

INSPECTION REPORT

BRIGHSTONE CE AIDED PRIMARY SCHOOL

Brighstone

LEA area: Isle of Wight

Unique reference number: 118192

Headteacher: Mrs Linda Cahill

Reporting inspector: Mr Barrie Mahoney
18175

Dates of inspection: 10 – 13 January 2000

Inspection number: 184763

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 5 – 9 years

Gender of pupils: Mixed

School address: New Road
Brighstone
Isle of Wight

Postcode: PO30 4BB

Telephone number: 01983 740285

Fax number: 01983 741224

Appropriate authority: Governing Body

Name of chair of governors: Mr Dennis Russell

Date of previous inspection: March 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Barrie Mahoney	Registered inspector	Science Design and technology Music Areas of learning for children in the foundation stage	1. What sort of school is it? 2.1 The school's results and achievements 3 How well are pupils taught? 7 How well is the school led and managed? 8 What should the school do to improve further?
Clare Lorenz	Lay inspector		2.2 Pupils' attitudes, values and personal development 6 How well does the school work in partnership with parents?
Anthony Green	Team inspector	Mathematics Information technology Physical education Special educational needs	4 How good are the curricular and other opportunities offered to pupils?
Stephanie Matthews	Team inspector	English History Geography Art Equal opportunities	5 How well does the school care for its pupils?

The inspection contractor was:

QAA

Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

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The Registrar
Inspection Quality Division
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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Brighstone CE (Aided) Primary School is situated in a small, very attractive village on the southern side of the Isle of Wight. Most pupils come from the local area, but a few travel from neighbouring areas. The pupils leave the school at the end of Year 4. There are 120 full time pupils on roll, which is small when compared with the size of primary schools nationally. The school provides good accommodation on a very pleasant site.

The school is arranged in five mixed-ability classes, representing the four to nine year age range. There are 22 pupils on the school's register of educational needs, three pupils are identified as having special educational needs at levels three to five of the Code of Practice, with two pupils having a statement of special educational needs.

There are 14 per cent more girls than boys on the school roll. There are no pupils from minority ethnic backgrounds. Most pupils start school with some pre-school experience, and the pupils' attainment upon entry to the school is broadly average. The socio-economic circumstance of pupils is broadly average, with 11 per cent of pupils known to be eligible for free school meals.

HOW GOOD THE SCHOOL IS

Brighstone Primary School is a friendly and supportive community, where pupils achieve high standards in English and mathematics. The school is well led by the headteacher and governors. The quality of teaching is consistently good or better and is a strength of the school. All lessons observed were at least satisfactory, with 86 per cent of all lessons observed that were good or better. The headteacher, governors, staff and parents work closely together to successfully achieve its stated aim of developing a strong ethos and positive relationships both within the school and with parents and the wider community. The school has above-average income, but provides good value for money.

What the school does well

- Standards in English and mathematics are good.
- There is good quality teaching and learning throughout the school.
- There is good leadership and management, especially by the headteacher.
- The pupils demonstrate very good attitudes and behaviour, personal development and relationships throughout the school.
- There is very good provision for the pupils' moral and social development, and good provision for the pupils' spiritual and cultural development.
- There is a good partnership with parents.

What could be improved

- The curriculum is not balanced in Key Stage 1 and Key Stage 2.
- The allocation of time for information technology, religious education and music does not meet requirements.
- Standards in information technology are below expectations.
- There are insufficient opportunities for investigative work in science.
- Attendance levels are unsatisfactory and below the national average.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since its last inspection in March 1995, there have been considerable changes in staffing, including the headteacher, teaching and support staff. The good standards identified in the last inspection report have been maintained in English and mathematics overall, but not in science. Standards in mathematics have improved in Key Stage 1. In national tests at the end of Key Stage 1, the trend over time in reading, writing and mathematics is one of improvement. Most of the action points from the last inspection have been tackled satisfactorily, with the exception of standards in information technology and investigative work in science, which are unsatisfactory. There has been considerable improvement in the quality of teaching since the previous report.

STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results.

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
reading	D	A*	B	C	well above average A
writing	E	A	A	A	above average B
mathematics	D	A	A	B	average C
					below average D
					well below average E

The school's test results and teacher assessments in 1999 indicate that at the end of Key Stage 1, standards are well above the national average in writing and mathematics, and above average in reading. When compared with schools of a similar type, standards are average in reading, above average in mathematics and well above average in writing. The variation in standards over the last three years is due to the varying nature of the cohort. The trend over time in reading, writing and mathematics is one of improvement. The school has set sufficiently challenging targets, and is making satisfactory progress towards meeting these.

Inspection findings conclude that the attainment of the pupils in Key Stage 1 is above expectations in English and mathematics, particularly in speaking and listening, and in line with expectations in science. The pupils' attainment in information technology is below expectations. By the age of nine, pupils continue to attain standards in English, and mathematics that are above national expectations. In science, attainment is in line with national expectations. The pupils' attainment by the time they leave school at the age of nine is above national expectations in all aspects of language. The pupils' speaking and listening skills are good, and there are many opportunities for them to use these skills in other subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils' attitudes to their work are very positive. The pupils are most enthusiastic about coming to school and very eager to learn.
Behaviour, in and out of classrooms	Very good. Their very good behaviour in the classroom and around the school reflects their confidence and certainty that they are liked and valued by all school staff. They have a clear sense of right and wrong, and know what is expected of them.
Personal development and	Relationships between pupils, and between pupils and staff are very good.

relationships	
Partnership with parents	Good. The school works closely with parents who happy with the teaching and the progress made by their children.
Attendance	Unsatisfactory. The level of attendance at the school is below the national average and unauthorised absence is well above the average. However, it is the lateness of a few pupils, which has caused the unsatisfactory attendance level. The majority of pupils start the day punctually.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-9 years
Lessons seen overall	Good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is consistently good or better and is a strength of the school. All lessons observed were at least satisfactory, with 86 per cent of all lessons observed that were good or better. Twenty four per cent of lessons were very good or excellent. Examples of good and very good teaching were observed in both key stages and for the under fives. The quality of teaching has improved since the previous inspection.

The quality of teaching in English is good throughout the school. The quality of teaching is very good in mathematics in Key Stage 1, and good in Key Stage 2. Good and very good teaching in many lessons is characterised by high expectations, well-planned activities that were matched to the needs of all pupils and a brisk pace. In the best lessons, teachers have good knowledge of the subject, and resources are very well prepared and used.

The good and very good teaching supports pupils' learning effectively throughout the school, and they make good progress overall. The pupils' show interest in their work and most are able to sustain their concentration well. However, pupils are given insufficient opportunities for information technology, investigative and experimental work in science and the pupils' skills in these areas are underdeveloped.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory overall. The curriculum is broad, but not balanced in Key Stages 1 and 2. However, the curriculum for the under fives is good. The time allocation for religious education, information technology and music does not meet requirements.
Provision for pupils with special educational needs	Good. The pupils are well supported and they make good progress
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. There is very good provision for pupils' moral and social development.
How well the school cares for its pupils	Satisfactory overall. The school effectively looks after and cares for its pupils.

Overall, the partnership with parents is good and developing. Most parents recognise that the school works closely with them, and are happy with the quality of teaching, and the progress made by their children.

The school provides the pupils with a suitably broad curriculum, which meets the interest, aptitudes and special needs of all pupils, and gives them a good preparation for the next stage of education. However, the balance of the curriculum is unsatisfactory, and does not meet statutory requirements. Insufficient time is given for information technology and religious education in both key stages, and for music in Key Stage 1. There are also insufficient opportunities for pupils to enhance their learning through investigative science activities. Appropriate emphasis is placed on the teaching of the basic skills of literacy and numeracy. Good use is made of the national literacy and national numeracy strategies, both of which are having a good impact on standards. Curriculum policies and schemes of work are in place, but many need to be revised and updated. This has been identified as a priority in the school's development plan. The headteacher monitors all curriculum planning, but newly appointed co-ordinators have insufficient time to establish their role. Satisfactory use is made of homework. There is good provision for children under five, which leads to their smooth transition to the National Curriculum.

The school effectively safeguards and cares for its pupils, and has maintained the standards reported in the previous inspection. The pupils are supervised very well in school, and procedures for managing school visits are clear and comprehensive. The staff handbook is very good, and provides teachers and support staff with very clear guidance about procedures relating to welfare, health and safety. The pupils are carefully registered every day, and the procedures and monitoring for improving attendance are good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher's strong leadership results in clear educational direction for the school, and is well supported by staff and governors.
How well the governors fulfil their responsibilities	Satisfactory. The governors have a clear understanding of their role, and have supported the school well during a period of change.
The school's evaluation of its performance	Good. The school has identified appropriate aims, priorities and targets, and is taking the necessary action to rectify deficiencies, and in particular, to raise standards.
The strategic use of resources	Good. The school budget is managed well, and financial control and administration are good overall.

There are good levels of staffing, with an appropriate balance of age and experience. The school provides good internal and external accommodation. Learning resources are satisfactory overall. However, there are no large wheeled toys for the under fives.

The newly appointed headteacher provides energy and commitment and has quickly identified the areas in which to move the school forward. Although there is no deputy headteacher, the staff work well together as a team. They are well supported by an effective governing body that has provides stability and experience at a time of change.

There are effective procedures to review, and evaluate the effects of financial decisions and governors use the best value principles in their management of resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Good quality teaching• Parents feel comfortable about approaching the school with questions or a problem• Children like school• Good pupil behaviour• The school helps children to become mature and responsible	<ul style="list-style-type: none">• Pupils' homework• Activities outside lessons

Inspectors agree with the parents' positive views. A number of parents expressed concern about the reduction in extra curricular activities. This reduction had been caused in part by a change of staff, but due to the efforts of new staff and of parents, the current choice of out of school activities is good, varied and popular with pupils. A small number of parents also expressed concern about an insufficient amount of homework set, particularly for the older pupils. The school has, as part of its recent discussion with parents, devised a home-school agreement, and set down clearer guidelines on what is required. These guidelines now match national recommendations, and are appropriate for the age of the pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The good standards identified in the last inspection report have been maintained in English and mathematics, but not in science.
2. The school's test results and teacher assessments in 1999 indicate that at the end of Key Stage 1, standards are well above the national average in writing and mathematics, and above average in reading. When compared with schools of a similar type, standards are average in reading, above average in mathematics and well above average in writing. The trend over time in reading, writing and mathematics is one of improvement.
3. The school has set sufficiently challenging targets, and is making satisfactory progress towards meeting these.
4. The narrow range of attainment measured by baseline assessment shows that children's attainment on entry is broadly average. All children aged under five, including those with special educational needs, make good progress and broaden and consolidate their knowledge in all six areas of learning, including personal and social development. At the age of five, the children's attainment is in line with that expected for their age, and above this in reading, speaking and listening.
5. Inspection findings conclude that the attainment of the pupils in Key Stage 1 is above expectations in English and mathematics, particularly in speaking and listening, and in line with expectations in science. The pupils' attainment in information technology is below expectations.
6. By the age of nine, pupils continue to attain standards in English, and mathematics that are above national expectations. In science, attainment is in line with national expectations. The pupils' attainment by the time they leave school at the age of nine is above national expectations in all aspects of language. The pupils' speaking and listening skills are good, and there are many opportunities for them to use these skills in other subjects. The teachers provide many opportunities for discussion as a whole class, in groups or in pairs. This is proving very effective in raising the pupils' levels of skills not only as speakers, but also as careful listeners.
7. Standards in literacy and numeracy are good, and especially in reading and writing. In most classes, the pupils' computational skills are good, and especially their ability in mental calculations. However, opportunities to develop numeracy skills are often missed in other lessons across the curriculum.
8. In English, standards are good. The pupils in reception and in Key Stage 1 are able to talk in small and larger groups, as well as in assembly and when listening and responding to stories and instructions. They all understand how to use books and talk about the pictures in them effectively, and most are already able to read fluently. In Key Stage 2, the pupils make sound progress in speaking and listening, and these skills are enhanced by work in the Literacy Hour and in other subjects, such as history and religious education. Standards in literacy across the curriculum are good. Skills in reading and writing are good or better for the majority of pupils in all year groups.
9. In mathematics, inspection evidence indicates that pupils in Key Stage 1, and by the end of Year 4, are achieving standards, which are above national expectations. The previous inspection report judged standards in both key stages to be in line with national expectations. Present findings show an improvement. The weakness in using and applying mathematics identified in the previous report is being addressed effectively through the implementation of the national numeracy strategy. The use of numeracy across the curriculum is sound, but is not specifically planned for, and opportunities are often missed. A good opportunity was observed in a Year 2 games lesson, where pupils counted throws and catches and

numbers of fingers and thumbs in the group. However, there is limited evidence of time lines used in history, graphs in science, and accurate measuring in design and technology.

10. In science, the pupils' standards of attainment in Key Stage 1 and at the age of nine are broadly in line with national averages, but below this level in their experimental and investigative science. By the end of Key Stage 1, pupils are secure in their knowledge of life and living processes, and have some knowledge of materials and their properties. However, the pupils' understanding of physical processes is limited. In Key Stage 2, the pupils' scientific skills are insufficiently developed, and there is little evidence of the pupils making hypotheses and testing their predictions, which was a weakness also identified in the previous inspection.
11. In information technology, standards are unsatisfactory and below national expectations for the oldest pupils. This is similar to the findings of the previous inspection. However, the school has now identified the areas of weakness in its development plan, and is beginning to address these; for example, through the very recent introduction of an information technology suite to formulate the development of skills in the subject.
12. The pupils with special educational needs make good progress in response to the well-matched tasks they are offered, and the good support they receive. Individual education plans identify specific needs of the pupils, although some targets are too general. There are no significant differences in the progress made by girls and boys.

Pupils' attitudes, values and personal development

13. The pupils are most enthusiastic about coming to school and are very eager to learn. Their very good behaviour in the classroom and around the school reflects their confidence and certainty that they are liked and valued by all school staff. When playing outside, or sitting quietly reading in the library during the lunchtime break, the pupils' happiness to be at school shows through cheerful banter amongst friends and across age groups. The pupils are taught well in lessons, and ask good questions. They listen carefully to each other's answers, and frequently contribute their own good ideas. The children who are under five were observed confidently making good suggestions in assembly, and showing interest, excellent concentration, skill and persistence in a physical education lesson.
14. Many pupils of all ages are keen to take part in a wide range of activities, such as trumpet lessons and football and netball clubs, which take place both within and outside the normal school day. The parents, the staff and the pupils help to run these sessions; for example, a group of older pupils have been encouraged to help younger pupils with lunchtime games.
15. The pupils' behaviour is very good. They have a clear sense of right and wrong, and what is expected of them. On the rare occasions when needed, they readily accepted gentle reminders from staff and immediately acted on them. The consistently high standards of behaviour from the youngest pupils were particularly good. There have been no exclusions at the school or any bullying, and pupils were confident that should they feel uncomfortable or worried, staff would listen carefully and resolve any difficulties.
16. The pupils listen to each other well and show respect. They are open in their conversations, and welcoming to visitors. There are good opportunities for the pupils to contribute in small ways to the smooth running of the school. The pupils with special educational needs have positive attitudes towards learning. They behave well, and are integrated into all aspects of school life.
17. The level of attendance at the school, 93 per cent, is below the national average and unauthorised absence is well above the national average. The great majority of pupils start the day punctually and it is the lateness of a few pupils, which has caused the unsatisfactory attendance level. The school is aware of this, and has taken steps to remedy the situation. It does not, however, have targets for improved overall, or individual, attendance levels.

HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching is consistently good or better and is a strength of the school. All lessons observed were at least satisfactory, with 86 per cent of all lessons observed that were good or better. Twenty four per cent of lessons were very good or excellent. Examples of good and very good teaching were observed in both key stages and for the under fives. The quality of teaching has improved since the previous inspection.
19. For children under five, the quality of teaching is good overall. Adults working with these children work well together and have a good knowledge of their needs. Activities are planned to meet the needs of all children, and there is an appropriate emphasis on structured play and practical activities. Good teaching is characterised by well-managed children, high expectations and well-organised activities.
20. The quality of teaching is very good in mathematics and physical education in Key Stage 1. It is good throughout the school in English, geography and music. It is good in Key Stage 2 in mathematics and physical education. The quality of teaching is satisfactory in science in Key Stage 1, and in information technology and history throughout the school. There was insufficient inspection evidence to make a judgement concerning the quality of teaching in science in Key Stage 2, and in art and design and technology throughout the school.
21. Good and very good teaching in many lessons is characterised by high expectations, well-planned activities that were matched to the needs of all pupils and a brisk pace. In the best lessons, teachers have good knowledge of the subject, and resources are very well prepared and used.
22. The good and very good teaching supports pupils' learning effectively throughout the school, and they make good progress overall. The pupils' show interest in their work and most are able to sustain their concentration well. However, pupils are given insufficient opportunities for information technology, investigative and experimental work in science and the pupils' skills in these areas are underdeveloped. Teaching is sometimes over-directed for the under fives and at these times the children lack opportunities for selecting their own activities and resources.
23. The quality of teaching for the pupils with special educational needs is good. The match of work to the needs of the pupils is good. They are challenged and individual education plan targets are met. However, daily planning across the curriculum rarely makes specific reference to the pupils with special educational needs, and to their learning outcomes. Learning support staff are given good guidance, and are used effectively. They make a positive impact on the pupils' learning. The use of resources to support learning is good. The pupils are well managed.
24. The teachers in both key stages have good knowledge and understanding of the subjects that they teach, and they plan activities well to meet the needs of pupils with different levels of attainment. Lessons are well planned and include what pupils are expected to learn. The teachers work hard to provide for the needs of their pupils, and improve their understanding by the effective use of questions which challenge and extend the pupils. Expectations are high in most subjects, and the pupils are offered tasks that are appropriate.
25. The management of the pupils in lessons is good throughout the school, and pupils respond positively to the tasks they are given. The teachers make their expectations of behaviour clear, and the standard of discipline is high. Good behaviour is noticed and praised, and effective strategies are in place to manage their behaviour and to raise pupils' self-esteem. Classroom assistants and parent helpers are appropriately briefed and interact positively with the pupils.
26. Resources are used effectively, and the teachers use them well. The pace of lessons is generally brisk and in the best lessons, the teachers make clear to pupils how much time they have to complete an activity and effective intervention encourages them to persevere with the task.
27. The teaching of literacy is good across both key stages. The teachers have successfully adopted the

National Literacy Strategy throughout the school. An appropriate emphasis is placed on teaching these skills. The teaching of numeracy is good, and the school is using the National Numeracy Framework effectively.

28. Throughout the school, the teachers assess pupils well during lessons through discussion and observation. The teachers use their assessments to plan tasks that are well matched to the needs of the pupils, including higher attainers and those with special educational needs. The teachers talk to pupils about their work and sometimes use positive comments in their marking to help them improve.
29. Homework is used satisfactorily to extend and enrich the pupils' learning throughout the school. The pupils regularly take books home to read, and parents and teachers complete reading diaries well. A small number of parents believe that the school should set more homework. The inspection findings conclude that there is sufficient and appropriate homework set.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

30. The school provides the pupils with a suitably broad curriculum, which meets the interest, aptitudes and special needs of all pupils, and gives them a good preparation for the next stage of education. It is enriched by regular use of the local area, visitors to the school, the teaching of French and a residential visit to the New Forest for pupils in Year 4. However, the balance of the curriculum is unsatisfactory, and does not meet statutory requirements. Insufficient time is given for information technology and religious education in both key stages, and for music in Key Stage 1. There are also insufficient opportunities for pupils to enhance their learning through investigative science activities. Appropriate emphasis is placed on the teaching of the basic skills of literacy and numeracy. Good use is made of the national literacy and national numeracy strategies, both of which are having a good impact on standards. Curriculum policies and schemes of work are in place, but many need to be revised and updated. This has been identified as a priority in the school's development plan. The headteacher monitors all curriculum planning, but newly appointed co-ordinators have had insufficient time to establish their role. Satisfactory use is made of homework. There is good provision for children under five, which leads to their smooth transition to the National Curriculum.
31. The provision for personal and social education, health education, sex education and attention to drug misuse is good. There is a well-planned scheme of work that builds upon previous knowledge and understanding. By Year 4, the pupils learn effectively about healthy life styles. The provision of circle time in lessons gives the pupils the opportunity to discuss and share personal and social issues and concerns, and the pupils use these opportunities well.
32. The provision of extra-curricular activities is good. Football, dance, a games carousel, maypole and country dancing enrich physical education. Other activities include a drama club, gardening club, hand-bell ringing, dancing at the annual Carisbrooke Fair, singing at a local senior citizens home and a Year 4 residential visit to the New Forest.
33. Provision and planning for pupils with special educational needs is good, and contributes towards the good progress they make overall. The school's implementation of the Code of Practice is meeting the needs of the pupils on the special needs register, and ensures equal access to the curriculum. The able pupils' register is effective in ensuring that the curriculum also meets the needs of the higher attaining pupils.
34. The provision for the pupils' spiritual, moral, social and cultural development is good overall. The pupils' moral and social development is very good. Assemblies are orderly occasions and pupils enter the school hall, or church, quietly against a background of suitable music. Opportunities are given for a moment of quiet reflection. Prior to lunchtime, the pupils lead their class in a prayer. Displays around the school celebrate the pupils' spiritual development; for example, a Year 3 class displayed their millennium prayers, Year 2 pupils displayed their writing about their "invisible gifts", such as love, happiness and peace, and in the hall millennium wishes were hung on a "wish tree". There is less evidence of planned opportunities for pupils' spiritual development in teachers' planning.

35. The provision for the pupils' moral development is very good. The pupils have a very good understanding of the principles that distinguish right from wrong. All pupils are valued as individuals, and all adults in the school serve as good role models to the pupils. The pupils also support a range of local and national charities, such as homeless people in Ryde and the Kosova appeal.
36. The provision for the pupils' social development is very good. From Year 1, the pupils are given responsibilities such as acting as register monitors and giving out and collecting books as part of the routine in lessons. All classes are involved in devising their own set of rules based on the school's aims and values. Good opportunities are created for the pupils to develop socially by participating in extra-curricular activities and an annual residential visit for pupils in Year 4. The pupils learn how to collaborate with each other through participating in group work, which is a feature of many lessons.
37. The provision for the pupils' cultural development is good. The pupils learn about their own cultural traditions well, and the diversity and richness of other cultures. In literacy lessons, the pupils listen to stories from different parts of the world. In art lessons, they learn to appreciate western artists such as Van Gogh and Monet. In assemblies, the pupils listen to the music of western composers; for example, Vivaldi. However, there is a weakness in preparing pupils for life in a multi-cultural society.
38. There are good links with the neighbouring church. Local artists, a doctor, a dentist and members of the coastguard rescue team have given talks to the pupils, which enhances pupils' learning. A weekly lunch time club is held for senior citizens in the school. Year 4 pupils attend a leavers' assembly in Portsmouth Cathedral. As part of the millennium celebrations, two thousand bulbs were planted in the village by the pupils. Very good use is made of educational visits to enhance the curriculum; for example, a visit to Carisbrooke Castle and the New Forest to support the pupils' learning effectively in geography and history. Links with communities further afield are less well developed.
39. There are good links with the playgroup nursery school, other primary schools in the area and the partner middle schools. Year 4 pupils take part in an annual non-competitive sports event with other schools. The pupils from a special school on the island visit the school. Year 4 pupils visit their middle school prior to transfer, and teachers from those schools liaise closely with the Year 4 teacher and headteacher. These links enrich and support pupils' learning effectively.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school effectively safeguards and cares for its pupils, and has maintained the standards reported in the previous inspection. Sound child protection procedures are in place, and understood by all staff. All staff have undertaken basic training in first aid, and two members of staff are fully trained. Procedures for the care of medicines, recording accidents and caring for children who are unwell are all in place and work effectively. The school site is maintained well and kept free from litter, and equipment is checked appropriately. The pupils are supervised very well in school, and procedures for managing school visits are clear and comprehensive. The staff handbook is very good, and provides teachers and support staff with very clear guidance about procedures relating to welfare, health and safety. The pupils are carefully registered every day, and the procedures and monitoring for improving attendance are good.
41. The previous inspection report identified some health and safety concerns relating to physical education and accommodation. The school has addressed the health and safety issues in physical education lessons well and the pupils now dress appropriately. The concerns relating to the inadequate indication of varying levels and steps outside the building have been resolved.
42. Procedures for managing the pupils' behaviour are very good. The school has clear rules of conduct, and ensures that the pupils know and understand them by discussing them in lessons and displaying them in classrooms. Individual teachers have their own methods for promoting harmony and good behaviour, and the Golden Bear used in Year 1 is particularly effective in ensuring appropriate behaviour without undue pressure on pupils.
43. The pupils' personal development is well monitored. Teachers and support staff know their pupils well, and maintain a constant overview of their development. The pupils are given good opportunities to take responsibility within the classroom and around the school; for example, younger pupils look after lunch

boxes and Year 4 pupils play an important role in assembly. They discuss important issues in personal and social education, literacy and humanities lessons and in assembly; for example, when environmental issues were discussed. The pupils learn well about their place in the community, and about the traditions of the school. The old school bell, which is prominently displayed at the entrance to the school, is a reminder of these traditions.

44. The systems for assessing attainment and progress are satisfactory, and they contribute towards improving standards. The school has a clear policy on assessment, which is being implemented satisfactorily by all staff. Work is marked regularly, and there is consistency across the school and within different subjects. Assessment is firmly linked to National Curriculum attainment targets, and there is effective use made of assessment data to assist planning. Although targets for individual children are not being set at present, the school has an ethos for improvement and is developing good strategies to ensure that all pupils, the most gifted and those with learning difficulties fulfil their potential. Assessment is used particularly effectively in placing children in groups within the classroom for different subjects and activities, and pupils are given a wide variety of resources, tasks and levels of support to meet their individual needs. However, not all children know what they have to do to improve, they are rarely involved in self or peer group assessment, and at present, they are given insufficient opportunities for independent learning by using information technology.
45. The procedures for assessment are now much clearer and more effective since the previous inspection, because of the newly established policy and guidelines. The recording of pupils' attainment and progress is effective, and the school has begun to develop target setting.
46. The arrangements for the assessment and identification of the pupils with special educational needs are good, and are being implemented well in accordance with the Code of Practice. This includes assessing the pupils' needs, planning subsequent work and developing and using individual educational plans. Liaison with outside agencies and external support staff is good and they provide good support for the school. The needs of higher attaining pupils are also well met through appropriate extension activities. Overall, the procedures for and the use of assessment information to help planning are satisfactory.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. Overall, the partnership with parents is good and developing. Most parents recognise that the school works closely with them, and are happy with the teaching, and the progress made by their children.
48. Parents hear their children read at home and encourage them to complete their homework. The home school agreement, which includes details of the school's homework policy, has been agreed after discussion with parents, but has yet to be agreed by the full governing body. A newsletter was started last term by the headteacher, which has proved to be popular with parents. The school's parent-teacher association, Brighstone School Association, is very active and raises considerable sums for the school, which have enabled the school's swimming pool to be built and maintained. A good number of parents also provide voluntary help in the school, and this supports the pupils' learning effectively.
49. The parents attending the pre-inspection meeting and those responding to the parents' questionnaire were very supportive of the school. A small number of parents expressed concern about the inconsistent quantity of homework given to pupils. The school has, as part of its recent discussion with parents to devise a home-school agreement, set down clearer guidelines on what is required. These guidelines match national guidelines. One fifth of those responding to the questionnaire were also concerned about the insufficient range of extra curricular activities on offer to pupils. This reduction had been caused in part by a change of staff, but due to the efforts of new staff and of parents the current choice of out of school activities is good, varied and popular with pupils.
50. The parents are invited to meet the teachers at three open days each year to discuss their children's progress, but can approach staff whenever a concern arises. The current end of year written reports do not adequately explain how a pupil can improve work or set targets for improvement or indicate what National Curriculum levels pupils have achieved, with the exception of pupils in Year 2. This means that it is difficult for parents to see what progress has been made from year to year. The recently appointed headteacher is aware of this, and has taken the first steps to improve matters. Parents of pupils with

statements for special educational needs are kept fully informed about progress through their attendance at review meetings, and their contribution to the setting of individual education plan targets.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. At the time of the inspection, the headteacher had been in post for one term. However, the headteacher has fully entered into the life and work of the school and has quickly and perceptively identified the areas in which to move the school forward. The headteacher's caring and supportive manner to all involved in the school and, in particular, to the pupils and their parents is already making a valuable contribution to the life and work of the school. The headteacher provides a clear sense of direction and purpose. This vision is closely linked to the needs of pupils, with an appropriate emphasis upon promoting high standards and effective teaching and learning. There have been continuous improvements in the quality of the learning environment and the curriculum provided. The quality of leadership and management is good overall, and, despite a change of headteacher, standards have been maintained since the previous inspection.
52. There is no deputy headteacher, and this places an additional burden upon the headteacher. However, a team approach is developing well, and all the staff work hard to improve the quality of education provided by the school. Equality of opportunity is promoted, and the pupils with special educational needs are well supported.
53. The headteacher is the co-ordinator for special educational needs. She manages the aspect well and provides good leadership. She is well supported by teachers and the special needs support staff. The responsible governor for special educational needs provides good support and has a good awareness of the pupils on the special educational needs register and the able pupils register.
54. The governing body is making a satisfactory contribution to the life of the school. There are a number of recently appointed governors. A range of their responsibilities is delegated to committees that effectively support the work of the school. The governors fulfil their statutory responsibilities well and have provided stability at a time of great change for the school
55. The school has clear aims that are supported by the pupils, parents, staff and governors. They promote the development of self-confidence, self-worth, and the skills and qualities required to be caring and fulfilled members of society. These aims are effectively incorporated into all aspects of the school.
56. The school development plan is in draft form and has not yet been fully discussed by the full governing body. It has been produced by the headteacher and staff and is an effective document that clearly identifies the areas for future development. The planning process is satisfactory, the document is clearly laid out and identifies resource implications, key personnel and time scales, but at this stage lacks detailed costings.
57. There is good, continuous, informal and regular monitoring of teaching and the curriculum by the headteacher, and this is proving to be effective in raising standards. However, there are limited opportunities for co-ordinators to monitor their subject areas, particularly the curriculum and the quality of teaching provided, other than in written planning. The school has recognised this concern. Governors are becoming more involved in the monitoring of the work of the school, and several governors visit the school regularly whilst it is in session.
58. The school and governing body have set up effective structures to ensure that the pupils with special educational needs are appropriately and effectively supported. The governing body is well informed about any changes in the provision, and ensures that the required information is included in the governors' report to parents.
59. The school has identified appropriate aims, priorities and targets, and is taking the necessary action to rectify deficiencies, and in particular, to raising standards. The school's ethos is good, and an effective learning environment has been established.
60. Financial planning is satisfactory, and special grants, such as allocations for professional development are

used well. The governors are prudent in their budgeting, and the strategic planning of the school is good.

61. The school budget is managed well, and financial control and administration are good overall. The full governing body agrees the budget allocations annually, and governors monitor expenditure twice each term in order to check that actual expenditure is in line with the agreed budget. Sufficient financial information is made available to all governors. The governors make good use of its resources and links spending decisions to educational priorities. There are effective procedures to review, and evaluate the effects of financial decisions and governors are aware of best value principles.
62. The school is well staffed and there is an appropriate balance of experience and expertise. However, there have been substantial changes in teaching and support staff since September, with the headteacher and two teachers newly appointed to the school, as well as significant changes in support staff. All have been very well assimilated into the life and work of the school.
63. The accommodation is good overall, although there is lack of disabled access due to the varying levels of the building. There is a lack of a secure play area for the under fives. Resources for learning are satisfactory overall, and good overall for the under fives. However, there are no large wheeled toys for the under fives.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. In order to improve the standard of education further for the pupils, the headteacher, staff and governors should focus upon the following key issues:
 - (1) Improve the balance of the curriculum in Key Stages 1 and 2, by reviewing and rectifying the time allocation for all subjects and, in particular, science, information technology, religious education, and music. (paras 22, 30, 80, 86, 100, 128, 129)
 - (2) Raise standards in science, by providing more opportunities for investigative and experimental science throughout the school. (paras 1, 10, 22, 30, 99)
 - (3) Raise standards in information technology by providing more opportunities for the pupils to use computers, raising staff awareness and expertise, and providing more opportunities for control technology, especially in Key Stage 2. (paras 5, 11, 22, 30, 44, 80, 86, 99, 120, 121, 122, 124, 125)
 - (4) Improve the pupils' attendance and punctuality, by continuing to develop a range of strategies, working closely with the parents, the local education authority and other agencies. (para 17)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

Review the security of the outside play area for the under fives, and improve the provision of large wheeled toys (paras 63, 73)

Provide more opportunities for children under five to select and review their own activities and resources. (paras 22, 75)

Promote the pupils' spiritual development in teachers' planning, and provide more opportunities to prepare pupils for life in a multi-cultural society. (paras 34, 37)

Provide more opportunities for the pupils to develop their numeracy skills in other subjects. (paras 7, 9, 91)

Involve pupils in target setting for their improvement, and ensure that the pupils' end of year reports identify these targets including National Curriculum levels of attainment; ensure that targets in individual education plans for some pupils with special education needs are more specific. (paras 12, 23, 44)

Develop a scheme of work for art to support teachers' planning, and ensure continuity and progression for the pupils' learning, and raise standards further. (paras 30, 104)

Ensure subject co-ordinators have sufficient time to monitor teaching and learning within their subject. (paras 30, 57, 97)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

37

Number of discussions with staff, governors, other adults and pupils

29

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3%	22%	62%	13%	0%	0%	0%

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR– Y4
Number of pupils on the school's roll (FTE for part-time pupils)		120
Number of full-time pupils eligible for free school meals		13

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y4
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		25

English as an additional language

	No of pupils
Number of pupils with English as an additional language	none

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.4

Unauthorised absence

	%
School data	2.3
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999 (1998)	18[15]	9[17]	27[32]

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16 [15]	17 [15]	18 [15]
	Girls	8 [15]	9 [16]	9 [16]
	Total	24 [30]	26 [31]	27 [31]
Percentage of pupils at NC level 2 or above	School	89 (94)	96 (97)	100 (97)
	National	82 (77)	83 (71)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16 [15]	18 [15]	16 [15]
	Girls	9 [16]	9 [17]	8 [15]
	Total	25 [31]	27 [32]	24 [30]
Percentage of pupils at NC level 2 or above	School	93 (97)	100 (100)	89 (94)
	National	82 (81)	86 (79)	87 (85)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0

Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	109
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y4

Total number of qualified teachers (FTE)	4.82
Number of pupils per qualified teacher	24.9
Average class size	24

Education support staff: YR – Y4

Total number of education support staff	3
Total aggregate hours worked per week	75

FTE means full-time equivalent.

Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	None	None
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	1998/1999
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	£
Total income	236807
Total expenditure	233201
Expenditure per pupil	1794
Balance brought forward from previous year	12728
Balance carried forward to next year	16334

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	120
Number of questionnaires returned	59

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	80	19	2	0	0
My child is making good progress in school.	63	32	2	0	3
Behaviour in the school is good.	49	46	3	0	2
My child gets the right amount of work to do at home.	32	42	24	0	2
The teaching is good.	63	37	0	0	0
I am kept well informed about how my child is getting on.	44	46	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	81	19	0	0	0
The school expects my child to work hard and achieve his or her best.	64	32	0	0	3
The school works closely with parents.	61	32	7	0	0
The school is well led and managed.	64	31	0	0	5
The school is helping my child become mature and responsible.	64	31	0	0	5
The school provides an interesting range of activities outside lessons.	19	47	22	2	10

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

68. Children enter the reception class in the September after their fourth birthday. Most children have already attended the local playgroup, which is adjacent to the school. The range of attainment measured by baseline assessment shows that children's attainment on entry is broadly average. All children, including those with special educational needs, make good progress and broaden and consolidate their knowledge in all areas of learning, so that at the age of five their attainment is in line with that expected for their age, and above expectations in their reading, speaking and listening. Standards have been maintained since the previous inspection.

PERSONAL AND SOCIAL DEVELOPMENT

69. The children achieve what is expected for this age, and they make good progress through varied and well-structured opportunities to work, play and co-operate with others. They are responsive, interested in what they are doing, and most concentrate well and persevere in their learning. They listen well, and are happy to contribute their own ideas during discussion; for example, when sharing a book together. The caring attitudes of all adults make a good contribution to the development of children's personal and social skills, due to the good quality of teaching in this area.

LANGUAGE AND LITERACY

70. The children listen well to their teacher and are becoming confident in their use of a growing vocabulary and range of expression, and achieve above what is expected for children of this age. Progress in all aspects of language and literacy is good. They are happy to share books with adults, and enjoy talking about the stories and pictures. Children's early writing skills are developing well. The quality of teaching is good, the class teacher and classroom assistant place an appropriate emphasis upon the development of the children's speaking, listening and reading skills. There are appropriate opportunities for role-play that support children's speaking and listening skills.

MATHEMATICS

71. Attainment in mathematics is in line with expectations, and children make good progress in colour, shape and number recognition. Children experience a range of number and singing games, and appropriate computer programs reinforce activities and their learning well. Numeracy skills are developing satisfactorily. Children use mathematical language well to describe shape, position, size and quantity. The children identify and create patterns and most are able to compare, sort and count objects and count up to ten. The quality of teaching in this area is good.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

72. Children achieve in line with expectations for their age, and they make good progress. The activities provided help children to develop an understanding of the world around them. Children can talk about where they live, their families and their immediate environment, and they recall their experiences through a range and variety of role-play. Children have satisfactory opportunities for a range of scientific experiences including experimenting with sand and water. Children are able to use the skills of cutting, sticking, joining and building using a wide range of materials. They have good access to a range of construction materials. There are good opportunities for children to use information technology to support literacy and numeracy. The quality of teaching is good; lessons are planned thoroughly, make good use of resources and all available space to stimulate the children's enthusiasm, use skilful questioning to develop children's knowledge and understanding and provide some practical opportunities for experimentation and discovery.

PHYSICAL DEVELOPMENT

73. The children's physical development is in line with expectations for their age, and they make good progress. They handle scissors, glue, paintbrushes and crayons effectively. Children have access to the main playground to extend their physical development. There are good opportunities for children to have physical education and movement lessons in the school hall. The children enjoy physical activities, and are becoming confident in the use of space. The quality of teaching is good, and the children have regular access to physical activities. However, there are no large wheeled toys for the children to use.

CREATIVE DEVELOPMENT

74. The children's creative development is in line with expectations for their age and they make good progress. Children show enthusiasm for art and represent what they see and feel in a wide range of media. They show a growing appreciation of the effects of different textures, colours, shapes and patterns. The teaching in this area of learning is good, and activities are well matched to the children's interests and prior attainment levels.

75. Overall, the quality of teaching is good. The quality of support from the classroom assistant is of good quality, and is having a significant impact upon children's learning. The class teacher and the classroom assistant have a good knowledge and understanding of the needs of children in the early years, and of the curriculum to meet those needs. They plan the curriculum well, and ensure that their planning is translated effectively into practice, with appropriate practical experiences and good use of play that extends learning. There is an appropriate emphasis upon activities that will promote speaking and listening; for example, through role-play and effective questioning. The children also receive good support from voluntary helpers who regularly work in the class. However, teaching is sometimes over-directed for the under fives, and at these times the children lack opportunities for selecting their own activities and resources.

76. Planning is linked to the desirable learning outcomes for children of this age, as well as the National Literacy and Numeracy frameworks. This is explicit in the written planning, and the class teacher is careful to ensure that the learning needs of all are met. The staff have high expectations of children's behaviour and work, and their discipline and relationships with children are very secure.

77. The staff have worked hard to provide opportunities that will promote learning. There is a good range of resources available, and a wide range of activities offered. Relationships with the children are thoughtful and sensitive, with plenty of praise and encouragement. There is equality of opportunity for boys and girls and children with special educational needs are appropriately supported. There is a satisfactory system for assessing what children can do upon entry to school, and the school is in a good position to monitor the progress of children.

ENGLISH

78. Standards in all aspects of English are good. The pupils in the reception class and in Key Stage 1 are able to talk in small and larger groups as well as in assembly and listen and respond to stories and instructions. They understand how to use books well, and talk about the pictures in them, and some are already able to read fluently.

79. Older pupils in Key Stage 2, make sound progress in speaking and listening, and these are enhanced by work in the literacy hour and in other subjects, such as history and religious education. Standards in literacy across the curriculum are good. Skills in reading and writing are good or better for the majority of pupils in all year groups.

80. The pupils value books and respond well to the creative aspects of writing, especially to poetry, and role-play and drama. They enjoy their work in English, and talk with enthusiasm about the books that they have read. The pupils write successfully in a variety of ways appropriate to the subject and audience. The majority of pupils can express themselves clearly, and presentation skills are good. The pupils have good handwriting skills. However, although many pupils are able to use word processors when appropriate,

there was insufficient opportunity for them to do so during the inspection. The quality of work observed during the inspection indicates that the literacy hour has made a considerable impact in raising standards of attainment in all aspects of English.

81. Standards in English at ages seven and nine are above national expectations. Standards in English overall at age seven in 1999 in national tests were well above those expected nationally, and the attainment of pupils in writing at the age of seven when compared with similar schools was well above average. Reading was close to that expected for pupils of this age in similar schools with 89 per cent of pupils reaching level 2 or above. The standards observed during the inspection are always at least satisfactory and, for the majority of pupils they are good or very good. Attainment in writing is very good with 96 per cent of pupils reaching level two or above in the national tests in 1999. The number of pupils reaching Level 3 or above was also well above the national average.
82. Standards observed during the inspection indicate that, at age nine, pupils' attainment in reading and writing is at least in line with that expected nationally for pupils of a similar age in similar schools, and that standards are well above the national average.
83. The school has maintained and improved on the high standards noted in the previous inspection. While maintaining a focus on accuracy, pupils are encouraged to be creative and imaginative, and this has improved the quality of their written work. Drama and role-play are now a feature of work in literacy and in other subject areas, and this has contributed to both the confidence and creativity of pupils and enriches the curriculum well.
84. Attainment in speaking and listening is good. In the reception class, the pupils are provided with a good foundation for the National Curriculum. In all year groups speaking and listening skills are developed well through discussion activities, and pupils are able to speak confidently to adults and in whole school assembly. Older pupils can generate ideas in brainstorming sessions; for example, when pupils in Year 3 were considering different versions of classic fairy stories. Drama and role-play is developed well in a variety of ways, including improvised work in assembly; for example, when two pupils portrayed the different attitudes of optimists and pessimists. The pupils also participate with confidence in key stage assemblies, and the literacy hour fosters the development of skills in speaking and listening well, especially when pupils read stories such as the Three Little Pigs in role, with different voices for different characters.
85. Standards in reading are good for the majority of pupils, and there are some very able readers in all year groups. Most pupils enjoy books and take pleasure in reading. The majority of younger pupils use a variety of strategies well to support their reading, including the use of phonics and picture clues. Pupils read a variety of books appropriate to their ability level. This is carefully monitored, and ensures that the pupils make progress as they read to adults frequently, and the pupils have targeted reading activities within the literacy hour. All pupils belong to public libraries and their library skills are being effectively developed. The school library is small and provides satisfactory opportunities for this. Some pupils have very good reading standards, and they make good progress because of the challenging activities provided in lessons, and the range of books available in class libraries. Older pupils have been introduced to a wide range of literature, and the pupils study a wide range of verse including acrostic poems. All pupils enjoy reading from a wide choice of books. The pupils with special educational needs are well monitored, and are making good progress.
86. Standards in writing are good, with creative and imaginative work often being very good. Written work is presented well, with most pupils using joined writing well, as this is introduced early in school and practised frequently. All pupils, including those with special educational needs, write sentences and simple stories by the end of Key Stage 1. Written work is often of high quality; for example, in work inspired by "The Iron Man" in Year 4. Older pupils write well for different purposes and audiences, such as book reviews, letters and diaries. Classroom displays and discussions with pupils indicate that there is an appropriate emphasis upon grammar, spelling and punctuation. The pupils in Year 1 explain the use of the speech marks and exclamation marks with understanding. The range of written work is good, with evidence of interesting creative and imaginative work, and writing for a variety of purposes and audiences. The stories and extracts read in the literacy hour have considerable potential for creative work, and pupils take full advantage of this; for example, in writing their own versions of fairy stories well. Word

processing is used to help pupils improve and extend their written work, although insufficient use of this was observed during the inspection.

87. The teachers monitor learning well, and assessment is used to inform planning for groups within the class. There is a good match between the teaching strategies in use and the needs of the pupils, and this helps the pupils to progress well. The pupils with special educational needs are given effective support that enables them to make good progress. The higher attaining pupils are identified in each class, and classes are grouped by ability for tasks within the literacy hour. The pupils enjoy their work in English, and their behaviour in lessons is very good. They talk about the books they study with interest, and by Year 4, they recognise and enjoy works from a variety of genres and authors. Most pupils approach tasks in English with confidence and enthusiasm. The majority of younger pupils understands the terms, author and illustrator, and they appreciate the work that goes into writing and producing books. Most pupils distinguish between fiction and non-fiction, and enjoy reading both types of books. Older pupils use reference books well, and they are aware of the potential of computer software to accessing information. The pupils enjoy talking about their favourite authors, particularly the work of Roald Dahl, and many pupils are confident in the use of the dictionary and the thesaurus.
88. The quality of teaching is good throughout the school, and 75 per cent of lessons observed in Key Stage 1 were very good. Texts and stories are used well to foster skills in creative writing, which is a particular strength in the teaching of literacy. The class teachers have a good knowledge and understanding of all aspects of the teaching of English. The teaching of creative writing is good, and planning for the literacy hour is very effective. The teachers have high expectations of their pupils, and always provide work that challenges and interests them. The good pace of teaching in literacy and the quality of support staff ensure that all pupils remain on task. Pupils with special educational needs are identified and individual education plans and support are effective. Work is marked frequently, and comments are helpful as well as encouraging. New assessment procedures are being effectively introduced, and the teachers are establishing a whole school approach.
89. The subject is very well managed, particularly with regard to ensuring the effective use of time and resources. The literacy hour is being implemented well and the headteacher is effectively monitoring the teaching of all aspects of English. Resources are satisfactory, including those for teaching poetry, drama and some for promoting the multicultural aspects of literature. Several reading schemes are used, and there is a good range of books for reading in class libraries, including some that are suitable for the most and least able pupils. In Key Stage 2, the use of over-head projectors in literacy lessons is very effective. Rigour in monitoring and planning have contributed to the high standards observed during the inspection, and the planning, resourcing and management of the literacy hour is very effective.

MATHEMATICS

90. The results in the national tests in 1999 showed pupils' attainment at the end of Key Stage 1 to be very high in comparison with the national average at Level 2 or above. The number of pupils obtaining Level 3 and above was well above the national average. The results for the four years from 1996 to 1999 were above the national average. Teacher assessment in mathematics for 1999 was very high in comparison with the national averages, and matched the test results. In comparison with the national averages, results were very high in number, algebra, shape, space and measure, but below the national average in using and applying mathematics. The results for 1999 show that girls and boys are performing equally well. There are no national test results for Year 4 pupils. Inspection evidence indicates that pupils in Key Stage 1, and by the end of Year 4, are achieving standards, which are above national expectations. The previous inspection report judged standards at both key stages to be in line with national expectations. Present findings show an improvement since then. The weakness in using and applying mathematics is being addressed through the implementation of the National Numeracy Strategy. Good use is being made of practical activities in Key Stage 1, and satisfactory use is being made in Key Stage 2.
91. By the end of Key Stage 1, the majority of pupils can identify odd and even numbers and number patterns, add and subtract small numbers, identify halves and quarters and have a good understanding of the place value of hundreds, tens and units. By the end of Year 4, the pupils have good recall of number facts and describe their personal strategies for recalling number. They identify equivalent and decimal fractions well. The use of numeracy across the curriculum is sound, but is not specifically planned for, and

opportunities are often missed. A good opportunity was observed in a Year 2 games lesson when pupils counted throws and catches and numbers of fingers and thumbs in the group. However, there is limited evidence of time lines used in history, graphs in science, and accurate measuring in design and technology.

92. In their work on shape, space and measurement, Key Stage 1 pupils describe common two-dimensional and three-dimensional shapes, and find lines of reflective symmetry. Key Stage 2 pupils use appropriate language when describing three-dimensional shapes. Year 4 pupils measure with accuracy in millimetres and centimetres with a ruler or tape measure. They calculate the area of simple irregular shapes.
93. When data handling, Key Stage 1 pupils sort objects using a variety of reasons, make a simple tally count, and draw and interpret bar charts. By the end of Year 4, the pupils produce bar and line graphs and compare their results. Occasional opportunities are also given to produce bar and pie charts using a computer.
94. In Key Stage 1, the quality of teaching is very good. In one lesson observed teaching was excellent. In Key Stage 2, the quality of teaching is good. The excellent lesson in Key Stage 1 was exemplified by the teacher sharing the lesson objectives with the pupils, a fast pace throughout, very good use of questions to assess and move the pupils on to the next stage of learning. There was effective discussion that encouraged pupils to share their personal strategies and a very good end to the lesson when the objectives were discussed again and pupils asked to decide if they had met and understood those objectives.
95. Good review sessions were observed at the end of all lessons that encouraged pupils to explain their work during the lesson, and to share and refine their own understanding well. However, not all teachers share the objectives of the lesson with their pupils. Classroom assistants and parent helpers are given good guidance by teachers, and support pupils well.
96. In Key Stage 1, the pupils' learning is very good. In Key Stage 2, the pupils' learning is good. In both key stages, the pupils respond with enthusiasm to questions, work well together, share willingly and treat resources with care. They are not afraid to offer answers and strategies, which may be incorrect. In doing so, they learn from their mistakes. The pupils work independently as required. Relations between pupils, and between pupils and adults, are very good. The challenging tasks in both key stages ensure that pupils make good progress. They are developing their mental recall of tables and number facts well to support mental calculations.
97. The National Numeracy Strategy is making a good impact on the attainment of pupils. Long and medium term planning is good, and clearly identifies learning outcomes. Planning is regularly monitored by the headteacher. However, the monitoring of planning and teaching and learning by the co-ordinator has been identified as an area for development in the school's development plan. Good procedures are in place for assessing the pupils' understanding of work covered. There is no portfolio of moderated work to assist teachers in levelling the attainment of pupils, but this is being addressed. There is a good range of resources, including ones made by the school, such as number fans. All classes have number lines and number squares clearly displayed. The use of information technology to support mathematics is sound. Satisfactory use is made of regular homework.

SCIENCE

98. It was not possible to observe any science lessons in Key Stage 2 during the inspection. Inspection findings are based upon scrutiny of the pupils' work, discussion with pupils and staff and a small number of lesson observations in Key Stage 1.
99. Statutory assessments at the end of Key Stage 1 in 1999 indicate results that are broadly in line with the national average, but below in experimental and investigative science, and these results are confirmed by the inspection. The pupils' standards of attainment at the end of Key Stage 1 and at the age of nine are broadly in line with national averages, but below this in their experimental and investigative science. By the end of Key Stage 1, the pupils are secure in their knowledge of life and living processes, and have some knowledge of materials and their properties. However, the pupils' understanding of physical

processes is limited. In Key Stage 2, the pupils' scientific skills are insufficiently developed, and there is little evidence of the pupils making hypotheses and testing their predictions, which was a weakness identified in the previous inspection. There is little evidence of the pupils' using their mathematical and information technology skills to record the findings of their investigations. Standards have been maintained overall since the previous inspection.

100. The quality of teaching is satisfactory in Key Stage 1, and no lessons were observed in Key Stage 2. Further support and training for the subject, together with the development of a new curriculum have already been identified in the school development plan. At present, the subject is taught mainly through topics, and in some classes it is taught on a carousel basis with other subjects. This results in insufficient and patchy coverage of the programmes of study. Insufficient time is given to science throughout the school. The need to establish an effective strategy for assessment, monitoring and improving performance has already been identified by the school.

ART

101. No lessons in art were observed during the inspection. Inspection findings are based upon scrutiny of the pupils' work, and discussion with pupils and staff.

102. The quality of work observed in classrooms and displayed around the school show sound achievement in many aspects of the subject, including collage, drawing, painting and the use of colour. The standard of work in collage and portraiture is particularly good, as is the quality of work involving the creative use of fabric. The pupils have produced an attractive display in the hall involving a variety of different approaches to portraits using chalk and collage. They have the opportunity to develop techniques in painting, drawing, printing and work in clay and this enhances the pupils learning. All pupils, including those with special educational needs, make at least satisfactory progress in the acquisition of skills in practical tasks and knowledge of the work of famous artists. There is satisfactory evidence that the standards noted during the previous inspection have been maintained.

103. The pupils' work is well displayed in all classrooms. Classrooms throughout the school have colourful displays of artwork. The pupils have completed good observational drawings, still life paintings and very effective collages related to their work in other subjects. There are good examples of work related to books and stories studied in literacy, and a particularly effective collage of a volcano linked to Year 4 pupils' work in geography. The pupils use sketchbooks, although these are not used effectively to support the development of work in the subject. Three-dimensional creative work is closely related to other subjects in the curriculum; for example, pupils have produced replica Greek masks in ceramics lessons. The pupils understand how artists work, because they have the opportunity to work alongside artists from the local community. The reception class provides enjoyable and exciting introductions to work in art, and this good start in the subject is reflected in the willingness of pupils to attempt challenging activities as they progress through the school.

104. The teachers' planning is satisfactory, and indicates that there is a good focus on the work of famous artists and upon the teaching of skills in drawing and painting. The subject is adequately resourced, and materials and equipment are readily accessible. There is a kiln, art books, posters and prints available, but there was no evidence of the use of art related computer software during the inspection. Library resources for art are good. The management of the subject is sound. There is a satisfactory policy for the subject, but there is no scheme of work to support teachers' planning. The pupils work is very well displayed; this encourages pupils to value creative work.

DESIGN AND TECHNOLOGY

105. No lessons in design and technology were observed during the inspection. Inspection findings are based upon scrutiny of the pupils' work, discussion with pupils and staff.

106. The pupils in Key Stage 1 consider the merits of a variety of fabrics, and design warm winter coats. They identify appropriate materials that could be used. The pupils make paper, and design and make models from recyclable materials. They learn the skills of cutting, sticking and joining satisfactorily. The pupils design a future mode of transport and consider its use, and develop their skills satisfactorily in making the

product.

107. The pupils in Key Stage 2 design posters to give information and they make Christmas cards with moving parts. They generate and modify designs in response to a given task, including testing and evaluation; for example, testing wind speed and direction.
108. The teachers' planning shows that design and technology is included in topic work and some classes operate on a carousel basis, in half termly blocks of time. There is a satisfactory policy and scheme of work, and this has the capacity to improve the provision of a range of worthwhile learning opportunities for the pupils.
109. There is a satisfactory range of resources. A small number are kept in classrooms and others in central working areas. The school has made satisfactory progress since the previous inspection, when the subject was unsatisfactory.

GEOGRAPHY

110. Only three lessons in geography were observed during the inspection. The pupils' work in the lessons observed in both key stages focused on making plans and maps. The standards noted in the last inspection have been maintained, and there is still a strong environmental bias and good use of the local area. The school is following a scheme of work provided by the local authority.
111. In the reception class and in Key Stage 1, the pupils study a range of topics in geography well, which enhances skills, knowledge and understanding. Most pupils talk about the seasons, and know that the weather and life in other countries is different. By the end of Key Stage 1, the pupils have acquired a wide vocabulary of geographical terms, and use maps and plans appropriately. In Year 4, the pupils use a compass, and name the points of a compass. The pupils complete local studies, including a study of their own village and part of the New Forest. The study of rivers provides the pupils with a clear understanding of the water cycle, and they also understand how erosion and volcanic activity have shaped the earth.
112. The quality of learning in geography is good. The pupils show a lively interest in their work, and they enjoy talking about it with understanding. The close links between geography and other subject areas ensures that the pupils see the relevance of learning skills in geography and this contributes to their enjoyment of their work in class and to their good progress in the subject.
113. The teaching of the subject is good, with effective use of a range of resources to engage the pupils' interest. Planning documents and the work seen show appropriate coverage. Resources are managed well, and good for the subject. Maps, globes, atlases and photographs are available, and the school has good resources for local and comparative studies. The use of the local area and the well-planned residential activity enjoyed by Year 4 pupils in the New Forest make a good contribution to the good standard of work in geography.

HISTORY

114. Few lessons were observed during the inspection, but discussions with pupils and teachers and scrutiny of the pupils' work, suggest that pupils acquire a good knowledge of all aspects of the subject. There has been improvement since the previous inspection. The pupils are now researching independently, and the subject is being taught through specific history themes, such as the Ancient Greeks. Work in local history is particularly strong, but the school still lacks a detailed scheme of work, and computer based research is insufficiently developed.
115. The pupils' learning in history is good throughout the school, with the majority of pupils making good progress. The written work of the pupils shows that they are developing a secure foundation of knowledge about life in the past; for example, the pupils understand about the work of archaeologists, and that some information about history can be found in written records. The pupils also know that people in their community have valuable knowledge about life and events in the past. Younger pupils visit the museum in the village, and acquire the basic skills of the historian, including the sequencing of stories and events.
116. The pupils compare aspects of life today with life in the past, and understand the terms past, present and

future. Individual pupils talk about events, such as the Gunpowder Plot and the lives of people, such as Florence Nightingale and other important individuals studied in history. Higher attaining pupils also understand that the Isle of Wight has been important in the history of this country as a prison for King Charles, and a refuge for Queen Victoria. Older pupils have a good knowledge of the history of their own area, and they visit local museums and Roman sites.

117. The pupils enjoy their work in history. They are eager to talk about the mythology of Ancient Greece, and explain how Greek culture has contributed to modern civilisation. Creative work related to topics in history is often very good, and work is usually presented well. The pupils made good progress when given the opportunity for research using evidence from a wide variety of books on Ancient Greece to find about aspects of everyday life. Younger pupils use photographs of different forms of transport to find out about change over time. The pupils with special educational needs make good progress, because of the good level of support, and because they enjoy their work in the subject.

118. The teaching observed was good. The teachers are knowledgeable and enthusiastic, and the range of topics and skills covered is comprehensive. The pupils are given interesting tasks, and planning is effective, especially in ensuring links with other subjects such as art and literacy. Good support is given to the pupils with special educational needs, and the approach to the subject ensures that all pupils find the work interesting and challenging.

119. Resources are satisfactory, and teachers also use artefacts from the museum service. The management of the subject is effective, and the teachers are enthusiastic about the development of all aspects of work in history.

INFORMATION TECHNOLOGY

120. The attainment of the oldest pupils at the age of nine is unsatisfactory, and below national expectations. This is similar to the findings of the previous inspection. However, the school has identified all areas of weakness in its development plan, and is beginning to address these.

121. Most pupils are familiar with simple keyboard and mouse operations, and are prepared to experiment. By the end of Key Stage 1, the pupils manipulate screen icons using a mouse, select items from an on-screen menu and use 'drag and drop' features well. The pupils in Year 1 were observed confidently using 'drag and drop' on a mathematics programme to support addition of numbers to one hundred. The pupils in Year 2 use basic keyboard skills to move a car around the screen. However, the pupils are less familiar with the keyboard layout when word processing. Data handling work and use of external devices, for example, the robot 'Roamer' is less well developed. By the end of Year 4, the pupils use computer hardware with increased confidence; for example, to word process or to handle data. The majority of pupils in Key Stage 2 demonstrate sound word processing skills. Year 3 pupils combine simple clip art pictures with word-processed information about the Greeks. There was no evidence of control technology being used in Key Stage 2.

122. Teaching is satisfactory overall within the limited curriculum provided. Programs are selected to support other areas of the curriculum; for example, literacy, mathematics, geography and history. However, there is no systematic teaching of skills that build on previous experiences. Record keeping of skills acquisition is not consistent throughout the school, and therefore is not an effective planning tool to meet the different ability ranges.

123. The pupils' quality of learning in information technology is satisfactory. They are well motivated, well behaved, and are co-operative with each other. The pupils take pride in their work, and enjoy showing and discussing their computer skills with other pupils and adults. Satisfactory use is made of tape recorders. The pupils in Year 2 were observed listening to a taped story during the literacy hour.

124. There is a good ratio of computers and printers to the number of pupils in each year group, but their use is inconsistent. Many of computers in the classrooms are old, and are developing faults. In Key Stage 1, the majority are used constantly throughout the day, whilst in Key Stage 2, some computers were hardly used during the inspection week. The progress of the pupils, especially the higher attaining pupils, and those with computers at home, is restricted by the limited development of skills and time allocation. The policy

and scheme of work is out of date, and the school has recognised this concern.

125. The headteacher has a clear vision for the development of computer use throughout the school. She has already made an impact in raising the profile of information technology. She is aware of the weaknesses of the subject and these have been identified in the school's development plan. A lap top computer is available for pupils with special educational needs and a new multi-media computer suite has recently been established, with access to the Internet. However, the suite and Internet access have yet to make an impact on standards.

MUSIC

126. The pupils sing a good variety of songs, and have a good awareness of rhythm. They listen to music attentively, and compare sounds. The pupils maintain a steady beat and a rhythm. They perform with accuracy and confidence. Older pupils are given appropriate opportunities to compose an accompaniment, using percussion instruments, which they do well. The pupils make good progress in both key stages.

127. A specialist teacher teaches pupils in Year 3 and Year 4. All pupils in Years 3 and 4 have the opportunity to play the recorder. These lessons are well taught, and the pupils learn the techniques effectively. Musical notation is taught, and the pupils demonstrate a good understanding of technical terms.

128. The quality of teaching is at least good, with some very good teaching observed in Key Stage 2. Teaching is good where personal skills and expertise are good, where there are high expectations of the pupils' own work, and when the lesson pace is brisk. Lessons have clear structure, activities are varied, but there are no formal assessment strategies in place. There are limited opportunities for pupils to compose and communicate their own musical ideas. Some pupils receive instrumental music tuition from specialist teachers for the violin and trumpet.

129. There is a scheme of work, and a commercial music scheme for the younger pupils, which are satisfactorily used. The pupils learn about music from other cultures through percussion instruments and musical appreciation. There are a good number of other opportunities for pupils that enhance the musical provision of the school, including performing in concerts for parents and the wider community, and playing in church services. There is insufficient time allowed for the subject for Key Stage 1 pupils, with no music timetabled for Year 1 pupils during the spring half term, due to the subject alternating with drama. There have been no other significant changes since the previous inspection.

PHYSICAL EDUCATION

130. During the inspection week only one games lesson was observed in Key Stage 1, and one dance lesson in Key Stage 2. No swimming lessons were observed. Judgements therefore, are based on limited observation of lessons, teachers' planning, photographic evidence and discussion with teachers and pupils.

131. By the end of Key Stage 1, the pupils perform with suppleness, control and with safety, a range of basic tasks such as throwing, balancing and travelling in a variety of ways and directions. They demonstrate sound control when linking actions together. By the end of Year 4, the pupils show appropriate skills and control when developing a sequence of movements in dance, though smoothness of movement is less well developed. Year 4 pupils use their imaginations well to express ideas, feelings and moods with appropriate movement. They discuss their work, and that of others, in order to refine and improve. Judgements show that standards are very similar to those of the previous inspection.

132. Not enough lessons were observed to make a judgement about teaching overall. However, in the lesson observed in Key Stage 1, teaching was very good and in Key Stage 2, teaching was good. The teachers have good subject knowledge, and set a good example to pupils by dressing appropriately. Lessons are well planned and include the essential elements of warming up and cooling down. The pupils are given opportunities to discuss and refine their work effectively with each other and with the class teacher. The teachers have high expectations of the pupils' attainment, and manage the pupils well throughout lessons. Where teaching is very good, there is obvious enthusiasm and a good knowledge of techniques, which enables the teacher to intervene and move individual pupils' learning to a higher level.

133. Progress in the Key Stage 1 games lesson observed was very good, and was good in the dance lesson observed in Key Stage 2. The pupils worked purposefully to produce improvement, and they make good use of practice and repetition in order to refine performance. The pupils with special educational needs are fully integrated and involved in physical education lessons. The previous inspection report highlighted a number of safety issues, which have now been addressed. All pupils wear appropriate dress, and do not wear jewellery. A support pillar in the hall has been well padded to prevent injury. All teachers are qualified in first aid.
134. The pupils are enthusiastic about the subject. They respond well to activities, and show enjoyment in lessons. They work well individually, in pairs and in groups, and when given the opportunity to evaluate each other, they do so effectively.
135. The school uses the local education authority scheme of work, which ensures continuity and progression. The school benefits from a large hard play area for outdoor games. There is an outdoor swimming pool, but it is unheated and is little used. Swimming lessons take place at the local leisure centre under the tuition of qualified instructors. There is a good range of equipment to support the subject, which is stored in a corner of the hall. Although this is not ideal, the school has used the hall space to the best advantage, and has ensured the loss of work space has been minimised.
136. There is a satisfactory range of extra curricular activities for physical education, which includes football, netball, country dancing, maypole dancing and a games carousel. These are organised by volunteer parents as well as staff.