

INSPECTION REPORT

St Helen's Primary School

Ryde

LEA area: Isle of Wight

Unique Reference Number: 118169

Headteacher: Miss B M Ellison

Reporting inspector: Mr B Allsop

Dates of inspection: 6th – 8th December 1999

Under OFSTED contract number: 707465

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

INFORMATION ABOUT THE SCHOOL

Type of school:	First school
Type of control:	County
Age range of pupils:	4 to 9 years
Gender of pupils:	Mixed
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Appropriate authority:	Governing body
Name of chair of governors:	Mr N Davis
Date of previous inspection:	9 th February 1996

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INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr B P Allsop Registered Inspector	English Information technology Religious education Geography History Music Provision for the under-fives	Attainment and progress Teaching Leadership and management Staffing, accommodation and learning resources The efficiency of the school
Ms R Issac Lay Inspector		Attendance Support, guidance and pupils' welfare Partnership with parents and the community Equality of opportunity
Mr H Turner	Mathematics Science Design and technology Art Physical education	Attitudes, behaviour and personal development Curriculum and assessment Pupils' spiritual, moral, social and cultural development Special educational needs

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MAIN FINDINGS

What the school does well

- The pupils attain above average in English, information technology and art by the time they leave the school.
- The teaching is at least satisfactory in all lessons and is good in five out of ten.
- The pupils' behaviour, attitudes and personal development are good
- The school is successful in promoting good attendance
- The arrangements for the support, guidance and welfare of the pupils are good
- The school is effective in involving the parents in the pupils' learning through reading and other homework
- There are strong links with the school's community
- The pupils' moral, social and cultural development is good.
- Relationships in the school are very good.

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Where the school has weaknesses

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| <p>i. The assessment systems at Key Stages 1 and 2 are not fully effective. Information about the pupils' standards and progress in the English, mathematics, science, religious education and information technology is not kept regularly and consistently.</p> <p>ii. The most able pupils are, at times, not fully challenged to apply their skills, knowledge and understanding.</p> <p>iii. The overall formal monitoring and evaluation of the quality of teaching and the pupils' progress is limited.</p> <p>iv. The school development plan requires a sharper focus on standards and progress.</p> |
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The school's weaknesses are outweighed by what the school does well, but they will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

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How the school has improved since the last inspection

The school has effectively addressed many aspects highlighted for development in the last inspection. The aims and objectives of the school's curriculum are now well defined and schemes of work developed or adopted to support teaching and learning. The teaching of design and technology, art and music has improved because the teachers' skills and confidence have been improved. The training and schemes of work for the National Literacy and Numeracy Strategies have generally promoted greater pace and well matched challenge in lessons. Nevertheless the most able pupils are, at times, not fully stretched in their work. The monitoring and evaluation of the school has improved. Teachers' planning is overseen regularly. The monitoring and evaluation of test result data from year to year in the school is impressive. The monitoring of the curriculum by the governors has improved. The regular and systematic monitoring of the quality of the teachers' work in class and the day to day progress of the pupils is still, however, very informal. The school development plan is now much more effective in supporting school improvement. Nevertheless, the document still lacks a precise focus on how planned initiatives directly effect standards and progress.

The school has made satisfactory improvement since the last inspection. It is in a sound position to continue to improve.

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Standards in subjects

This table shows the standards achieved by 7-year-olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools
Reading	A	A*
Writing	B	A
Mathematics	D	C

§	Key
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

The reliability of the comparisons is however limited, as the cohort of pupils was very small with only 12 pupils taking the tests.

The standards by the time the pupils leave the school aged 9 are above average in English,

information technology and art. Standards in mathematics and science are average. The most able pupils do not, however, always make sufficient progress in producing longer pieces of drafted and re-drafted writing, apply and use their mathematics sufficiently or devising tests and experiments in science. Standards in religious education meet with the expectations of the Locally Agreed Syllabus. The standards are similar to those expected for pupils of their age in all other subjects of the National Curriculum.

By the end of Key Stage 1 the pupils' standards are above average in English, information technology, art and PE. Their attainment is similar to that for pupils of their age in all other subjects.

§ **Quality of teaching**

§ Teaching in	Under 5	5 – 7 years	7 – 9 years
English	Good	Good	Good
Mathematics	Good	Satisfactory	Satisfactory
Science		Satisfactory	Satisfactory
Information technology		Good	Good
Religious education		Satisfactory	Satisfactory
Other subjects	Good	Satisfactory	Satisfactory

Teaching seen during the inspection was at least satisfactory in 100% of the lessons.

In 50 per cent of the lessons the teaching was good. The teachers plan their work well, have clear objectives and generally match tasks effectively to the needs of the wide range of pupils in the two classes. However, the most able pupils are not always fully stretched in their work in the core subjects. The relationships with the pupils are very good. The teaching of reading is good and this supports the pupils' good progress. Information technology is planned to be used in most lessons and the teachers' confident skills and knowledge, together with the support of a group of enthusiastic parents, enables the pupils to make good progress. The teaching of art is good and the pupils produce bold paintings of local scenes by the time they leave the school. The use of assessment records to show progress and attainment in the core subjects is a weakness in teaching. There are growing, but still limited, number of records kept for English and science but currently none for; mathematics information technology or religious education.

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

§ **Other aspects of the school**

Aspect	Comment
Behaviour	Good throughout the school.
Attendance	Good; above the national average.
Ethos*	Good; pupils work hard, form good relationships with each other and staff and make the most of school life. There is a growing commitment to high standards in the school.
Leadership and management	Overall sound; the headteacher provides sound leadership for school development; governors are fully involved in the life of the school, governors and the headteacher need to do more to formally monitor standards, progress and teaching in the classrooms.
Curriculum	Good; very effective curriculum for the under-fives, overall curriculum

	planning is thorough; a good range of out of school clubs for such a small school.
Special educational needs	Sound provision; the pupils are given close attention and support in the two very small classes. All pupils with special educational needs are integrated into the full life of the school.
Spiritual, moral, social & cultural development	Good overall; moral and social development are very good; spiritual development is sound and cultural development is good.
Staffing, resources and accommodation	Satisfactory overall; accommodation is used well but the reception classroom is small to meet the differing needs of pupils ranging from under five to Year 2; good use made of all the school's facilities, adequate resources with a good supply of IT equipment. The school is well staffed with a good pupil to teacher ratio of 18 to 1.
Value for money	Satisfactory.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

§ **The parents' views of the school**

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none"> ● That the school enables the children to achieve a good standard of work. ● They feel they can readily approach the school with questions or problems. ● That the school give them a clear understanding of what is taught. ● They feel the school keeps them well informed of their children's progress. ● They are satisfied with the work set for the children to do at home. ● That standards of behaviour are good. ● That their children enjoy attending the school. ● That they can play an active part in the life of the school. ● That complaints are handled well. 	<ul style="list-style-type: none"> ● That more could be done to involve the

The inspectors support all of the parents' very positive views about the school. It is an open and welcoming school, which explain the curriculum and readily shares work with the parents. The pupils enjoy the lessons and are able to become involved in a good range of out of school activities.

KEY ISSUES FOR ACTION

- To continue to improve the assessment systems in the school by:
 - developing a whole school system for recording attainment and progress in the core subjects; (*Paragraphs: 31, 82, 92, 98*)
 - monitoring planning and teaching to check that assessment information is regularly gathered and recorded; (*Paragraph: 54*)

- formally monitoring the teaching to check that assessment information is used effectively to match work to the needs of the pupils, especially the higher attainers; *(Paragraphs: 53, 55, 82, 91, 97)*
 - using assessment information to establish clear targets for improvement for individual children and to share these with parents and pupils. *(Paragraphs: 42, 82)*
- . Increase the amount of formal monitoring of teaching and learning by:
- the headteacher establishing a systematic programme of formal classroom visits to evaluate the quality of teaching and learning and to give feedback to each teacher on the outcomes; *(Paragraphs: 55, 83, 92, 98)*
 - the governing body continuing its monitoring of the curriculum and to ensure reports are given to the full governing body of the outcomes; *(Paragraph: 50)*
 - using the findings to set clear targets for improvement which focus on attainment and progress. *(Paragraph 50)*
- . To continue to improve the quality and effectiveness of the school development plan by:
- making more precise the effect of the planned outcomes of the developments on standards and progress in the school; *(Paragraph: 64)*
 - systematically monitoring the effects of the expenditure of time and resources upon the pupils' standards and progress. *(Paragraph: 64)*

In addition to the key issues above the following less important weaknesses should be considered for inclusion in the action plan:

- to re-establish the time for the special educational needs co-ordinator to monitor the progress of the pupils with special educational needs; *(Paragraph: 55)*
- to ensure the school reports set targets for future improvement for each pupil. *(Paragraph: 42)*

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INTRODUCTION

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Characteristics of the school

1. The school is in the village of St Helen's at the eastern end of the Isle of Wight. The school has 48 pupils in 2 classes. The pupils' attainment on entry is broadly average but with such small numbers this varies considerably each year. The admissions policy is for once a year entry for under-fives in September. There were four pupils under five at the time of the inspection. The pupils under five attend part time for the first two weeks of the autumn term. Eleven of the pupils at the school are eligible for free school meals (23%). This is slightly above average. There are no pupils from homes where English is an additional language. There are seven pupils who have been identified on the Code of Practice as having special educational needs but no pupils have a statement of special educational needs.

1.

Aims of the school

- to provide pupils with happy, caring and stimulating learning environment in which the children feel valued;
- to enable the children to gain concepts, skills and flexibility to enable them to become useful members of society;
- to develop the children's' imagination and ability to communicate effectively through developing skills in writing, speaking and understanding;
- to help children use language and numbers effectively;
- to develop a sense of religious and moral values; tolerance and a will to understand the ways of other people, religions and races;
- to develop a well balanced, caring attitude in the community in which they live.

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Priorities of the school development plan

- to implement the National Literacy Strategy;
- to train, prepare, plan and implement the Numeracy Strategy;
- to review the planning and implementation of the Literacy strategy;
- to develop target setting;
- to develop the teaching and curriculum for information and communication technology;
- to review the health and safety procedures;
- to develop an action plan for special educational needs.

§ **Key indicators**

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:

Year	Boys	Girls	Total
1999	7 (4)	5 (5)	12 (9)

§ National Curriculum Test Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	7 (3)	6 (4)	6 (4)
	Girls	5 (5)	5 (5)	4 (5)
	Total	12 (8)	11 (9)	10 (9)
Percentage at NC Level 2 or above	School	100 (88)	91 (99)	83 (99)
	National	82 (80)	83 (81)	86 (84)

§ Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	7 (3)	7 (4)	7 (4)
	Girls	5 (5)	5 (5)	5 (5)
	Total	12 (8)	12 (9)	12 (9)
Percentage at NC Level 2 or above	School	100 (89)	100 (100)	100 (100)
	National	- (81)	- (85)	- (86)

§ **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:

		%
Authorised Absence	School	4.7
	National	5.7
Unauthorised Absence	School	0.1
	National	0.5

§ **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

¹ Figures in parentheses are those for the previous year.

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Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	0
Satisfactory or better	100
Less than satisfactory	0

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PART A: ASPECTS OF THE SCHOOL

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EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

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Attainment and progress

1. The numbers taking the 1999 National Curriculum tests at Key Stage 1 were relatively small, 12 pupils, therefore the reliability of the comparison with all other schools and other similar schools, is limited. The results of the tests show, in comparison to all schools, that the pupils were above average in reading and writing and science but slightly below average in mathematics. In comparison with other similar schools the overall test results are well above average for English and science and average for mathematics. However, the number of pupils attaining the higher levels in the tests was barely average for English and mathematics and well below average for science. A similar lack of higher level scores was found in the 1998 national tests.
2. By the time the pupils leave the school at the end of Year 4 they are achieving above the national expectations in English, information technology and art. The teachers' knowledge and enthusiasm for these subjects together with the good equipment for information technology, successfully promote good progress. Attainment in mathematics and science is at a level expected from pupils of their age. They make sound progress although the higher attaining pupils in both subjects, on occasions, do not make sufficient gains in skills and knowledge. This remains as a weakness since the last inspection. The challenge and the work is at times not stretching them to their full capabilities. The standards attained in religious education are those expected in the Locally Agreed Syllabus. The pupils make sound progress. In all the other subjects; geography, history, design and technology, music and physical education the pupils make sound progress and attain expected standards. The standards in literacy are above average, by the time the pupils leave the school and are average in numeracy. The comprehensive Baseline Assessment shows that attainment of the pupils on entry to the school is broadly average and these overall standards across the subjects represent at least satisfactory progress for the majority of pupils and good progress in English, art and information technology.
3. The findings from the inspection show that attainment at the end of Key Stage 1 is above average in English and is average in mathematics and science. The pupils make good progress in English and make, overall, sound progress in science and mathematics. However, progress and attainment for the higher attaining pupils, as identified in the last inspection, remains at times, unsatisfactory.
4. By the end of Key Stage 1 standards in information technology are above average. The pupils make good progress and confidently use the computers and other equipment. Standards in religious education are average and pupils make sound progress. Standards in art and physical education are high. The enthusiasm and subject skills of the teacher promote this good progress. Standards of attainment are similar to those expected for pupils of their age in design and technology, history, geography and music. The pupils

make sound progress.

5. At the time of the inspection the children under five had been in school for nearly one term. The baseline assessment system shows, over recent years, that the pupils have broadly average attainment on entry to the school. The children have settled quickly and confidently into the school routines and make good progress in their personal and social education. They also make good progress in language and literacy, mathematics, knowledge and understanding of the world, creative and physical development. They are beginning to read and write and know their numbers up to 10. They use small tools, paper paint and pencils confidently and enjoy enacting role-plays. They move with dexterity and confidence in physical education and quickly change ready for gymnastics. The vast majority are in line to attain all of the Desirable Learning Outcomes by the time they reach the age of five.
6. Within **English** the pupils' speaking and listening skills are above average at both Key Stage 1 and by the time the pupils leave the school. They speak confidently and articulate clearly. They use appropriate language in the different areas of the curriculum to discuss work, express feelings and explain ideas. The National Literacy Strategy provides good opportunities for oracy work. The pupils at Key Stage 2 competently explain their ideas or evaluate each other's work in small groups. They confidently speak to the whole class or a whole school gathering. The vast majority of pupils listen carefully to the teachers and to each other. Attainment in reading is above average at Key Stage 1. The pupils gain skills and confidence to tackle reading independently. They make sufficient progress in developing a range of strategies to tackle unfamiliar words. They show confidence in using phonics; picture clues or the context of the word to make sense of their reading. At Key Stage 2 the pupils sustain periods of independent reading and use a wider range of methods to establish the meaning of new words. They make good progress and most read a range of texts with fluency and expression. They become confident and independent readers by the time they leave the school. Writing is above average at both key stages. At Key Stage 1 the pupils develop independent strategies for spelling words and develop a range of types of writing. They very readily write letters to Father Christmas in the writing corner in the library. By the time the pupils leave the school they produce grammatically correct letters, accounts of visits and short factual accounts. They gain skill and experienced in writing longer imaginative pieces but have more limited skills in drafting and correcting work. They put their skills in literacy to good use in a wide variety of other subjects, history, geography, religious education and science. Work is generally well presented by the end of Key Stage 2. Joined handwriting is skilfully developed right from the reception class.
7. In **mathematics** the pupils' attainment is average at the end of Key Stage 1. They can calculate in tens and units and understand place value and benefit from practical shopping weighing and measuring. They show competence across the width of the mathematics curriculum. By the time the pupils leave the school they have made sound progress and attain average levels. They work with confidence and understanding in number, use fractions and produce graphs to illustrate their work. The regular practice in mental arithmetic helps the sound progress. These sound numeracy skills are at times fully exploited in other subjects such as science and design and technology. The majority of pupils are appropriately challenged to seeking solutions and explain strategies to solve problems. However, the higher attaining pupils are not always stretched to the extent of their skills and understanding.
8. In **science** the pupils' attainment is average by the end of Key Stage 1. They make sound progress over the key stage. By the end of Key Stage 1 they can; carry out very simple tests; observe; record results and come to conclusions. They know about different sources

of light and can make simple predictions. By the end of Year 4 the pupils have made sound progress and standards are average. They carefully investigate to find answers to the questions they generate. They plan, predict and attempt to ensure fair testing and draw appropriate conclusions about the heat retaining properties of different materials. However, in science the higher attaining pupils need greater challenge to enable them to make appropriate progress.

9. Throughout the school attainment is above expectations in information technology. The pupils show particularly good skills in using a word processing program. There is, overall, an appropriate width of experience in the subject. The pupils make sound progress. They develop skills in controlling a floor robot at Key Stage 1. In Key Stage 2 they use word processing skills to produce simple books. They competently enter measurements into a database to produce graphs and charts and make use of simulation program to study life in historical times.
10. In the other subjects there are strengths in the attainment and progress in art. By the time the pupils leave the school they produce vivid and dramatic paintings of the local harbour and coastal scenery. Attainment in physical education is above average at Key Stage 1. The pupils move with confidence and skill in the well-paced lessons.
11. Throughout the school the pupils with special educational needs make sound progress in relation to their identified targets. They make steady progress within the class or at times when they go out for a brief additional support from the special educational needs co-ordinator or the special educational needs governor.
12. The school has maintained satisfactory or better standards of achievement in all subjects since the last inspection. The identified underachievement in aspects of art, design and technology and music has been eliminated. The high standards in English and information technology have been successfully sustained.
13. **Attitudes, behaviour and personal development**
13. The pupils' attitudes to learning are good and have a positive impact on their progress. The children enjoy coming to school and respond well to their teachers. The vast majority show a keen interest in learning and are motivated to complete work set in lessons. In the majority of lessons the pupils sustain concentration and show an ability to improve their work as a result of feedback from their teachers or demonstrations from other pupils. For example, older pupils in an art and design lesson were prepared to experiment with a range of materials and tools to meet the aspirations of their design brief for making a moneybox. In one or two lessons, where the pace of learning is too slow, some pupils fail to maintain high levels of concentration.
14. Children under five settle quickly into the routines of school life and show positive attitudes to learning. This is evident when they are with Year 1 pupils in whole class sessions and when working with the classroom support assistant. They are willing to answer questions and work out problems in mathematics in front of their peers. They confidently demonstrate movements in physical education. Pupils' with special educational needs also have positive attitudes to work and contribute well to all lessons.
15. The school is an orderly and safe community and the behaviour of the pupils is good, which contributes to the overall standards achieved. The pupils respond well to the high expectations set for them by the teachers and support staff. There have been no exclusions and the good behaviour of pupils contributes to a learning environment where they make good progress.

16. Relationships are very good. The pupils are courteous towards staff, each other and visitors. They show respect for one another's views and are supportive of each other in lessons. This is evident in the mixed age group classes where older pupils are willing to work collaboratively with younger pupils and support them in their work. The pupils co-operate well with their teachers and other adults working in the school. They play well together at playtimes and show very good awareness of the needs of other people.
17. Pupils respond positively to the opportunities to take initiative and responsibility. For example, they take responsibility for younger pupils having difficulty without being asked to do so and give strong support to fund raising for various charities. Pupils' personal and social skills develop well as they progress through the school, as a result of the good opportunities provided by the teachers, for the pupils to reflect on the effects of their actions and behaviour. Participation in extra-curricular activities and events and activities organised by the small school cluster make a good contribution to the personal development of a high percentage of pupils.
18. The last inspection described the pupils' attitudes and behaviour as good. These standards have been maintained.

19. **Attendance**

19. Attendance is good although it is not currently at the level reported previously. The overall absence rate of eight per cent, which is higher than the national average, was due to an island-wide epidemic, together with a number of pupils who took holidays during term time. Unauthorised absence is 0.4 per cent below the national average and there have been no exclusions.
20. The school has worked hard and successfully to ensure that pupils arrive punctually so that the day starts promptly. Good attendance, therefore, makes a positive contribution to the pupils' attainment and progress.

21.

21. **QUALITY OF EDUCATION PROVIDED**

21.

Teaching

21. The quality of teaching is never less than satisfactory, and good in half the lessons. The quality of teaching is strongest for the under fives and Key Stage 1. The last inspection identified minor weakness in teaching music, art and design and technology. These have been effectively eliminated. The quality of teaching has generally improved.
22. The subjects in which examples of good teaching are found include English, mathematics, physical education and art at Key stage 1. At Key Stage 2 good teaching was observed in English information technology, art and music. The teaching in other lessons at both key stages was always satisfactory. The teaching in **English** is overall good. Here the good planning, based upon the National Literacy Strategy generally ensures work is well matched to the needs of the pupils. The recent whole school training in teaching literacy has had a positive effect. The enthusiasm and skill of the teacher at Key Stage 1 particularly encourages good progress. The teaching of reading is good throughout the school and this promotes the pupils' love for books, and good library skills. However, there is occasionally a lack of time and attention given to the higher attaining pupils producing longer well-crafted pieces of writing.
23. The teaching of **mathematics and science** is sound. The lessons are planned appropriately from the National Numeracy Strategy. There is good use of mathematical

language in whole class lessons where pupils are expected to respond quickly to mental arithmetic questions. In both mathematics and science the practical application of the pupils' knowledge is not fully exploited. The higher attaining pupils are not always challenged at a level which stretches their skills and understanding. The teaching of **information technology** (IT) is strong in the school. This was also found in the last inspection. The teachers successfully use IT to support lessons across a wide range of the curriculum. A number of parents are skilled and enthusiastic and well briefed by the teachers and they make a significant contribution to the pupils' good progress.

24. Overall the teaching of **religious education, design and technology, history and geography** is overall sound across both key stages. The teaching of **music** is sound at Key Stage 1. The skills and enthusiasm of the teacher at Key Stage 2 enables her to use the range of musical instruments which produces some good teaching. The teaching in **art** is good throughout the school. The stimulating and varied tasks, together with the teacher's knowledge and enthusiasm, effectively motivate the pupils to become thoroughly involved in the work. The knowledge and enthusiasm of the Key Stage 1 teacher supports good teaching in physical education (PE). The teaching of PE at Key Stage 2 is sound.
25. The weakness in the teaching throughout the school is that the higher attaining pupils are, at times not appropriately challenged with tasks which involve them in applying their knowledge to new problems. The pupils with special educational needs are given work which meets with the requirements in their individual education plans. They also receive competent support from a governor and the classroom assistant.
26. The teaching of the pupils under five is good. These pupils are successfully integrated into whole class lessons or, at times, given appropriately matched work. The teacher has a good knowledge and understanding of the needs of these pupils although the use of structured play activities is limited.
27. Throughout the school the relationships with the pupils and the management of behaviour are both good. The very small size of the two classes enables the staff to give very individual praise, encouragement and help to the pupils. They know the pupils very well.
28. Overall however, the teachers gather limited assessment data for English, science and mathematics and none for the other core subjects. Reading records are however, regularly completed but are, however, a log of books read rather than for setting targets for development. Effective use is made of the reading diary to link home and school. Homework is set to good effect mainly in literacy and number but also at times in wider aspects of the curriculum. The regularity of the reading homework is much appreciated by parents.
29. **The curriculum and assessment**
29. The school provides a curriculum that is balanced and broadly based, including religious education and personal and social education. The statutory requirements of the National Curriculum are fully met. Sex education is covered appropriately through the science curriculum and there is a programme of drugs education within the curriculum for personal and social education. The curriculum for pupils under five fully meets the requirements set out in the Desirable Outcomes. The school has allocated an appropriate amount of time for literacy, numeracy and other subjects. The curriculum is sufficiently broad and balanced for the pupils under five and in Key Stages 1 and 2 to make a good contribution to their intellectual, physical and personal development.
30. The planned curriculum enables pupils under five and at Key Stages 1 and 2 to make at least satisfactory progress. The medium term planning in the school is detailed and there

are clear learning outcomes identified, which relate well to the National Curriculum. Schemes of work identified as a weakness in the last inspection are now in place and curriculum planning has improved. The National Literacy scheme of work has been implemented well in both key stages and is contributing to the raising of standards in English. Implementation of the National Numeracy Strategy is in the early stages, but is beginning to contribute to the raising of standards in mathematics. The curriculum provision for pupils to have equal access and opportunity is good for the under fives and satisfactory at both key stages. The school lacks an effective whole-school policy for assessment and there are limited systems in place to accurately assess pupils' attainment and to track their progress. As a result, above average pupils, particularly in Key Stage 2, do not always have access to a curriculum which builds systematically on their previous knowledge, skills and understanding. This was identified in the last inspection and continues to be an area of weakness.

31. The provision and planning for pupils with special educational needs for pupils under five is good. Appropriate targets are identified and regularly reviewed and assessed. In Key Stages 1 and 2 planning is sound. The pupils with special educational needs receive a similar curriculum to that experienced by all pupils and appropriate individual education plans are developed. Targets set for individual pupils are satisfactory, overall. However, in a few instances targets are not specific enough to ensure that there is a clear focus on appropriate learning objectives for individual pupils.
32. The provision for extra-curricular activities is good. A high percentage of pupils participate in the after school music and keep fit classes. Membership of a small schools cluster also enhances the range of curriculum opportunities for the pupils. In particular older pupils have a residential outdoor education experience with pupils from other small schools in the cluster. A wide range of activities successfully involves the pupils in the community, for example in presenting their artwork in an exhibition and country dancing.
33. Whilst the provision for assessment for the under-fives is good; assessment is overall unsatisfactory. Baseline assessments are used effectively to inform curriculum priorities and planning for pupils under five. At Key Stages 1 and 2 there are not effective systems for assessing pupils' attainment and progress. The assessment information is not used consistently to inform curriculum planning. Projected whole-school targets are not tracked through to the classroom with the result that curriculum targets aimed at enabling pupils to attain higher standards are not fully developed. The assessment of pupils with special educational needs is satisfactory. Individual educational plans are written for pupils following review of their learning difficulties.
34. **Pupils' spiritual, moral, social and cultural development**
34. The overall provision for pupils' spiritual, moral, social and cultural development is good. The school's aims express clearly the values, beliefs and attitudes the school wishes to promote. The spiritual, moral, social and cultural development of the under fives is promoted well through their early experiences in the classroom. The school curriculum policy statement appropriately highlights the education of the whole child as a priority. The overall provision was identified as good in the last inspection and this is still the case.
35. Sound provision is made for the pupils' spiritual development. The pupils' are given opportunities for reflection in assemblies. For example, they can reflect in silence on the value of a gift and to consider children in other countries who are less well off. They are given encouragement to share their feelings and thoughts with each other in art, music and physical education lessons. The children show respect for the beliefs of others and show interest in learning about other world religions in religious education lessons. The

daily act of worship successfully contributes to the pupils' spiritual development.

36. The provision for pupils' moral development is very good. The school is an orderly community and staff provide pupils with good role models and actively promote the school values of honesty and fairness and justice. Pupils are able to distinguish right from wrong, caring for and responding positively to each other in their daily lives. The staff know the pupils very well and treat them in a consistent way by encouraging pupils to consider the consequences of their actions and behaviour. Good behaviour and the respect for the feelings of others are celebrated in class and whole school assemblies.
37. The provision for social development is very good. The children of all ages work well together in class and play well at playtimes. Everyone supports the aims and values espoused by the school and this has assisted pupils to understand the need for good relationships. The style of teaching in all lessons supports the development of social skills. For example, younger pupils are given opportunities and encouragement to develop independent skills and take responsibility in all lessons. Similarly, older pupils work well in collaborative groups to carry out an experiment to find out which material keeps things warm for the longest time. The school provides many opportunities for pupils to participate in a variety of extra-curricular activities, some with pupils in other schools. These include participation in a residential outdoor education experience, music and art festivals and many sporting and community activities. These activities are very important in enabling the pupils to develop their social skills.
38. The school's provision for cultural development is good. In religious education pupils acquire awareness of Christianity and other faiths and develop an understanding of the customs and traditions of other cultures. For example, the pupils experience the music, stories traditions and food of the Chinese New Year, Divali and Chanukah. The creative use of dance in physical education enhances the quality of the cultural provision.
39. **Support, guidance and pupils' welfare**
39. Overall the arrangements for support, guidance and welfare are good and, as at the last inspection, they can be considered a strength of the school. Parents are very happy with the family atmosphere which pervades the school and they know that the staff take very good care of the children.
40. The staff work as a team to create a happy environment which is characterised by friendly but firm relationships. All the adults who work in school demonstrate care and concern for the pupils and provide them with a good role model. As a result the children are well behaved and considerate and were often seen helping each other. In one instance a pupil in the reception class, who was finding it difficult to join in a drama session, was sensitively encouraged by an older child. Classroom assistants are well briefed and are able to offer effective support for pupils with special educational needs. The pupils who are under five are well supported and confidently settle into school routines.
41. The staff have a good day-to-day knowledge of what the pupils know and can do. Good efforts have been made recently to analyse test results in order to monitor standards. However, there are few formal procedures for monitoring individual academic progress and pupils are not involved in assessing their own work. Teachers' marking and end of year reports are not sufficiently critical and do not offer strategies for improvement.
42. The school is committed to ensuring that there is no bullying and there are satisfactory arrangements for child protection. Sex education and drugs awareness are addressed within the curriculum. The school provides a safe and secure environment and there is a good health and safety policy. Three of the staff are trained in emergency first aid and two

have trained on the dangers of fire. Pupils are well supervised throughout the day and the staff always know where they are. Arrangements for monitoring attendance are excellent and parents agree that their children thoroughly enjoy attending school.

43. Partnership with parents and the community

43. Overall the partnership with parents and the community is good. The quality and quantity of information for parents is satisfactory. There are frequent newsletters and the school prospectus gives detailed information on daily routines. Parents appreciate the information they receive and respond well to expectations on attendance, dress and homework. Annual reports on pupils' work are detailed but do not identify targets for improvement.
44. Arrangements for formal consultation are good and teachers are readily available for informal meetings at the parents' request. The arrangements for supporting families whose children have special needs are good and meet legal requirements. The very active Parent Teacher Association organises a range of social and fund-raising events, and this year has donated nearly £5,000 towards the planned play area. Several parents were seen helping in the classroom during the inspection and many more support outings and activities. The parents are very supportive of the work of the school and continue to do so at home by helping with reading, tables, spelling and topic work. Year 3 and 4 pupils recently undertook a survey of how much water they used at home and Years R, 1 and 2 recruited their parents' help in a project about their houses. This good parental support was highlighted in the last inspection.
45. Links with the immediate community are very good and enhance the pupils' social development. The school contacts elderly people who move into the area and extend a special invitation to concerts and festivals. Recent visitors to the school have included the police and fire brigade to talk about personal safety, a puppet theatre, musicians and charities. Local amenities are extensively used to support the curriculum and there are plans to work with a local hotel for the summer term's 'Holiday' topic.
46. There are well-established curricular and social links with the playgroup, which shares the school site. This has a positive effect on the initial progress made by children under five. Good links exist with the middle school and also with other small primary schools through the Wight Association of Small Primary Schools (WASPS). Not only does this association enhance staff development it also affords the older children good opportunities to mix with a large group of their own age and eases their transfer to the next phases in their education.

47.

47. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

47.

Leadership and management

47. The headteacher gives sound leadership to the school. She has developed a very happy, orderly school in which the team-work of the staff is a strong feature and the ethos is positive. She has maintained these standards from the last inspection and continues to forge strong relationships between the school and the local community and with the governing body. Despite a long-term absence due to ill health she maintains the impetus for the steady improvement of the school. Many of the developments in the action plan from the last inspection have been put into place. The teaching and standards in design and technology, art and music have improved and a comprehensive curriculum statement has been put in place. The regular monitoring and evaluation of the quality of the curriculum planning is fully in place and the head maintains impressive records of the pupils' attainment each year. However, the formal monitoring of the quality of teaching, in particular to assess the pupils' progress in lessons and appropriate challenge for able pupils, remains informal, as highlighted in the last inspection.
48. The school's statement of aims and values gives effective direction to the life and work of the school and is successful in offering the pupils a happy, caring and stimulating learning environment with a broad based curriculum. The school successfully helps pupils to develop moral values, tolerance and a caring attitude towards their community.
49. The governing body is active in supporting the school. The staff and governors work as a close team. The governors are well trained and aware of their strategic role. Although they do not have committees for finance, buildings and the curriculum. The finances are regularly monitored, the fabric and safety of the buildings are carefully managed and monitoring of the curriculum is increasingly effective. There is a governor allocated for literacy, numeracy and also for science. All these nominated governors have monitored lessons in the appropriate subjects and the special educational needs governor regularly liaises with the school. The governors are aware of the need to monitor standards of attainment and are appropriately involved in target setting. However, the overall focus of resources on raising attainment to even higher levels in the school is not sharp enough.
50. The school has a comprehensive school development plan. The plan originates from successful staff and governor co-operation. It is a straightforward, practical working document which successfully shows persons responsible, timescales and success criteria. However the plan remains short term in that there are no brief outlines for development beyond the financial year. The plan does not always show the clear link between the proposed developments and the raising of standards and improvement of progress. The construction of the action plan following the previous inspection was successful. Its implementation has been mainly effective and as result the school has improved. The school is in a position to maintain sound improvement.
51. The staff work as a close team and all are active in promoting developments. They readily offer support, advice and resources to colleagues. The curriculum is effectively managed as a joint responsibility. The provision for the pupils under five is well managed with effective introduction of the new pupils and their parents. There is a well-planned curriculum based upon a thorough baseline assessment.
52. The introduction of the National Literacy and Numeracy Strategies has been soundly managed with the effective support of the LEA. There is regular monitoring of the

comprehensive planning but no formal monitoring of the teaching of these two new developments.

53. The management of the assessment system is improving but does not currently ensure that the pupils' progress and attainment across the strands of English, mathematics, science, IT and RE is regularly and consistently recorded.
54. The management of the provision and systems for pupils with special educational needs is satisfactory. However, the special educational needs' co-ordinator currently has very limited time available to manage the system. The monitoring of the suitability of the curriculum and the progress of the pupils is consequently infrequent.
55. The daily routines of school life are well managed and the administration of the school office is good. The school fully meets with statutory requirements.
56. The school is in a sound position to continue to improve.
57. **Staffing, accommodation and learning resources**
57. The provision of staffing, accommodation and learning resources makes a satisfactory contribution overall, to the quality of education provided and the standards achieved.
58. The school has a good number of teachers for the number of pupils on roll. They are well qualified and experienced and make a good contribution to the quality of education provided for the pupils and the standards achieved. Since the last inspection the teachers have developed their curriculum knowledge in aspects of design technology, art and music. This has produced an overall improvement in the provision made for the pupils. However, there continues to be a need for the teachers to develop their skills and understanding of ways in which they can provide consistent challenge in learning for the above average pupils. This was identified in the last inspection as an issue and continues to be a weakness. The classroom support assistant makes a sound contribution to the education of the youngest pupils and support for pupils with special educational needs is satisfactory.
59. Arrangements for the professional development of staff is sound. There has been good emphasis given to the provision of training in literacy and numeracy, although there has been limited literacy training provided for the support staff. Although formal appraisal procedures are not in place the staff meet with the headteacher to identify professional development training needs based upon an audit of whole-school and individual priorities. Many of the training needs relate to the management of the curriculum in a small school context and these are met with the successful co-operation of other small schools.
60. The accommodation is generally adequate for the effective delivery of the curriculum. However, the classroom for the younger pupils is small and particularly difficult to manage during whole-class teaching sessions. The hall and library and additional teaching areas are used well for teaching groups and teaching of physical education, dance and music, information technology, art and craft.
61. A good range of resources is available to support the delivery of the curriculum. There is a good range of books to support the Literacy Strategy and the library is well resourced and managed and this supports the pupils' good progress. The provision of information technology has improved since the last inspection and is now good. There is a good number of computers and the range of software available contributes to the pupils making good progress in this aspect of the curriculum.

62. There are high quality displays of pupils' work particularly in art and teachers develop good centres of interest highlighting artefacts and books relating to an area of learning for example, in history. These enhance the learning environment for the pupils.
63. **The efficiency of the school**
63. The school's financial planning is sound overall. The budget allocation is set through a thorough process of consultation and based upon the priorities in the school development plan. The school's finances are effectively controlled by the headteacher, the governors and school administrator. There were no recommendations in the most recent financial auditor's report. The school has appropriate educational targets but these are not closely linked to the budget. The overall monitoring of the effectiveness of the expenditure on raising standards and progress is limited. Resources allocated for special educational needs are productively used to promote the pupils' sound progress. Additional money to support the National Literacy Strategy has been usefully spent on increasing the range of books to support good progress in reading. The school's small accommodation, playground, and attractive grounds are fully used. All staff are effectively deployed and the members of staff work long hours with the pupils. The learning resources are used efficiently especially the school's computers which are used often and widely to support the pupils' learning.
64. Overall, taking into account the social context of the school; the well above average income received per pupil; the good attitudes; the quality of the curriculum and teaching; the overall sound progress and standards achieved by the time the pupils leave the school; the school provides satisfactory value for money.

65. **PART B: CURRICULUM AREAS AND SUBJECTS**

65. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

65. The four children who are four years of age have made a good start in the school and are making good progress towards the goals for their learning at age five. Children are achieving at levels appropriate for their age group in the Desirable Learning Outcomes and will attain the expected levels by the time they are of five years of age. The effective LEA baseline assessment system is in place and appropriately administered in the first six weeks. These assessment show that attainment on entry to the school is broadly average. Children start school in the reception class in September and nearly all transfer from the pre-school which is housed in a building adjacent to the reception class. Excellent links are made with the group by the teacher visiting and working in the group. As a result the pupils transfer very smoothly into the reception class. At the time of the inspection all of the four pupils were attending full- time.

66. **Personal and social development**

66. Children's personal and social skills are good. They make good progress in personal and social development. They have integrated successfully into a class which contains the pupils from Year 1 and some from Year 2. They are happy and lively, well behaved and responsive to their teacher and one another. They take care of equipment and join in willingly with tidying up. When working at a task of their own choosing or when directed by the teacher or classroom assistant, the majority persevere and concentrate until the work is completed. Children help one another and they take an interest in each other's achievements. They wait patiently to take turns at reading simple sentences from early reading material or in using the computer to reinforce language or number skills. They respond well to the positive encouragement from the adults in the classroom. They build confidence and self esteem when joining in with class drama lessons. The teaching of personal and social skills is good. The planned and unplanned experiences are successfully blended into the everyday life of the classroom.

67. **Language and literacy skills** are successfully developed. Children are developing a love of books and have a keen interest in the beginnings of reading and writing. They know the names and sounds of many letters and can recognise simple words. The children share books enthusiastically. They are generally confident speakers, able to ask and respond to questions and express thoughts and ideas. They listen attentively to their teacher and each other. Role play in the play corner is entered into with confidence and enthusiasm. The teaching is well planned and the teacher at times carefully focuses on developing their reading skills. well briefed classroom assistant often focuses on supporting these pupils.

68. Children are given an appropriate range of experiences and sound teaching to develop their **mathematical knowledge and understanding**. They are confident to count to five and beyond, can recognise written numbers and are beginning to write them. They can sort and match objects, and describe differences in size. They are beginning to use appropriate mathematical language. The pupils work in a practical manner shopping for goods in the class shop. they can successfully partition sets and are starting to understand that 2 add 1 makes 3. The teaching of mathematics is carefully matched to the pupils' needs and enables them to make good progress.

69. Children's **knowledge and understanding of the world** is growing through well-planned activities, which extend their knowledge of the local area and of events in the past. They talk confidently about where they live and places they have visited. They readily describe their own homes. They confidently join in with visits to places of local interest. They use

tools skilfully and competently select appropriate resources to make simple artefacts such as a book about homes or a large collage of the story about the three little pigs. They make sound use of the wide range of construction sets. They are confident users of the computer to strengthen their language and number skills. They handle the equipment with care. They are developing skills of scientific enquiry and talk about their findings as they gather information. The teacher's own enthusiasms and wide range of well-planned practical activities ensures the pupils are on target to meet requirements.

70. The pupils develop good skills and understanding in **creative and aesthetic experiences**. They co-operate well to produce large collages about stories read in class. The 'Victorian Kitchen' provides fertile ground for children to use their imaginations. They enjoy singing and chanting and know a good number of traditional nursery rhymes and songs. They explore sounds using a good range of musical instruments. They thoroughly enjoy all creative activities. The teaching is good and pupils are in line to exceed the Desirable Outcomes by the age of five.
71. The attention given to **physical development** enables the pupils to make good progress. The pupils move confidently and make good use of space in the hall. They respond well to the teachers' questions and demonstrations. The staff give good attention to the pupils' use of scissors, pencils, brushes and construction equipment. The pupils show good levels of manual dexterity.
72. Teaching is overall good. The teacher has a good understanding of the needs of young children and of effective ways of organising the educational programme to enable children to work well towards the goals for their learning. High expectations of behaviour; of what children can achieve; good relationships, all enable them to concentrate, persevere and do their best. Lessons are well planned and work is effectively matched to children's needs. Baseline assessment information is used constructively to help the teacher plan the next steps in learning for each child. Clear explanations and demonstrations make sure everyone knows what to do and, where necessary, children can work independently. Time is generally used well although the pace of the lesson can slow where the pupils are left to their own devices for too long. The teacher and classroom assistant work as a close and successful team. They provide good support for pupils with special educational needs and this encourages good progress. Good use is made of parents who are well briefed and work effectively with pairs and groups of children. There are good links between home and school, from formal meetings, to informal daily contact which is positively encouraged. Good links exist with the adjacent pre-school group and a good induction programme is in place.
73. The resources and equipment to support the curriculum for children under five is overall adequate but constrained in its use and storage by the small size of the classroom. The same room contains all the pupils who are under five, those who are in Year 1 and two from Year 2. At times the purposes of work across the age groups can conflict and the pupils under five do not always have enough opportunity to engage in structured play activities. There is a good grassed and hard outside play area but currently no outside play equipment. The accommodation does not have storage or appropriate space for large wheeled outside toys.

74.

74. **THE CORE SUBJECTS**

74. **English**

74. By the time the pupils leave the school at the end of Year 4 they achieve standards which are above average in all three aspects of the English Curriculum; speaking and listening, reading and writing.
75. In the 1999 Key Stage 1 national tests the proportion achieving the nationally expected standard was above average in reading and writing and has been so for the previous three years. The findings from the inspection show that standards of work of pupils at Key Stage 1 are above national expectations. The children enter the reception class with average levels in their literacy skills. The overall progress of the pupils at both key stages, including those with special educational needs, is good.
76. By the time the pupils leave the school and by the end of Key Stage 1 attainment in speaking and listening is above average. Throughout the school the pupils are attentive and listen well to teachers and each other. The pupils at Key Stage 1 speak confidently, clearly and articulately. They join in with a wide repertoire of rhymes with gusto and enjoyment. Pupils learn to use appropriate language in all areas of the curriculum. They are able to discuss their work and explain their ideas to the teacher, parent helper or classroom assistant. They speak imaginatively during simple role-play in the 'Lighthouse Keeper's Catastrophe' in reception year. They are eager to say how they can show their feelings by using their faces and bodies in the drama lesson. Pupils at Key Stage 2 show increased confidence in using a wide variety of language as they talk in their groups about the producing a script for part of the Alice in Wonderland story or discuss the importance of products from an equatorial rainforest. Pupils at both key stages listened with intense concentration to the moral of a Mexican Christmas story in assembly. The pupils at Key Stage 2 respond well to opportunities to comment on each others' work. They listen carefully to others ideas, for example when working with partners in devising and improving a dance. These high standards have been maintained since the last inspection.
77. Attainment in reading is good and the pupils make good progress and this was noted by the last inspection report. The pupils read a wide range of fiction and non-fiction books with increasing accuracy and confidence. Key Stage 1 pupils are building up a variety of reading cues to tackle unfamiliar text, including phonics and the use of the context to establish meaning. They learn to read with clear understanding and expression. They enjoy reading themselves and being read to. The whole class reading session at the start of the Literacy Hour is having a positive effect upon reading skills as the pupils are taught to recognise vowels and consonants. At Key Stage 2, the pupils read more complex texts and are able to sustain longer periods of independent reading. Many are able to make inferences and predictions. Library skills are well developed and information retrieval skills are sound. The pupils effectively learn to read a wide range of literature including poetry, scripts and reports. Books read are systematically recorded through the reading record, but there is no facility for recording progress in reading skills or setting targets to broaden the reading experience. Pupils are heard to read regularly through the guided group reading sessions. The parents thoroughly approve of the manner in which the school encourages parents to support their children's reading at home.
78. Attainment in writing is overall above average and the pupils' progress is generally good. However, the number of pupils reaching higher levels in their writing is below average at both key stages. The older more able pupils do not sufficiently extend their competencies in writing. At Key Stage 1 pupils are writing independently, learning to build words and to use a word bank. They write for an increasing range of audiences in the form of stories and simple poems, applying their knowledge of a sight vocabulary and their phonic skills effectively. The pupils write letters to Father Christmas with great enthusiasm. At Key

Stage 2, pupils write for a wide range of purposes. They produce poetry, descriptive accounts and letters. They also write and produce their own information on such topics as the Ancient Egyptians. They competently word process stories and produce simply illustrated books for younger pupils. However, there are too few opportunities for the older pupils to extend writing skills by drafting and re-drafting stories and poems to refine and improve a piece of work. At both key stages there is a good emphasis on the correct use of punctuation, spelling and grammar. The presentation of their finished work is generally of a good standard. Joined handwriting is taught from the start of the reception year and generally pupils develop a neat, cursive style.

79. The pupils show good attitudes to work in English. They are keen and responsive and able to work independently as well as co-operatively. They are supportive of each other and less able pupils have high levels of self-esteem and pride in their own abilities. The pupils are interested in all aspects of English and the vast majority tackle tasks with confidence. The vast majority of pupils demonstrate a good level of sustained concentration and confine their talk to the task. However, at times the progress of the oldest pupils in the school slows when the tasks set do not fully challenge and stretch them. All pupils handle books and resources with care. They make good use of their literacy skills in geography, history and religious education.
80. Overall the quality of teaching is good. The teaching of English is particularly good at Key Stage 1 and this has a positive effect upon the pupils' initial progress in reading and writing. The knowledgeable, enthusiastic and very systematic approach of the teacher promotes rapid progress in English. In one good lesson at Key Stage 2 the teacher used an extract from Alice in Wonderland and asked the pupils to identify the characters in the piece. After a clear identification and explanation of the term 'character' the requirements for writing a script were effectively outlined and linked to previous work. The pupils worked well in groups devising their script, whilst the teacher effectively focused her teaching and support on the youngest pupils in the class. A well-briefed parent helper engaged a group in careful spelling and punctuation.
81. The recent training has provided all teachers with good knowledge and understanding of implementation of the Literacy Strategy and elements of it are very carefully planned into lessons. Teachers give clear and explicit instructions, use good questioning and generally provide appropriate pace and length of task. They have good relationships with pupils and high expectations of standards of behaviour. There is good use of positive reinforcement and praise. Tasks are generally well matched to the previous attainment of the majority of pupils, including those with special educational needs. However, the challenge and expectations for writing, in particular for more able pupils are not always at a high enough level. The use of day to day assessment to match work to the pupils' needs is generally good but the systems and records for recording attainment and progress over time are very limited and not used to set targets for improvement.
82. English is effectively co-ordinated by the staff as a team of three and they have all received appropriate training. The headteacher regularly collects the detailed planning and monitors the coverage of the aspects of English. She also keeps a detailed analysis of test results and attainment over time. There has, however, been no formal and regular monitoring of the teaching and learning. Resources for English are adequate. The library is well stocked and used effectively by the pupils.

83. Mathematics

83. By the time the pupils leave the school aged nine they are on line to meet national expectations. These standards are broadly the same as reported in the last inspection. The majority of pupils by the time they leave the school can use the four rules of number accurately; competently calculate with numbers up to at least a hundred; use their knowledge of fractions to calculate part of a whole; they successfully measure lengths and gather and record data. They draw on a sound understanding of place value, to support their mental and oral calculations.
84. The 1999 results of the end of Key Stage 1 national assessment show that 83 per cent of pupils achieved the national average and a fifth were above average. These scores are broadly in line with schools nationally and with pupils in similar schools. However, the very small numbers in the cohort of pupils taking the tests in mathematics (10 pupils last year) makes comparisons very unreliable. Assessment data shows that although performance in mathematics has fluctuated over the last three years, the numbers of pupils reaching the expected level, Level 2, has been generally above average in comparison with similar schools during this period.
85. The pupils at the end of Key Stage 1 are in line with national expectations and they generally make sound progress. The greater proportion of pupils with special educational needs in the current Year 2 has an effect on the standards attained. Inspection evidence shows that the majority of pupils aged seven can use addition, subtraction and multiplication accurately with numbers up to twenty. They develop a good understanding of place value. They can use a number line to support mental calculation of large numbers and can count in fives and tens up to a hundred. They gain a secure mathematical vocabulary which helps them to talk about their work.
86. The school tests the pupils in Year 4 by making good use of the optional national tests. The headteacher competently plots pupils' progress against the results they gained at the age of seven in the National Curriculum tests. This analysis confirms the findings of the inspection that the pupils generally make sound progress and improve by one National Curriculum level in the first two years of Key Stage 2. However, both the results of the tests at both key stages and the inspection show that the proportion of pupils attaining the above average standards is often low in comparison to other schools. The most able pupils in the school do not always attain the standards they are capable of because of a lack of challenging opportunities to apply their mathematical skills and knowledge to solve problems.
87. The pupils with special educational needs make sound progress. The work set for them is well matched to their requirements and they receive capable support from the classroom assistant or enthusiastic parents.
88. The pupils have positive attitudes to learning in mathematics. Pupils are willing to answer questions and try out methods of calculation in front of the class. Older pupils in Key Stage 2 when working with digital time show that they can sustain concentration even when the learning is difficult. Pupils in both key stages show good ability in working collaboratively and older pupils in both classes support younger pupils well.
89. The quality of teaching in both Key Stages 1 and 2 is satisfactory, which is a similar picture to that found at the time of the last inspection. The strengths found in the teaching relate to: the use of the National Numeracy scheme of work in order to identify clear objectives; the questioning by the teachers in whole-class sessions which encourage pupils of all abilities to respond; the way in which the pupils are managed for learning ensuring an

effective use of the teachers' time and the use of practical materials, such as number lines and a hundred square to support learning in whole-class sessions. In a few instances pupils drift off task when working independently, resulting in a slower pace in the lesson and sometimes the above average pupils are not challenged enough. There are insufficient opportunities for these pupils to solve problems using and applying their knowledge and understanding in shape; space; number and algebra to enable them to consistently reach higher standards. Overall, there is a good use of mathematical language to enhance pupils' progress particularly in number and algebra. Marking and the use of homework have a satisfactory impact on pupils' attainment and progress.

90. The curriculum is going through a period of transition as a result of the implementation of the National Numeracy scheme of work. There is clear evidence that the teachers are working hard to implement the strategy which is already having a beneficial effect, particularly on the whole-class teaching of mental recall and calculation. There is a suitable weighting given to number work, but scrutiny of work shows that not enough opportunities are given for above average pupils to solve problems using their mathematical knowledge. Similarly, in a few instances, above average pupils particularly in Key Stage 2, do not experience sufficiently challenging work from the higher levels of the Key Stage 2 curriculum. The curriculum is suitably adapted to meet the needs of pupils with special educational needs and planning for progression and continuity is satisfactory.
91. Assessment practice is unsatisfactory. There are no consistent procedures in place for assessing pupils' attainment and progress. Targets set at whole-school level are not tracked through to the classroom and assessment information is not used to inform curriculum planning. There is clear direction given to the raising of standards in mathematics and the joint management of the curriculum is satisfactory, overall. However, not enough emphasis is given to the monitoring of the teaching of mathematics and of the curriculum the pupils receive, which is unsatisfactory. The arrangements for the implementation of the Numeracy Strategy are appropriate and the resources are adequate. The pupils make sound use of their numeracy skills in science and design and technology.
92. **Science**
92. Pupils are on line to meet national expectations, by the time they leave the school, aged nine, although too few pupils achieve above average standards.
93. In the national assessments for seven-year-olds in 1999 all the pupils achieved the national expectation, which is well above the average for all schools. However, no pupils achieved at the higher level, which is well below the performance of pupils in other schools nationally. A similar picture is in evidence when the pupils' performance is compared with similar schools. Inspection evidence, including lesson observations and scrutiny of pupils' work confirms that nearly all of the pupils achieve national expectations at seven but too few achieve at the above average level. Although comparisons of pupils' achievements year- on-year are not valid because of cohort size, results show a very small proportion of pupils achieving above average standards during the last three years.
94. Pupils, including those with special educational needs, make satisfactory progress over time; although above average pupils do not make enough progress in experimental and investigative science. Pupils aged nine make sound progress in investigating materials that keep things warm and in their understanding of what makes a fair test. In Key Stage 1 pupils make sound progress in using their knowledge of light sources to predict outcomes relating to different sources of power. Scrutiny of pupils' work in Key Stage 2 shows that above average pupils do not make sufficient progress in recording observations and

providing explanations and conclusions in their investigational work.

95. The pupils' attitudes to learning in science are generally good. Pupils are enthusiastic about investigating and are prepared to share ideas in whole-class sessions. Most are willing to see a task through to completion and improve their work. Above average pupils in Key Stage 2 are able when given the opportunity to set up a hypothesis and test it out using their scientific knowledge and understanding of what constitutes a fair test. Sometimes when the pace in lessons slows, a few pupils lose concentration, particularly when working independently.
96. The quality of teaching is sound in both key stages. Teaching builds on the pupils' previous knowledge and questions engage them in thinking scientifically. Lessons are well prepared and resources support the pupils in developing their scientific understanding. The pitch of work is appropriate for most pupils but sometimes does not challenge sufficiently the above average pupils. For example, the proforma used to support pupils in recording their findings relating to an investigation of materials is appropriate for most pupils, but does not allow the above average pupils to extend their knowledge to a higher level. Sometimes the pace of lessons slows during independent work when pupils drift off task.
97. The science curriculum has improved since the last inspection as a result of an effective scheme of work. However, procedures for assessing pupils' attainment are not in place and assessment information is not used sufficiently to inform curriculum planning. There is sound direction provided for the implementation of the scheme of work and for raising pupils' attainment. However, arrangements for the monitoring of the teaching of science are unsatisfactory. The equipment and resources for science are adequate and are soundly deployed.
98. **Information technology**
98. By the time the pupils leave the school attainment in information technology (IT) is above expectations for their age. The pupils show considerable competence and confidence in using the IT equipment in particular in such aspects as communicating information. The pupils make good progress across all of the strands of the curriculum. The high standards in IT have been maintained since the last inspection.
99. At Key Stage 1 the pupils have the basic skills for word-processing and can enter information and edit it. They can use the mouse to control a program which enables them to select words or numbers. They can play simple language and number games. They can use the space bar, enter key and direction arrows on the keyboard. They make appropriate gains in skills and knowledge in control. They are competent in using a floor robot and are able to send it forwards, backwards and make it turn. They capably make use of a simple design program to illustrate their work.
100. By the time the pupils leave the school the pupils' standards of attainment are above those expected for their age. They make good progress across all strands of the National Curriculum. The pupils successfully develop their word processing skills and write and edit pieces of work. They produce simple books which are capably word processed and then effectively illustrated. They competently make use of programs to research a food chain or to find out about aspects of life in Ancient Egypt. They can search for information, select items and then study the photographs diagrams and text. Progress in control is limited but they are able to give instructions to a floor robot. They make good progress in data handling. In a mathematics lesson, information gathered at home about daily water consumption, was carefully entered by pupils into a database. Block graphs were produced to show how many litres were used for different purposes at home.

101. The pupils' response to using IT is good. They listen carefully to the direction and advice given by the teacher. They show evidence of enjoyment and fascination as their control of the mouse or keyboard translates into activity on the screen. When working in pairs on the computer they successfully share ideas and often teach new skills to each other. They remain focused upon their work when not under the direct control of a teacher or other adult. They are attracted to the computers to consolidate their skills whenever the opportunity arises.
102. The teaching of information technology is good at both key stages. The pupils are, at times, successfully taught how to use programs as a class group. At other times, instruction are given to pairs and individuals. Good use is made of enthusiastic and competent parents to consolidate and extend the range of experiences given to the pupils. The teachers display good knowledge in word processing and in using a design program. The computers are successfully integrated into a wide variety of lessons. The pupils, with the support of an additional adult, made good progress in obtaining information from CD-ROMS or practice spelling and number skills in mathematics and English lessons. The teachers all have a secure knowledge of information technology curriculum and two have received recent training.
103. The curriculum and teaching are effectively planned to show the detail of the skills and knowledge to be taught. The school makes good use of the nationally produced scheme of work from the Qualifications and Curriculum Authority to support the teachers. The teachers do not currently maintain an ongoing record of the pupils' progress and attainment in the subject. The equipment to support the curriculum is generally good and the ratio of computer to pupils is high enabling pupils to have frequent access to a computer.
104. **Religious education**
104. Attainment in religious education is in line with the expectations of the Locally Agreed Syllabus at both key stages. Although only one lesson in religious education was seen, scrutiny of the pupils' past and present work, displays and the teachers' planning provided evidence to show that progress is sound in both key stages.
105. At Key Stage 1 pupils have a sound understanding and are able to discuss Christian concepts and values. They are familiar with stories from the Old and New Testaments. They have grasped the key concept of God as the Father and Creator through a study and discussion of such topics as plants and living things. They develop good knowledge of festivals of light in other major world religions by looking at the traditions and artefacts connected with Hanukah and Divali. At Key Stage 2 the pupils gain a good understanding of the signs, symbols and traditions of the Christian faith and visit the local church to study artefacts at first hand. They make sound progress in understanding the key features of other major world religions such as Judaism. They develop a satisfactory understanding of such concepts as forgiveness and guilt. They capably discuss their responsibilities to the natural environment. The daily assemblies and acts of worship successfully support the pupils' understanding of the Christian faith and such ideas as sharing, worship and giving. The pupils at both key stages understand the Christian calendar, as they are actively involved in the cycle of celebrations through harvest services and Christmas celebrations.
106. Pupils have positive attitudes to religious education. They talk readily about their lessons and take care in producing work about other world faiths. The subject successfully contributes to the pupils' spiritual and moral development. They are prepared to recognise the needs of others and the wonder of the world in which they live.
107. Teaching across the school is sound. Religious education lessons are always carefully

planned with appropriate resources and artefacts used effectively. Teachers are soundly trained and have adequate knowledge of the Agreed Syllabus and are confident in its delivery. They use a wide range of strategies and make good use of discussion to explain the celebration of Divali. Lessons are well planned from the local syllabus. The school has adequate resources or supplements by borrowing them from a local collection.

108.

108. **OTHER SUBJECTS**

108.

Art

108. Inspection evidence including lesson observations, scrutiny of pupils' work and teachers' planning indicates that pupils achieve above average standards in art. Younger pupils in Key Stage 1 can use materials imaginatively, follow a list of instructions carefully to make artefacts and pictures. For example, the pupils can make Christmas stars using wood and a range of other art materials for a class display. Pupils can achieve a high standard of work using a range of techniques. For example, they use colour, line and shape well to produce landscapes based on the work of local artists and produce three dimensional art to enhance the presentation of their poetry entitled 'Litter Bug'.

109. Pupils make good progress as they move through the school. In the early stages of Key Stage 1 pupils make good progress in developing a range of skills to enable them to use materials to paint, draw and model. Older pupils in Key Stage 2 are able to achieve a high standard in their finished work as a result of an increasing ability to evaluate their work. Pupils' attitudes to learning in art are good. They work with enthusiasm and concentration and increasing responsibility. The majority of pupils are prepared to work to improve their work so that it meets the aspirations of the design brief.

110. The quality of teaching is good in both Key Stages 1 and 2. Lessons are well planned, materials are well prepared and the teachers set high expectations for the pupils. For example, younger pupils are challenged to take responsibility for the management and organisation of resources as well as following clear instructions to enable them to make a Christmas design. The breadth and balance of the curriculum is satisfactory and the experiences provided contribute well to the pupils' cultural development.

111. **Design and technology**

111. Very little teaching of design and technology took place during the inspection period. Evidence from displays of work and discussions with the teachers and pupils indicate that standards are in line with expectations. In year 1 pupils can plan and choose appropriate materials to make a solid structure representing a house of their choice. Pupils in Year 2 can plan, design and make a moneybox, which saves fifty pence pieces. Older pupils in Key Stage 2 can plan, design and make a purse choosing appropriate materials. These pupils understand that when making an artefact there is a need for it to meet its purpose as well as to be attractively designed and that durability in the material used to make a purse for example, is important in producing an effective outcome.

112. Scrutiny of teachers' planning shows that pupils in Key Stages 1 and 2 receive an appropriate range of experiences and opportunities, in line with the expectations of the National Curriculum. The quality of teaching is sound. A scheme of work has been implemented and the range of resources available is adequate. The curriculum provision in design and technology and the quality of teaching has improved since the last inspection.

113. **Geography**

113. There was only one opportunity to observe geography lessons, therefore, comments are based on evidence of past work, planning and talking to the teachers and pupils. On the evidence available pupils' attainment at both key stages is similar to that expected for pupils of their age. All pupils make sound progress.
114. The pupils at both key stages develop good skills in drawing and using maps and atlases. They undertake fieldwork in the vicinity of the school at Key Stage 1 and draw simple pictures of houses in the village. They develop appropriate geographical skills in analysing photographs, including aerial photographs and can describe types of building materials. They research geographical information by completing simple questionnaires with their parents on the features of their own homes. They build a sound understanding of more distant environments. They can identify homes from around the world particularly those built to withstand hot and cold climates. The subject makes a good contribution to the pupils' cultural development.
115. At Key Stage 2 the pupils extend their map making skills and make good use of symbols, keys and an atlas. They understand the importance of, and the products of the equatorial forests. They develop a sound understanding of their responsibility to maintain the environment. Their understanding makes a good contribution to work in science as they establish the relationships in an eco-system. They gain appropriate knowledge about weather conditions in different parts of the worlds and an understanding of environments different to their own as they study Greece.
116. All pupils enjoy their geography lessons and take care in producing drawing maps and writing. The concentration and progress of the more able pupils falters, however, when tasks are not carefully matched to their needs, or tight time targets set for completion of work.
117. The teaching is sound. Lessons are well planned and prepared and useful resources based on the local area are used to help the pupils understand the concept of a village and a map. The pupils throughout the school are encouraged to note the types of weather. Good links are made with information technology, science and design and technology.

118. **History**

118. No history lessons were seen during the inspection; evidence was obtained from work in books, folders, classroom displays and from the teachers' planning. This scrutiny made it clear that the pupils attain standards similar to pupils of their age at both key stages. The pupils' progress, including for those with special educational needs, is satisfactory.
119. By the end of Key Stage 1 pupils are able to understand that life in the past was different. They know that transport has changed and that life in the past was different from their own experiences. They successfully explain how homes and kitchen utensils have changed over time. A visit to a local resource centre gives them an understanding of wattle and daub as an early building material. They know that sources of light have changed over time from candles and lanterns to torches and electric lights. They understand how they themselves have changed over time by studying their family history. They are successfully building an understanding of the passage of time and to sequence of events.
120. At Key Stage 2 the pupils are able to use a wide range of sources, written material, photographs, artefacts and CD-ROM materials. They successfully study life in ancient Egypt and Greece. The work done on the River Nile also effectively supports the development of geographical skills. The pupils gain a sound understanding of life from

different perspectives as they analyse the role of slaves, priests and the pharaohs. The pupils successfully develop a range of historical skills. The pupils enjoy the field work visits to local castles and the local village.

121. The pupils show an interest in history. They take care and pride in the presentation of their work. Their drawings and written accounts are carefully produced.
122. The teaching of history is sound. The history lessons are well planned and prepared. The teachers provide a range of books, artefacts and pictures to support the lessons. Good use is made of outside experts and visits to enliven the study of the subject.
123. The resources to support history are satisfactory. There is an adequate range of sources, photographs, pictures, books and artefacts to support teaching and learning in history. Good use is made of loan boxes to extend the school's own resources. The school has good IT software to support work on a variety of historical topics.
124. There is a sound history policy. The scheme of work produced by the Qualifications and Curriculum Authority is used effectively to help the teachers to plan what is to be taught and ensure adequate coverage of the subject.
125. **Music**
125. The pupils' standards of attainment at the end of Key Stage 1 and by the end of Year 4 are similar to that of other pupils' of their age. The pupils' progress in lessons is sound. This replicates the findings in the last inspection.
126. At Key Stage 1 pupils listen carefully; explore sounds; make effective use of different percussion instruments and their voices. They sing nursery rhymes with verve and enjoyment and come to understand dynamics through use of the terms loud and quiet; and fast and slow tempo. They develop confidence in singing as a group. They learn traditional songs and hymns from their own and other cultures. The pupils throughout the school sing a range of songs to support the frequent whole school's religious and other celebrations.
127. At Key Stage 2 the pupils are able to rehearse and present songs. They are able to accompany their singing using a selection of percussion and tuned instruments. Adequate time is given for pupils to explore sounds and rhythm in small groups and to engage in composing. They co-operate well in groups as they sing a single note to produce a chord across the various groups in the class. Pupils throughout the school are given sound opportunities to listen to and appraise music such as Holst's Planets suite. The after school music club attracts a high proportion of the Key Stage 2 pupils and many play the recorder and successfully read simple music notation. There are also opportunities for Key Stage 2 children to have keyboard tuition.
128. Pupils say they enjoy their music lessons and the Harvest festival; Christmas production and other concerts. The parents also appreciate their musical performances in whole school productions. The pupils are exposed to a variety of types of music both, national and international and this makes a good contribution to their cultural experiences.
129. The quality of teaching at Key Stage 1 and reception is satisfactory and this represents an improvement since the last inspection. The lessons are well planned and organised and appropriate resources are readily available for use. The teaching at Key Stage 2 is more skilful and is at least sound and sometimes good. The teacher here shows an enthusiasm for the subject
130. The school has an adequate policy and currently waits to adopt the curriculum provided by

the Qualifications and Curriculum Authority.

131. Physical education

131. The school provides a satisfactory range of curriculum experiences, which includes a residential outdoor education experience, swimming and coverage of major games at Key Stage 2. It covers all aspects required by the National Curriculum. Pupils in Key Stage 1 achieve above average standards in gymnastics and in their level of fitness attained. In Key Stage 2, pupils reach satisfactory standards in the level of control and sequence work in dance. The provision for many pupils is enriched by attendance at the after school fitness club and as a result of the range of sporting activities provided through the small school cluster of schools.
132. In Key Stage 1 the pupils move showing good levels of control and are able to improve their jumps and rolls through practise. They show good agility for their age when using apparatus, which they use safely. Pupils in Key Stage 2 can develop a dance using the mood of the music to give ideas for a sequence of movements. They show sound skills in working with a partner to develop a dance sequence and to improve their work through practice. The progress pupils make is sound overall, and in Key Stage 1 the progress of pupils in gymnastics and developing levels of fitness is good. The pupils' attitudes to learning in physical education are consistently good. All the children are dressed appropriately and contribute well in lessons. They are prepared to work hard and improve their performance as a result of observing the work of other pupils. Pupils in Key Stage 1 are able to sustain physical activity well for their age and enjoy the physical opportunities offered to them.
133. The quality of teaching is good in Key Stage 1 and sound in Key Stage 2. Teachers have a secure knowledge of the subject and all lessons begin with warm-up activities and end with warm down. Satisfactory opportunities overall are provided for pupils to model their work. In the good lessons the teaching fully engages the pupils and enables them to work successfully as a result of the setting of high expectations and the provision of quality feedback to pupils, on ways in which they can improve their work.
134. There is a satisfactory balance of activities in the curriculum. Resources are satisfactory and well supported as a result of the schools membership of the small schools' cluster. For example, there is very effective sharing of 'Top sport and Top play' resources between the schools.

135. **PART C: INSPECTION DATA**

135. **SUMMARY OF INSPECTION EVIDENCE**

- The inspection was carried out by a team of three inspectors over six inspection days.
- During the period of the inspection, 26 lessons or part lessons were observed, adding up to a total of 12.76 hours.
- Inspectors attended school assemblies and registration periods in all classes.
- Samples of pupils' work were examined for each class for the current academic year.
- A comprehensive range of school documentation including the school development plan, teachers' records, all curriculum planning documents, the records kept on pupils, sample reports sent to parents, and the school registers were inspected.
- In each class, inspectors listened to a sample of pupils read. Pupils were examined in their mathematical knowledge.
- Discussions were held with members of staff, governors, pupils, parents and the administrative assistant.
- A parents' meeting held prior to the inspection was attended by 22 parents, who expressed their views about the work of the school.
- The responses to the 23 questionnaires completed by parents were taken into account during the inspection.
- The budget figures and the most recent audit report were examined.

DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y4	48	0	8	11

Teachers and classes

Qualified teachers (YR – Y4)

Total number of qualified teachers (full-time equivalent):	2.6
Number of pupils per qualified teacher:	18

Education support staff (YR – Y4)

Total number of education support staff:	1
Total aggregate hours worked each week:	18

Average class size:	24
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Financial data

Financial year:	1998/99
	£
Total Income	118,615
Total Expenditure	117,907
Expenditure per pupil	2,680
Balance brought forward from previous year	11,745
Balance carried forward to next year	12,453

PARENTAL SURVEY

Number of questionnaires sent out:	40
Number of questionnaires returned:	23

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	57	30	13	-	-
I would find it easy to approach the school with questions or problems to do with my child(ren)	61	39	-	-	-
The school handles complaints from parents well	26	39	13	-	-
The school gives me a clear understanding of what is taught	30	65	-	-	-
The school keeps me well informed about my child(ren)'s progress	48	43	-	-	-
The school enables my child(ren) to achieve a good standard of work	48	31	-	-	-
The school encourages children to get involved in more than just their daily lessons	48	31	4	9	-
I am satisfied with the work that my child(ren) is/are expected to do at home	31	57	4	-	-
The school's values and attitudes have a positive effect on my child(ren)	43	43	4	4	-
The school achieves high standards of good behaviour	31	48	4	-	-
My child(ren) like(s) school	65	26	9	-	-