectations in their knowledge and understanding of the world and their physical development.

Pupils' attitudes, values and other personal qualities

Pupils have good attitudes to learning and their behaviour is satisfactory. The school promotes pupils' personal development well. Provision for pupils' spiritual, moral and social and cultural development remains good. Pupils arrive punctually at school and their attendance is very good.

Main strengths and weaknesses

- Pupils' personal development is well promoted in the reception class.
- In most lessons pupils do their best and take a pride in their work.
- Pupils have very good relationships with staff and one another.
- Pupils' personal development is promoted well through assemblies, the school council and attendance at school clubs and other extra-curricular activities.
- A few pupils behave unsatisfactorily, and this slows the pace at which they work.

Commentary

6. Pupils' attitudes to school are positive and similar to those reported at the time of the last inspection. Children and parents agree that pupils like coming to school because the other children are friendly and most lessons are interesting and fun.
7. The pupils' positive attitudes towards their work are evident from the earliest age. Children in the reception class are happy and settled. Staff help them to feel secure, proud of themselves and aware of others. Their independence and enthusiasm for learning are developed well and they become increasingly independent as they move through the school. They are likely to exceed the early learning goals in their personal, social and emotional development by the end of the reception year. Pupils report that they are expected to work hard and they are trusted to do things on their own. Most pupils take a pride in their work and do their best. They respond well to the good range of activities they are offered and all pupils feel equally valued and included, irrespective of their differences.

8. The behaviour of pupils is satisfactory. Occasionally a few behave inappropriately in class. Although during lessons these pupils are easily corrected and good order is soon maintained, this causes the pace of learning to slow. A few pupils report that others do not always behave well. There was no evidence of bullying and parents agree that should any incidents arise they would be dealt with quickly and effectively by staff. There have been no exclusions.

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	42	0	0
White – any other White background	2	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	1	0	0

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

9. The school promotes pupils' personal development well. Pupils' spiritual, moral and social and cultural development is good. The school promotes pupils' spiritual development well in a number of ways. Assemblies create a formal time for reflection and give a strong emphasis to listening to others and considering the value of what they say. Pupils discuss their feelings and reactions as part of regular circle times, (a teaching and learning strategy to enable pupils to discuss their thoughts and feelings). This encourages them to see things from others' points of view. They enjoy music and sing well. They appreciate art in its various forms, enjoying what they create and appreciating the work of others. Pupils' knowledge of other cultures is developed effectively through a wider book choice, attractive displays, support for overseas charities, links with an African school and through pupils' work in geography. Pupils have a good sense of right and wrong, and are polite and friendly to one another and adults, including visitors to school. Teachers help pupils to work together. This begins in the reception class where children are encouraged to work in pairs or small groups, to share equipment and take turns. Paired and collaborative work is a strong feature in many lessons and pupils respond well to tasks that require them to take responsibility or work together. Members of the school council take their responsibilities very seriously and make a good contribution to school improvement.

Commentary

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.3	School data	0.0
National data	5.4	National data	0.5

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

Attendance rates are well above the national average. The school follows up absences promptly and unauthorised absence is very low.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good standard of education for its pupils. Its provision for more able pupils is very good and this enables them to achieve the standards of which they are capable. Pupils with

special educational needs receive good guidance and sensitive support which enables them to make good progress towards their individual targets and play a full part in class lessons. Provision for reading has improved and pupils' achievement is good.

Teaching and learning

Overall, the quality of teaching is good and pupils learn well. This is better than described in the last report. There is a higher proportion of very good teaching and good teaching, but one example of unsatisfactory teaching.

Main strengths and weaknesses

- High quality teaching in Year 2 enables pupils to make very good progress and attain high standards.
- Literacy skills are taught well in literacy lessons and in other subjects. This has helped to improve pupils' achievements in reading and writing.
- Numeracy skills are taught well in mathematics lessons and in other subjects.
- Good quality teacher assessment and marking in relation to pupils' individual targets gives pupils clear guidance.
- Teachers use assessment procedures well to inform planning.
- There are some weaknesses in the management of pupils and teaching assistants which slows the pace of learning.
- The skills of information and communication technology are taught satisfactorily but not practised or extended sufficiently in other subjects.

Commentary

10. One of the key features of the school's teaching and learning is the very good relationship between pupils and adults. This helps all pupils feel secure and recognise that their contributions are valued. As a result, pupils are eager participants in lessons working effectively on their own or in small groups. Teachers have good subject knowledge and use it well to plan activities which ensure that pupils are given work of the right level of difficulty. They use question and answer sessions skilfully to help pupils recall previous work, clarify understanding and provide the right level of challenge. Pupils with special educational needs are included in all activities and given strong but unobtrusive support. These are core factors in almost all teaching across the school which help pupils work effectively in developing their learning and refining their understanding.
11. These factors are developed most effectively in Year 2 where high quality teaching is the major factor in the pupils' accelerated learning. This was illustrated by one pupil's informed observation: '*You can't share seven plastic cubes fairly between two children, but you could chocolate bars, by breaking the last one into halves.*' This best teaching is characterised by an appropriate balance of challenge and support which ensures lessons sustain a brisk pace and pupils are consistently engaged. The teacher uses praise judiciously to motivate pupils, offers quality demonstrations of how work could be tackled and recorded and ensures high quality resources are readily available. For example, pupils have good access to computer programs which further extend and enrich their learning. In the small sample of lessons which were less successful, the pace of learning slows because guidance for teaching assistants is unclear and the teacher has inconsistent expectations of pupil's behaviour.
12. The quality of assessment throughout the school is good. Reviewing assessment was a key priority for the new headteacher. The effectiveness of this review is shown in the rise in standards in the latest national tests.
13. Good procedures for assessing pupils' attainment and progress in English are used effectively across the school. Improved assessment procedures have recently been introduced for mathematics and science. Through their individual targets, pupils gain an understanding of

some of the ways in which they can improve their work. In English and mathematics, teachers make good use of assessment to set work at appropriate levels in lessons and to identify challenging targets for individuals and groups of pupils. Improving investigations in mathematics and science and their assessment are current priorities for the school. Teachers' good marking, takes account of pupils' individual targets and informs pupils how well they are doing and gives them clear guidance on how they can improve their work. It successfully engages pupils in their own learning and helps them to raise their standards of attainment.

Summary of teaching observed during the inspection in 16 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	6	5	1	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.

The curriculum

The school provides a broad curriculum which effectively meets pupils' needs. There are good opportunities for enrichment. Its accommodation is satisfactory and resources are sound overall.

Main strengths and weaknesses

- The curriculum for children in the reception class effectively covers all areas of learning.
 - Pupils' literacy and numeracy skills are developed well.
 - The provision for pupils with special educational needs is good.
 - There is a strong emphasis on fostering pupils' creativity.
 - There is a good range of extra-curricular activities which enhance pupils' learning.
 - The use of information and communication technology across the curriculum is unsatisfactory.
14. The school provides a broad and interesting curriculum for all its pupils. It enables them to attain high standards in reading, writing and mathematics, and gives them good opportunities to produce work of a high quality in other subjects. The good quality of the curriculum identified at the time of the last inspection has been sustained. It meets the requirements of the Foundation Stage Curriculum and the National Curriculum. Appropriate time is allocated for each subject with a particular emphasis on developing pupils' literacy and numeracy skills. Sex and relationships education is taught as part of the 'Family Nurturing Programme' for schools. The school participates in the local authority's drugs education programme and is working towards the Early Years Quality Assurance award and involvement in the Healthy Schools Scheme.
 15. The curriculum is well planned and fosters both pupils' academic achievement and their personal development. It is interesting and relevant and provides a wide range of learning experiences which deepen and extend pupils' learning. The school's planned programme makes effective links between subjects and has been carefully adapted to meet the needs of all pupils, many of whom attain standards higher than the national average. A notable feature of the curriculum is the emphasis placed on creative subjects of art and design, dance and music. However, pupils have too few opportunities to use their skills in information and communication technology in other subjects.
 16. The curriculum for pupils in the Foundation Stage is sound and meets the needs of the children very well. It is based securely on the Early Learning Goals which children are expected to reach by the time they enter Year 1 in all areas of learning. It enables the children to make good progress in their development and ensures that they make a smooth transition into the requirements of the National Curriculum. The daily programme of purposeful activities is well planned to develop children's enthusiasm for school and to promote their growing

independence. In Years 1 and 2, the curriculum builds effectively on the provision for children in the Foundation Stage and pupils are well prepared for transfer into junior school.

17. Teachers take care to ensure that all pupils have equal access to every aspect of the curriculum. There is good provision for pupils with special educational needs. Pupils are given additional help in lessons from teachers, teaching assistants and volunteers. Their progress is carefully planned and regularly assessed so that they receive the right support in lessons and around school. Particular attention is given to those who need literacy support and this clearly helps them to achieve well.
18. Extra curricular activities are varied and include French, games and textile clubs and staff organise and run an activities week, which all pupils are invited to attend, at the end of the summer term. Parents value highly the excellent opportunities given to pupils to perform in assemblies and Christmas productions. All pupils in Years 1 and 2 are offered the opportunity to play the recorder as an extra-curricular activity with an external music teacher. Pupils in Years 1 and 2 benefit from swimming lessons at Brize Norton.
19. The school has an appropriate number of teachers and teaching assistants to cover the curriculum. An external music teacher provides additional support. Accommodation is satisfactory and enables all the National Curriculum subjects to be taught with the exception of gymnastics for which teaching and learning is restricted due to the available facilities. Children in the Foundation Stage do not have access to a secure outdoor area which restricts some aspects of their physical development. Resources for English and art are very good, and those for most other subjects are satisfactory. There are some inadequacies in the school's resources for pupils in the Foundation Stage.

Care, guidance and support

St. Peter's school continues to provide good guidance and support to ensure the care, safety and welfare of its pupils. Teachers monitor, assess and guide pupils' work well. The school provides pupils with good opportunities to express their views and responds well to their ideas.

Main strengths and weaknesses

- The school provides sensitive personal support and academic guidance which helps pupils to feel secure, to develop positive attitudes to learning and to achieve well.
- Very good care is taken of the pupils with special educational needs which enables them to participate fully in all aspects of school life.
- The use of regular 'circle time' to consolidate the spiritual, moral, social and cultural development is good.
- The School Council strongly reflects the good level of involvement of pupils in the life of the school.

Commentary

20. Staff take good care to ensure pupils' welfare, health and safety. Child protection procedures are firmly in place and accord with statutory requirements. Risk assessments are carried out and the governors' health and safety committee meets regularly to monitor progress. The school provides a very safe learning environment, maximising its limited space for the benefit of everyone. The recently established library is an effective haven for small groups and is planned to accommodate visiting parents with toddlers. Fully trained parents provide road safety awareness with the 'Footsteps Programme'. The 'Family Nurturing Programme' for schools forms a solid basis for values education and much is done to raise self-esteem and mutual respect among pupils.
21. The school places a high priority on personal, social and health education, especially in the management of 'circle time'. Teachers know their pupils well and supervise discussions with

sensitivity. They take good account of pupils' views for example, when they devise their class rules. Both the pupil survey and general observations showed that pupils are confident in approaching adults, who receive them with genuine warmth and affection. Almost all pupils report that teachers are fair to them.

22. Good induction procedures ensure that children settle well into the reception class and staff take great care to ensure that they are supervised and safe at all times. About one third of pupils belong to families at RAF Brize Norton and the school handles the frequency of pupil mobility very well. Pupils entering the school during the year report that the pupils are welcoming, that they make friends easily and settle quickly into the routines of the school. The sensitivity shown to families with RAF personnel on active duty in Iraq during and since the war has been particularly strong. The school is to be highly commended for its approach in supporting pupils during a considerably stressful period.
23. There are very good systems for monitoring pupils' personal and academic development. Regular assessments of pupils' attainment in reading, spelling, writing, mathematics and science are analysed and used to plan subsequent work. The setting of individual targets gives pupils and their parents good guidance on how to improve and this is helping to raise attainment. The school provides sensitive help for pupils with special educational needs. Good links have been established with other agencies involved in providing support such as the speech therapy service. Parents and staff regularly review the progress pupils are making in meeting their targets. This enables these pupils to participate in all aspects of school life. Pupils are well prepared for the next stage in their education.

Partnerships with parents, other schools and the community

The school has established very good relationships with parents and the local community. They are better than reported at the time of the last inspection. Parents make a strong contribution to the school and to the pupils' learning.

Main strengths and weaknesses

- Parents are highly satisfied with their children's development.
 - Good information for parents encourages them to help their children.
 - Very good links with the local community provide a significant impact on learning.
 - Any issues raised by parents are dealt with very well.
24. The school has established a strong partnership with parents and the community. It sees a close partnership with parents as fundamental to its work. Parents report that they are made to feel very welcome in school and are encouraged to discuss matters informally with staff. They feel confident in approaching the head teacher and speak highly of the 'family atmosphere' in the school. They appreciate that their views are also sought through questionnaires.
 25. Parents are very supportive of the school and respond generously to appeals for help. The quality of information provided for parents is good. Frequent newsletters provide up-to-date information on scheduled events and issues and these are much appreciated. There are regular opportunities for parents to consult teachers about their children's progress and they are invited to discuss their children's annual reports. Curriculum information is provided each half term and meetings are arranged to help parents keep abreast of what their children are learning. Such events are highly valued. For example, the well-attended meeting with parents and governors, to introduce them to the school's new approach to reading, has successfully increased their contribution to learning.
 26. A number of parents and governors help in the school on a regular basis. Some help in the classroom, others with outdoor activities and visits. This very strong support is a notable feature of the school and has a very good impact on pupils' learning.

27. In the reception class good links are established with pre-school playgroups. A planned induction programme has been developed that involves teachers, children and their parents, As a result, parents and their children are familiar with the staff, their surroundings and some of the school's procedures before the children enter the school. Consequently, the pupils settle quickly and this has a beneficial effect on their attitudes to school. Liaison with junior schools and the local secondary school is well established. The school works closely with the parents of pupils with special educational needs, they are kept well informed about their children's progress. Parents' meetings are well attended and pupils' annual reports are comprehensive.
28. The school has an active Governor Communications Committee which provides strong support for the school in a variety of ways. Successful fundraising events occur throughout the year and involve not only parents but the whole community. These events raise considerable sums of money to provide extra equipment for the school. Parents show a high degree of loyalty to the school and they attend school meetings and events in large numbers.
29. The school makes very good use of its local community and keeps it well informed about school events. For example, school newsletters are displayed on the village notice board and the Chair of Governors, who is editor of the local parish bulletin, includes items about school life. The school uses the expertise and resources within the village to enhance school life. Pupils regularly visit the local church and the vicar leads assemblies on a weekly basis. People from the community are welcomed into school and the school makes a valuable contribution to village life. For example, pupils take an active part in village events such as the summer fete and invites the village to take part in school events such as the Easter Bonnet Parade.
30. The school has built up a good network of contacts with people and organisations within and beyond its immediate vicinity. These include a number of other schools which offer their specialist facilities for sport. The head teacher's participation in the village 'Millennium Plus' committee, helps ensure additional resources for the school's sporting facilities. A particular strength is the benefit of being part of the Barclay's New Future's Project, where St. Peter's has joined with other schools to share good practice for the School Council.

LEADERSHIP AND MANAGEMENT

The headteacher and governors offer very effective leadership to the school. The governors fulfil their statutory duties and their governance is of a very high standard. The headteacher has made a significant contribution to the school in the year she has been in post and her management is good. Curriculum co-ordinators do not have an established role in directing their subjects and, therefore, their leadership and management are unsatisfactory. The school has prioritised the development of the role of the co-ordinators in the current School Development Plan.

Main strengths and weaknesses

- Headteacher's high quality leadership and management, including her role as curriculum co-ordinator for English and art.
- Governing body's very effective governance.
- Very good financial management by the headteacher and governors.
- School draws effectively on principles of best value to guide its management procedures.
- The leadership and management of the special educational needs co-ordinator are good.
- The leadership and management of curriculum co-ordinators are unsatisfactory.

Commentary

31. The headteacher has a clear vision for the school's development including the sustaining of high standards and the maintenance of a rich curriculum in which the arts have a valued place. She has demonstrated effectively her commitment to improved standards through her work as English co-ordinator in reviewing reading provision. Valuing the contribution of staff, governors

and parents she engaged them fully in the review and recognised their important role in helping to raise standards. She has forged a cohesive team with staff and governors and shown herself to be open and accessible with parents. Her very good leadership is exemplified in her innovative approach to school self-evaluation which has helped staff and governors to prioritise key improvement areas.

32. The quality of management is good overall, this reflects the key role of the headteacher in a small school. That of staff co-ordinators is unsatisfactory. They do not have an established role in directing their subject. Current monitoring and development functions have only recently been introduced and the headteacher has led the way. This has included rigorous analysis of pupil performance data and the identification of improved activities to raise the achievements of all pupils. The school has already identified the development of the co-ordinator role as a priority for the current year. The headteacher and governors see that plans to improve the school have been based on how well it is doing and the reasons for its current level of performance.
33. Senior management analyse the national test results systematically to help identify strengths and weaknesses and use their findings to help evaluate the school's assessment procedures. Good use is made of all assessment outcomes to inform school development planning. There are good procedures for the early identification and assessment of pupils with special educational needs that fully comply with the revised Code of Practice.
34. Governors carry out their responsibilities very effectively and see themselves as part of a whole school team. They have a clear understanding of the school and a good knowledge of its strengths and areas to be improved. They understand their responsibilities to parents and to the wider community, but state that essentially they are there to '*represent the children's interests*'. Governors identify closely with the school and its performance and because of that readily challenge staff. The promotion of performance management and professional development for all staff has been a key focus for these governors. The governors adhere to the principles of best value and use them appropriately to shape their effective financial management and governance of the school.
35. The school has relevant development priorities. It has effectively engaged LEA advisers as consultants and as assessors for the Foundation Stage's quality standards. The school has made significant developments since the last inspection. This confirms that the school now has a well-directed capacity for sustained improvement.
36. The very high carry forward, accrued by the previous headteacher, included a high proportion for information and communication technology equipment and furniture that was paid for in the following financial year.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	197,985
Total expenditure	181,645
Expenditure per pupil	3,209

Balances (£)	
Balance from previous year	49,324
Balance carried forward to the next	15,479

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

37. Provision for children in the Foundation Stage is good. It is similar to that reported at the last inspection. The children enter the reception class in the September or January before they are five. Their attainment is generally above average. Children receive a good start to their education in the reception class and are well prepared for work on the National Curriculum in Year 1. Almost all the children have attended some form of pre-school provision. At the time of the inspection the reception class teacher had been in post for just over one term. Since her appointment, she has worked closely with the local authority's adviser for early years to develop a planned curriculum for the six areas of learning. Overall the quality of teaching is good with very strong features in some areas. The teacher plans a good balance of activities, some of which are carefully directed and others which children choose for themselves. Activities are generally well matched to children's needs with sessions of an appropriate length to sustain their interest and concentration. As a result the children achieve well. Assessment procedures are good and used well to build on what the children already know. Children with special educational needs receive very sensitive support and make good progress towards their targets. Some aspects of the curriculum for example music, and art and design, are taught by other teachers while the reception class teacher teaches physical education in Years 1 and 2. The accommodation is satisfactory but outside facilities are unsatisfactory and children do not have access to a separate secure outside area. Resources, particularly for outdoor activities are unsatisfactory.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

The provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- The school provides a safe environment and adults demonstrate good levels of care and consideration towards the children.
- Staff lay great emphasis on this area of learning, they teach it well and this has a good impact on children's achievement.
- Relationships between the children, teacher and teaching assistant are very good and inspire confidence in children.

Commentary

38. Children settle quickly into the reception class. They form good relationships with one another and the adults with whom they work. They play happily together and become more aware of the needs of others; for example, in learning to take turns and to share equipment fairly. They show good independence in classroom routines such as dressing themselves and preparing for lunch. Teaching and learning are good. Adults value the contributions of children; for example, in circle time when they talk about their ideas and feelings. They use praise and encouragement sensitively to reward effort and to promote children's confidence and self-esteem. Almost all children are likely to exceed the expectations in this area of learning by the time they enter Year 1.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Reading and writing skills are developing well.
- Children's speaking and listening skills are good.
- Picture and early reference books are not well displayed.

Commentary

39. Children generally start school with good communication skills. They respond well to simple instructions and most children express themselves clearly, use a good vocabulary and communicate their thoughts and feelings effectively. They enjoy listening to stories and rhymes. They correctly remember the main characters and events in the stories they have heard and imaginatively recall them in their own play. They enjoy looking at books, handle them carefully and know that they are made up of words and pictures. They know the letters of the alphabet and are beginning to use their knowledge of initial letter sounds to read simple words. More able children recognise a good number of words by sight. Children's early writing skills are developing well. They hold a pencil carefully and write independently for different purposes. All children routinely write their own names. Teaching is good and the children achieve well. The caring relationships that exist in the class give children the confidence to speak and know that they will be listened to. Staff instruct the children well showing them how letters should be formed and how to apply their knowledge of letter sounds to their writing. They provide them with sound opportunities to write for a range of purposes. Occasionally, the learning intentions for the child-initiated activities are not sufficiently clear; consequently, adults are not always aware of the possibilities to extend individual learning. By the time they start Year 1, most children are likely to exceed the expectations in this area of learning.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- There is a good emphasis on developing children's understanding of mathematics through practical activities.
- Mathematical language is used effectively by staff.

Commentary

40. Most children are confident in dealing with numbers from zero to ten and more able pupils count to 20 and beyond. They understand mathematical terms such as *one more than* and *one less than* in practical activities. For example, they place a number of small bears on the mat, counting them accurately as they go. They know how many there will be if there is one or two more. More able children know that there are a number of ways in which you can make six or seven and relate addition to combining two sets of numbers. Children show good spatial awareness and confidently use language to describe size, shape and position. More able pupils can make sequences of repeating patterns using shapes or cubes and some go further and suggest ways of sorting shapes by different attributes. Teaching is good because the teacher plans first-hand, practical experiences to help children develop their mathematical concepts. There are good opportunities for children to extend their knowledge of number, including counting games and songs. Children are likely to exceed the expectations for this area of learning by the time they enter Year 1. Their achievement is good.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The use of the environment to support learning.
- Children are developing very good fine motor skills.

Commentary

41. Children develop the confidence they need to investigate their surroundings and to shape an understanding of the wider world. The good opportunities for children to explore the natural world have helped them to learn that plants need water to live and to notice the changing seasons. They know that hedgehogs hibernate during winter. Listening in the playground, they identify other children at play, birds and aeroplanes by the sounds they make. Children's knowledge of the physical world is developed satisfactorily. They examine the tactile qualities of different materials and use this knowledge to match items by touch alone. They describe the different sensations they feel when they run their hands through water, and dry and wet sands. They use a range of construction kits and learn how to fit the parts together to make objects of their choice. When constructing the letters of their name from seeds, feathers and other items they learn the skills they need to use simple tools and the care required to place items precisely. Children become familiar with computers and use the mouse confidently to move images across the computer screen. They know how to wear earphones so they alone can listen to instructions. Teaching is sound and the children's achievement is satisfactory. There are well-planned opportunities for children to extend their ability to find out about many aspects of the environment. Adults encourage children to observe closely, to ask questions and to record what they have found. Pupils are likely to meet the expectations in this area of learning by the time they enter Year 1.

PHYSICAL DEVELOPMENT

The school's provision for physical development is **satisfactory**.

Main strengths and weaknesses

- The school makes the best use of the available accommodation.
- The indoor accommodation restricts the teaching of physical education.
- There is no access to a secure outside area.
- Resources to develop outdoor play are unsatisfactory.

Commentary

42. It was not possible during the inspection to observe any lessons for physical education but children were observed in the playground and in the school's attractive adventure play area. These observations indicate that children's achievement is satisfactory and that they are likely to meet the expected outcomes by the time they enter Year 1. Limited resources for outside play restrict opportunities for physical development. There are plans to remedy the shortcomings. The school is currently developing a programme of work for staff to develop children's skills in the adventure playground, and the purchase of outside equipment is a priority. Children develop their manipulative skills well by handling scissors, tools and modelling dough and control small toys and construction equipment with good control and co-ordination.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children love creating pictures and they are fully absorbed in their work.
- Displays are good.
- Staff make good use of creative activities to extend children's language.

Commentary

43. Children enjoy listening to different kinds of music and respond to it in dance. They are beginning to develop a good repertoire of songs which they love performing. They have very good opportunities to paint and draw with a wide range of media and they experiment confidently with colour, shape, line and texture. They learn to observe closely and explore what happens when they mix colours while painting; for example, when they print with leaves to make an autumn backcloth. They work in a wide range of materials including collage and use artistic tools well. The quality of teaching in the one lesson observed was very good. It provided a very strong stimulus for children's creativity and made effective links with other areas of the curriculum. Children's language is extended well. Displays of children's work indicate that children achieve well and are likely to exceed the expectations by the time they start in Year 1.

SUBJECTS IN KEY STAGES 1

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards in speaking and listening are above average.
- Standards in reading and writing have improved.
- Teaching is good overall and there are examples of very good teaching in Year 2.
- Basic skills are taught well and handwriting skills are effectively demonstrated and practised.
- Homework is used well to extend literacy skills and parents are fully involved.
- There is a strong focus on reading for understanding.
- Leadership and management of the subject are very good and this has a very positive impact on standards.

Commentary

44. There have been significant improvements in standards since the last inspection. Pupils' attainment is now well above average. Last year, in the National Curriculum tests at the end of Year 2, over half the pupils reached the higher than expected level in reading and one third of the pupils reached this level in writing. There is no significant difference in the performance of boys and girls. All pupils make good progress in reading and writing as they move through the school, and their achievement is good. This is largely because the curriculum co-ordinator leads and manages the subject very well and there is high quality teaching and learning in Year 2. A significant factor in the drive to raise standards has been the school's decision to move from using a 'structured' reading scheme to teach reading to an approach which uses a wide variety of books. These are carefully selected and include a good range of non-fiction books which are particularly popular with boys. The pupils' increased experiences and enthusiasm for reading are reflected in the quality of their writing.

45. Group reading sessions, when children of a similar ability read and discuss the same book, have helped to improve pupils' comprehension skills. This is because these sessions are carefully planned, books selected at the right level of difficulty and questions promote pupils' comprehension skills and knowledge of books and texts. Pupils read accurately, fluently and with good expression. Their knowledge of letter sounds is good, largely because the school has a systematic approach to the teaching of letter sounds (phonics). They enjoy reading and explain their preferences for certain books and authors. Most pupils understand the difference between fiction and non-fiction and how to locate information using the contents and index.
46. All pupils benefit from the many opportunities given to them to write for a range of purposes and for different audiences. They use the structure of well-known stories imaginatively to develop their writing and express their own ideas. They use a varied vocabulary that reflects their wide reading experience and adapt their writing skills to different styles. A feature of their work is their developing ability to describe things from someone else's point of view, such as their diary accounts of the 'Great Fire of London'. Pupils of average and above average attainment are writing with increasing accuracy. Their basic spelling and punctuation are usually correct. They are beginning to use dictionaries well to check out their work. Standards of handwriting are good and pupils' work is well presented.
47. By Year 2, pupils' speaking and listening skills are very good. They listen attentively in lessons, develop a wide vocabulary and contribute actively to group and class discussions. All staff value the answers of pupils and ensure that they have the opportunity to contribute to discussion. They reinforce language well encouraging pupils to use a broader range of words in their oral and written responses.
48. The strengths of the teaching are reflected in the improvement in reading and writing skills. Teachers have good subject knowledge and model reading and writing well. Objectives for lessons are clearly defined and pupils' learning targets used well to improve work. In the best lessons the very good planning is informed by the excellent use of assessment to set the right balance of challenge and support. Where teaching is satisfactory, there is not enough guidance to ensure that all groups of pupils fully understand the task.

Language and literacy across the curriculum

49. Teachers plan very good opportunities for pupils to develop their literacy skills in other subjects. For example, they write lively accounts of Florence Nightingale's experiences in the Crimea in history and imaginatively describe a journey through the rainforest in geography. They set out instructions for making an apple pie in design and technology. Their skills of labelling are developed well in geography and science. Staff teach the basic skills of literacy well in all subjects so that pupils can practise and apply them in different situations. The newly installed library will present a good opportunity for pupils to develop their research skills further.

MATHEMATICS

Provision for mathematics is **good**.

Main strengths and weaknesses

- There is high quality teaching and learning in Year 2 and by the end of the year pupils attain very high standards.
- Teachers plan lessons well to meet the learning needs of all their pupils and pupils achieve well.
- Teachers use time well at the end of lessons to consolidate and assess pupils' learning.
- There is a lack of consistency in classroom management.
- Leadership and management of the subject are unsatisfactory.

Commentary

50. Since the previous inspection the school has raised pupils' standards of attainment and improved their achievement by the end of Year 2. Pupils' attainment is now well above average because last year over half the pupils reached the higher level of attainment (Level 3). This is due to the high quality teaching and learning in Year 2. There is no significant difference in the performance of boys and girls. All pupils make good progress as they move through the school, and they achieve well. Almost all pupils work effectively on their own or in small groups. There is some variation in the rate of progress across Year 1. This is because there is a lack of consistency in teacher expectations. Pupils are initially uncertain how to proceed, and unclear how work should be recorded. This results in restless behaviour which slows the pace of the lessons. The very few pupils with special educational needs make good progress. They benefit from effective additional support from teachers and teaching assistants.
51. Teaching is good; it varies from unsatisfactory to very good. The teaching of the basic skills is good overall. Teachers build appropriate lesson introductions from opening question and answer sessions which help all pupils recall previous work and demonstrate their understanding of it. Lessons generally end effectively with a careful assessment of what pupils have learned. This is reflected in teachers' high quality marking. This helps pupils to see how well they are doing and to understand what they must do to improve further. This also informs teachers' useful planning which clearly indicates how tasks will be varied according to pupils' different abilities. This links appropriately with pupils' own targets and sound half-termly assessments and reviews. In the best lessons teachers encourage pupils to identify number patterns. They help them to use their findings to describe relationships between the numbers and predict sequences. All of this is helping to raise standards. Teachers work well with their teaching assistants and voluntary helpers to offer valuable support to all pupils. Relationships are very good. However, in one lesson seen, the teacher did not fully prepare the assistant and, as a result, a learning opportunity for the pupils was lost. Teachers' involvement of parents in their children's learning has made a significant contribution to the raising of standards in mathematics. This has been achieved through a very well structured, weekly homework programme. Activities pursued at home link directly with lesson content for that week. Unsolicited, parents spoke enthusiastically about this programme at their pre-inspection meeting. The programme includes number puzzles and simple problems. Insufficient activities of this nature are offered in class, however, so that pupils can undertake investigations, including those of their own devising. This is recognised by the school and a file of appropriate resources is being compiled.
52. Monitoring procedures and systems to analyse test results, which involve the subject manager, have only recently been introduced with the support of senior managers. Currently, leadership and management of the subject are unsatisfactory. Resources are satisfactory and pupils have ready access to them. Teachers who are confident in the use of information and communication technology employ it effectively to develop pupils' learning. However, few such examples were seen during the inspection.

Mathematics across the curriculum

53. Teachers successfully encourage pupils to use their mathematics skills in other subjects, particularly measuring in science and design and technology. Pupils apply these skills well and make good use of mathematical language when describing their answers, or demonstrating their understanding of their findings at the end of lessons.

SCIENCE

Only one lesson was seen in this subject and there was very little evidence of work done by the Year 2 pupils. It is therefore not possible to form an overall judgement about provision.

Main strengths and weaknesses

- Pupils attain high standards in Year 2.
- Good assessment procedures have been introduced.
- Leadership and management systems are unsatisfactory as they are not yet established.
- There are too few opportunities for pupils to carry out investigations.

Commentary

54. Pupils' standards have improved significantly since the last inspection. Teachers' assessments of pupils at the end of Year 2 show that pupils now attain well above expected standards for their age. A high proportion of pupils reach the higher level (Level 3), while all the remaining pupils attain the nationally expected standard for their age (Level 2). All pupils make good progress and achieve well. Pupils with special educational needs receive well-prepared and appropriate support and make good progress and achieve well. Boys and girls do equally well. Scrutiny of pupils' work shows they cover all required aspects of the science curriculum. They identify successfully why particular materials are suitable for specific purposes, why simple electrical circuits function as they do, and why different animals live in different habitats. Although pupils undertake investigations for assessment purposes, there are too few opportunities for them to pursue these tasks in their general work. This is recognised by the school.
55. In the one lesson seen, pupils in Year 2, successfully identified healthy foods and showed their awareness of environmental dangers that they should avoid; for example, electrocution if equipment is not handled properly. The teacher made good use of the opening question and answer session to draw out ideas from all pupils. She insisted that pupils explain their thoughts clearly and word their captions precisely. However, her contrasting instructions to answer questions, by raising a hand on some occasions and calling out on others, led to uncertainty amongst pupils and a few examples of inappropriate behaviour which disturbed the lesson's pace. Pupils produced a range of simple posters, with clear ideas, thoughtfully expressed. The teacher made good use of her discussions with pupils to assess their knowledge and understanding. This reflects the school's good assessment procedures. Each half-term teachers set pupils a simple challenge and assess their responses. The school provides teachers with detailed guidance to help their assessments and to establish consistency across the school in their grading of standards. The collation of samples of this work offers further support for teachers in their assessment of pupils' work.
56. The new co-ordinator has only been in post for one month. However, there are no established procedures in place for her to use to lead and manage this subject; therefore, at this time, they are unsatisfactory. Resources are satisfactory and readily available to staff and pupils. Links with other subjects are carefully planned to reinforce pupils' learning; for example, considering the idea of a healthy diet or exploring drugs in the context of a study of Florence Nightingale. Similarly, literacy is well supported in labelled diagrams and lists; and numeracy in block graphs and measurement. However, few examples of the use of information and communication technology to support learning were seen.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Teachers maintain useful records of pupils' skills.
- Resources are good.
- Pupils are using the Internet to research topics.
- Where teachers are confident, good use is made of this resource, elsewhere it is unsatisfactory.
- Leadership and management are unsatisfactory.

Commentary

57. The average standards recorded at the last inspection have been maintained. All pupils make satisfactory progress and achievement is sound. The school makes appropriate provision for pupils with special educational needs, they make steady progress and their achievement is satisfactory. All aspects of the subject are covered effectively and additional resources are being assembled to develop pupils' skills further; in particular, for information retrieval. Scrutiny of pupils' work indicates that pupils create and format text and manipulate graphics to produce pleasing effects. They program electronic toys effectively. They use a simple data package appropriately to draw graphs and pie charts to represent survey findings. The few pupils observed during the inspection demonstrated competence in handling a mouse, using the keyboard and moving the cursor precisely across the computer screen. Pupils in Year 2 have experience of sending and receiving e-mails to and from pupils in an Australian school and many use the Internet to research topics and print out pictures and information.
58. Staff are systematically recording the pupils' computer capabilities on a carefully-compiled skills list. This reflects the successful outcomes of the previous year's priority. Confident teachers use the interactive whiteboard effectively to assist their teaching and they provide appropriate computer programs to support pupils' learning during their lessons. However, this was limited to only a few instances during the inspection. Insufficient use is being made of the school's good resources and the pupils' secure skills base to enhance their learning in a range of subjects in all classes. This is recognised by the school and the development plan identifies this as a key priority for the current year. The staff have drawn up a clear detailed programme to bring this about and time is identified for its implementation. However, it is too early to judge its effectiveness.
59. The leadership and management of the subject are unsatisfactory. There are no formal procedures in place to monitor teaching and learning or the effectiveness of the current use of resources. The recently introduced monitoring of teachers' planning has not yet identified how this might be used to help teachers to make effective use of resources to support pupils' learning. The co-ordinator is beginning to compile a portfolio of pupils' work to help teachers' assessment of pupil's learning but this is at an early stage of development.

Information and communication technology across the curriculum

60. In mathematics, confident teachers use interactive whiteboards effectively to illustrate number patterns and demonstrate numerical relationships. Pupils use programmable toys to reinforce their understanding of right and left, and of turn as a movement that can be measured. To accompany computer-generated graphics, pupils draw on their word processing skills to write appropriate captions. Where necessary, they edit them to correct grammar and punctuation. Despite these examples of good practice overall, teachers make insufficient use of ICT to support learning in the different subjects of the curriculum and to inform planning.

HUMANITIES

Geography and history

61. It was not possible during the inspection to observe any lessons in **history** and only one in **geography**. At this early stage of the year there was limited evidence available from work in exercise books and folders. It is evident from teachers' planning these subjects meet the requirements of the National Curriculum. Geography teaching in Year 1 is satisfactory. In history in Year 2, pupils are developing a good understanding of the work of Florence Nightingale.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology, music, physical education and personal, social and health education and citizenship

62. It was not possible during the inspection to observe any lessons in design and technology, and only one lesson was seen in art and design, music and physical education. In addition to observing these lessons, inspectors talked to co-ordinators about their work and looked at the available samples of work.
63. Displays of pupils' **art and design** are good and reflect the way in which the school values the work of its pupils and celebrates their achievements. They show a good range of art techniques and demonstrate pupils' skills in using a very good range of media to express their ideas. Pupils respond very well to these opportunities to be creative; they are proud of their achievements and eager to point out and talk about their work.
64. **Music** teaching is satisfactory in Year 2. Pupils sing familiar songs in tune and show a good sense of rhythm. They understand the meaning of pitch, tempo and dynamics and apply them sensibly when composing a sound journey. There are good opportunities for pupils to learn to play the recorder. They have good opportunities to enhance their skills and perform to a wider audience.
65. Planning art and design, **design and technology** and music meets the requirements of the National Curriculum. The accommodation and resources are inadequate for gymnastics and in this aspect of **physical education** the school cannot meet the requirements of the National Curriculum. Good opportunities are provided for pupils to learn to swim at Brize Norton.

Personal, social and health education and citizenship

66. This is a strong area of the school's work. The programme for pupils' personal, social and health education and citizenship is good and includes work on health and safety, sex and drugs education. Circle time encourages pupils to consider the views of others. Assemblies foster a sense of the school community well. The school council seeks to involve pupils in the work of the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

*Inspection judgement**Grade*

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	2
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
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	3
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	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	5
The effectiveness of management	4

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