

INSPECTION REPORT

WOODSTOCK CHURCH OF ENGLAND PRIMARY SCHOOL

Woodstock, Oxon

LEA area: Oxfordshire

Unique reference number: 123118

Headteacher: Mr A Walkey

Lead inspector: Mr M Milton

Dates of inspection: 13 – 15 June 2005

Inspection number: 268304

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:	3 to 11
Gender of pupils:	Mixed
Number on roll:	223
School address:	Shipton Road Woodstock Oxfordshire
Postcode:	OX20 1LL
Telephone number:	01993 812209
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Appropriate authority:	The governing body
Name of chair of governors:	Mr D Wright
Date of previous inspection:	7 June 1999

CHARACTERISTICS OF THE SCHOOL

Woodstock Church of England Primary School has 223 pupils in eight classes and is of average size for a primary school. The school includes a Nursery, which has places for 20 children for each of the morning and afternoon sessions. Pupils are in single-age classes in Years 3 to 6. In Years 1 and 2, a variety of groupings is used; some lessons are in mixed-age groups but English and mathematics are taught to single-age classes. There are similar numbers of boys and girls. Most pupils are from white British backgrounds; approximately five per cent are from minority ethnic groups. Two children in the Nursery are in the early stages of learning English as an additional language. The proportion of pupils the school identifies as having special educational needs is below the national average but the proportion with Statements of Special Educational Needs is above the national average. The pupils with special needs have a variety of needs, which include specific and moderate learning difficulties and emotional and behavioural difficulties. The number of pupils who join or leave the school at times other than the start or end of the school year is below average. The proportion of pupils known to be eligible for free school meals is below average. The area from which the school draws its pupils is, overall, advantaged socially and economically, although it includes some disadvantaged localities. In 2000, the school received a School Achievement Award from the Department for Education and Skills. Pupils' overall standards on entry are broadly average for Years 2 and 6, but are higher for some other year groups. Six out of the 11 teachers have taken up their posts in the last two years.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1723	M Milton	Lead inspector	Science Information and communication technology Religious education Geography Personal, social and health education
9079	A Moss	Lay inspector	
11816	G Jones	Team inspector	Mathematics Design and technology History Physical education Special educational needs
32153	M Panichelli	Team inspector	Foundation Stage English Music Art and design English as an additional language

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Woodstock Church of England Primary School provides a broadly satisfactory standard of education. Overall, the quality of teaching and learning is satisfactory, although better in the Nursery and Reception than in Years 1 to 6. Pupils' achievement is good in the Nursery and Reception but satisfactory in Years 1 to 6. Pupils' standards are broadly average by the time they leave school. Staff holding responsibilities provide satisfactory leadership. There are strengths in the headteacher's leadership and management but also some weaknesses. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Children achieve well in the Nursery and Reception classes.
- In leading and managing the school, the headteacher does not concentrate enough on raising standards and ensuring that issues requiring attention are identified and dealt with promptly.
- In Years 1 and 2, pupils' behaviour and attitudes to work are good.
- Pupils with special educational needs achieve well.
- Very good links with the local community and other schools enhance pupils' learning.
- There is good provision for extra-curricular sports and residential courses.
- There is good provision for the care, welfare, health and safety of pupils.
- Whole-school approaches for managing pupils' behaviour are not yet effective enough.

Improvement since the last inspection in 1999 has been satisfactory. The school has made adequate progress in dealing with the issues identified as needing attention at the time of the last inspection. Two of the issues have been addressed but the third one about the need for a systematic approach to monitoring and evaluation has been dealt with only in part. In general, the school has maintained the satisfactory provision identified in 1999. Pupils' standards in information and communication technology (ICT) have improved since then.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	A	B	D	D
Mathematics	C	D	B	B
Science	C	D	B	A

*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.*

Pupils' achievement is good in the Nursery and Reception, and satisfactory in Years 1 to 6.

In the Nursery and Reception, the children's standards are above national expectations for the goals they are expected to reach by the end of Reception. Children do well in their personal, social and emotional development, communication, language and literacy, and in their mathematical development. In Year 2, pupils' standards are average in reading and writing, and above average in mathematics. The standards of the current Year 6 pupils are average in English and mathematics and above average in science. In English, standards in speaking, listening and reading are better than in writing. In science, pupils' skills in scientific enquiry are only average. The more able pupils do not achieve as well as they should in English, mathematics and science. Pupils achieve well in ICT and religious education.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are satisfactory with some good features. Pupils' spiritual and social development is good. Pupils' attitudes and behaviour are good in Years 1 and 2, and satisfactory in Years 3 to 6, where a small number of pupils find difficulty in behaving well or concentrating on their work. Pupils' rates of attendance are good.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory overall. The quality of teaching and learning is good in the Nursery and Reception, and satisfactory in Years 1 to 6. In the Reception and Nursery classes, teachers and teaching assistants work closely together to provide a wide range of stimulating resources and activities to help pupils achieve well. In Years 1 to 6, there are often brisk, purposeful lessons that help pupils to learn well. Learning slows when class management is not effective, however, or whole-class teaching goes on for too long, or teaching assistants are not used effectively enough. Such weaknesses occur too frequently in Years 3 to 6. In the Nursery and Reception, assessment is used well to plan children's next steps of learning. In Years 1 to 6, teachers keep a wide range of detailed assessment records but use them effectively to improve pupils' achievement only in English and mathematics. The quality of the curriculum is satisfactory with some good features; for example all pupils have opportunities to join three residential trips during their time at the school. The teaching time each week is below the minimum recommended by the Department for Education and Skills. Pupils feel secure and well cared for.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is satisfactory overall. The work of the governing body is satisfactory; it is very supportive of the school and meets its statutory requirements. Staff with leadership and management responsibilities work hard and most provide satisfactory leadership. There are strengths in the headteacher's leadership and management but also some weaknesses. For example, the school has not been effective enough in tackling the unhelpful behaviour of a small minority of pupils. The school development plan has helped the school to improve, but it does not always identify clearly the whole-school actions needed to secure explicit improvements, and arrangements for monitoring and evaluating improvements lack objectivity and rigour. Although teaching and learning are monitored and evaluated in English and mathematics, there is no mechanism to ensure that teaching and learning subsequently improve in the school as a whole. However, some other aspects of monitoring in English and mathematics have been followed up to check that improvements have been made to teaching and learning.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The great majority of parents are supportive of and generally satisfied with the school. On the whole, pupils have a good level of satisfaction with the school.

IMPROVEMENTS NEEDED

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

- Improve the leadership and management of the headteacher so that weaknesses in provision and standards are identified and addressed promptly and effectively.
- Ensure that strategic planning includes clear actions to secure improvements, and that progress with these actions is monitored and evaluated rigorously.
- Use assessment more effectively to improve pupils' achievement, especially for the more able.
- Implement consistent, whole-school strategies to secure good behaviour.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Children's achievement in the Nursery and Reception is good, and their standards are above expectations. The overall quality of achievement in Years 1 to 6 is satisfactory, although it varies between subjects. In Year 2, standards are average in English and above average in mathematics. In Year 6, pupils' standards are average in English and mathematics. In science, standards are average in Year 2 and above average in Year 6.

Main strengths and weaknesses

- Pupils achieve well in the Nursery and Reception classes.
- The more able pupils do not achieve as well as they should in English and mathematics.
- Pupils' skills in scientific enquiry are not as good as in other aspects of science work.
- Standards are above national expectations in art and design.
- Standards are above the expectations of the Oxfordshire Agreed Syllabus in religious education.

Commentary

1. Children achieve well in the Nursery and Reception because of effective teaching, a well planned curriculum and good support from parents. Accommodation and learning resources are good, and assessment is used to ensure that learning builds on and extends children's existing knowledge and skills. By the end of Reception, the majority of children will meet the goals they are expected to reach in communication, language and literacy, and a small proportion will exceed these goals. In mathematical development, most children will reach the expected goals and a good proportion will exceed them.
2. In the national tests for Year 2 pupils in 2004, standards in reading and writing were below the national averages for all schools. Standards in mathematics were at the average for all schools. In all three subjects, the proportion of pupils achieving the higher Level 3 standards was below average. In the teachers' assessments in science, the proportion achieving the higher Level 3 was below the national average. In comparison with those of similar schools, the results were well below average for reading, writing and mathematics because this year group of pupils included a relatively high number with special educational needs and there were some weaknesses in provision that the school has since improved. Between 2000 and 2004, the trend in the school's results for reading, writing and mathematics was broadly in line with the national trend. In 2004, boys' results were better than those of girls, in contrast to the national averages for the two groups. However, there was no evidence of this difference between boys and girls during the inspection.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
Reading	14.9 (16.9)	15.8 (15.7)
Writing	13.9 (16.2)	14.6 (14.6)
mathematics	16.1 (18.1)	16.2 (16.3)

There were 22 pupils in the year group. Figures in brackets are for the previous year.

3. In the 2004 national tests for Year 6, standards in English were below the national averages for all and similar schools. In mathematics and science, results were above the national average for all schools. In comparison with those of similar schools, results were above

average in mathematics and well above average in science. The results of girls were better than those of boys by more than the national average difference. However, during the inspection there was no evidence of this difference. The value-added measure for the progress the Year 6 pupils in 2004 had made from the end of Year 2 was average. Between 2000 and 2004, the trend of improvement in the school's results for English, mathematics and science was broadly in line with the national trend. The Year 6 pupils' recorded work since last September and assessment information show that they have made satisfactory progress during their time in Years 3 to 6.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	26.4 (27.6)	26.9 (26.8)
mathematics	27.8 (26.4)	27.0 (26.8)
Science	29.9 (27.9)	28.6 (28.6)

There were 29 pupils in the year group. Figures in brackets are for the previous year.

4. For the current pupils in Years 2 and 6, standards in speaking, listening and reading are above average, but average in writing. In writing, higher-attaining pupils in Years 3 to 6 do not achieve as well as they should because they have insufficient opportunities to write at length. In mathematics, the achievement of most Year 2 pupils is good because of good teaching. In Years 3 to 6, achievement in mathematics is satisfactory. Although mathematics teaching is effective in matching the challenge of activities to the learning needs of average- and below-average-attaining pupils, a weakness in the teaching is that the planned work is not always suitable for the learning needs of the more able pupils. These pupils do not achieve well enough.
5. In science, pupils have insufficient opportunities to develop their skills in scientific enquiry. For example, in Year 6 pupils do not develop their understanding of fair testing sufficiently, nor do they represent data in a variety of graphical forms or use their scientific knowledge to explain their experimental findings. In art and design, pupils' achievement is good because they are taught skills well, they work with a wide range of media, and they use art to enhance their learning in other subjects. Pupils achieve well in religious education because there is a rich, stimulating curriculum and they have some good opportunities to learn from religion.
6. Pupils with special educational needs achieve well because of the good management of their provision. Pupils are supported well by teaching assistants who work sensitively with small groups and liaise effectively with class teachers. The assessment of their progress is used carefully to plan their next steps of learning. More-able pupils do not achieve as well as they should in English, mathematics and science.
7. The two pupils with English as an additional language in the Nursery are included in all learning activities, and teachers and teaching assistants adapt tasks so that they meet their learning needs. This is done sensitively. Their achievement is as good as that of other pupils.

Pupils' attitudes, values and other personal qualities

The attitudes and behaviour of a great many of the pupils are good. They are willing to be enterprising and take responsibility. Overall, their spiritual, moral, social and cultural development is satisfactory. Levels of attendance are good.

Main strengths and weaknesses

- The good attitudes and behaviour of a great many of the pupils in the classroom help them in their achievement.
- The good relationships among pupils and between pupils and staff are the result of the caring ethos of the school and the good example set by staff.
- The spiritual development of pupils is good but there is a lack of opportunities for the pupils to be made more aware of the cultural and ethnic diversity of British society.
- Pupils are willing to show initiative and take responsibility.
- Pupils' attendance levels for the current school year are above the national average for primary schools.

Commentary

8. The majority of Reception pupils are on track to meet, and a high proportion are on track to exceed, the goals for their personal, social and emotional development. Children collaborate well in paired and group work. They select and use learning resources with confidence, and their concentration is good. They have learnt the importance of considering the views and opinions of others as well as their own.
9. The majority of pupils in the school (particularly those in the Nursery and Reception classes and those in Years 1 and 2) have good attitudes to their work and collaborate well with other children. They behave well, listen attentively, undertake tasks enthusiastically and are keen to answer questions. This is particularly noticeable when teachers plan lessons that pupils find interesting and set appropriately challenging tasks that ensure that pupils of all levels of attainment have the opportunity to achieve well. All pupils discuss and agree class rules. However, although the standards of attitudes and behaviour of the older pupils are satisfactory overall, there are a small number of pupils in Years 5 and 6 who have difficulty in sustaining these standards. Incidents of inappropriate behaviour or attitudes were observed in eight lessons and this limited the pace of learning in these lessons. A culture of consistently high expectations of behaviour is not yet securely embedded in the school. The system of rewards and sanctions is not consistently implemented in all classes and around the school. However, almost all parents say that their children enjoy coming to school and pupils play a full part in school life and the range of activities offered. Pupils arrive punctually at school.
10. The caring ethos of the school results in pupils knowing right from wrong, and most play harmoniously together and show consideration for others. No signs of aggressive behaviour were seen during the inspection period but there were a few incidents of boisterous and thoughtless behaviour by a small number of the older pupils. Pupils spoken to during the inspection confirmed that incidents of bullying occur only rarely. However, they were not confident that these incidents of inappropriate behaviour were always dealt with consistently by all staff. The recent introduction of playground games and equipment at playtimes is, however, having a positive impact on standards of behaviour at playtimes. Racial harmony is promoted well.
11. Pupils are encouraged to become independent, and they willingly take on a range of responsibilities appropriate to their ages. These include acting as monitors and being members of the school council. They co-operate well when raising funds for others less fortunate than themselves.
12. The overall quality of provision for pupils' spiritual, moral, social and cultural development is satisfactory with some good features. Their spiritual development is good because, for example, pupils are given good opportunities to develop self-awareness during times for reflection and prayer in class assemblies, by producing reflective writing and discussing ways in which to eliminate bullying. The vast majority of pupils are very well aware of right and wrong, and have respect for the feelings, values and beliefs of others. However, this is not the case for a small minority of pupils. Staff give a positive lead in engendering good

relationships by, for example, giving praise and encouragement. Pupils' social development is mostly good and they are encouraged to play an active part in their own community. They participate enthusiastically in the meetings of the school council. Well-attended extra-curricular activities, especially sporting activities, enable pupils to develop their social skills effectively. Pair and group activities in lessons allow pupils to learn how to negotiate and manage people. The residential journeys for pupils in Years 2 to 6 enable pupils to learn about working with others closely. The school ensures all pupils are included effectively in activities and so they make progress in their personal development.

13. Pupils have opportunities to understand their own culture through their learning in subjects such as art and religious education and through educational visits. Also, the school is developing links with European and American schools. However, although lessons provide some opportunities to promote understanding of other cultural traditions, not enough is done to promote pupils' understanding of the different cultures that make up contemporary British society.
14. Pupils' rate of attendance was very high in the 2003-4. It has declined a little since then but is still above the national average.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	1.7	School data	0.0
National data	5.1	National data	0.4

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

Exclusions

15. There were four internal exclusions during the past year when pupils were withdrawn from their classes.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is satisfactory. Provision is good in the Nursery and Reception, and satisfactory in Years 1 to 6.

Teaching and learning

The overall quality of teaching and learning is satisfactory. Teaching and learning are good in the Nursery and Reception, and make effective use of assessment to improve children's learning. Teaching and learning are satisfactory in Years 1 to 6, as is assessment.

Main strengths and weaknesses

- In the Nursery and Reception, a stimulating learning environment is used effectively to develop children's literacy skills.
- In Years 1 to 6, there was good teaching and learning in English, ICT, religious education and art and design.
- Teachers in Years 1 to 6 have many assessment records but make insufficient use of this information to plan the next steps in pupils' learning

Commentary

16. The judgement about the overall quality of teaching is based on the lessons observed, the scrutiny of pupils' work and the analysis of assessment data, which together give evidence of pupils' satisfactory learning and progress during the school year. So, for example, although the science lessons observed during the inspection had good teaching and learning, the scrutiny of pupils' work showed that there have been weaknesses in teaching the skills of scientific enquiry. Consequently, the overall judgement is that in science, teaching and learning are satisfactory with some good features.

Summary of teaching observed during the inspection in 40 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
-	3 (7.5%)	27 (67.5%)	7 (17.5%)	3 (7.5%)	-	-

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.

17. In the Nursery and Reception, a wide range of interesting activities is well planned and linked to the goals children are expected to achieve. Occasionally, however, this planning does not make enough reference to the learning needs of individual children or groups of children. Particular strengths of the teaching include:
- the use of a wide range of stimulating learning resources, in both the classrooms and the outdoor areas, including chicks that were hatched from eggs;
 - good class management so that the children have absorbed the high expectations of them and collaborate well with each other and with adults;
 - many opportunities to develop the children's literacy skills by, for example, a focus on developing their speaking and listening skills and the use of role play at the 'travel agent's';
 - the development of the children's personal and social skills, so that they are developing their independence and sustain their concentration well when tackling an activity;
 - teachers and teaching assistants who work very well together and carry out assessments that are used to ensure that all children learn well.
18. In Years 1 and 2, strengths of the teaching include:
- clear learning objectives that are set at different levels to match the learning needs of pupils with different ages and abilities;
 - the use of teaching methods that enable pupils to achieve the learning objectives and, for example, to learn a range of addition and subtraction strategies in mathematics or to carry out personal investigations in science;
 - effective use of questions to make the pupils think or to focus their attention on the key ideas for a piece of work;
 - good relationships and effective class management, so that pupils focus their attention on learning;
 - the use of small groups taken by teachers or teaching assistants to give effective support to the learning of pupils with special educational needs;
 - the use of concluding plenary sessions to involve all pupils to review what has been learnt and to add to their learning.
- Weak aspects of some teaching include insufficient challenge for higher-attaining pupils, whole-class teaching that is too drawn out, activities that do not expect enough of the pupils, and adults not modelling joined handwriting for the pupils.
19. In Years 3 to 6, the strengths of the good or better teaching include:
- effective class management that secures a good response from the pupils, who focus on their learning throughout the lesson;
 - high but realistic expectations of what the pupils can achieve as, for example, they interrogate databases and record their answers using a word processor;

- a brisk pace to learning and good subject knowledge resulting in clear, succinct explanations and instructions so that pupils can move onto learning tasks quickly;
 - the use of teaching methods and resources that ensure that all pupils learn and provide opportunities for pupils to use their initiative;
 - the effective use of questions and building by teachers on pupils' ideas and existing knowledge and understanding;
 - good use of teaching assistants to support pupils' learning in all parts of the lesson;
 - links made between subjects, particularly with ICT and literacy;
 - concluding plenary sessions that assess pupils' progress and add to their learning by, for example, helping the class to evaluate some of the completed tasks.
20. Weaker aspects of the teaching in Years 3 to 6 include class management that is not effective, marking that does not tell pupils how to improve their work, and low expectations of pupils' written work. In addition, in some lessons teachers do not expect enough of pupils' learning, and some whole-class teaching is too drawn out, so that pupils have insufficient time to work in groups. Other weaknesses include a limited range of learning resources to motivate and interest the pupils, insufficient use of teaching assistants during whole-class teaching, and a failure to base the planned lesson on an assessment of pupils' existing knowledge and skills.
21. Pupils with special educational needs are supported well by teaching assistants who work sensitively with small groups of pupils. They ask good open-ended questions that lead pupils towards an understanding of new ideas. Also, pupils' answers provide a good basis for the teaching assistants to make judgements on pupils' progress. Teaching assistants work very closely with class teachers and provide an assessment of the extent to which pupils have an understanding of the work planned for them. This information is used to plan carefully the next step in their learning. Pupils with a Statement of Special Educational Needs are supported very well on a one-to-one basis within the classroom and this enables them to make good progress.
22. In the Nursery and Reception classes, the progress of each child is carefully assessed and recorded. This information is used to identify the children's next steps of learning and this contributes to their good progress. In Years 1 to 6, each class teacher has a detailed assessment folder that contains wide-ranging assessment records. As well as this considerable amount of assessment data, each pupil has a progress book with termly examples of assessed work in English, mathematics, science and one other subject. However, this assessment information is not yet used effectively to plan pupils' next steps of learning and to ensure that their achievement is good. The co-ordinator for the more-able pupils monitors their progress at the end of each year, which is too late to take action if any underachievement is identified during the year.
23. A variety of approaches to effective target setting for individual pupils or groups of pupils is used in English and mathematics, and pupils find these helpful. In some classes, pupils' evaluate their own learning. Overall, however, there are no consistent, whole-school approaches to marking, which frequently does not indicate to pupils how they can improve their standards.

The curriculum

The quality of the curriculum is satisfactory. The building and school grounds provide a good learning environment. There are good levels of staffing to meet the needs of the curriculum.

Main strengths and weaknesses

- Teaching time is below the minimum recommended by the Department for Education and Skills.
- The curriculum is good in the Nursery and Reception classes.
- Pupils have very good opportunities to have residential experiences.

- There is a good range of extra-curricular sports and competitive matches.
- There are good links with the local community that enhance pupils' learning opportunities.
- Pupils have insufficient opportunities to use their writing and numeracy skills across the curriculum in Years 3 to 6.
- There is some good innovation such as links with a number of European schools and the development of theme-based teaching in Years 1 and 2.

Commentary

24. In the Nursery and Reception, children experience a wide range of interesting activities that enable them to achieve well in all areas of learning. The curriculum is well planned, and lessons for all areas of learning include good opportunities for children to develop their literacy and mathematical skills. There is a good balance between adult-directed and child-initiated activities, and children have good opportunities to learn through play. Assessment is thorough and is drawn on effectively to adapt the curriculum so that it meets children's learning needs.
25. The curriculum in Years 1 to 6 includes all of the necessary subjects and is based on a clear system of planning. However, over the course of a school year, the amount of teaching pupils receive is significantly lower than the recommended minimum. The governing body should review the amount of teaching time for each day. Pupils' ICT skills are used well in English, mathematics and science, but opportunities for them to apply their writing and numeracy skills in other subjects are underdeveloped. The individual learning plans for pupils with special educational needs have clear, relevant targets. The teaching assistants who are supporting pupils' learning use these effectively.
26. In Years 1 and 2, interesting linked work from different subjects focuses on specific themes. This motivates the pupils, who, for example, engage in role-play, science, art and design and history as part of their work on the theme 'Underground'. A good range of extra-curricular activities enhances the curriculum. These include visits to places in Woodstock such as Blenheim Palace, the parish church and the museum, and visits further afield to destinations such as the synagogue and botanical gardens in Oxford. Links with the local community give opportunities for Maypole dancing and involvement in the Woodstock Carnival. Links with local schools give opportunities for pupils to engage in a variety of sporting and arts activities, including well-taught swimming at the nearby secondary school. The school is also developing links with three schools in Europe and individual schools in Israel and the USA. During their time at the school, pupils have the opportunity to take part in three residential journeys; this very good provision is available in Years 2 to 6. Sport is the main activity in extra-curricular clubs, which include chess run by a teacher and Spanish provided by an external organization. A wide range of sports is provided and there are competitive matches with local schools.
27. Learning resources are generally good, especially for ICT, although there are some shortages in science that have a negative impact on pupils' investigative work. The school's accommodation is good, with extensive playgrounds and fields. Important recent improvements to the accommodation that have enhanced pupils' learning include the provision of the ICT suite and library, and the well-equipped outdoor learning area for the Reception class. There is a good match of teachers and teaching assistants to the needs of the curriculum. However, there is no induction policy for new staff. Nor is there a co-ordinator or policy for pupils with English as an additional language.

Care, guidance and support

Provision for the care, welfare, health and safety of pupils is good and makes a supportive contribution to their learning. The support and guidance for their personal development, based on monitoring, is also good.

Main strengths and weaknesses

- Pupils feel secure and well cared for in school.
- The great majority of pupils have good and trusting relationships with all adults in the school.
- The school seeks the views of the pupils and acts on these views when appropriate.
- New pupils are introduced effectively to life in the school.

Commentary

28. The school environment is conducive to learning. Close attention is paid to health and safety issues. The need for a healthy and safe lifestyle is promoted through personal, social and health education lessons; and the school is working hard to achieve an award from the Healthy Schools Initiative. Child protection procedures are comprehensive and there is good liaison with outside agencies. Designated members of staff are fully up to date in aspects of first aid. Risk assessments are undertaken regularly.
29. Assessment procedures for tracking and improving pupils' academic progress are satisfactory. These procedures are well recorded, but not enough use is made of the information collected to help pupils to achieve as well as possible. Nevertheless, the procedures for recording and tracking personal progress are good. There are well-defined comments on general progress on pupils' annual reports including, for example, information on behaviour and motivation. Teachers and support staff know the pupils and their families very well, and this underpins pupils' personal guidance and development. The good relationships between most pupils and staff encourage pupils to raise any concerns they may have, knowing that these will be dealt with sympathetically. The great majority of pupils enjoy coming to school, although a small group of older pupils who were spoken to during the inspection were negative about the things they have to do and the way the school is run.
30. The views of pupils are sought on a regular, formal basis through the school council. The council is influential in school life and has recently been involved in, for example, the purchase of playground equipment and discussions about improving pupils' behaviour. Pupils spoken to during the inspection were confident that their ideas are sought and acted on when appropriate.
31. Good induction arrangements and good liaison with the local playgroup ensure that children settle happily into school. Pupils who start school at times other than the beginning of the school year are well looked after and made to feel welcome.

Partnership with parents, other schools and the community

The links with parents are satisfactory overall, but the school is very aware of the need to involve parents even more through seeking, valuing and acting on their views. Links with the community and with other schools and colleges are very good.

Main strengths and weaknesses

- The great majority of parents is supportive of the school and appreciate what it provides for their children.
- A significant minority of parents do not think that the school seeks their views sufficiently, or takes account of their suggestions and concerns.
- A minority of parents do not feel that the school explains how they can help their children at home.
- Links with the town and the neighbouring secondary school give pupils some very good learning opportunities.

Commentary

32. Most parents are satisfied with the school. They feel comfortable about approaching it about concerns they may have, and they say that their children are encouraged to become mature. They appreciate the good range of extra-curricular activities and they value the school's caring attitudes. Parents also say that their children like school and appreciated the arrangements for settling in when they started school and that they enjoy the 'sharing' assemblies. The inspection team agrees that these positive views are representative.
33. Parents are provided with good information about the school and about pupils' standards and progress through, for example, regular newsletters, the school prospectus, the annual reports and frequent other correspondence. Information is given out each term on the areas of the curriculum and topics to be studied by children and pupils. Homework diaries are used effectively as a two-way communication process, particularly for younger pupils. However, several parents said that they would like more information on how they can best help with their children's learning at home. The school is aware of this and is seeking ways to set up relevant programmes and sessions that will attract parents, since previous programmes with the same objective have not been well attended. The school involves parents at an early stage in the identification of pupils with special educational needs. Parents are invited to regular reviews of their children's progress and are encouraged to discuss any concerns with the co-ordinator for special educational needs.
34. The views of parents are not actively sought in a systematic way. No questionnaires have been sent out recently by the school, except for one distributed by the governing body just before the Ofsted inspection. Many parents come into school for specific purposes such as to support reading and help with art lessons. The Parent-Teacher Association is a group of very enthusiastic parents who are very active in raising funds to help the pupils in their learning.
35. Very good links with the community and other schools and colleges are used to pupils' benefit. There are, for example, very good links with the Church, with local businesses and local media, including newspapers and radio. Pupils are involved in *Woodstock in Bloom* and participate in Maypole dancing in the town. The choir has performed in Dorchester Abbey and for local elderly residents. The school is used for meetings of a judo club and a fitness club. Visitors to school include the Thames Valley Police, theatre groups, poets and writers. The wider community is also used as an educational resource. For example, all pupils from Year 2 to Year 6 have opportunities to enjoy residential visits and educational visits are arranged to museums and places of interest. Links with local schools are productive and support pupils' learning. In addition, the school gains access to additional activities for staff training. Pupils regularly take part in sporting activities with other schools. The school takes in students from a local university for their initial teacher training and pupils from a local secondary school come in for work experience. Very good links with the local secondary school ensure that pupils are prepared and are able to move confidently to the next stage in their education.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory overall. The governance of the school is satisfactory.

Main strengths and weaknesses

- The members of the governing body are very supportive of the school.
- The leadership and management of the headteacher are unsatisfactory.
- The leadership and management of other staff with responsibilities are satisfactory overall.
- Issues arising out of the behaviour of a minority of pupils have not been tackled quickly enough.
- The school has a budget deficit.

Commentary

36. The governing body works hard and fulfils its statutory duties. Governors carry out their responsibilities satisfactorily and draw on a good range of relevant expertise and appropriate training. Governors provide a very good range of support for the school in areas such as budgeting, developing the buildings and the school council. There are healthy debates within the governing body that influence the work of the school. Its present performance management policy runs effectively and is a contributory factor in improving the work of the school. Governors discuss an analysis of the school's annual test results in suitable detail and visit the school frequently to meet with subject co-ordinators. The governing body is involved satisfactorily in strategic planning for school improvement. As a result, governors enjoy a secure grasp of the school's strengths and weaknesses, and are able to provide satisfactorily informed support and challenge. They monitor the school's finances and seek value for money.
37. The headteacher sets a good example by undertaking the co-ordination role for these subjects and teaches a range of classes so that their teachers can be released to carry out management and monitoring roles. However, his leadership does not focus firmly enough on improving pupils' achievement and raising standards. The amount of time allocated for teaching the curriculum is below the minimum recommended by the Department for Education and Skills. This was already the case for Years 3 to 6 at the time of the last inspection. Over the course of a whole year, this shortfall represents the loss of a considerable amount of time for teaching and learning. Although the headteacher and staff have been aware that the behaviour of a significant minority of pupils had gradually been deteriorating over a period of years, improvements to behaviour management have been made only in the last two terms and are not yet operating through a consistent and effective whole-school approach.
38. The school's priorities for improvement are identified through a range of evaluation methods. Pupils' results in the national tests are analysed to highlight general weaknesses in their knowledge, skills and understanding. Teachers discuss their own ideas about what needs to be improved at a staff meeting convened for the purpose, and a collective set of views emerges. These views form the basis of the priorities for improvement to be included in the school development plan. The school development plan has helped the school to improve, but it should be more effective. It does not always identify clear whole-school actions to secure explicit improvements. For example, the priorities for ICT, speaking and listening and mathematics do not specify the improvements in pupils' standards that are expected. Also, the plan's success criteria do not focus sufficiently on pupils' achievement or specific improvements to standards. The arrangements for monitoring and evaluating improvements lack objectivity and rigour. For example, the improvements to the role of curriculum co-ordinators are monitored and evaluated by senior staff who are themselves subject co-ordinators as well as being involved in the actions to secure improvements.
39. The headteacher is actively involved in the extra-curricular aspects of provision by running after-school games activities and competitive matches that enrich pupils' experiences. In addition, he has maintained the very good provision for residential courses in Years 2 to 6. However, issues such as the marked differences between the performances of boys and girls in the results of the national tests in 2004 in reading and mathematics in Year 2 and in English, mathematics and science in Year 6 have not been addressed sufficiently. Since the last inspection, there has been insufficient improvement in the teaching of scientific enquiry in the science curriculum.
40. The leadership and management of other key staff are satisfactory overall. Several subject co-ordinators have held their posts for only a year. One assistant headteacher has worked very hard to introduce or modify whole-school processes such as performance management and a range of monitoring and evaluation procedures. The other assistant headteacher has developed an innovative, thematic curriculum in Years 1 and 2. The school's provision for pupils with special educational needs is managed well by the co-ordinator.

41. Teaching in English and mathematics is monitored each year using a similar focus for each class teacher. The headteacher monitors the lessons of the co-ordinators for English and mathematics, who in turn monitor the lessons of other teachers. Strengths and areas for development are identified but there is no mechanism to follow up the original monitoring so as to ensure that teaching subsequently improves. Thus, there is no method of continually enhancing the quality of teaching in the school in order to improve pupils' learning. There is some imbalance of responsibilities amongst the senior management team, and this has a negative impact on the effectiveness of some work.
42. The school's budget is considerably overspent. The actual deficit is £32,000 because governors hold £30,000 in grants and a trust fund to pay for some capital expenditure work that has already been carried out and invoiced. The large overspend is due to a number of factors, including a shortfall in the number of pupils in the nursery and the school's management costs, which are very much higher than for similar sized primary schools in Oxfordshire because the school has two assistant headteachers. The governing body has submitted a three-year plan to the local education authority in which it has set out the steps it will be taking to secure a balanced budget and to repay its deficit. The governing body has so far ensured that the quality of educational provision has not been harmed by the budget deficit.

Financial information

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	562,597	Balance from previous year	-10,000
Total expenditure	614,831	Balance carried forward to the next	-62,234
Expenditure per pupil	2,638		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is good, as at the time of the last inspection. Attainment on entry to the nursery is average overall. The children achieve well overall because of good teaching, a well-planned curriculum and good support from parents. Accommodation and resources are good and all staff work together well as a team. Assessment and recording of progress assists future planning. Leadership and management are good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are encouraged to work independently.
- Supportive relationships promote mutual respect in a secure, happy environment.

Commentary

43. Most children enter the Nursery with average skills in personal, social and emotional development and by the end of the Reception class the majority will have met, and a high proportion will have exceeded, the goals children are expected to reach in this area of learning. Children whose skills are less well developed are identified and guided towards independence and concern for others. Teachers and teaching assistants work very well together to ensure that all children are assimilated into the class and that there is a clear, consistent approach to behaviour management. Children learn to collaborate well in pairs and in groups. Those with special educational needs are included in all activities and are supported well by teaching assistants. Children select and use resources confidently and their concentration is good. Praise and encouragement are used effectively by all adults, who are good role models as they show children the importance of considering the views and opinions of others, as well as their own. Teaching is good, and teachers and teaching assistants use assessment to help children to achieve well.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Speaking and listening skills are developed well.
- Opportunities for reading and writing are good.

Commentary

44. By the end of the Reception year, the majority of children will meet and a small proportion will exceed, the goals children are expected to reach in this area of learning by the time they join Year 1. Children achieve well from a range of starting points when they enter the Nursery. There is lively interaction between adults and children during the story sessions in both the Nursery and Reception classes. Some children express their ideas well and speak in good sentences. Role-play was used well in a lesson in the Reception class and children made good use of the resources such as masks and hats. They re-enacted the story with enjoyment and the teacher encouraged the development of appropriate language. Reading is well supported, and adults take every opportunity to share books with children. Children

select and read their favourite books and take books home to share with their parents. In the Reception class, there are good opportunities for linking sounds to letters and for learning the correct letter formations. Children are encouraged to write simple words and higher attainers attempt short sentences. Teaching and learning are good and there are opportunities for developing skills through the different areas of learning. The two children learning English as an additional language in the Nursery are included in all activities, and teachers and teaching assistants adapt activities so that they meet their learning needs. This is done sensitively. These children achieve as well as other pupils.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teachers use questioning well and a good range of activities support learning.
- Opportunities across the curriculum are planned to develop children's mathematical thinking.

Commentary

45. Children's achievement is good and most will attain the expected goals in this area of learning with a good percentage exceeding these goals. This is because teachers take opportunities throughout the curriculum to strengthen mathematical thinking. Children use appropriate mathematical language when they build and construct, or take part in creative activities. Children are taught songs and rhymes and they are encouraged to count in many situations. Many count to ten or 20 and some order numbers to ten correctly. In the Reception class, the teacher provided very good resources to support the teaching of simple addition and children were able to record their own number stories after enjoying the practical activities. More-able children count on from a given number. Good questioning challenges children to think and further their knowledge. Computers are used effectively to reinforce children's skills of number recognition and order. Children demonstrate sound knowledge of two-dimensional shapes and early measurement. The quality of teaching and learning is good.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teachers plan a wide range of interesting experiences for the children.
- Children use ICT well.

Commentary

46. Teaching and learning are good and all children achieve well. Most will meet the expected goals by the end of the school year. In the Nursery, children are very interested in the growth and development of caterpillars in a jar, and can discuss how they hatched chicks and kept them for several days. They use battery-operated toys well and are confident when using the computer. In the Reception class, effective links have been made between areas of learning around the transport theme, and independent activities using water, sand and dough reinforce learning. In the outside area, children experimented with boats and a water chute, and the teaching assistant developed their thinking and language effectively. ICT is used to consolidate learning in literacy, mathematical development and art and children demonstrate good 'mouse' control. The outside area is being developed well to support children's learning.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children move with confidence and awareness of space.
- Opportunities for developing manipulative skills are good.

Commentary

47. Teaching and learning are good, and most children will meet, and many will exceed the expected goals for this area of learning by the end of the Reception Year. Nursery children responded well during a lesson in the hall, demonstrating good control and co-ordination. They moved with confidence, and showed awareness and control of their own and others' space. They changed their clothes quickly and were encouraged towards independence. A range of practical activities in the classrooms encourages children to use puzzles, play-dough, pencils, tools and small building equipment well. Interesting activities such as finger painting, nailing shapes to make a structure and handling rocks and wood in shallow water develop manipulative skills well. Children achieve well in this area of learning.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children work with a wide range of materials and media.
- Music and creative play are built into topics effectively.

Commentary

48. Most children achieve well and will meet or exceed the goals that children are expected to reach by the end of the Reception Year. Teaching and learning are good. Teachers and teaching assistants work together to provide a wide range of experiences to further children's development. Children are encouraged to experiment with paint, crayons, pens and chalks from the Nursery onwards and make prints, collages and puppets. They make toy vehicles with boxes and card wheels, sustain concentration well and have good cutting skills. They use percussion instruments to reinforce sound patterns and can identify which instruments match characters in a story. Their singing is developing well as they practise in music lessons and at other times during the day. Role-play activities in the 'travel agent's' encourage children's speaking, listening and collaborative skills, and adult intervention helps them towards purposeful play. The quality of teaching and learning is good.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards are above average in speaking and listening.
- Reading standards across the school are above average.
- Pupils have insufficient opportunities for extended writing.

- More-able pupils do not achieve as well as they should.

Commentary

49. Standards in Year 2 are in line with those expected nationally and there has been an improvement since 2004 in the number of pupils who reach the higher National Curriculum levels in both reading and writing. Standards in Year 6 are broadly in line with national averages, but the achievement of more-able pupils is unsatisfactory. The decline in the Year 6 results of the national tests in 2004 was caused by a decline in the number of pupils achieving the higher National Curriculum level. Pupils with special educational needs achieve well.
50. Pupils achieve well in speaking and listening because teachers offer questions that engage their thinking and probe their understanding. Older pupils are challenged in discussions and are often required to explain or justify their views. Pupils collaborate well in pairs or groups, and teachers help pupils by extending and reinforcing vocabulary. In a Year 5 lesson, for example, pupils were given the opportunity to formulate and share their ideas in role-play situations that led to interesting discussion. Younger pupils are encouraged to share their views, which are considered carefully by the teachers.
51. Pupils are given opportunities to read in shared reading and guided reading sessions in lessons. They also read individually to teaching assistants to practise their skills. The school expects regular reading practice as part of its homework policy, and pupils' progress is carefully monitored. Pupils are taught systematically and thoroughly, so that many read confidently by Year 2 and are beginning to enjoy books, while older pupils develop a preference for particular authors or styles of literature, many justifying their choices with sound reasoning. New resources to encourage boys to read more widely have been introduced into class libraries. Pupils achieve well in reading.
52. By Year 2 pupils' standards in writing match national averages and most can construct sentences with appropriate punctuation. Higher attainers write very well in English lessons, demonstrating developing skills in spelling and writing for a range of purposes. However, they do not consistently apply these skills in their writing for other subjects. In a science lesson in Years 3 to 6, there was the expectation that the pupils would find recording their observations of stimulating practical work a chore. In a Year 6 lesson, all pupils achieved very well when planning haiku poems and the use of descriptive language by both boys and girls was good. The high expectations of the teacher motivated pupils to produce good plans for their poems. Although teachers' planning is generally good, there is not always sufficient time for writing and this affects the quality and volume of work produced. Higher attainers in Years 3 to 6 are not given enough opportunities to develop and refine their skills by writing at length. Overall, the achievement of Year 6 pupils in writing is satisfactory and their standards are average.
53. The quality of teaching and learning is good because teachers know their pupils well and have high expectations for their success. Pupils are offered tasks that are well adapted to their learning needs. They are keen to learn when teachers plan interesting lessons with good resources, which motivate them. Assessments inform effective individual and group target setting, and teaching assistants work well with pupils with special educational needs. Teaching assistants are not always effectively employed during the whole-class sessions, however, when opportunities for support are missed. Teachers have good subject knowledge, but marking varies in quality across classes. It is generally encouraging but does not always tell pupils what they need to do to improve.
54. The subject is led and managed well by the co-ordinator. She has a clear view of the priorities for improvement and has monitored teaching and learning, but has not yet had opportunities to scrutinise pupils' work. Pupils' progress is tracked throughout the school and the analysis of National Curriculum test results is beginning to be used to identify strengths and weaknesses in pupils' work so that further improvements can be made to provision. Improvement since the last inspection has been satisfactory.

Language and literacy across the curriculum

55. Computers are used for word processing and editing and the interactive whiteboard is used very well in Year 6. Older pupils use research skills, including the Internet, for topics in history and geography. Reading and writing skills are used to support learning in other areas of the curriculum such as history and religious education, but their use is not consistent across the school. Speaking and listening skills are being developed in some subjects, where discussion and role-play motivate pupils effectively.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- More-able pupils are not challenged sufficiently.
- The teaching in Years 1 and 2 is good and this results in seven-year-old pupils achieving well.
- Pupils with special educational needs and lower-attaining pupils achieve well.

Commentary

56. The overall quality of teaching and learning is satisfactory. Teachers plan work and activities for pupils in their classes that seek to match their learning needs. The levels of difficulty are suitable for lower-attaining and average-ability pupils. However, although a proportion of the more-able pupils are suited to the work planned, there are a significant number in most classes who are not sufficiently challenged. These pupils do not make the progress they are capable of and do not reach their full potential in mathematics. For example, although the proportion of pupils achieving the higher Level 3 in Year 2 has improved since 2004, it is still below average. In a Year 3 class, higher-attaining pupils were given sufficiently challenging work but did not have the time to complete the tasks fully.
57. The Year 2 pupils are well taught and their achievement is good. Their standards are above national averages. Teachers provide clear explanations of possible strategies that pupils might use when calculating. They reinforce these visually and provide activities that require pupils to use their understanding of place value when working out the answers involving large sums of money. Teachers focus on recognising patterns in number relationships and this has given pupils a real confidence in dealing with larger numbers. For example, Year 2 pupils calculate change from £1 quickly by using their good knowledge and understanding of number patterns. The overall standards at the end of Year 2 have improved in mathematics since last year but these could be even better if the higher-attaining pupils were challenged more on a consistent basis in mathematics lessons. For example, higher-attaining pupils in a Year 2 lesson were working at the higher Level 3 but could still have achieved more. In Year 6, pupils' achievement is satisfactory and their standards match national averages. For example, above-average and average-attaining pupils accurately divide and multiply numbers by 10, 100 and 1,000, and convert fractions into decimals and percentages.
58. The leadership and management of the mathematics co-ordinator are good. She is keen to improve standards and has a clear plan to achieve this. She works hard to review the school's performance in mathematics and to identify those aspects that need to be improved. Teaching in mathematics lessons is systematically observed, monitored and evaluated, and there is a formal written feedback for each class teacher. However, there is no whole-school mechanism that links areas identified for development with individual support for teachers, and there is no process that provides for checking to see if there has been an improvement. This does not give the school a way of continually driving up the quality of mathematics teaching. Pupils have clear targets pasted in the front of their books; the targets are changed whenever they succeed in meeting them. Findings from assessments are used to identify weaker whole-school areas in pupils' knowledge, skills and understanding of mathematics. Measures are

put in place to address the shortcomings and the co-ordinator checks to see if these have been implemented. For instance, an analysis of pupils' answers in annual national tests showed that pupils were not sufficiently familiar with mathematical terminology. This relatively straightforward issue resulted in all teachers producing displays of the relevant vocabulary that was needed for a particular age group, and teachers used these continually until they were well known to pupils. Improvement since the last inspection has been satisfactory.

Mathematics across the curriculum

59. Opportunities for pupils to practise the skills they have learned in mathematics lessons are not planned sufficiently for pupils to consolidate their mathematical learning in other subjects. The school does not plan possibilities for them to use their skills in calculating, measuring, drawing graphs or constructing tables, drawing to scale or identifying mathematical patterns in science investigations, design and technology, geography, history, art and design, music or physical education.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils' work covers a good range of scientific knowledge and understanding.
- Pupils' skills in scientific enquiry are not as strong as other aspects of their science work.
- The curriculum includes some very good opportunities for fieldwork.

Commentary

60. Pupils' standards at the end of Year 6 are above average. A strength of their standards is their good level of knowledge and understanding of science, but their skills of scientific enquiry are only average. In Year 2, pupils' standards are average. They have a good range of recorded work and, for example, are developing a good understanding of habitats, but they have insufficient opportunities to develop their scientific enquiry skills. Overall, pupils' achievement is satisfactory but is good for their knowledge and understanding of life processes, materials and physical processes, for which they have plenty of recorded work. The achievement of pupils with special educational needs is also satisfactory but is sometimes better than this when they are supported by a teaching assistant.
61. Teaching and learning are satisfactory with some good features. Pupils cover a good range of work, including work with practical materials. However, opportunities for learning are missed as pupils do not develop their skills of fair testing, represent data in a variety of ways or use their scientific knowledge to explain their findings from experiments. Work in some lessons is very well matched to pupils' differing learning needs, as in a lesson when young pupils studied different habitats on the school's site and learning objectives were set at different levels in the mixed-age class. Concluding plenary sessions are used well to check what pupils have learnt and to help them review their progress against the learning objectives.
62. Some recent improvements have been made to the curriculum, but there are instances when the same work is repeated by different year groups or is too easy for a particular year group. Opportunities for fieldwork are provided in the school's extensive grounds and during visits to such places as Oxford University Botanical Gardens and Dorset.
63. The science co-ordinator has been in post for only a short time, and her leadership and management are satisfactory. In the short time available, she has taken an appropriate range of actions including an audit of learning resources and an analysis of the results of the national tests for Year 6 pupils in 2004. The new co-ordinator has ensured that the school's long-term curriculum plan is followed, although teachers write their own termly plans on which

they base their plans for each lesson. These termly plans need to become the school's science curriculum. Some shortages of learning resources have been identified including, for example, electrical components for making circuits. Pupils make some good use of the Internet for research, although some opportunities are missed to use data logging. The weaknesses identified at the time of the last inspection in pupils' scientific enquiry skills and the co-ordinator's monitoring and evaluation have not yet been addressed. Consequently, progress since the last inspection has been unsatisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Good learning resources are provided now.
- The standard of the work of Year 5 pupils on databases is above national expectations.
- Effective links are made with the teaching of English and mathematics.

Commentary

64. The standards achieved by pupils at the ends of Years 2 and 6 match national expectations. For example, Year 2 pupils work with a programmable toy to ensure that it follows a particular route, and Year 6 pupils use presentation software well as they combine text, graphics and animation to produce information for a particular audience. Year 5 pupils worked in pairs to create their own databases, and each pair devised a questionnaire for other pupils to use to interrogate their database. All pupils then tackled the questions designed by another group and recorded their answers in a Word document. Since last October, the school has had a new ICT suite for the first time, with small clusters of networked computers in each of the shared working areas between pairs of classrooms. Pupils' achievement is good this year, because they have made good progress since the modern PCs and software became available for whole-class teaching since last October. Teaching gives more-able pupils good opportunities to use their imagination and apply their skills to new situations.
65. The overall quality of teaching and learning is good. In a very good lesson on databases, the teaching provided pupils with opportunities to use their initiative. The teaching was clear and practical, gave pupils step-by-step instructions and used assessment to identify learning objectives for the following lesson. When pupils were working at their computers, the teacher and teaching assistant monitored their progress closely and helped individual pupils to solve their own problems. All pupils, including those with special educational needs, achieved very well as they interrogated data and recorded their answers in a Word document.
66. The leadership and management of the subject are satisfactory. The school has focused on purchasing and installing modern computers and software, and the co-ordinator is aware of the need to monitor pupils' standards and ensure that staff have a shared understanding of the expected National Curriculum standards. The training needs of staff have been audited, and practical steps are being taken to address any weaknesses. The use of ICT is not yet incorporated into the medium-term plans of other subjects. Nevertheless, good improvement has been made since the last inspection.

Information and communication technology across the curriculum

67. ICT is used well to enhance pupils' learning in English and mathematics. For example, Year 6 pupils create spreadsheets based on their own data and use formulae to calculate averages and totals, before applying their skills to calculate areas and perimeters. In English, the pupils use word processing for instructional writing, poetry, and writing invitations. The use of ICT in other subjects such as science is being developed.

HUMANITIES

68. In geography and history, there was insufficient evidence to make overall judgements about provision. No lessons were observed in history and only one was seen in geography. The history and geography work that pupils have already completed this year was scrutinised. In addition, discussions were held with the co-ordinators for the two subjects.
69. The scrutiny of pupils' work in **history** shows that teachers have covered the important aspects of the curriculum. Key Stage 1 pupils are provided with regular themes in which they study a range of subjects, including history. In the latest theme of 'The Underground', pupils learned about the cruel practice of sending child labour down the coalmines and as part of the work pupils took part in role-play activities to make their learning more memorable. They also studied the life and work of Mary Anning, a fossil expert who discovered the famous fossilised remains of the ichthyosaurus in Lyme Regis. Key Stage 2 pupils have recently studied the Ancient Greek civilisation. Their work has included the Greek wars, the first Olympic Games, the Minoan civilisation, Alexander the Great and the Spartans. A small number of educational visits have been made to enrich the pupils' curriculum, such as visits to Blenheim Palace and the Pitt Rivers museum.
70. **Geography** lessons were seen in Years 2 and 4. Year 4 pupils were developing a sound understanding of environmental issues and Year 2 pupils worked well on the theme of transport. In a satisfactory lesson, the methods and resources used enabled all pupils to learn. Effective use was made of the teaching assistant's contribution to pupils' learning, and some tasks involved the use of websites about recycling. The teacher used assessment to identify a weakness in pupils' understanding and then modified the teaching to correct this. A strength of the curriculum is the three residential journeys the pupils can attend during their time in the school.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- The standards of pupils' work are above the expectations of the Oxfordshire Agreed Syllabus.
- The curriculum is rich and provides many interesting learning opportunities.
- Pupils have good opportunities to reflect on their own experiences and values as they study religion.

Commentary

71. Pupils achieve well. In Year 6, pupils complete good diaries for Holy Week and use their literacy skills effectively. For World Prayer Day, pupils completed a range of work linked to Poland because it was the 60th anniversary of the liberation of Auschwitz. This included interpreting the symbolism of light and darkness. Year 5 pupils completed collage displays about the fruits of the Holy Spirit, and these included a personal response to qualities such as kindness. A parent helped the Year 2 pupils study Hindu wedding clothes. Pupils in Years 3 and 4 studied the Seder Meal and higher-attaining pupils had a clear understanding of the symbolic meaning of each food. Many pupils have a good knowledge and understanding of the main beliefs and practices of Judaism.
72. The quality of teaching and learning is good. Strengths of the teaching and learning include:
- effective use of teaching assistants to support learning in all parts of the lesson;
 - the setting of clear learning objectives for pupils of different ages and abilities within a class;
 - the provision of good opportunities for pupils to use their literacy skills, as when, for example, they put in correct order the events in the complex story of Ganesh;

- the use of ICT to enhance learning, as, for example, when pupils used the Internet to research Hindu and Christian weddings;
 - the good reviews of pupils' learning at the ends of lessons.
73. Occasional weaknesses include not making sufficient use of a teaching assistant during whole-class teaching, spending too long on whole-class teaching so that pupils become restless, and not using stimulating learning resources.
74. The leadership and management of the subject are satisfactory. The co-ordinator has held the post since September 2004 and has attended a good range of training, audited the learning resources and made some purchases. The co-ordinator is not yet monitoring the quality of provision or pupils' standards in the subject. The curriculum enables pupils to learn about and from religion. It includes the use of visitors and some visits to places of worship, both locally and in Oxford. There are good opportunities for pupils to use their literacy skills as when, for example, they write about people that they respect. Improvement since the last inspection has been satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

75. In design and technology and music, there was insufficient evidence to make overall judgements about provision. One lesson was observed in each subject. Evidence about the design and technology work that pupils have already completed this year was scrutinised. For music, evidence was taken from listening to pupils sing in assembly, song practices and choir practice. In addition, discussions were held with the co-ordinators for these two subjects. In physical education, lessons were observed in Years 3 to 6 only.
76. The school provides valuable experiences for pupils to develop their skills in **design and technology**. In Years 1 and 2, as part of their work on the theme of 'The Underground', pupils have studied food technology and, in particular, fruit and vegetables. They have learned about the health and safety aspects of cutting and preparing vegetables as well as used relevant senses to explore texture, smells and visual appearances. They have designed underground places, tested materials that might be suitable for making them and produced products. Key Stage 2 pupils analysed mass produced photo frames, designed and made their own picture frames, tested the frame stands and designed patterns for their fronts and backs. Older Key Stage 2 pupils analysed the construction of a small range of home-made musical instruments and, following this, designed and made their own simple instruments. The leadership and management of the subject co-ordinator are satisfactory.
77. In the Year 6 **music** lesson seen, pupils improvised rhythmic phrases using tuned and untuned percussion instruments. Their achievement was good and they showed understanding of tempo and pitch. Many pupils can sing tunefully with good diction and regard for tempo and dynamics, although older pupils do not always participate with enthusiasm. The choir sings well and takes part in local community events on a regular basis. A small number of pupils learn the flute from a peripatetic teacher, and other pupils take advantage of keyboard and guitar clubs at the local secondary school. The co-ordinator leads and manages the subject well and has introduced a new published scheme of work, which has increased the confidence of teachers who are not music specialists.

Art and design

Provision in art and design is **good**.

Main strengths and weaknesses

- Pupils use a wide range of materials in their work.
- Art is used well to support other subjects.
- Sketchbooks are used infrequently.

Commentary

78. Standards in art and design in Years 2 and 6 are above those expected for the pupils' ages, as at the time of the last inspection. Pupils' achievement is good. Their work is displayed well in classrooms and around the school. Their work is also exhibited in the local secondary school, the church, the library and the Woodstock carnival. Pupils in Years 3 and 4 were working on a display for the Woodstock carnival on a jungle theme. Teachers' planning made links with a visit to the Botanic Gardens and also to the work of Rousseau. Pupils collaborated well and produced work of a good standard. In a Year 6 lesson pupils used pastels and watercolours well to create shading and texture on pictures of plants and wooden gate posts.
79. Teaching and learning are good and teachers have good subject knowledge. Year 2 pupils were taught the skills to make pinch pots and coil pots in clay, and their attempts at making coil pots were good. Teachers use art effectively to support pupils' learning in other subjects. In Year 5, collaborative collages on the fruits of the spirit make good links with religious education. Evidence of multi-cultural links were seen in Egyptian art in Years 1 and 2, and in sketches of American Indian and African profiles in Years 3 and 4. Pupils learn about artists such as Van Gogh and Rousseau, researching their lives and writing poems about their work. Computers are used well to support art and design in Years 3 to 6. The use of sketchbooks is inconsistent across the school.
80. The subject is led and managed well by an enthusiastic co-ordinator. She monitors the tracking sheets that are used for assessment, but has not monitored lessons. The curriculum is enhanced by visiting specialists and art days, which focus on collaborative work.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Pupils' swimming attainments are above national expectations because the teaching is good.
- Teaching and learning of athletics for the younger pupils are unsatisfactory.
- Eleven-year-old pupils' catching and kicking skills are good.

Commentary

81. Lessons in Years 3 to 6 only were observed during the inspection. Overall in these years, the quality of pupils' achievement is satisfactory, and their standards match national expectations. Year 6 pupils receive good quality specialist teaching of swimming. Teaching uses the town's swimming pool, which is on the secondary school's site. Pupils are assessed and placed carefully into ability groups, and then receive teaching that is very well matched to their stage in learning. Pupils swim confidently and with good style using different strokes. All pupils observed in the swimming lesson could swim unaided and safely for a distance of at least 25 metres, with a significant number swimming much further. Teachers encourage and motivate pupils to work hard to improve and they succeed in showing pupils how to overcome their faults. Because of the well-focused teaching, pupils seen were interested and keen to succeed throughout the time they were in the water. Pupils behaved very well while they were being taught, but pupils in the group waiting at the side of the pool behaved inappropriately.
82. To judge from the lesson seen, insufficient attention is paid to improving the athletic performances of younger pupils. In the Year 3 lesson observed, pupils were not challenged enough as, with little enthusiasm, they went through the motions of carrying out the activities planned for them. Pupils did not work hard nor did they move at pace. Pupils did not listen to

the teacher's instructions sufficiently, with many talking among themselves or behaving in a silly manner while directions were being given. Pupils were not shown how to improve their performance.

83. The school's eleven-year-olds have developed good football skills over a period of time, as well as a good ability to catch. They move around a defined space with good control of the ball, keeping it close to their feet, enabling them to dribble quickly between obstacles. Many, including girls, successfully pass the ball rapidly between their feet from left foot to right foot, keeping good control all the time. Many are able to balance a football on the back of their neck and keep it stationary for a set period of time. They can also alternately hop with the left foot and then the right on top of the football, again showing they have good control of the ball. In particular, pupils demonstrated good skills in two lessons taken by specialist teachers. The teaching in these lessons was good. Both lessons were brisk and fast moving and pupils were well behaved and very interested in carrying out the planned activities. The teachers had high expectations and good control of pupils' behaviour. Teaching assistants supported pupils with special educational needs skilfully and sensitively even when the tasks they were asked to do were beyond their capabilities. Overall, the quality of teaching and learning in Years 3 to 6 is satisfactory with some strengths.
84. The leadership and management of the subject are satisfactory. A strength is the promotion of after-school clubs and competitive matches, but monitoring and evaluation of the teaching and learning are underdeveloped. Improvement since the last inspection has been satisfactory.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

85. Although personal, social and health education (PHSE) was not a focus for the inspection, evidence gathered from talking to pupils and the PHSE co-ordinator, and from the observation of two lessons indicate that provision is probably satisfactory. The curriculum is based on a commercial scheme and includes education about the misuse of drugs and relationships and sex education. In the two lessons seen, teaching and learning were good. In a Year 4 lesson, during which pupils sat in a circle and took turns in speaking and listening, the teacher used questions well and challenged pupils to extend their understanding of trust, which was, as one of a sequence, the 'value' of the month. Pupils had good opportunities to develop their speaking and listening skills. At another point during the inspection, Year 6 pupils visited a local hospital for a morning. During this visit, all pupils were actively involved in learning about the treatment of minor injuries, resuscitation and the recognition of risks and how to behave safely. Thames Valley Police contribute to the Year 6 citizenship programme, and their work provides good opportunities for pupils to use their ICT and literacy skills. The school council meets regularly and provides an effective way for pupils to contribute to the running of the school. The PHSE co-ordinator has a broad overview of provision and pupils' achievement.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	4
Attendance	3
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
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	4
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	5
The leadership of other key staff	4
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).