

INSPECTION REPORT

**WEST OXFORD COMMUNITY
PRIMARY SCHOOL**

Oxford

LEA area: Oxford

Unique reference number: 123050

Headteacher: Ms J. St Clair Hoare

Lead inspector: Mrs. J. Cousins

Dates of inspection: 18 – 20 April 2005

Inspection number: 268227

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:	Community
Age range of pupils:	3 –11 years
Gender of pupils:	Mixed
Number on roll:	111
School address:	Ferry Hinksey Road Oxford Oxfordshire
Postcode:	OX2 0BY
Telephone number:	01 865 248862
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Appropriate authority:	Governing Body
Name of chair of governors:	Dr A Reiss
Date of previous inspection:	1 March 1999

CHARACTERISTICS OF THE SCHOOL

West Oxford Community School is a smaller primary school on the outskirts of Oxford. Pupils come from a variety of social backgrounds. Over half the pupils live in rented homes but some live in privately owned homes. However, the socio-economic circumstances of most pupils are below average. Pupils' attainment on entry is below average but it varies from year to year and some year groups are well below average. An above average proportion of pupils is identified as having special educational needs in the main part of the school although a below average proportion has a statement of special educational needs. Pupils' special needs range from social, emotional and behavioural to specific learning difficulties such as dyslexia. There is an above average turnover of pupils; few pupils leave but a significant proportion of pupils transfer late into the school. Many of the pupils who arrive late in the year are less able or have special educational needs and these pupils often have a negative effect on the standards attained by the school. Most pupils originate from England. However, an above average percentage of pupils speak English as an additional language or are from minority ethnic groups. A few pupils are refugees. No pupils are in public care or come from travelling communities. The school has not had a significant problem with filling teaching posts in recent years.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22942	J S Cousins	Lead inspector	Mathematics Information and communication technology Religious education Design and technology Music The Foundation Stage English as an additional language
9079	A Moss	Lay inspector	
20534	N Perry	Team inspector	English Art and design History Modern foreign language
20893	D Curtis	Team inspector	Science Geography Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

West Oxford Community Primary is a good school and provides effectively for its pupils. Teaching and learning are good. As a result, pupils achieve effectively in relation to their abilities. The school is led well with energy and vision by the headteacher. The school is growing in popularity and is attracting more pupils under her positive leadership. The deputy designate, senior teachers and governors manage the school well. Teachers and teaching assistants are dedicated and work hard to support all pupils. The school receives above average funding and so provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Standards in Year 6 are above average in mathematics, science, religious education, information and communication technology (ICT) because of good teaching.
- By Year 2 standards are above average in science, religious education and ICT.
- The very strong teamwork between the headteacher and deputy designate ensures that the school is always looking at ways to improve standards.
- Pupils form very good relationships with teachers and teaching assistants.
- Staff provide clear guidance for pupils on spiritual, moral, social and cultural development and so relationships are good and pupils respect others' views and behave well.
- Standards of reading and writing in Year 2 are below average.
- Links with the parents, community and other schools are very good.
- Extra-curricular activities are very effective in enriching the curriculum.

Overall, since the last inspection the school has made satisfactory improvements. The key issues from the last inspection have been addressed satisfactorily. The school's planning for the nursery and reception class is now good. Pupils' presentation skills have been satisfactorily improved but the school recognises that pupils would benefit from further work on this area. Standards in Year 6 are now above average in mathematics, science and ICT. Governors' understanding of the strengths and weaknesses of the school are very clear.

STANDARDS ACHIEVED

Results in National Curriculum tests and teacher assessments at the end of Year 6, compared with:	All schools			Similar school
	2002	2003	2004	2004
English	C	E	D	D
mathematics	E	E*	E	E
science	E	E	E	E

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

Inspection evidence shows that pupils' overall achievement is good. Great caution is needed in interpreting data when there are such small numbers of pupils in each group. In 2004 standards in Year 6 tests compared to all schools and similar schools in English were below average. In mathematics and science standards were well below average. This is because of a significant percentage of pupils who joined the school late and an above average percentage of pupils with special educational needs. For the same reason standards in mathematics in 2003 were particularly low. Inspection findings are that standards in the present Year 6 are average in English and above average in mathematics and science. Standards are higher this year because there are fewer pupils who have arrived late and most pupils have benefited from several years of good

teaching in this school. Standards in Year 2 are below average in reading and writing, average in mathematics and above average in science. In Year 2 standards are lower this year because of a higher proportion of pupils with special educational needs. Overall, pupils' level of knowledge and understanding on entry to the school are below average. In the reception class standards meet expectations for their age in all areas of learning and pupils make good progress.

Throughout the school pupils' personal development is good. Pupils' spiritual, moral, social and cultural development is good overall. Pupils really enjoy coming to school and speak proudly about their achievements. They have effective attitudes to work and behave well. Most pupils form very good relationships with adults. Punctuality in the morning is satisfactory and attendance is average.

QUALITY OF EDUCATION

The quality of education is good. Teaching is good overall. Teachers encourage pupils to do their best so that the quality of learning is good overall. Teachers use effective teaching methods which mean that pupils learn through many practical activities and interesting projects often using ICT. Teaching assistants provide valuable support, particularly for pupils with special educational needs during the practical part of lessons. However, teachers do not often tell pupils what they have specifically done well in.

The curriculum covers all subjects well and is both broad and relevant. It is enriched by effective provision for pupils' personal development and a very good range of extra-curricular activities, especially for sports and the arts. Provision for pupils with special educational needs and those learning English as an additional language is effective and so they make good progress. Care, support and guidance of pupils are good and there are effective arrangements to settle pupils in. Very good links with the community and a very effective partnership with other schools make an invaluable contribution to the quality of the school's provision. The school works very hard to seek and act on parents' views.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall. The headteacher's dedication and clear vision enable her to lead well. All those who work in the school seek to create a caring school. The headteacher receives invaluable support and leadership from the deputy designate. The headteacher, deputy designate and nursery co-ordinator are very good role models for other staff. Many teachers with management responsibilities for subjects fulfil them well and other subjects are managed satisfactorily. Governors are particularly supportive, have a very clear awareness of the strengths and weaknesses of the school and fulfil their legal responsibilities well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Pupils have very positive opinions of the school. They are very proud of their school and enjoy coming to school. Parents are very supportive of the school and are very pleased with what it does for their children. A significant percentage of parents expressed concerns about the quality of information they received about the progress their children are making and homework. Inspectors did not agree as parents receive specific targets for pupils regularly. Reports to parents assess pupils' attainment effectively. Homework is used well to support pupils' learning.

IMPROVEMENTS NEEDED

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

- Give pupils more opportunities to develop their writing skills, especially in Year 2. Consistently, use teachers' marking to guide pupils' improvement and increase opportunities to write in other subjects.
- Make greater use of teachers' oral comments to explain to pupils how they can improve their reading skills throughout the school but particularly in Year 2.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall, boys and girls achieve well. In the Foundation Stage standards meet expectations. In Year 2 standards are below average overall. In Year 6 overall, standards are average.

Main strengths and weaknesses

- Throughout the school pupils achieve well in the development of skills in language, literacy, numeracy, science, ICT and religious education.
- Children in the Foundation Stage achieve well in language, literacy and communication, mathematical, knowledge and understanding, creative, physical and personal development.
- Standards are below average in Year 2 in reading and writing.
- Pupils with special educational needs and those who speak English as an additional language make good progress.

Commentary

1. When children join the school their attainment is below expectations and some year groups have well below average attainment on entry. Most children achieve well in the nursery and reception class because of good teaching. Overall, standards are average in the reception class. Most children are likely to meet the expected levels by the end of the school year in language, literacy and communication, mathematics, knowledge and understanding of the world, physical and creative development. Pupils who are learning to speak English as an additional language achieve well due to good opportunities to develop their language skills. Standards of personal, social and emotional development are in line with expectations because of teachers' good management skills and high expectations.

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

Standards in:	School results	National results
English	26.1 (24.6)	26.9 (26.8)
mathematics	24.4 (23.3)	27.0 (26.8)
science	26.6 (25.4)	28.6 (28.6)

There were 14 pupils in the year group. Figures in brackets are for the previous year

2. When compared to all schools and to schools whose pupils attained similarly in Year 2, in 2004 standards in Year 6 were below average in English and well below average in mathematics and science. However, caution needs to be taken when considering these results as there were small numbers of pupils in the year group. Standards were below average to some extent because the year group had an above average proportion of pupils with special educational needs and pupils who joined the school late. More able pupils did reasonably well in English as one fifth attained the higher level. Overall, in the last five years standards have fluctuated due to the small number of pupils in each Year 6 class.
3. Inspection findings show that in the current Year 6 standards are much improved. Standards in reading, writing and speaking and listening are average and above average in mathematics and science. This is a significant improvement since the last inspection. There is no significant difference between the attainment of boys and girls. These pupils entered this part of the school with below average levels of knowledge in English and average levels of mathematics and science. This is partly because there is an above average proportion of pupils with special educational needs and a significant number of pupils joined the school late

part way through the year. Therefore, these pupils have achieved well. Standards in the present Year 6 are higher than in 2004 because these pupils have been taught effectively over the last two years and fewer pupils have arrived at the school part way through the year. The school is making good progress towards their targets. Pupils from minority ethnic groups are included well in lessons and so they achieve effectively.

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

Standards in:	School results	National results
reading	17.2 (16.6)	15.8 (15.7)
writing	15.4 (15.6)	14.6 (14.6)
mathematics	16.8 (18.8)	16.2 (16.3)

There were 11 pupils in the year group. Figures in brackets are for the previous year

4. In 2004 standards in tests in Year 2 were above average in reading and writing and in the top five per cent of the country in mathematics. Average proportions of pupils attained the higher level in reading. Teacher assessments show that attainment in science at the expected level was very high because every pupil in the year group attained this. Average numbers of pupils attained the higher levels in science.
5. Standards in the current Year 2 are average in speaking and listening and mathematics and below average in reading and writing. Standards in science are above average. Standards are lower this year in reading, writing and mathematics because there is a higher percentage of pupils with significant special educational needs. Pupils started this section of the school with below average levels of knowledge and well below average levels of literacy and therefore they have achieved well by Year 2 considering their basic levels of understanding that they started with.
6. Standards in ICT are above expectations in Years 2 and 6. This is because of the good use of the ICT suite and classroom computers. Standards in religious education are above expectations in Years 2 and 6 because of the effective use of practical methods such as drama which make learning memorable. Overall standards in art and design, design and technology, geography, history, music and physical education were not judged because of a lack of evidence.
7. Pupils with special educational needs make good progress towards the targets in their education plans. Pupils who have specifically designed programmes receive good teaching. The more able, gifted and talented pupils achieve well. Some are given opportunities through music tuition and extra-curricular opportunities to improve their skills.
8. Pupils who speak English as an additional language achieve well. The school establishes good programmes of study for pupils who are in the early stages of learning the language. Those pupils who are fairly fluent are regularly assessed and given extra lessons to develop their understanding of English further.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Attendance levels are average and punctuality is satisfactory. Pupils' personal development is good. Their spiritual, moral, social and cultural development is also good.

Main strengths and weaknesses

- Pupils' good attitudes to learning and good behaviour in the classroom help them to achieve well.

- The good relationships between pupils and between pupils and staff are the result of the caring ethos and the very good example set by the staff.
- The spiritual, moral and social aspects of the pupils' development are fostered well.
- Pupils' cultural development is particularly good because the school takes very positive steps to ensure that pupils experience the traditions of a wide range of cultures.
- Pupils are becoming confident members of the school because they are being given an increasing number of opportunities to take responsibility.

Commentary

9. Pupils have good attitudes to their work and collaborate well with other children. They listen attentively, are keen to answer questions and undertake tasks enthusiastically. This takes place particularly 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. Overall, improvement since the last inspection is satisfactory.
10. Standards of behaviour are good in the classroom and around the school, and are sometimes very good. At playtimes pupils play harmoniously together. They are fully aware of the high standards expected and insisted upon by all staff. The caring ethos of the school results in pupils knowing right from wrong and showing consideration for others. No signs of aggressive behaviour were seen during the inspection period and both parents and pupils confirmed that real bullying does not occur. They also confirmed that they were confident that any instances of inappropriate behaviour are dealt with quickly and efficiently. Racial harmony is promoted well. There have been two exclusions during the past year which were recorded and dealt with appropriately.
11. Pupils are increasingly encouraged to become independent and willingly take on a range of responsibilities appropriate to their age. These range from acting as class helpers to being members of the school council, acting as 'reading buddies' and being 'eco-warriors' who are involved in saving energy. Pupils take their responsibilities of living in a community seriously and achieve well, developing increasingly good levels of maturity as they move through the school.
12. Pupils work well in pairs and in groups. They show respect for the feelings of others and enjoy the activities they engage in. Staff give a very positive lead in engendering good relationships, for example, by giving praise and encouragement at every opportunity as well as acting as very good role models. The school ensures that every pupil is included in most school activities.
13. Provision for pupils' spiritual, moral and social development is good and provision for their cultural development is very good. Subjects such as personal, social and health education lessons and the good ethos of the school help in the promotion of these aspects. Pupils also collect money to help those less fortunate than themselves. Residential visits and the many opportunities pupils have to work and play together, for example, during extra-curricular activities, support their social and moral development well. The school ensures that pupils experience the traditions of a wide range of cultures, as well as their own and these experiences are promoted very well in assemblies and lessons such as religious education, history, geography and French. All major festivals are celebrated.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.2	School data	0.2

National data	5.1
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National data	0.4
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The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

14. Attendance levels have risen recently and are now in line with the national average. The previous unsatisfactory attendance levels were due mainly to a significant minority of parents taking their children out of school for holidays in term time. The school now makes the promotion of better attendance a priority. They are rigorously following up any unexplained absences and awarding certificates for good attendance. Parents are now better informed of the importance of high levels of attendance and that absenteeism can have a detrimental effect on pupils' attainment, progress and personal development. However, an even greater emphasis could be placed on discouraging extended holidays in school publications such as the governors' annual report to parents and the prospectus. The punctuality of the pupils is satisfactory because the school monitors it appropriately.

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	55	0	0
White – any other White background	4	0	0
Mixed – White and Black Caribbean	0	2*	0
Mixed – any other mixed background	7	0	0
Asian or Asian British – Pakistani	14	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	1	0	0
Chinese	1	0	0

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

*The pupil who was excluded twice has now left the school.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good, mainly because pupils receive effective teaching. The curriculum is good. Pupils' care and welfare of pupils are good. Links with the community, other schools and partnership with parents are very effective.

Teaching and learning

The quality of teaching and learning is good. Overall, assessment procedures are good.

Main strengths and weaknesses

- Teachers have particularly high expectations of pupils in their work and behaviour.
- Pupils in Year 2 learn very effectively how to work together independently.
- The teacher's marking in Year 2 is underdeveloped.
- Teachers' use of oral feedback could be more specific.

- Teaching assistants are not always used as well as they could be at the start and ends of lessons.
- Tracking of pupils' progress is used effectively in English, mathematics and science.

Summary of teaching observed during the inspection in 27 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	7	14	6	0	0	0

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

Commentary

15. The teaching of children in the nursery and reception class is good overall. Significant strengths include the use of effective teaching methods incorporating games and practical activities. The teachers' good management skills and encouragement for learning mean that children behave well, are keen to learn and co-operate effectively. The teaching assistants are used effectively to teach and assess pupils.
16. In Years 1 to 6 teaching and learning are good. There have been satisfactory improvements since the last inspection. Teaching in mathematics, speaking and listening, science, ICT and religious education are strengths of the school. Teachers' planning is effective at focusing on key questions and the use of resources. Most teachers have high expectations of pupils and include them in sessions well. Support for less and more capable pupils means that they achieve well taking into account their abilities. All teachers set high standards of behaviour and most pupils behave well in lessons as a result. Most pupils concentrate and co-operate effectively because of teachers' particularly good management skills. Teachers use effective methods to make learning interesting and memorable often using practical activities and projects that teach several subjects and skills. ICT is used effectively in the ICT suite and classrooms to teach computer skills and other subjects. Year 2 pupils learn to work very well together in groups and on their own because of the teacher's effective methods of organisation.
17. Assessment has improved satisfactorily since the last inspection. This maintains the well developed position found at the last inspection. Teachers use records of pupils' attainments well in English, mathematics and science. Assessment procedures in religious education, ICT, art and design, design and technology, history, geography, music and physical education have been developed effectively. Teachers' day-to-day marking is good in English between Years 3 to 6 and satisfactory in other subjects. In Year 2 teacher's marking is not being used as effectively as it could be to raise standards in writing. Teachers' oral feedback is not always specific and does not tell pupils consistently how they might improve their work. This means that pupils do not receive as much information as they could do about how to achieve higher standards.
18. The teaching of pupils with special educational needs is good. Teachers' planning ensures that activities are matched well to individual pupils' needs and this helps them to develop their basic skills. The school's assessment procedures for pupils with special educational needs are good and pupils' individual progress is carefully monitored. Targets in pupils' individual education plans are specific and measurable. The school identifies pupils who are gifted and talented and provides for them in extra-curricular activities well.
19. Assessment procedures for pupils who speak English as an additional language are good. Teachers carefully assess these pupils when they arrive and throughout their time at the school. This enables them to provide individual learning programmes that are carefully tailored to pupils' needs. The teaching of pupils who speak English as an additional language is good.

The curriculum

The curriculum is good. Curriculum enrichment is very good. Accommodation and resources are good.

Main strengths and weaknesses

- In the nursery and reception class an exciting curriculum has been planned.
- A very good scheme of work for pupils' personal, social, health and citizenship education is now in use.
- Provision for pupils to use numeracy and ICT skills in other subjects is good.
- Opportunities for pupils to use their literacy skills in other subjects, especially in Year 2, are underdeveloped.
- Pupils benefit from an impressive range of extra-curricular clubs, educational visits and visitors to the school.
- The school places great importance on including each and every pupil in all aspects of its work.

Commentary

20. The curriculum for children in nursery and reception class is good overall. There is a practical approach to the curriculum which is designed to develop children's basic skills and it does this effectively. The level of resources for the outside area for reception children's activities is good.
21. The school is successful in ensuring it meets the legal requirements of the National Curriculum and of the locally agreed syllabus for religious education. A broad curriculum has been planned for all pupils. Across the school, pupils' learning is supported effectively by good resources, spacious accommodation and good levels of staffing.
22. There have been strong improvements in introducing new curriculum initiatives. As a result, through their effective planning, teachers provide pupils with many good opportunities to use and apply key numeracy and ICT skills in other subjects. This is having a positive impact on the improving standards, especially in Year 6 because pupils can see the links between what they are taught in ICT, numeracy and sometimes literacy and how it impacts on their learning in other subjects.
23. The school has a good policy and very detailed scheme of work for pupils' personal, social, health and citizenship education. The school places a very strong emphasis on the subject and pupils receive weekly lessons in the subject. Good attention is paid to teaching sex education, drugs education and issues linked to substance misuse as these issues arise but with a strong emphasis in Year 6. The school places importance on citizenship, especially through the school council and the responsibilities given to pupils for tasks around the school.
24. Pupils' learning is enhanced considerably by a very good range of educational visits, including a residential visit for pupils in Year 6. A rich range of visits by outside speakers and performers places a significant part in giving pupils stimulating experiences to support their learning in art, music and sport. The number and range of clubs in art, music and sport provided during and after school are exceptional for a school of this size and these activities are well attended by pupils.
25. All staff work exceptionally hard to include all pupils in every aspect of the school's day-to-day life. Pupils with special educational needs, together with those who have English as an additional language, receive high-quality support in lessons and are well provided for with extra programmes of study. This is a major factor in their good achievement. The recent focus on extending more capable pupils and introducing a policy for gifted and talented pupils is having a positive impact on raising the achievement of these pupils. This initiative has made a strong contribution to raising the achievement of boys, especially in Year 6, with the result that they now do as well as girls. Teachers' raised level of awareness of minority groups ensures all pupils' good integration and inclusion in the curriculum.

Care, guidance and support

Provision for the care, welfare, health and safety of the pupils is good and supports pupils' learning well. The guidance for their personal development is good and pupils are very well involved in the work of the school.

Main strengths and weaknesses

- Pupils feel very secure and cared for in school. They have very good and trusting relationships with all adults in the school.
- They achieve well because their progress is closely monitored.
- The school seeks the views of the pupils and acts on them when appropriate.
- Children are introduced to school life well.

Commentary

26. The school provides a happy environment that is conducive to learning. Close attention is paid to health and safety issues. Pupils' healthy and safe living is well promoted through the personal, social and health education programme. Child protection procedures are comprehensive and there is good liaison with other agencies. Designated members of staff are fully up to date in aspects of first aid and risk assessments are undertaken regularly. Good induction arrangements ensure that children settle happily into school. These good induction arrangements also cover those pupils who arrive in school at times other than at the beginning of the school year. Overall, the improvement since the last inspection is satisfactory.
27. Teachers and support staff know the pupils and their families very well. They are sensitive to the pupils' individual needs and are, therefore, able to provide good support and guidance. Assessment procedures are good overall and academic progress is well recorded. However, personal progress is not recorded as systematically as academic progress and procedures are more informal. Nevertheless, these informal procedures are effective. The very good relationships between pupils and staff encourage pupils to raise any concerns they may have, knowing that they will be dealt with sympathetically. Targets are set regularly and are communicated to parents. Pupils enjoy coming to school and they say that the staff are 'very nice and very understanding'. All pupils are highly valued and their views are actively sought on a regular, formal basis through the school council. They feel that their ideas are really listened to and acted on when appropriate. For example, they have recently changed the playtime regime and have made an addition to the school rules.

Partnership with parents, other schools and the community

The partnership with parents, links with the community and links with other schools and colleges are all very good.

Main strengths and weaknesses

- Parents are very supportive of the school and appreciate what it provides for their children.
- Parents support their children's learning at school and at home well and this makes a positive contribution to their achievement.
- The very good links with the community and other schools and colleges help to enrich the curriculum and ensure that pupils transfer happily on to their next stage of education.
- There are very good procedures to ensure satisfaction and to deal with any concerns or complaints.
- Parents are provided with very good information about the school and about pupils' standards and progress.

Commentary

28. Parents are very satisfied with the school. This is a significant improvement since the last inspection. They feel very comfortable about approaching it and are very happy with the procedures to deal with any concerns or complaints. They feel their children are being encouraged to be mature and they appreciate the range of extra-curricular activities. Parents also feel that the school is well led and managed, the quality of teaching is good and that the pupils make good progress. They also confirm that their children like coming to school and that they are well cared for. The inspection team agrees with all these views. The school has the confidence of all communities.
29. Parents make a good contribution to their children's learning by helping on educational trips and by helping to maintain the school premises and grounds. They attend sessions arranged by the school for learning how to help their children with reading and writing and have attended other courses for learning basic skills. However, the headteacher acknowledges that there is a need for more courses in these areas. The parents' association (Friends of West Oxford) is a group of very enthusiastic, hardworking parents who work closely with the headteacher to organise social and fundraising events in order to buy equipment to help in their children's learning.
30. Although a very small minority of parents did not feel well informed about the progress of their children, the inspection team judged that parents are very well informed through consultation sessions and good annual reports. Targets for numeracy and literacy are communicated to parents and they are also very well informed about the curriculum and topics that the pupils will be studying. Information is also given out on the daily notice boards and through a weekly newsletter. Parents appreciate that they are welcome to discuss their children at any convenient time. Their views are regularly sought, for example, during parents' meetings, and parents say that they are confident that any appropriate suggestions would be listened to and valued. For instance, their ideas on healthy eating and the setting up of a computer club have been acted upon.
31. The very good links with the community include links with local Churches, the Residents' Association and the Community Association. The choir sings at local events and attended Dorchester Abbey for the Festival of Voices. Pupils have taken part in the West Oxford Wildlife photographic competition. The school premises are used for adult education. Visitors to the school include a touring theatre company and pupils have participated in an art project to make three-dimensional figures. There are also very good links with the wider community and the pupils visit places such as botanic gardens, museums and a wildlife park. Year 5 and Year 6 participate in residential visits to activity centres.
32. The school takes in students from a local university for their initial teacher training. Links with local schools are very productive and support pupils' learning as the school gains access to additional activities for pupils and training for staff. Strong links with the local secondary school ensure that there are good mechanisms in place to help pupils to move easily on to the next stage in their education.

LEADERSHIP AND MANAGEMENT

Governance of the school is good. Leadership and management by the headteacher and senior staff are good.

Main strengths and weaknesses

- The headteacher, ably supported by her deputy designate and Foundation Stage co-ordinator, provides clear and purposeful leadership and they are very good role models for staff and pupils.
- The governing body is very well informed and well led which enables it to make secure judgements.

- Management of pupils who speak English as an additional language or have special educational needs is effective in providing good support for these groups of pupils.
- The school's well defined and open management structure has developed very good communication between all members of its community.

Commentary

33. The leadership of the headteacher is good overall. Since the previous inspection, she has implemented a range of measures that have led to further improvement in both the school's ethos and performance. With the deputy designate, staff and governors, she has developed a well organised management structure that has created a climate of open communication in which there is free exchange of ideas and views, including those of pupils and parents. This is used well by staff and has led to a strong sense of community in which the school's well defined aims are shared and understood. Key issues from the previous inspection have been met satisfactorily although the headteacher and governors are aware that further improvement in pupils' presentation and handwriting skills would improve standards. Overall, standards by Year 6 are rising, despite small numbers of pupils in each year group. The school's capacity for further improvement is, therefore, good.
34. The school's commitment to improving achievement for all pupils is very good so that they make good progress throughout the school. Procedures for helping significant numbers of new pupils who join the school during the year are good. Assessment of their needs is accurate and pupils quickly become confident members of the school community. This approach contributes strongly to good achievement for most pupils. Monitoring of teaching and pupils' work is carried out regularly by the headteacher and other staff so that there is a clear understanding of how effective the school is. This is also developing the leadership role of subject co-ordinators well. Effectively developed tracking identifies individual pupils, or groups, who are doing better than expected or underachieving. This ensures that teachers know their pupils well and work or additional support is planned accordingly. As a result, standards are improving.
35. Leadership of the Foundation Stage is good. There have been significant improvements to teachers' planning since the previous inspection, which is now good. Staff show a secure understanding of how young children learn and allow pupils good opportunities for making choices, so that they are becoming increasingly involved in their learning. Staff work well together in monitoring pupils' progress towards achieving the learning goals for younger pupils.
36. The leadership of pupils with special educational needs and those who speak English as an additional language is good and managed well by the headteacher. Class teachers and support staff collaborate closely in monitoring pupils' progress and in preparing work that helps them to reach realistic targets. Needs are promptly identified and individual education plans are well produced. Parents are regularly consulted and briefed about their children's progress.
37. The governing body, under the leadership of an astute and hardworking chair person, is in a good position to offer the school well-founded advice and support. Governors know their school very well because they take a close interest in the performance of pupils and in the ethos of the school. They are sharp in seeking information and explanation on the school's progress towards further improvement and are not prepared to be complacent about the school's success. The work of the governing body focuses closely on financial management linked to strategic decisions so that a tight budget is managed prudently. The development plan provides a useful document that successfully informs the work of the school for the coming year. Because all staff and governors are involved in its development and review, there is secure knowledge of the school's objectives for improvement. Legal requirements are fully met.

Financial information for the year March 2003 to March 2004

Income and expenditure (£)	
Total income	365 048
Total expenditure	360 815
Expenditure per pupil	3 681

Balances (£)	
Balance from previous year	13 419
Balance carried forward to the next	17 652

38. Approaches to financial management are good and resources are used directly to enrich pupils' learning. Finances are closely linked to priorities in the development plan and sensible adjustments are made to maximise use of limited funding. Budgetary expenditure is carefully monitored and the headteacher and governors are well briefed on the school's financial position. Day-to-day administration of the budget is secure and the school makes appropriate use of best value principles when purchasing supplies or services. The school offers satisfactory value for money overall.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in all areas of learning for children who are in the nursery and reception class is **good**. Overall, children enter the school with below average levels of knowledge in most areas of learning. A significant proportion of children are in the early stages of learning to speak English as an additional language. Arrangements for children starting school are good. Children achieve well in most areas of learning because of good teaching. By the time children start Year 1, standards meet expectations for six-year-olds in all areas of learning. Leadership and management are good overall. Since the last inspection there have been good improvements in the provision for children in the nursery and reception class. Teachers' planning is now ensuring that pupils have opportunities to learn about all areas of learning regularly. Children are carefully assessed when they start school and the teacher and the teaching assistants regularly note their achievements. Good record sheets assess children's attainment throughout their early years of schooling.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The teacher expects children to behave well and care for others effectively.
- The teacher and teaching assistants are quick to establish supportive relationships with children.

Commentary

39. Children's standards in personal, social and emotional development are likely to be in line with national expectations by the beginning of Year 1. Teaching and learning are good. Children achieve well in this area because of effective management strategies of the teacher and teaching assistants. The children speak fairly confidently to adults and other children. In the playground children mix well. The teacher and teaching assistants work effectively to develop positive relationships with children so that they are confident to discuss their learning and any problems they have. Teacher's high expectations of children and effective organisation mean that children learn how to control their emotions and develop independence. For instance, children learn to put on their own jumpers when they go outside. The majority of children show a good level of interest in their learning. Children settle quickly to their tasks and concentrate well for short periods of time. Most children behave well because of the teacher's high standards of discipline.

LANGUAGE, LITERACY AND COMMUNICATION DEVELOPMENT

Provision for developing children's language, literacy and communication is **good**.

Main strengths and weaknesses

- Basic skills of speaking and listening are taught effectively.
- Reading is taught well because teachers have high expectations.
- The teacher's expertise develops pupils' writing skills effectively.
- Shared learning objectives are sometimes written in rather complex language.

Commentary

40. Overall, standards in language, literacy and communication are in line to meet expectations by the beginning of Year 1. Children achieve effectively in acquiring these skills as a result of good teaching and learning overall. Teachers provide a wide range of opportunities for children to talk purposefully to adults and to each other. Staff take every opportunity to discuss moral issues such as being fair and sharing things. This means that children share the toys and equipment fairly and take turns happily. A significant strength is in the teaching of reading. The reception teacher captures children's interest when she uses the interactive whiteboard to identify key sounds effectively. The teacher's planning means that children are taught effectively to recognise the letters and sounds of the alphabet. Effective methods are used when children learn various ways to help themselves if they get stuck with their work. Basic writing skills are taught well when children learn to write for a variety of reasons. The teacher has started to share the learning objective with pupils but occasionally she uses rather complex language in it. This means that children may have difficulty fully understanding what is the focus for their lesson.

MATHEMATICAL DEVELOPMENT

Provision for children's mathematical development is **good**.

Main strengths and weaknesses

- Practical methods are used well to develop children's understanding.
- Very well planned lessons use time effectively.
- The teacher does not consistently tell children what they have done well.

Commentary

41. Standards of mathematical development are likely to meet expectations by the beginning of Year 1. Most children in the reception class count orally to ten accurately. Children achieve effectively in the nursery and reception class. This is because of good teaching and learning overall. The teacher plans plenty of practical activities to promote children's mathematical development. For instance, children learn to use words to describe three-dimensional shapes such as pyramid and sphere. The teacher's use of questioning allows pupils to learn about the properties of these shapes effectively. Children are encouraged to recognise numerals in a variety of contexts. Many opportunities are taken by the teacher and teaching assistants to reinforce children's counting skills and to check their mathematical understanding through well directed questions. Time is used well because the teacher plans sessions effectively. After children have completed a task the teachers rarely explain to children what they have done well. Therefore, children do not know what they excelled in.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for developing children's knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Effective use of resources brings learning to life.
- Basic skills of observation are taught well.
- The teacher's feedback does not consistently inform pupils how they could improve their work.

Commentary

42. By the end of the reception year standards are in line to meet expectations in this area of learning. Teaching and learning are good. Overall, children achieve well. Children learn about the properties of materials such as sand and paint by handling and working with them regularly. Basic skills are taught well when pupils learn to make observations about leaves and plants. Effective methods are used when pupils learn to combine materials when they make model boats. Good teacher expertise allows children to learn about the birth of Jesus

through drama activities. Children learn to use the computer and quickly develop their understanding of how to type in numbers and control the mouse. Oral feedback to pupils does not often inform children how they could improve their work. Therefore, children are not clear about ways to develop their skills.

PHYSICAL DEVELOPMENT

Provision for children's physical development is **good**.

Main strengths and weaknesses

- The outside play area is used well to develop children's body control.
- Resources are used effectively to make learning enjoyable.

Commentary

43. Most children develop physical body control well and attainment meets expectations for their age. Overall, teaching and learning are good. Most children achieve well because of good planning. Children enjoy regular opportunities to be active in sessions in the outside play area. Basic skills are taught effectively which means that children learn to control their movements on bikes and scooters. Pupils enjoy learning to control equipment due to the teacher's enthusiasm and use of resources. Good organisation and planning mean that pupils learn to work with partners and co-operate. The teacher provides good opportunities for children to develop their hand control when they cut materials and stick down objects.

CREATIVE DEVELOPMENT

Provision for children's creative development is **good**.

Main strengths and weaknesses

- Paint is used effectively to develop children's creativity.
- Indoor resources for imaginative development are rather limited.

Commentary

44. Children's creative development meets expectations. The majority of children are likely to reach expected levels by the end of their reception year. Teaching and learning are good. Most children achieve well. Children confidently paint and draw due to the teachers' good development of basic skills. For example, children paint lovely pictures of snails using repeating patterns. Effective use of the teacher's knowledge and understanding ensure that children learn to use their observation skills when they make models of boats using recycled materials. Good methods are used when children are allowed to experiment with a computer and learn to create musical tunes. Most children can sing simple songs from memory satisfactorily. Whilst resources for outside play are creative and stimulate children's imagination, resources inside the classroom are not and so children are not having as many opportunities to develop their creative play as they could be.

SUBJECTS IN KEY STAGE 1 and 2

ENGLISH

Provision in English is **good** overall.

Main strengths and weaknesses

- The co-ordinator has a very clear understanding of how to bring about improvement.
- All pupils are achieving well across the school because teachers use effective teaching methods.

- Pupils' presentation and handwriting would benefit from further development so that the whole school is following the agreed approach.
- Opportunities to use pupils' writing skills in other subjects are rather limited and teachers' marking is not consistently used to develop pupils' written work.
- Teachers' oral comments are not consistently assisting pupils to improve their reading.
- Teachers have high expectations and motivate pupils effectively so that they form very good working relationships with them.
- Pupils with special educational needs and those who speak English as an additional language achieve well.

Commentary

45. In 2004 tests, standards were below average in Year 6 in relation to all schools and those whose pupils attained similar standards in Year 2. This is because of an above average proportion of pupils with special educational needs and who joined the school late. However, when compared to schools in similar circumstances standards are average. In Year 2, standards in 2004 were well above average in reading and above average in writing. Compared to schools in similar circumstances standards were well above average in reading and writing.
46. Achievement of pupils across the school is good and standards are average by the time pupils leave the school in Year 6. Boys and girls gain similar standards. Standards have improved this year because of fewer pupils arriving late into Year 6. Standards in Year 2 are below average. Standards are lower in this class because of a higher percentage of pupils with special educational needs and a significant proportion of pupils have joined the school part way through the year. In a school where mobility is high and numbers of pupils with special educational needs in each year group are above average, all pupils benefit from the particularly good relationships. Staff get to know pupils quickly and appropriate help is provided.
47. Pupils attain average standards in Year 6 overall in reading because the school is developing a secure grounding in learning sounds, which are practised regularly at the lower end of the school. Additional sessions are provided for older pupils who have not mastered these skills. The teaching of group reading sessions is well established, resulting in consistent practice across the school and to rising standards. Pupils with special educational needs achieve well in reading because of the effective use of teaching assistants. Some teachers, especially in Year 2, do not always tell pupils how they could improve their reading and so pupils do not have a clear understanding of how to make their reading better.
48. Lessons seen, especially those in Years 2 and 5 and 6, focus effectively on practising and improving writing so that standards are average by the time pupils leave the school. Pupils respond well to high expectations and effective methods used by teachers. This is particularly evident in Year 2 where, in spite of good teaching, standards are below average as a result of attainment on entry to the school being well below average. Pupils who speak English as an additional language achieve well because of effective support from teachers and the specialist teacher. Expectations for the quality of pupils' handwriting and presentation are only satisfactory. Whilst some teachers model the agreed style consistently in their teaching, others are not yet providing a good role model for their class. Standards of spelling are satisfactory in Years 3 to 6 and below average in Years 1 and 2.
49. Standards of speaking across the school are in line with expectations. Skilful use of questioning is effective in challenging and supporting the learning of all pupils and they are given plenty of time to consider responses, express their views or justify opinions. The quality of discussion and debate is satisfactory, although language is often limited because some pupils lack a wide vocabulary. Most pupils display average listening skills. Pupils are taught to listen patiently whilst others are speaking because the school instils the virtues of courtesy

and tolerance at all times. Pupils discuss work sensibly in pairs or small groups, taking account of the contribution of others when formulating their own views.

50. Teaching and learning are good overall and, as a result, standards are improving. Lessons are varied and well organised, tasks offered to more capable pupils are appropriate and learning objectives offer a good level of challenge. Lessons are paced effectively and teachers have high expectations regarding pupils' independence for their own learning. This maintains the position at the previous inspection. Pupils respond well to interesting work and teachers develop a close working relationship with their pupils that makes them eager to learn and achieve. Pupils from minority ethnic groups are included effectively in lessons and so they achieve well. Use of English in ICT is good.
51. Leadership and management of English are good. Improvement since the last inspection is satisfactory. The co-ordinator monitors lessons, gives feedback and follows up action points with staff well. The subject leader provides good information about strengths and weaknesses in teaching and how the subject is being taught in other classes. Effective monitoring of pupils' progress and attainment across the school provides the school with immediate information on a pupil's level of attainment. Use of targets is helping pupils to know how well they are performing and how they can improve. Development of evaluative marking is contributing well to this, except in Year 2, where marking is not yet following the whole school approach.

Literacy across the curriculum

52. Overall, basic skills in literacy are being satisfactorily developed in other subjects. Pupils are given good opportunities for reading, speaking and listening, which are contributing to rising standards. Opportunities to develop pupils' writing skills in other subjects are rather basic which limits the rate of progress to some extent.

Modern Foreign Language

53. No **French** lessons were seen. French is taught by a specialist company, bought in by the school, to pupils across all year groups. The focus is very much on communication and acquisition of vocabulary with a good accent. The company plans the scheme of work based on the school's requirements. Good links are made with mathematics and music when songs are used to learn vocabulary and when pupils are learning to count in French. Speaking, listening and social skills are well developed through a totally oral and active approach to learning. Discussions with pupils show that they all thoroughly enjoy learning French.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils' achievement is good because of effective teaching.
- Effective use is made of the National Numeracy Strategy.
- Teachers' spoken feedback to pupils is rather limited.
- Good links between mathematics and other subjects make lessons interesting.

Commentary

54. Standards in Year 6 in 2004 tests were well below average compared to all schools. This is partly because of a significant proportion of pupils who arrived late or had special educational needs. There are small numbers of pupils in each year group and so standards vary considerably from year to year. Standards in Year 2 tests were above average. Last year all Year 2 pupils attained the expected standards for seven-year-olds.

55. The present Year 2 pupils entered the main school with below average levels of numeracy and have achieved well to attain average standards. Pupils' books and folders show there is an effective emphasis on developing pupils' basic number skills. A significant strength of pupils' knowledge is money. Half way through the academic year average and more capable Year 2 pupils can add up amounts of money and find change from two pounds accurately. Less able pupils and those with special educational needs make good progress, partly due to the effective support they receive from the well-briefed teaching assistants in the main part of the lessons.
56. In the present Year 6 standards are above average. Standards are higher than last year due to the more effective use of personal targets for pupils and fewer pupils have arrived late in the year. In the past, boys have not attained as well as girls but this year their attainment is similar. This is as a result of closer monitoring of pupils' progress. Pupils' achievement in Years 3 to 6 is effective because of teachers' high expectations of effort and the pace of pupils' work. Only half way through the academic year, average and more able mathematicians can calculate complex percentages of whole numbers well.
57. Pupils achieve effectively as a result of good teaching and learning from Years 1 to 6. A significant strength of provision across the school is the consistent and effective use teachers make of the National Numeracy Strategy. Lesson plans are detailed and cover all aspects of the mathematics curriculum and include pupils in sessions effectively. Learning objectives are shared effectively with pupils so that they are clear about the focus for the lesson and what the teacher is looking for. The mental 'warm up' sessions at the start of lessons are handled especially well, involving all pupils in lively and enjoyable activities. All teachers manage their pupils effectively and present lessons in a lively and interesting way. This means that pupils' attitudes to mathematics are positive. Teachers' use of the interactive boards to discuss methods sustains pupils' interest effectively. These factors have an especially positive impact on the engagement of pupils who speak English as an additional language or are from minority ethnic groups and these pupils achieve as well as others throughout the school. Teachers use ICT effectively to support learning in mathematics. For example, ICT is used well when pupils learn about the best type of graph to use with various pieces of data.
58. The assessment and marking of pupils' work is good overall. Specific targets are set for pupils and shared with parents at parents' evenings. However, teachers' oral feedback to pupils is rather basic and does not often inform pupils what they have done particularly well or say how they could improve. This means that pupils do not receive specific information about their strengths or how to develop their work in the future.
59. Leadership and management are good and have brought about effective improvements since the last inspection. This is partly because standards are now above average in Year 6. The subject leader has a clear picture of the school's strengths and weaknesses. The monitoring of standards is good through analysis of pupils' work and tracking of pupil progress. Useful guidance is provided for colleagues about pupil targets using National Curriculum levels of attainment.

Mathematics across the curriculum

60. A strength of provision across the school is the effective manner in which numeracy skills are developed in other subjects. For example, science data is presented and interpreted using a variety of graphs. There are many examples of pupils measuring accurately as part of their science experiments and design and technology work.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils' skills in investigative and experimental science are good.
- Pupils make effective use of their literacy and numeracy skills.
- The use of assessment to plan pupils' future learning is good.

Commentary

61. Results in 2004 national tests for pupils in Year 6 were well below the national average. Girls were doing considerably better in the subject than boys. Teacher assessments last year show that standards in Year 2 were average regarding more capable pupils who attained the higher level and in the top five per cent of the country for pupils who gained the expected level.
62. In the current Year 6, standards are above average and there is no significant difference in the performance of boys and girls. Achievement is good for all pupils, including those with special educational needs, together with those who have English as an additional language. In Year 2, standards are above average and achievement for all pupils is good.
63. The significant improvement in standards in Year 6 is the result of much stronger analysis of test results to identify gaps in previous learning, linked to more rigorous monitoring and tracking of pupils' progress by ability, gender and ethnicity. In addition, pupils in Year 6 benefit from regular specialist teaching by a teacher from the secondary school to which many of the pupils transfer. Boys, in particular, benefit from this specialist teaching which involves them in lessons well and this has impacted on their improved performance.
64. Teaching and learning are good and have a positive impact on the standards achieved. Teachers are confident in their subject knowledge and place a very strong emphasis on teaching investigative and experimental science. As a result, pupils' work in this aspect is particularly good, especially in their understanding of making predictions and carrying out fair tests. Because of good planning by teachers, pupils are expected to use their literacy and numeracy skills when carrying out and writing up the results of experiments and they do so most effectively. Pupils from minority ethnic groups are included well in all lessons and so they achieve well.
65. Leadership and management are good and make a significant contribution to the much improved standards in Year 6. Improvement since the previous inspection is good. The subject leader has improved the assessment of pupils' progress in science so that planning is now meeting the learning needs of pupils based on their ability. Recent in-service training for teachers has made a strong contribution to raising teachers' awareness of how to extend more capable pupils in science and the success of this is evident in lessons and in the standards now achieved.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- Pupils' achievement is good across the school.
- Teachers have effective levels of knowledge and understanding in the use of ICT.
- Teachers make good use of ICT to support learning in other subjects.
- Teachers' use of oral feedback to pupils is too variable across the school.

- Pupils' use of self-evaluation is well established.

Commentary

66. The school has made good improvement since the arrival of the present headteacher who has been responsible for managing the subject. She has led the subject well and introduced many innovations. These include raising teachers' expectations and expertise and consequently pupils' standards and achievement to a good level. The effective improvement in the provision for ICT includes significant development in the level of resourcing for the subject by the availability of interactive whiteboards and cameras in most classrooms and use of the ICT suite. This gives greater access to ICT for pupils, enabling teachers to develop the skills, knowledge and understanding of pupils well. As a result, standards are above expectations in Years 2 and 6.
67. During lessons the majority of pupils are particularly confident, enthusiastic and well behaved. They show good keyboard skills. They log on and off the computer efficiently and save their information in a personal folder held electronically. Most Year 2 pupils can enter data accurately and change the type of graph. The majority of Year 5 and 6 pupils can create interesting presentations using multi-coloured backgrounds and imaginative fonts and insert photographs taken on digital cameras whilst they were out on a traffic survey. Most computers are networked to enable access to the Internet and due care is taken to ensure safe access for pupils. The majority of pupils with special educational needs and those who speak English as an additional language achieve well and work at similar standards to other pupils.
68. Overall, teaching and learning are good. Teaching was never less than good and one lesson was very good. Teachers have good subject knowledge and motivate pupils well. This illustrates the effectiveness of recent training. This good teaching has a positive effect on pupils' learning and their standards and achievement. Lessons are well planned and so time is used effectively. Teachers have high expectations of pupils which mean that pupils are included well in sessions and so they learn to produce good quality products using computers and cameras. However, teachers do not consistently give pupils specific oral feedback on their strengths or areas for development.

Information, communication and technology across the curriculum

69. ICT is used effectively as a tool and cross-curricular links with other subjects are good. Pupils use ICT effectively in most subjects. The Internet was used particularly well when pupils in Years 5 and 6 researched William Morris before they created their own designs.

HUMANITIES

70. Two religious education lessons, no history lesson and one geography lesson were observed. Therefore, it is not possible to judge the overall provision, teaching and achievement in history or geography.
71. In **geography**, pupils in Year 2 have a good understanding of the similarities and differences between dairy farming in the UK and cocoa farming in Nigeria. They make good use of their literacy skills when writing factual information. Pupils are accurate in locating and naming the countries of the United Kingdom on maps. In Year 6, pupils are highly motivated and deeply interested in current work on investigating traffic problems in Oxford. They have made very effective use of their literacy and numeracy skills in carrying out research and collecting data on this issue. Pupils' use of ICT skills in presenting their findings using a multi-media program is particularly impressive.
72. In **history** lessons Years 1 and 2 pupils learn that people's appearance changes over time and that circumstances of children in the past were very different from their own. Pupils in Year 2 learn to compare and contrast kitchens in Victorian times with those of today. Older pupils study different periods of British history. Teachers use contrast well to highlight

differences between different historical groups such as lives of rich and poor children or contrast Victorian schools with their own experiences. A scrutiny of topic books shows that development of writing skills is only satisfactory across the school and opportunities for extended writing are not well developed. Whilst worksheets can be supportive in helping pupils learn, there is no educational value in colouring these in. Marking is good in Years 5 and 6 but insufficiently evaluative in Year 2, often giving unwarranted praise for rushed work.

RELIGIOUS EDUCATION

Provision in religious education is **good**.

Main strengths and weaknesses

- Year 6 pupils have a good level of knowledge about various festivals.
- Teachers use drama effectively to make learning exciting.
- Pupils have positive attitudes to their learning and behave well.
- Teachers' spoken feedback is not well developed.

Commentary

73. Overall, standards are above the expectations of the locally agreed syllabus in Years 2 and 6. This maintains the position found at the last inspection. Year 6 pupils talk about various aspects of Christianity and other faiths effectively. These discussions demonstrate the importance the school places on learning about different religions as well as Christianity. Year 6 pupils have a deep understanding of the story of Samson and Delilah and say that the message in the story is "Don't trust everyone".
74. Good teaching and learning mean that pupils achieve well. Strengths of teaching include effective use of drama. Year 6 talk enthusiastically about the plays they created about David and Goliath and they explain clearly that the message of this story is to "look into a person's heart". Effective methods are used where pupils learn to discuss beliefs and knowledge in groups. Teachers have high expectations which include most pupils well in sessions. This is seen when teachers ask pupils to discuss and draw special places so that Year 2 pupils learn about what it means to belong. The teaching of religious education makes a significant contribution to pupils' spiritual, moral, social and cultural development. Resources are used well when pupils learn about Muslims by studying videos.
75. Assessment procedures in religious education are well developed. End of unit assessments are recorded effectively using locally agreed levels of attainment. Teachers' oral comments to pupils are inconsistent which does not help pupils know how to improve.
76. Leadership and management are good and show a good understanding of the subject. Overall, improvement since the last inspection is good. Monitoring of the curriculum is well developed through the regular analysis of pupils' work and discussions with pupils. The provision meets requirements the locally agreed syllabus.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

77. No overall judgement on provision and teaching was made in art and design, design and technology and music. No design and technology or music lesson and one art and design lesson was observed. Two physical education lessons were seen.
78. The school places a satisfactory emphasis on the teaching of **music**. All pupils have appropriate opportunities to sing in assemblies. 'The Journey of Life' was sung sweetly by the whole school. An active choir takes part in many local musical productions. However, Year 6 pupils said that they did not often compose tunes using instruments. Some pupils have good

opportunities to learn to play various musical instruments such as string and wind instruments. Assessment procedures are well developed.

79. **Art and design** is generally taught through topic, often by a visiting person. Teachers make meaningful links with other subjects so that pupils can see the relevance of their work. Year 2 produce delightful paintings using colour effectively when they create pictures in the style of impressionist artists. The use of ICT in art is developing well, especially in Years 5 and 6. Development of basic literacy skills in art, when pupils write lists, label diagrams, write instructions or evaluate their designs is rather limited. Pupils' sketching and drawing skills are not well developed by Year 6. Display of art and design work in classrooms is limited and sketch books are rarely used to experiment, plan or evaluate work.
80. The school has planned a satisfactory curriculum for **design and technology**. Pupils create effective labelled designs for projects when taught by their class teachers. Year 6 pupils draw satisfactory plans using labels when they design moving vehicles. However, this does not always happen when a visiting specialist teaches certain units of study. Little evidence of written evaluations by pupils was available but Year 6 pupils said that they had evaluated some objects and projects and said how they could improve their work. Pupils' work is not kept in a folder and so it is hard for the co-ordinator to monitor pupils' achievement and standards.
81. In **physical education**, pupils know the importance of regular exercise in keeping fit and healthy and they understand why they need to warm up and cool down at the start and end of lessons. In Year 1, pupils show good skills in controlling a ball using their hands and feet whilst moving around the hall. In Years 3 and 4, pupils made good progress in their first athletics lesson by developing the key skills for the long jump. Pupils benefit from a very good range of extra-curricular sporting activities, including the opportunity to take part in competitive events. The school achieved recent success by being champions in five-a-side soccer event.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

82. One lesson was seen where **personal, social, health and citizenship education** was being directly taught. However, the subject is part of the weekly timetable and very great emphasis is placed on the subject as part of pupils' personal development. Pupils are confident to express their thoughts and feelings in lessons. Through the school council, they know they can give their thoughts and views about all aspects of school life. Pupils who are given responsibilities take these seriously and carry out their duties effectively, including supporting younger pupils. Sex education is taught in Year 6 and older pupils are aware of the dangers of drugs and substance misuse.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
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	2
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	2
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	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3

The effectiveness of management

3

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