

INSPECTION REPORT

Gatten and Lake Primary School
Shanklin

LEA area: Isle of Wight

Unique Reference Number: 118158

Inspection Number: 187617

Headteacher: Mr H Brown

Reporting inspector: Mr Philip Inness
21015

Dates of inspection: 20th – 24th September 1999

Under OFSTED contract number: 707464

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
Type of control:	Community
Age range of pupils:	4 to 9
Gender of pupils:	Mixed
School address:	Howard Road Shanklin Isle of Wight PO37 6HD
Telephone number:	(01983) 862763
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr C Nuckley
Date of previous inspection:	March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Philip Inness, RgI	Science Under-fives	Attainment and progress The quality of teaching Leadership and management The efficiency of the school
Ronald Elam, Lay Inspector	Equal opportunities	Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Susan Barton	Mathematics Design and technology Information technology Physical education	Curriculum and assessment
Vivienne Stone	English History Geography Special educational needs	Staffing, accommodation and learning resources
Jon Palethorpe	Art Music Religious education	Pupils' spiritual, moral, social and cultural development

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MAIN FINDINGS

What the school does well

- Provides a good start for the under-fives.
- Helps pupils achieve standards in reading that are above average.

Provides a good quality of teaching in Reception and Key Stage 1.

- Gives good support for pupils with special educational needs.
- Makes very good provision for pupils' social development; most behaviour is good.
- Develops and maintains a very good quality of accommodation.
- Encourages a good partnership with parents and the community.

§

§ Where the school has weaknesses

It does not give sufficient delegation to coordinators to raise expectations within subjects.

- I. What the school does is not monitored closely enough.
- II. It does not always provide a good match of activities to sustain interest, maintain good attitudes and encourage pupils to become independent learners.
- III. It makes too few opportunities for information technology.
- IV. The recording of pupils' day to day progress is inconsistent.

Although it provides for most of its pupils well, the school has some weaknesses. Any weaknesses are areas for increased development, some of which have already been identified by the school and, as such, will form the basis of the governors' action plan, which will be sent to all parents and guardians of the pupils.

§ How the school has improved since the last inspection

Good progress has been made in a number of the key issues raised in the last inspection. Handwriting is improving and is now at least satisfactory. Schemes of work for each subject have been established to help in teachers' planning. During the inspection, the overall quality of teaching was good, particularly in the Under fives and Key Stage 1. However, the school has made insufficient progress in some important key issues and matters. As yet, not all teaching encourages a match of work for some pupils to make the best progress especially for those capable of high attainments. There is still a need to refine teachers' annual job descriptions and to improve monitoring the quality of teaching and pupils' progress across subjects. Subject coordinator roles remain unclear and delegation of their responsibilities is not sufficiently explicit with precise action plans. The senior managers and governors have begun to increase their involvement in strategic planning and evaluation but criteria for measuring the success of their decisions is not always obvious. Improvement in assessment has been usefully made but marking of pupils' work and evaluating and recording their day to day progress remain inconsistent. Nevertheless, the school has recently established a good base from which to move forward and is sufficiently well placed to make further improvements and meet its targets.

§ **Standards in subjects**

This table shows the standards achieved by 7 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	§	Key
			<i>well above average</i>	<i>A</i>
			<i>above average</i>	<i>B</i>
Reading	C	B	<i>average</i>	<i>C</i>
Writing	C	C	<i>below average</i>	<i>D</i>
Mathematics	C	B	<i>well below average</i>	<i>E</i>

Information above shows that pupils' standards, in 1998, in all of the three core subjects at the end of Key Stage 1, matched national averages. Results were above the national average for schools of a similar kind at the expected National Curriculum Level 2 in both reading and mathematics. In writing they were in line with the national average for similar schools. Inspection evidence broadly confirmed standards in reading as being above average but in writing and mathematics they are average. At the end of Year 4, attainments in science, information technology and religious education are about average, as are standards in literacy and numeracy.

By the end of Key Stage 1, progress across most subjects is satisfactory but good in reading and spelling. By the end of Year 4, progress is good in reading and physical education. Improvements are seen in writing since the last inspection. Progress is satisfactory in most other subjects but below average progress is being made in information technology, and design and technology. Pupils with special educational needs make good progress towards targets set for them in their individual educational plans.

§

Quality of teaching

§ Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Good	Good
Mathematics	Good	Good	Satisfactory
Science		Satisfactory	Satisfactory
Information technology		Satisfactory	Unsatisfactory
Religious education		Satisfactory	Satisfactory
Other subjects	Good	Good	Satisfactory

During the inspection just over half of teaching was good. On a small number of occasions, it was very good. Most of the remainder was satisfactory and, in Key Stage 2, a little was unsatisfactory, but was, overall, good in English. Teachers' planning for computers, as well as library organisation, is sometimes unsatisfactory. Teaching for pupils with special educational needs is good.

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	Consistently good about the school, at playtimes and in most classes by a majority. A minority of pupils failed to provide good concentration in a number of lessons in Key Stage 2.
Attendance	Below the national average.
Ethos*	Pupils work together well, are helpful, polite, showing good relationships with staff, each other and attitudes to work which are usually good. Good parental involvement, teachers are committed to raising standards and are caring, but some lack strategies to achieve both the best work and attitudes in a minority of pupils.
Leadership and management	Determined leadership and firm direction for the school. Teamwork amongst staff is satisfactory. Some coordinator and senior management roles are not fully defined and delegated. Governor involvement is improving but with scope to increase monitoring. Administration and day to day management are good. Requirements to publish some information are not met.
Curriculum	Broad and mostly balanced well, with sufficient extra curricular and out of school activities. There is an emphasis on literacy resulting in increased progress. Provision for information technology is insufficient.
Pupils with special educational needs	Good; the curriculum is appropriate and the expertise of learning assistants and teachers effectively supports good progress.
Spiritual, moral, social & cultural development	Good in most respects. Occasions for social development are very good. Sufficiently wide cultural experiences are provided. Satisfactory moral provision.
Staffing, resources and accommodation	Satisfactory in-service training for teachers, but their annual appraisal does not instigate actions for improvement sufficiently. Teachers' job descriptions do not always match current school policies. Expertise of teachers and support staff is broadly sufficient across the school. Very good, well maintained accommodation. Deficiencies in layout in the library and some books are in poor condition or out of date. Resources satisfactory with some under-use of computers.
Value for money	Sound.

**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

- V. The improved reading books and information about what is taught.
- VI. Their own involvement in school including a thriving parent teacher association.
- VII. How well it listens to problems and complaints.
- VIII. Children's good attitudes and behaviour.
- IX. Almost all of their children like school.

What some parents are not happy about

of some

Inspectors' judgements support parents' positive views except that a few lessons did not provide for the very best attitudes in a minority of pupils. Overall, the school is welcoming and pupils are cared for well. Outside agencies support the school and pupils sufficiently. Good special needs help and guidance is provided to parents and pupils.

KEY ISSUES FOR ACTION

This is a satisfactory school that has made progress in some of the key areas in the last inspection. The key issues in this report build on those remaining. Therefore, in order to further improve the school: governors, headteacher, senior management team and staff should:

- improve the leadership and management of the school by:
 - extending senior management team and governors' involvement in implementing action plans, defining the criteria for actions and monitoring the school and curriculum development plan;
 - providing regular opportunities for curriculum coordinators to monitor the delivery and quality of their subjects;
 - establishing through annual reviews, clearer job descriptions for teachers;

(paragraphs 38,71,73,75,80,107,114,120,132,143,150,163)
- implement a policy to support and challenge pupils further:
 - raising teachers' expectations and increasing variety and scope within lessons for the more able pupils;
 - matching lessons and time to increase interest and maintain good attitudes;

(paragraphs 16,17,25,26,32,38,40,44,50,56,61,116,131)
- increase opportunities for pupils to become more independent in their learning by:
 - encouraging greater choice of materials and equipment;
 - providing for an appropriate range of work;
 - improving the quality and use of the school library;

(paragraphs 17,20,29,33,36,47,53,78,81,96,99,111,115,119,120,136,143)
- develop the use of assessment to inform curriculum planning;

(paragraphs 33,36,47,48,55,61,99,113,125,132,142,150,156)
- increase the use of information technology by:
 - providing for sufficient opportunities for pupils to use computers;

- planning appropriate occasions where computers can support other subjects.

(paragraphs 21,36,44,99,112,113,116,119,120)

- In addition to the key issues above, the following less important weaknesses, which are not necessarily in order of priority, should be considered for inclusion in the action plan:

- meeting reporting requirements, in the contents of the school brochure and annual report (71);
- increasing school attendance (30, 58); and
- presenting clear targets for improvement within pupils' annual reports (61).

INTRODUCTION

Characteristics of the school

1. Gatten and Lake Primary School is situated in a pleasant residential and hotel district of Shanklin, Isle of Wight. It serves an area consisting of a mixture of rented and privately owned housing. Socio-economic factors are influenced by seasonal employment and some social priority housing and are below the national averages. Twenty-seven per cent of pupils are entitled to free school meals, which is above the national average. There are 208 girls and boys on roll aged between four and nine years of age. Pupils are taught in eight single age classes with an average size of approximately twenty-six pupils.
 2. As in the last inspection, the school has suffered a declining role caused by some change in use of local business property, as well as imbalances caused by insufficient pre-school provision in the school. An on site, private, pre-school group is partially influential in halting a further decline in school numbers. Other factors are the above average numbers of pupils entering the school, requiring additional support for special educational needs.
 3. Attainment on entry, judged by the school's baseline assessment information gained in the reception and inspection is broadly average. However, a higher than average number of pupils entering at other times have special educational needs and attainment in some year groups is only just average. Three of the pupils come from homes where English is not the first language, just above the national average. There are fifty-nine children who are on the school's register for special educational needs, ten of whom are on or above Stage 3 of the Code of Practice which identifies and assesses such pupils and three have a statement of special educational need. These numbers represent twenty-eight per cent of the school's total roll and larger than the national average (just over eighteen per cent).
 4. There has been no increase in teaching staff for five years and a recent promotion of a senior member of the staff has resulted in reorganisation of teaching staff in reception and Year 1 classes.
 5. This current inspection of the school was carried out in the third week of the new academic year, after most pupils had been back in school for seven taught days. Children under-five come into school in the academic year in which they are five. All but two of the thirty-six children in reception are four years old.
 6. The school's main aim is to:
 - provide quality experiences in all aspects of school life so enabling the children to be happy, successful and keen to learn, thus helping them to grow into young people who are fulfilled and able to make a positive contribution to society.
1. The main priorities as identified in the school development plan are to:
 - complete any key issues remaining from last inspection; to implement staff appraisal; to develop target setting for pupils in literacy and numeracy.

8. **Key indicators**

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year 1998	Boys 27	Girls 28	Total 55
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8. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	17	17	20
	Girls	27	28	28
	Total	44	45	48
Percentage at NC Level 2 or above	School	80(74)	82(80)	87(83)
	National	80(80)	81(80)	84(84)

8. Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	16	19	22
	Girls	27	28	29
	Total	43	47	51
Percentage at NC Level 2 or above	School	78(80)	85(83)	93(85)
	National	81(80)	85(84)	86(85)

.....

¹ Percentages in parentheses refer to the year before the latest reporting year

8. **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:	Authorised	School	%
	Absence	National comparative data	6.7
	Unauthorised	School	5.7
	Absence	National comparative data	0
			0.5

8.

8.

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	0
	Permanent	0

8. **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	2
	Satisfactory or better	95
	Less than satisfactory	5

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

8. Attainment and progress

1. The majority of children come into the reception with some satisfactory experience of language and number. However, although there is a small number who have above average skills, equally there are those who have narrow learning experiences indicating an average overall profile. Due to very good preparation and pre-school experiences children's social skills are developed well and most are more than ready to start school. They are acquiring a basic understanding of language and number, develop competence in talking and listening and are emerging as satisfactory readers and writers. Judging by pupils now in Year 1, at the end of Year R, the majority successfully reach the learning objectives that are considered desirable for children at age five.
2. Results of 1998 Key Stage 1 National Curriculum assessments indicate that the percentage of seven year old pupils reaching Level 2, was close to the national average in reading, writing and mathematics. The percentage of pupils who reached the higher level (Level 3) was below national expectations in writing but in reading and mathematics it was close to the national average. Teacher assessment grades are above average in science. Standards in reading and mathematics are above those with similar schools at Level 2 and in line with other schools in writing at Level 2. Preliminary results indicate that standards are likely to be slightly higher in the 1999 national assessments especially at the higher Level 3. Judgements in this inspection show that the school is working hard to get the majority of pupils to Level 2 and above in English and mathematics.
3. Analysis of national assessment results over the last three years show a broadly static situation where the percentage of pupils reaching the expected standards is about average in reading, writing and mathematics.
4. There are no marked differences between the attainments of girls and boys in mathematics but girls did better than boys in reading and writing, broadly following national trends. The school is aware of this discrepancy and is planning to monitor it and to find ways of raising boys' achievement.
5. At the end of Year 4, pupils' attainment is above expectations in reading but satisfactory in writing, mathematics and science. In information technology, the subject is insufficiently planned for and not used to the full to support other subjects. Consequently, standards are below national expectations at the end of Year 4.
6. Standards of literacy and numeracy are average by the time pupils leave the school after Year 4.
7. Pupils' attainment in religious education is in line with the expected levels of the locally agreed syllabus both at the end of Key Stage 1 and at the end of Year 4.
8. Standards of speaking and listening are not always sufficiently developed across the age and ability range. However, given that just over twenty-eight per cent of pupils have special educational needs, satisfactory progress is made. Lower attaining pupils often find it difficult to listen for extended periods of time and are less confident about speaking about their work in front of others. Nevertheless, when encouraged to talk about their activities, even these pupils can express themselves well and display confidence. Pupils with special educational needs make good progress in developing these skills when they are in supported groups or working individually with

an adult.

9. By the end of Key Stage 1, pupils have developed a range of strategies, such as phonics and a wide sight vocabulary, which they apply when reading. However, their knowledge of non-fiction is not as well developed as that of fiction. By the end of Year 4 pupils have developed a good understanding of how to locate information in texts including how to locate books in the non-fiction school library; the layout and presentation of which is not conducive to ease of use. Most pupils in both key stages make good progress.
10. At the end of Year 4, attainment in writing is below that of reading. Again, there is a difference in the performance of boys and girls with girls achieving well above and boys achieving close to the national average. Higher attaining pupils in Key Stage 1 write independently with some understanding of when to use capital letters and full stops. They can spell many high frequency words correctly and make good attempts at spelling other words. The recent emphasis in the school on the teaching of spelling is beginning to impact positively on the achievements of pupils, especially those in Key Stage 1. Many pupils now show satisfactory standards of handwriting and presentation. This is an improvement over the last inspection.
11. In mathematics, pupils' attainment, overall, is average. The school is beginning to implement the new numeracy requirements. However, teaching strategies have yet to provide sufficient emphasis especially in the quick-fire question and answer section of numeracy lessons. Pupils are introduced to a suitable range of number work, calculations and problem solving activities. Attainment is sound in work on shape, space and measure. Most pupils can use and apply mathematical processes accurately in simple investigations.
12. Progress varies from subject to subject and between key stages, but, overall, it is satisfactory. At the end of Year 4, the majority of pupils are making good progress in English and physical education. Progress is satisfactory for a majority in most other subjects including mathematics, science, religious education, art, design and technology, geography, history and music. However, in science, higher attaining pupils at the end of Year 4 make some unsatisfactory progress for their capabilities because insufficient choice is presented to stimulate further enquiry within investigations.
13. Progress in information technology is unsatisfactory because it is poorly understood by most teachers and under-emphasised across other subjects and in its own right where skills are learned. The school has identified this weakness and staff training is scheduled.
14. Pupils with special educational needs are supported well, have full access to the National Curriculum and are making satisfactory and often good progress with regard to their ability and experience.
15. Overall, pupils make sound progress in their personal development and are maintaining most of the positive features in progress identified in the previous inspection.

Attitudes, behaviour and personal development

16. Throughout the school, the pupils' attitudes towards learning are satisfactory. Most pupils concentrate well and show interest in what they are doing. This extends to the youngest pupils, as was seen in a reception class learning to recognise the differences between triangles and circles. Pupils take a pride in their work and Year 2 pupils were keen to show off a zigzag book they were making. Their eagerness to contribute is seen in many lessons. Reception pupils showed that they

are able to listen carefully to a song on tape during a music lesson. Occasionally, pupils are prepared to show initiative, for example, when a group in Year 4 worked hard to find a better way of leveling a balance. Nevertheless, much work is over-directed by the teacher and, particularly in Key Stage 2, pupils have limited opportunities to make decisions or to develop their capacity for personal study.

17. Relationships between pupils and with adults are good and contribute well to the quality of work in the majority of lessons. Pupils get on well with each other in the playground and classroom as, for example, when Year 4 pupils took care not to interfere with other pupils when painting Greek pots (using large pieces of card on small tables). They collaborate well with each other and take turns to answer teachers' questions. They are mostly willing to share resources, although some Year 4 pupils showed immaturity by being unwilling to let others look at a booklet when listening to music.
18. Parents are positive that there is good behaviour in the classroom, at play and lunch times. Inspection confirms a good standard of behaviour of a majority. Pupils move around the school in an orderly way and do not abuse the freedom to go unsupervised out of the classroom to change reading books. They are open, courteous and welcoming to visitors. They show respect for property and take care putting equipment away when they have finished with it. Nevertheless, there are some instances of inappropriate behaviour such as continuous noisy talking, ignoring the teachers' instructions and even the occasional throwing of pencils. This generally occurs where the pace of the lesson is too slow, the tasks are not appropriate to their needs or where the teacher lacks strategies for organising and managing the pupils.
19. Pupils could not recall any instances of bullying and they know what to do if any aggressive behaviour occurs. No exclusions have taken place in the past year.
20. Pupils' personal development is satisfactory. The warm ethos of the school contributes to their sense of community and respect for others. They mostly listen with interest to different ideas of others including applauding other contributions during a discussion about 'shape' poems in a Year 3 literacy lesson.
21. Some responsibility is taken by pupils within the classroom and, to a limited extent, outside, with older pupils being encouraged to help and look after the younger ones. Overall, however, there are insufficient opportunities to show initiative to solve elementary problems in the course of lessons.

Attendance

22. Attendance is unsatisfactory and detracts from pupils' attainment and progress; absence from the school affects not only the individual pupil but includes others in the class as the teacher has to spend time repeating work to help absentees catch up. The level of attendance has deteriorated since the last inspection and, for the past three years, has been below the national average.
23. Registration takes place reasonably promptly at the beginning of the day and afternoon. The pupils are keen to come to school and most arrive punctually.

QUALITY OF EDUCATION PROVIDED

31. **Teaching**

24. Good teaching is a feature of the school. Good quality teaching has a very favourable effect on pupils' attainment and progress. For example, teaching in the newly established literacy time is good and standards are rising. Across the subjects, pupils' standards have been at least maintained since the last inspection. Teaching is satisfactory or better in all but a small number of lessons observed and good in just over a half of all lessons seen. Teaching is almost always good in the reception and never less than satisfactory at Key Stage 1, being good overall. At Key Stage 2, the majority of the lessons are satisfactory but there are almost an equal number which are good. A few aspects of teaching in key stage 2 were unsatisfactory, particularly so when some pupils were provided with unsuitable or insufficient tasks and they failed to settle and work hard.
25. Teachers' knowledge and understanding of the National Curriculum is broadly satisfactory. It is good in English. Most staff are involved in some form of in-service training. There is a conscious effort to present pupils with a variety of teaching approaches from whole class to group and individual methods. However, some staff create too few opportunities for pupils to show initiative, make choices of materials and equipment and investigate widely. A few aspects of teaching which could be improved are overlong introductions and inconsistent application of school marking policy. Teaching of information technology is unsatisfactory, as the planning for computers to be used sufficiently by all pupils is inadequate.
26. Relationships between staff and pupils are mostly good. In nearly all lessons staff use good questioning techniques and this has a positive impact on pupils' learning; for example encouraging pupils to draw inferences and make deductions from their observations of a picture of electrical provision to a house. Satisfactory use is made of homework to consolidate skills and develop the curriculum.
27. The best teaching arises from well-planned lessons where objectives are clearly set out and content links closely to previous learning. In well-taught lessons, teachers have high expectations and good subject knowledge, particularly in English and physical education.
28. Some lessons have indistinct learning objectives which makes it difficult for good assessments of progress to be made. Resources are usually sufficient and are used appropriately to support teaching and learning but there are times when too many pupils share a single piece of apparatus, for example, in science investigations or round a single computer in Year 4. End of lesson reviews make sufficient use of pupils' good speaking and listening skills to reinforce learning. Teachers' expectations of pupils' work and behaviour are usually good but there are some lessons which fail to sustain high levels.
29. Pupil management is usually effective and firm, but nonetheless, good relationships are maintained with pupils. Pupils' progress is mentally monitored by most teachers and not all is written down. Conversations between teachers and pupils provide effective support and lead to target setting for future learning. Occasionally, there is some particularly good marking which is diagnostic and helps to provide targets for improvement, but this is not always the norm.
30. Curriculum coordinators have a limited amount of time available where they can effectively monitor lessons and support each other to share good practice. Plans to extend this further are insufficiently made and most coordinators and senior management team do not have a clear picture of success within their subjects and progress being made at all times.

31. The quality of withdrawal teaching and support for those pupils with special educational needs is good. Work is planned to meet specific needs. Instructions are clear, praise is used constructively and this gives rise to good progress.

The curriculum and assessment

32. The school provides a broad curriculum that is reasonably well balanced. It includes all subjects of the National Curriculum and religious education. Most subjects are given sufficient taught time with the exception of information technology which is covered within other subjects. The curriculum is effective in promoting the physical and spiritual development of pupils. However, it is less effective in providing opportunities for pupils to show initiative and take responsibility and lacks the development of study skills and learning in information and communication technology. It ensures equality of opportunity and prepares pupils satisfactorily for the next stage in their education.
33. The curriculum for the youngest children is well planned and implemented so that all the desirable outcomes are covered successfully. Children are well prepared for their introduction to the National Curriculum.
34. The school complies with its obligations relating to the identification of pupils having special educational needs and in ensuring equality of opportunity for pupils' access to the curriculum and to its associated resources. There is a helpful special needs policy that informs on provision.
35. School policy documents are in place for all areas of the curriculum and schemes of work provide well for continuity and progression. This is a big improvement since the last inspection. The teachers work together in year group teams and across the key stages to identify the focus in each subject area.
36. Medium term plans show each subject area to be taught in more detail, identifying activities and ensuring equal opportunities across the year group. These plans are monitored by the headteacher to ensure coverage of the curriculum. However, teachers do not always identify the progression of skills or highlight assessment opportunities sufficiently clearly in medium or short term plans. Weekly plans are not evaluated by individual teachers, to better gauge what pupils actually achieve and to inform future lessons. Methods and organisation are not considered in planning which leads too frequently to a lack of progress in lessons, particularly in information and communication technology.
37. The literacy hour has been implemented well and is benefiting pupils as a whole. This academic term the national numeracy framework has been satisfactorily introduced across the school. Through topic based work there are suitable programmes for health education, personal and social education and about the misuse of drugs. The school does not teach sex education other than those elements required by the National Curriculum science orders.
38. The curriculum is enriched by a good range of extra-curricular activities. These are well supported and represent a significant part of the life of the school. Competitive sports, athletics and musical activities are included. Day visits linked to the curriculum and residential visits for Key Stage 2 provide a useful extension to the curriculum. Boys and girls have equal access to the curriculum.

39. Both formal and informal assessment procedures are in place for pupils of all ages. A baseline assessment scheme supports teacher assessments to help them plan to meet the needs of individual pupils in reception class. Since the last inspection, assessment procedures have been put in place throughout the school. National Federation for Educational Research tests in reading and non-verbal reasoning alongside statutory national assessments and internal tests are used with a view to assessing the needs of individuals in every year group. Results are analysed to identify pupils needing extra help as well as to plan work for the following year for all pupils. However, the use of assessment to inform day to day planning is not yet sufficiently consistent across the school. The lack of focused assessment opportunities in medium and short term planning make it difficult to ensure that targets for individual pupils are appropriately challenging and met. Where group records and individual pupil 'things to think about' sheets are maintained, assessment helps to inform day to day plans. Records of pupils' attainment against the National Curriculum level descriptors are completed regularly, although inconsistently. These are not sufficiently detailed to be of value in planning.

40. Representative pieces of pupils' work are kept in individual pupil profiles and matched against National Curriculum levels, but annotation of the work is inconsistent and the value of the system is variable. The school has samples of work which are retained in subject portfolios. However, context sheets are inconsistent in the quality of information which limits their usefulness. Whilst teachers know their pupils well, assessment, overall, does not give a clear picture of each pupil's progress over time or of the impact of current provision.

48.

48. **Pupils' spiritual moral, social and cultural development**

41. The school makes good provision for the spiritual development of its pupils. This is effectively supported through assemblies and religious education lessons, which are well planned and follow themes. Assemblies meet statutory requirements and make a good contribution to spiritual and moral development. Often, they are followed up with thoughtful discussion in class. Time is allowed for reflection, not only in assemblies and religious education lessons, but also in many other lessons, where plenary sessions enable pupils to consider what has been achieved. This aspect has improved since the last inspection. Pupils understand the reason behind many celebrations in Christianity, Judaism and Hinduism. They are encouraged to explore their thoughts in many subjects of the curriculum. For example, they write about their feelings in literacy and they talk about how music stimulates emotions. They show a sense of awe and wonder. For example, in art, when cutting in half a pomegranate and seeing what it looks like inside, or when water in a glass turns blue much to their surprise as they had not seen the dye hidden in the bottom of the glass.

42. Provision for pupils' moral development is satisfactory. There is a moral code based on an ethos which promotes politeness, consideration and looking after everyone and everything and is included in the school rules. Some classes develop their own rules through discussion, and individual teachers have stickers and charts. However, there is no coherent whole school policy for dealing with pupils who display challenging behaviour or for praising and promoting good behaviour. Pupils are taught the difference between right and wrong, but this is not always effective. Expectations of behaviour are inconsistent, which sometimes allows pupils to become very noisy and inattentive with impunity. This was evident in the last inspection. Playground bases, markings and games and the school's attractive environment have helped at lunchtimes and enabled pupils to show respect for their environment.

43. The school makes very good provision for pupils' social development. There is good early years provision whereby children become socially independent. The quality of relationships is very good throughout the school and teachers and other adults set a good example. Pupils are encouraged to participate in discussions and teachers value their contributions. Co-operation is encouraged by working in pairs or small groups and older pupils help the younger ones at lunchtime. Pupils are helped to develop a sense of citizenship by taking part in a number of community events, such as singing to senior citizens and by raising money for less fortunate people, for example the schoolchildren in Gambia. Year 2 pupils chat to elderly folk about life in their times.
44. Often, pupils are given responsibilities such as clearing up after their work. On their own initiative, Year 4 pupils held a sale to raise money for a recent hurricane appeal. After school clubs, residential visits and competition with other schools, all provide opportunities for pupils to work and play together and to develop the principles of fair play and self-discipline.
45. Good provision is made for pupils to study and appreciate their own culture through art, literature, topic work, music and physical education. For example, pupils paint in the style of Monet and they listen to the music of Saint Saens. They take part in traditional games and dances and visit places of historical and geographical interest. Occasionally, they have the opportunity to work with established performers, such as a day combining poetry and music with a professional writer. The last inspection commented on the few opportunities for pupils to experience the art, literature or music from a range of cultures. There is some non-western consideration related to China, where a visitor cooks Chinese food for the pupils and explains the Chinese New Year and pupils study African and Indian music. Some literature includes stories from Africa and India. However, although this is an improvement, opportunities for appreciating non-western cultures within their own society are still limited, particularly in art.

Support, guidance and pupils' welfare

46. The school has introduced a behaviour policy and otherwise maintained its procedures since the time of the last inspection to ensure that they make a satisfactory contribution to the standards that the pupils achieve. Parents are pleased with the level of support in the school, seeing it as a caring community where staff are approachable.
47. The procedures for monitoring pupils' progress and personal development are variable but just about satisfactory. The teachers regularly assess progress in tables, spelling and reading and parents are encouraged to comment on their child's reading at home. Marking of work leads to individual targets being set on the 'thinkabout' pages or cards, although some of these are very general statements. Assessment folders record details of progress of the whole class and individual pupils. The monitoring of progress of pupils' personal development is less structured and relies on the teachers knowledge of the individual pupils. The monitoring of pupils with special educational needs is good and the individual education plans support their needs and ensure progress.
48. The procedures for promoting discipline and good behaviour are satisfactory. Since the last inspection, the school has introduced a behaviour policy highlighting sanctions, although with little reference to rewards. The approach within the school varies between classes with some teachers providing a display of class or school rules. However, pupils have a good understanding of how they should behave and know what will happen if they misbehave. Some of the midday supervisors have received guidance on playground skills and the local authority's behaviour unit provides support as necessary. The school's policy has been explained to parents who are pleased

with the school's approach. Nevertheless observation during the inspection showed that some teachers do not always deal quickly with inappropriate behaviour in the classroom and allow talking to build up to a level where other pupils are unable to concentrate. The pupils know that they should speak to an adult if any bullying were to occur.

49. Overall, procedures for monitoring and promoting attendance are satisfactory. The level of attendance for the whole school is calculated each month to check whether there are any significant changes. The registers are checked every week by the headteacher who contacts parents if their children have unacceptable absence or poor punctuality.
50. The education welfare officer visits the school regularly, to advise and take action as appropriate. Registration takes place promptly in all classes, ensuring consistency in monitoring punctuality. Nevertheless the school approves holidays of more than two weeks and for the occasional day out. This prevents parents understanding the importance of good attendance.
51. Most of the pupils arriving at the school into the reception class come from the pre-school playgroup which uses a classroom on the site. The very good links that have been established help to ensure that the new pupils settle quickly into the routine of the school. For the oldest, there are good links with the two main middle schools to which the Year 4 pupils transfer. Staff in the relevant schools meet together every half term and Year 4 pupils have opportunities to visit the new school before they start.
52. Overall, the school provides a safe and caring environment. The deputy headteacher is the designated person for child protection and the rest of the staff have received appropriate guidance. The provision for First Aid is satisfactory with several staff having been trained. Appropriate records are kept of any treatment and letters sent home as necessary. Arrangements for health and safety are satisfactory with risk assessments carried out around the school and records showing whether action is needed and when it has been carried out. The headteacher and caretaker have received appropriate training and the local education authority monitors procedures. The teachers ensure that pupils are made aware of health and safety issues during lessons such as science and physical education.

Partnership with parents and the community

53. The previous inspection found that the links with parents and the community were positive and supported the school and this is still the case. The school makes significant efforts to provide information to the parents. The headteacher sends parents the 'Newsflash' newsletter providing a diary of events, details of fund raising and general administrative matters. They also remind parents of the need for punctuality and encourage parents to volunteer to help in school. Each term, teachers either hold a meeting at school or provide a leaflet giving details of what is to be taught in the class and how parents can help at home. During the inspection, the school explained, at a well attended meeting, how children learn to read and what support parents can provide. Most parents consider they are given a clear understanding about what is taught and are kept well informed about the progress of their children. There are opportunities to meet the teachers formally in the autumn and spring terms. In the summer term the written report is distributed. The information in these progress reports is generally unsatisfactory. They provide less information on the skills and knowledge acquired and concentrate more on attitudes of the pupils. The school appreciates that some reports do not provide sufficient targets for improvement. Parents of pupils with special educational needs are encouraged to be involved in the setting and review of their individual education plans.

54. A home school agreement outlines the responsibilities of parents, pupils and the school. As they indicated in the questionnaire and at the meeting, parents agreed that they are made to feel welcome by the approachable staff. Several parents are regularly in the classroom each week supporting the teachers. The parent teacher association is active in arranging many social and fund raising events and in organising the school's contribution to the local carnival. The parents are also on the committee overseeing improvements to the playground. Parents have the opportunity to help their children at home. In addition to the details of what is taught in the classroom, homework of reading and spellings is set regularly. Older pupils take home work that they did not manage to finish in class. Parents indicated they were satisfied with the work pupils are expected to do at home.
55. As at the time of the previous inspection, there are good links with the community. Visits are made both to places of interest such as the local area for mapping work and further afield to museums with a residential trip for the older pupils. Visitors include the nurse, police and local clergy. The pupils sing carols and distribute harvest festival gifts to older people in the community. These contacts, together with sports matches against local schools and collections for charity significantly enhance the curriculum and help to provide pupils with a greater understanding of society at large.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

63. Leadership and management

56. The school has a clear set of aims, values and policies most of which are successfully reflected in its day-to-day life. In line with its stated aims, it has established a positive and caring ethos which supports and promotes pupils' learning well. It provides sufficiently for the needs of all its pupils including equality of access to a broad curriculum and related activities.
57. The headteacher is determined and firmly leads the school. Day-to-day management and organisation of the school are very good. Written communication regarding most aspects of school life is regular and informative; this aspect of management has a positive effect on pupils' achievement and is appreciated by parents. The school provides open meetings to explain developments in the curriculum such as the current National strategies for literacy.
58. Staff have specific management responsibilities which are not always defined clearly enough to support the work of the school well. Subject coordinators insufficiently administer part of the budget for their subjects and co-ordinators have a limited amount of non-contact time to enable them to monitor and evaluate the planning for provision and outcomes of the subjects for which they are responsible. Regular meetings are held to discuss progress and to set targets for the future, but, again, actions are insufficiently documented.
59. There is regular and productive communication between the school and governors. Committees, each having appropriate terms of management, are effective in taking decisions but less so in establishing clear priorities, establishing value and measuring and reporting success. The school is committed to raising standards. To this end, they have linked individual governors with important aspects such as special educational needs and curriculum. But in order to gain a better understanding of the school's provision for the National Curriculum and the standards that pupils

achieve there is a need to monitor progress on a regular basis.

60. The preparation of the school improvement plan is managed satisfactorily, but the school has recognised recently the need to increase the involvement of staff and governors. The resulting document provides appropriate development, but criteria by which success is measured are not always clear. The provision of in-service training associated with the plan's targets is satisfactory, although it lacks emphasis on the outcomes from teacher and staff appraisal and agreed personal development.
61. The school produces good quality documents for its brochure and published annual report to parents. Governors comply with all statutory duties apart from making and publishing a number of required statements, including how the school manages pupils with disabilities and attendance rates.
62. The governing body complies with its obligations relating to the identification of pupils having special educational needs and in ensuring equality of opportunity for pupils' access to the curriculum and to its associated resources. The school has a helpful special needs policy that informs on provision and which conforms to the requirements of the Code of Practice². All pupils having special educational needs are recorded in the school's register of special educational needs, and parents are fully informed in such matters. Special educational needs is managed well by the co-ordinator, who advises teachers and supports the writing and usefulness of pupils' individual education plans. The school takes full advantage of expert support services and has a nominated governor with oversight of its special educational needs provision, a role that is not fully extended.
63. The governing body has responded satisfactorily to some of the previous inspection's key issues and has successfully achieved a number of its recommendations. Steps to involve pupils in increased opportunities for making decisions and choices in their learning have been accomplished only partially. Although coordinators' roles have been established and appropriate assessment of pupils' attainment and progress have been introduced, further work is still to be done and policies fully applied. It has been mostly successful in providing a positive quality of teaching. Parents are pleased with the overall ethos of the school and clearly support its overall aims and values. The school has recently established a good base from which to move forward and is sufficiently well placed to make further improvements and meet its targets.

71.

Staffing, accommodation and learning resources

64. The school has sufficient teaching staff, most of whom are appropriately qualified with a range of relevant experience. There is insufficient expertise in the teaching of information technology and design technology. The teachers have all been employed at the school for several years. This provides stability but reduces the potential for change. There is a good allocation of support staff who are appropriately qualified to support teachers within the classroom and to support pupils with special educational needs.
65. There is a satisfactory match of the expertise of staff to most areas of responsibility, but the recent reduction of a member of staff has removed leadership in information technology, design technology and assessment. The school has made plans to train all teachers in the use of new computers.
66. Training needs are identified in response to national initiatives and staff questionnaires but do not

always closely reflect the priorities identified in the school development plan. This reduces the effectiveness of staff development opportunities.

67. The school no longer maintains the statutory internal system of appraisal but employs an external advisor who visits the school annually to observe and report on teaching.
68. Accommodation for supporting the curriculum is very good. The school is housed in Victorian buildings which have been extensively and imaginatively renovated to provide classrooms which are large enough to allow a full range of teaching styles. In addition there is a large hall, a library and corridors that are sufficiently wide to provide extra working space. Office and staff accommodation is good and the buildings are maintained to a high standard. The grounds around the school are large for the age of the building and have recently been the subject of a working party to improve the facilities they provide for the pupils. A particularly valuable feature of the school is the provision of an enclosed outdoor play area for the under-fives. A swimming pool on the site further enhances opportunities for the pupils. The school makes good use of its nearby playing field and pavilion facilities.
69. Resources for learning, including books, materials and equipment, are good in physical education, music, history, geography and design technology and are adequate in the other areas for the delivery of the curriculum. The recently acquired resources for use in the teaching of literacy have enhanced the daily literacy lessons and are appreciated by parents. The provision of new computers received by the school has increased the ratio of pupils to computers but equipment is currently underused.
70. There is some limitation in the provision for the under fives where some of the equipment, although well used, is ready for replacement. Library resources have still to be fully rationalised as stated in the previous report. Many of the non-fiction books are out of date, and, whilst there is a good range of fiction books some of them are in poor condition. Some graded reading books for individual reading are many years old and do not all contribute successfully to promoting a love of reading in pupils.

The efficiency of the school

71. The school's finances are efficiently managed. Money raised through lettings, the parent teachers' association and school initiatives contribute well to increased resources for the school. Funding for pupils with special educational needs has been used appropriately to sustain good support of staff and resources. Most teachers have benefited well from the in-service training they have received. The appropriate charging and remissions policy follows local education authority guidelines.
72. Governors ensure that the projected annual income and expenditure are sufficiently linked to the short-term development planning of the school. Priorities for the year are identified appropriately but criteria for the success of each are not always clear. This makes it difficult to judge if a project was helpful in raising standards. Subject development plans are also insufficiently detailed to clarify items of expenditure. This weakness in planning was identified in the previous inspection. Governors anticipate a small contingency to carry over to the following year. The amount spent on resources is average when compared to similar schools nationally. Although the school is resourced satisfactorily the library and computers are not organised to be used to the full. All staff are deployed well. The Victorian buildings have been imaginatively altered to provide a stimulating working environment, are in a good state of repair and there is a satisfactory

rolling programme of refurbishment and improvement. Expenditure has continued to be carefully monitored by the governors since the previous report. The most recent auditor's report indicates that finances are efficiently managed and governors have responded promptly to the few recommendations.

73. The school has higher than average unit costs and attendance is below the national norm. There is currently an under-use of the library and information technology which reduces good efficiency. However, there is mainly a good quality of teaching provided. Most pupils are making good progress as they move through the school in English, physical education, Reception and Key Stage 1. A majority of pupils display good behaviour. Considering the above average percentage of special educational needs and the average standards reached in most subjects, including literacy and numeracy, pupils achieve by the time they leave, the school continues to give sound value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

74. Arrangements for children to start in the reception class are very good. Almost all parents choose to send their children full time at the outset of the new academic year even though most are only just four years of age. Many children have had experience of the on-site provision of a private pre-school group. Good links and use of the school facilities for shared activities results in these early years children, including those from other pre-school experience settling in to mainstream school very well.
75. Children are taught in two large classrooms. Their teaching is shared between two teachers (one part time) ably assisted by a full time nursery nurse and other helpers and volunteers. Children receive a broad, relevant and well planned curriculum based on the provision recommended in the document Desirable Outcomes for Children's Learning which are in the areas of personal and social development, language and literacy, mathematics, knowledge and understanding of the world, creative and physical development.
76. Attainment on entry is about that expected for their age. However, judging by other pupils now at the start of Year 1, these early years children make sound and often good progress in the relevant areas of learning. The assessment of children's skills and understanding is used well to plan towards the first stage of the National Curriculum. The curriculum is taught through a mixture of direct teaching, teacher initiated activity and a good range of structured activities such as a post office writing desk to stimulate roleplay.
77. Children respond well in lessons. They show an interest in all activities and listen well to stories and class discussions. They contribute to whole class feedback sessions well. Most can follow simple instructions and concentrate for expected periods of time. Break times and lunch times help the children's social development as they grow accustomed to being part of a larger community. The behaviour of the children is very good and they are developing a firm understanding of right and wrong.
78. Children listen attentively to stories and understand that print and illustrations convey meaning. They are encouraged to write simple annotations on their work. They enjoy sending letters to each other and talking on play telephones. The teaching of literacy is good and children talk readily about the context of the stories they are told.
79. The teaching of numeracy is good and children make good progress. They are provided with a wide range of mathematical experiences. They develop the use of appropriate mathematical language. Children develop the concept of one to one correspondence, copying and creating repeating patterns to develop counting, matching and sequencing skills. The majority recognise simple shapes such as square and triangle. Most are familiar with numbers up to five and the corresponding written number.
80. Children's knowledge and understanding of the world is developed satisfactorily. They talk about their observations and sometimes record them in colourful pictures. They are encouraged to listen carefully to the teacher and respond well to a good range of questions. Aspects of technology are developed sufficiently through the use of construction toys.

81. Teachers encourage many physical skills. Most of the children hold a pencil correctly and use scissors well. The development of their physical skills is encouraged in a good number of ways. They are given opportunities to cut, stick, handle tools and explore a variety of materials to develop their manipulative skills. For example, children make crowns and bracelets out of paper and card. Provision for the development of gross motor skills is extended by good access to an adjacent outdoor play area and large toys as well as gymnastics and dance in the school hall.
82. Children's creative awareness is developed effectively through good teaching of a variety of activities. They have many opportunities to draw and paint in response to a range of stimuli. They have recently painted large-scale portraits and features of home life which form part of a picture gallery in the classroom. Artwork shows the use of confident brushstrokes. Children sing with confidence and enjoyment and have had experience of following the tempo of a number of rhythms and experimentation with making watery sounds, following a radio broadcast, for example.
83. Since the last inspection, the school has maintained the very positive teaching and curriculum provision reported, thus making a strong contribution to children's early learning experiences and attainments.

91.

ENGLISH, MATHEMATICS AND SCIENCE

91. English

84. The results of the National Curriculum tests in 1998 indicate that, by the end of Key Stage 1, attainment in English was close to the national average and that, overall, the number of pupils achieving higher than expected levels for this subject was close to the national average. By the end of Year 4, inspection evidence indicates that pupils continue to achieve at levels expected for their ages. Requirements for the subject are met.
85. Results for the past three years show that results for reading have remained static but that results for writing have slightly decreased. However, the current picture from the 1999 national curriculum tests reflects a gradual improvement in the standards achieved by the higher achieving pupils. Pupils make good progress in their daily literacy lessons in both key stages, and this is helping to raise standards.
86. Speaking and listening skills are not always sufficiently developed and the number of pupils achieving the expected standards for their age in the 1998 Key Stage 1 National Curriculum assessments by their teachers was well below the national average. Higher attaining pupils and some average attaining pupils listen carefully, follow instructions, answer questions and raise pertinent questions and suggestions of their own. When pupils are given the opportunity to discuss, as when pupils in Year 2 compare the differences between contemporary home life and life a hundred years ago, most take part and express themselves clearly. However, insufficient opportunities are planned when pupils can discuss in groups of various sizes and express their own points of view. Lower attaining pupils often find it difficult to listen for extended periods of time and are not confident about speaking about their work in front of others. Nevertheless, when encouraged to talk about their activities, even these pupils demonstrated that they can express themselves well and display confidence. Pupils with special educational needs make good progress in developing these skills when they are in supported groups or working individually with an adult.

87. Pupils' attainment in reading in the 1998 Key Stage 1 tests was broadly in line with the national averages for pupils of this age, but it was above national averages compared with the results of pupils from schools with a similar intake of pupils. The number of pupils attaining the higher levels was also close to the national average but was well above the average for similar schools.
88. There is a difference in the attainment in reading between boys and girls. Over the past three years the performance of girls was well above the national average whereas the performance of boys fell slightly below. The school is aware of this discrepancy and is planning to monitor it and to find ways of raising boys' achievement. By the end of Key Stage 1, pupils have developed a range of strategies, such as phonics and a wide sight vocabulary, which they apply when reading. However their knowledge of non-fiction is not as well developed as that of fiction. By the end of Year 4, pupils have developed a good understanding of how to locate information in texts. For example, in their study of the Greeks they are able to use contents and index pages to find information and to scan text. They know how to locate books in the non-fiction school library. However the library by its presentation does not provide ease of access or foster a love of books sufficiently. Most pupils in both key stages make good progress. Pupils with special educational needs make good progress towards achieving the targets for reading in their individual education plans.
89. By the end of Key Stage 1, pupils attain standards in writing which are close to the national average. However, attainment at the higher levels in the 1998 National Curriculum tests was below the national average, although the pupils' results were broadly in line with those of pupils from schools with similar intakes. Slightly more pupils achieved the higher levels for writing in the 1999 national tests. The attainment in writing is, therefore, below that of reading. Again there is a difference in the performance of boys and girls with girls achieving well above the national average and boys achieving close to the national average. The higher attaining pupils in Key Stage 1 write independently with some understanding of when to use capital letters and full stops. They can spell many high frequency words correctly and make good attempts at spelling other words. In Key Stage 2, pupils write for a variety of purposes. They compose calligrams and write Greek myths from different points of view. However, a significant number of pupils in Year 3 are unsure about using writing to support their work in other subjects and this reduces progress in these subjects. Many pupils now show satisfactory standards of handwriting and presentation, but even the higher achieving pupils in Year 4 use ink only when practising their handwriting. The recent emphasis in the school on the teaching of spelling is beginning to impact positively on the achievements of pupils, especially those in Key Stage 1.
90. Pupils generally have positive attitudes to their work in English. They sustain concentration and, during daily literacy lessons, behaviour is good. They listen to teachers and to each other and during group work they settle quickly and work co-operatively with each other. The deployment of classroom support assistants for literacy and the structure of these lessons contribute positively to the learning and attitudes of the pupils.
91. The teaching of English at both key stages is never less than good and occasionally at Key Stage 2 it is very good. The best lessons are characterised by clear planning with learning objectives shared with pupils. The pace of the lessons is brisk and resources are well prepared and used effectively. Teachers manage pupils' behaviour well and provide challenging tasks for all abilities. In some classes, pupils are given individual targets for improvement which are placed in front of them as they work. These provide the basis of effective assessment although currently the targets are not sufficiently specific. The Additional Literacy resources in Years 3 and 4 have been implemented and lower attaining pupils are already benefiting from them with gains in knowledge

and skills. There was little evidence of the use of information technology to support the teaching of English during the inspection.

92. The leadership and management of the subject is good. A detailed scheme of work is in place which, while it requires amending to accommodate the National Literacy Strategy framework, still provides clear guidance to teachers. The school has made a good start in implementing and resourcing the literacy hour and the co-ordinator has provided clear and sensitive leadership. Monitoring of the delivery of the strategy has taken place in every class and has contributed to the success of its implementation. Resources for English are satisfactory, and the school has recognised that some scheme books for individual reading are in need of replacement.

Mathematics

93. Results of 1998 Key Stage 1 National Curriculum assessments show that the percentage of seven year old pupils reaching Level 2 was close to the national average. The percentage of pupils who reached the higher level (Level 3) was close to the national average. Standards in mathematics are above those of similar schools at Level 2. Preliminary results indicate that standards are likely to be slightly higher in the 1999 national assessments, especially at the higher Level 3. Inspection findings are that attainment is in line with the national average at this time in the school year.
94. Standards in mathematics have not changed over the last three years but are average at the end of Key Stage 1 and Year 4. New strategies for numeracy are beginning to be beneficial but not all numeracy lessons are sufficiently challenging. However, requirements for the subject are met.
95. Pupils are gaining a sound foundation of skills and understanding in all mathematical areas. Reception pupils can sort and count objects appropriately. Year 2 pupils are beginning to solve simple problems. Pupils are developing a confidence and competence in the recall of number facts and in explaining how they achieve answers. They are able to handle data and interpret graphs. By the end of Year 4, pupils have a greater awareness of number patterns and use them in their own working. They can recognise and name shapes and can estimate and measure with increasing accuracy. They communicate and show an understanding of mathematical vocabulary. Pupils who have special educational needs attain standards appropriate to their capabilities and targets.
96. Progress is sound. Pupils consolidate their knowledge in all areas of mathematics. The ability to use appropriate mathematical language is developed from reception onwards. They are improving their understanding and following of instructions and their mental agility is developing. The majority of pupils engaged in activities have a clear understanding of the task, which is fulfilled satisfactorily. They are able and willing to ask for help when needed and apply skills to real life situations.
97. Pupils' response is good. The majority behave well and are courteous in lessons. Most work independently and, when appropriate, co-operate with others. They listen well and answer questions confidently. Some give clear explanations of their thinking. The standard of presentation of work is satisfactory throughout the school. Pupils with special educational needs are well supported.
98. The quality of teaching is at least satisfactory with some good. Teachers have a clear focus on the mathematics they are teaching and lessons are well prepared. However, they need to ensure that

their knowledge of the National Numeracy Strategy is sound. Daily mental mathematics is introduced across the school. Clear explanations of skills and processes are given and questioning extends learning. Appropriate resources and equipment are used effectively. Specific guidance is offered and encouragement and praise is given. Where teaching is good, the pace of lessons is brisk and planning and preparation are clearly linked to previous lessons. Enthusiasm is engendered by a lively introduction and questioning is skilful and challenging. Good reinforcement of learning concludes the lesson.

99. Teachers are beginning to make a solid start on the numeracy strategy framework and staff are being trained with some yet to undertake the course. Planning for the different needs of pupils is mostly consistent throughout the school. However, more able pupils are not always challenged sufficiently. The learning of tables is encouraged as homework, which is a good influence on learning. Mathematical skills are used and applied across the curriculum in subjects such as science and design technology. Individual assessment of pupils' work and records is completed and updated regularly. Test results are well analysed to be useful in future planning. Where group records are maintained, assessment is used to inform day to day planning. The subject is not sufficiently well monitored to ensure high standards in all areas of the subject. Whilst there is an adequate quantity of resources which are used regularly there is a need to ensure that they are of a high quality and are reviewed and updated.

107.

107. **Science**

100. At the end of Key Stage 1 and Year 4, attainment is in line with national averages. Most pupils, including those with special educational needs, make satisfactory progress. However, higher attaining pupils at the end of Year 4 make some unsatisfactory progress for their capabilities because insufficient choice is presented to stimulate further enquiry within investigations. National Curriculum requirements for this subject are met.

101. In the 1998 National Curriculum teacher assessments, the results for Year 2 were above national averages at the expected level 2. Inspection evidence confirms that the school is maintaining these levels. Most pupils make sound progress in work on experimental and investigative science. This represents a continuing and satisfactory picture of progress since the last inspection.

102. Pupils in Key Stage 1 can explain in detail the requirements to support animal life, identifying and naming a number of familiar animal homes. They have an average grasp of similarities and differences of human and other species. In Year 3, pupils enjoy constructing electrical circuits. They point out dangers within illustrations of electrical appliances and installations set in an every day context. Progress in knowledge is slowed by a narrow view. There is insufficient taking apart and exploration of battery driven appliances made to help pupils build a good enough understanding of switches and circuits. In another Year 3 class, pupils make slow progress recording the power of different magnets due to a limited range of interesting investigations. Year 4 pupils make reasonable attempts to measure and record variations and patterns of the performance of different spinners, the effect of a turning screw, the displacement of different masses immersed in water, whilst others explore the effect of adding extra bulbs to an electrical circuit.

103. At the end of Year 4, pupils know the importance of a fair-test. From evidence contained in written examples of work saved from last year, it is clear that they are developing skills in drawing conclusions from their experiments and investigations. However, their general knowledge

of the technical and scientific world around them is not secure. There are opportunities missed in lessons to extend the range of investigations and provide a broad cross curricular view. For example, when studying the dangers of electricity there is no opportunity to disassemble an electrical plug and wires to assess important safety features of fuses and insulation to extend knowledge and interest.

104. Pupils enjoy science. They treat equipment and apparatus with respect. Most pupils take care in the presentation of their work. They enjoy carrying out investigations and experiments in pairs or groups, where they encourage and support each other effectively. The majority are well behaved and show keen interest. On the occasions when some pupils in Key Stage 2 are not well behaved it is because they lack patience waiting their turn to operate a computer or test out equipment when insufficient resources are provided for the size of group.
105. Across the school, teaching is satisfactory but there are a number of missed opportunities made by some teachers. Lessons are planned sufficiently but do not always take into account the differing learning needs of pupils. Work from previous lessons is recalled clearly and teachers use this information well to assess pupils' knowledge and understanding. Marking of pupils' work is not always done. Most teachers have satisfactory subject knowledge. Most teachers support effectively and good use is made of classroom assistants and volunteers to maintain progress in pupils' learning. Plans for data handling, using computer programs, is insufficient.
106. The school has made some progress since the last inspection to provide a scheme of work. Teachers' yearly planning ensures that all pupils, including those with special educational needs, receive a basic entitlement to the National Curriculum. Coordination is satisfactory but there is insufficient emphasis on developing and refining the curriculum, checking pupils' progress and assessing delivery of the curriculum across the school. Pupils' attainment and progress is recorded satisfactorily but targets for improvement, reported to parents, are sometimes indistinct. A good feature is a school portfolio of marked examples of pupils' work which further guides teacher assessment of pupils.
107. Resources are broadly sufficient, but, sometimes, not enough is selected to support lessons. Opportunities to develop the grounds as a valuable resource for measuring differences and similarities of the natural world are beginning to be made. A gardening club is a good feature of extra curricular work that complements this subject.

OTHER SUBJECTS OR COURSES

Information technology

108. Since the last inspection, the school has improved its provision for information technology. New computers and resources, teacher expertise and a scheme of work have all contributed to the development of the subject. Some changes are recent and have not had sufficient time to fully take effect. Pupils at seven and by the end of Year 4, achieve levels in communicating information, operating hardware and accessing data which barely match national expectations.
109. Pupils in reception are given a good start in learning keyboard skills for basic writing activities. They are becoming aware of the use of communication technology in everyday life. By the end of Key Stage 1, pupils use computers to write, change, save and print out their work with some help using 'Pendown'. They use a range of software to support work in other areas such as 'Animated Numbers' for number consolidation. They are developing an understanding of how to achieve

specific outcomes by entering a series of commands to create a spiral on screen. Data are collected and entered into a graph drawing package and results are printed in different ways, but not always appropriately. Pupils explore a painting package to enhance their work, drawing and adding colour to pictures. Progress is satisfactory by the end of Key Stage 1 but in Key Stage 2 pupils have made insufficient progress, although this is beginning to improve with increased resources and specific teaching this term. Pupils with special educational needs progress appropriately for their capability.

110. Pupils respond well to opportunities to use information technology. Most are well motivated and have positive attitudes. When organised in small enough groups for each computer, boys and girls work co-operatively, taking turns to use the keyboard and controls. They take good care of the equipment.
111. The quality of teaching in the lessons seen was satisfactory but, judging by the absence of evidence of good enough progress in Key Stage 2 teaching is unsatisfactory. During the inspection, tasks were relevant and interesting. Some teachers have a sound knowledge of the use of computers and their applications and incorporate them into their planning across the curriculum. Overall, insufficient planning to enable all pupils to use the hardware independently is made. Methods of organisation in the grouping of pupils do not provide sufficient opportunities for pupils to take responsibility for their own learning.
112. The co-ordinator is newly appointed to the position and, as yet, the monitoring role is insufficiently developed to ensure that pupils acquire good enough skills. Teachers' planning does not identify which computer skills are to be taught and assessed. Pupils' work is not retained in an organised way to enable pupils to see for themselves the progress they are making. Present levels of use are insufficient to ensure that all pupils have sufficient time involved in computer work to become independent users and cover the programmes of study. The range of software in school is generally sufficient.

Religious education

113. Pupils' attainment in religious education is in line with the expected levels of the locally agreed syllabus both at the end of Key Stage 1 and at the end of Year 4 when pupils leave the school. Pupils of all abilities, including those with special educational needs, are making satisfactory progress.
114. By the end of Key Stage 1, pupils have a basic knowledge of the main festivals of the Christian faith, especially Christmas and Easter. They are familiar with bible stories such as the Good Shepherd and the Prodigal Son. They have an understanding of caring and sharing and relate this to their own experiences, particularly with people who care for them, such as their parents and nurses.
115. By the time the pupils leave the school at the end of Year 4, most have a sound knowledge of Christianity and other world religions such as Judaism and Islam. They know that each religion has its own symbols, artefacts and religious practices. All pupils, including those with special educational needs, are making satisfactory progress in gaining knowledge and understanding of religious beliefs and practices. Older pupils become increasingly aware of the customs and traditions associated with world faiths. They consider the meaning of faith and how it relates to real life situations. For example, in a well-led assembly, pupils displayed a detailed understanding of the story of Abraham's journey and related trust. They realise that they must have faith in

others, including doctors, and can identify the people whom they trust.

116. Pupils' attitudes are good. Throughout the school, pupils listen attentively to teachers and the older pupils display good sense and sensitivity in discussions. Behaviour is good and pupils respect the views of others.
117. The quality of teaching ranges between satisfactory and good but is mostly good. Good planning arises from carefully following a published scheme. Teachers have a sound knowledge and understanding of the subject, and their expectations of the pupils are appropriate. Where lessons are good, thoughtful questioning ensures that the pupils think about what is being discussed rather than just accept it. There is little use of assessment.
118. Assemblies are closely linked to religious education lessons, which together provide a sound programme complying with the locally agreed syllabus. Where possible, the chosen theme also fits in with the topic being studied. Opportunities are provided for reflection in many assemblies and in lessons throughout the curriculum. This is an improvement since the last inspection. Visits and visitors are well used to give the pupils first hand experiences. Visits are made to the nearby church and a range of clergy visit to take assemblies. There are adequate resources, including artefacts from various religions, and a good range of books in the library.

126. **Art**

126.

119. Scrutiny of pupils' previous work and lessons indicates that pupils throughout the school, including those with special educational needs, are making satisfactory progress.
120. In Key Stage 1, pupils draw and paint with a range of materials and in a variety of styles. Many are bold in colourful paint strokes and others are sensitively observed pencil drawings. Pupils weave confidently with paper, wool and fabric and use a variety of materials for collage pictures.
121. In Key Stage 2, many of the early skills are developed further. For example, pupils continue with observational drawings. Each pupil uses a sketchbook throughout the school, so there is a good visual record of progress made. This is an improvement since the last inspection. Skills are satisfactorily developed in printing, illuminating letters and painting in the style of other artists. There is some good quality work displayed with tie dying and appliqué to make cushions, pencil drawings of autumn with seeds falling from trees and paintings in the style of Monet. Attractive displays around the school and pictures in workbooks associated with literacy, history, geography, science and religious education show that pupils use their artistic skills well to support other subjects of the curriculum.
122. Pupils are enthusiastic and show good attitudes to art, taking pride in the finished article. They take care with their work and show care and consideration for others by making suggestions and being supportive. They respect the resources and are aware of not wasting them.
123. Teaching in art ranges from satisfactory to good and is satisfactory overall. This is an improvement since the last inspection. Teachers have a sound knowledge and understanding of the subject, and use a variety of resources and methods to maintain pupils' interest and develop their skills. Pupils are well organised and sometimes extra adult help is used effectively. On some occasions, the lesson objectives are not sufficiently well defined and, on others, pupils are given little responsibility to select or prepare their own resources, with too much being done by teachers and helpers.

124. Since the last inspection, good progress has been made in the quality of teaching, the use of sketchbooks and the provision of a scheme of work. However, little progress has been made in enabling pupils to learn about art from non-western cultures, or in providing opportunities for the co-ordinator to monitor and evaluate art teaching in the school. There is a useful school portfolio with examples of pupils' work, but little ongoing individual assessment takes place. There are too few opportunities for the co-ordinator to monitor the work in the subject. There are adequate resources for art, including information technology programs.

Design and technology

1. Across the school and pupils' capabilities, progress is satisfactory. Work in Year 1, following a visit to Carisbrooke Castle enabled pupils to successfully select materials, draw, plan and make hats. Pupils of all ages develop sound skills of cutting, gluing and assembling a variety of materials. They can identify problems and fold and join accurately. Older pupils in Key Stage 2 have well established sewing techniques and create good designs on squared paper or computer program and stitching friendship bands. Tie dyed cushion covers are appliquéd following a seaside theme, broadening the pupils knowledge and skills. They modify the design in the making to improve the function of elastic band propelled models.
 2. The majority of pupils work well practically, sharing resources and taking an interest in the efforts of others. Pupils talk confidently about their work. They enjoy a range of activities when designing and making objects. Pupils take responsibility from an early age for efficiently clearing up at the end of a session. However, a significant number of pupils are disruptive in a minority of lessons, neither behaving in a satisfactory manner nor completing the set task to an acceptable standard.
 3. Teaching is mostly satisfactory and staff encourage pupils to be calm and well motivated. Such lessons have good plans and resources are ready to be used. Where teaching is at its best, clear learning objectives are identified and an enthusiastic presentation of techniques is demonstrated. Where teaching is unsatisfactory tasks are insufficiently challenging.
1. Pupils making skills are developing, but there are too few examples of pupils making step by step plans for their designs and explaining their reasons and choices. Insufficient time is given for pupils to reflect on their finished design and constructions and suggest improvements. Where pupils are reproducing copies of a finished design by the teacher there is little of the pupils' design skill employed. There are too few opportunities for pupils to use their initiative and to express their interpretation of the subject in their own way.
 2. The strength of the subject is when the tasks are well-integrated into themes and topics. Since the last inspection, a scheme of work has been implemented, ensuring that pupils have the opportunity of working with mechanisms, food, textiles and structures, taking care to cover the programmes of study.

137. **Geography**

3. Most pupils, including those with special educational needs, make satisfactory progress in both key stages. Progress for some pupils in Year 3 is poor when instances of poor behaviour by pupils prevent learning. By the end of Key Stage 1, pupils are able to use a street map of the locality to accurately mark where they live, the position of the school and to indicate their routes to school.

They suggest suitable ways of improving their school grounds. Through visits to Ryde and Rylestone Gardens they begin to make good comparisons of the use of land in different areas.

4. During Key Stage 2 pupils are able to measure accurately distances between places on a simple map and understand the effect of weather on the way that people live in different locations. Through their study of the Vikings, they use maps to follow the conquests of the Vikings. They use map symbols and grid references and can locate continents on a world map. Pupils undertake field studies of the local area and prepare and carry out surveys to collect information about occupations of the inhabitants of Shanklin.
5. Most pupils' attitudes towards the subject are good. They work well with high levels of concentration and their behaviour is good. They help one another and show their appreciation of the contributions of others during whole class sessions. However, there are some pupils in Key Stage 2 who do not concentrate and cause disruption to others in the class. In this instance pupils do not listen to each other or co-operate.
6. In the sample of lessons seen, the teaching of geography is mostly good although there is evidence of poor teaching. When teaching is good, teachers plan effectively with clear learning objectives which are shared with the pupils. The pace of the lessons is brisk, there is good use of resources and the management of pupils is good.
7. There is a good scheme of work which balances coverage of place, skills and themes over time. This shows good progress since the last inspection. Liaison takes place with the local middle school to agree what should be taught in Years 3 and 4. Opportunities for assessment are less clear. The scheme includes the use of information technology to support the subject but there is no evidence in the sample of work of its use. Good use is made of the strategies for both literacy and numeracy to support the development of geography. In literacy, pupils use a writing frame to compare old and new maps of the Isle of Wight and in numeracy by the end of Year 4 they are beginning to understand and use different map scales.
8. There are no opportunities for the co-ordinator to monitor teacher planning or the delivery of the subject in the classrooms. The school is beginning to develop a system of collecting moderated work and this allows teachers to share the outcomes of pupil work with each other, but this is at an early stage. Teachers record pupils' progress annually through use of national curriculum levels, but, as yet, there is no systematic assessment of pupils' progress against specific learning outcomes for each year group. Learning resources are good and effective use is made of educational visits to enrich pupils' learning experiences.

143. **History**

9. Pupils make satisfactory progress in Key Stage 1. They develop a sense of chronology through their study of home life a hundred years ago and appreciate that life has changed over time. For example they compare cooking on a range with food preparation in their own homes and use artefacts such as flat irons, a toasting fork and candles to predict what use they may have had. They watch videos of re-enactments of life in the past and have the opportunity to dress up in Victorian clothes and experience for themselves washing clothes and polishing brass. Pupils know about some famous people from the past such as Guy Fawkes and through their visit to the Toy Museum they consider how toys have changed over time and suggest reasons for this.

10. Pupils in Key Stage 2 continue to make satisfactory progress. They recognise the characteristic features of the Greeks and the Romans and through a study of the local area they use census information to compare life now with life in earlier times. Progress for pupils with special educational needs is satisfactory and good when they have extra support.
11. Pupils' attitudes and behaviour in history are satisfactory. In Key Stage 1, they show interest and enthusiasm when they are engaged in handling artefacts and in class discussions. During these sessions they listen carefully to each other and make valuable contributions, concentrating well. However, when they are required to record in writing they concentrate less well, especially the less able pupils. Sometimes lessons are too long and pupils lose concentration and enthusiasm. A minority of pupils in Key Stage 2 often display great enthusiasm for the subject and follow up their interests out of school.
12. Overall, teachers plan activities well. However, the historical learning objectives are not always obvious and this reduces opportunities for assessment. Marking of pupils' work does not provide pupils with sufficient ways in which they can improve.
13. Considerable progress has been made since the last inspection, by producing a good scheme of work with which to balance coverage of the different aspects of the subject over time. The scheme of work identifies opportunities for assessment but these are not written into teachers' planning.
14. As yet, there is no evidence of the use of information technology to support the development of history, but good use is made of the strategy for literacy in Key Stage 2. Pupils in Year 4 research information from non-fiction books, such as Greek gods and learn to make adequate notes to write up in the style of a pamphlet, but they do not choose the books from the school library for themselves, sufficiently. They develop extended writing through recounting historical events through the eyes of contemporary onlookers.
15. The co-ordinator has limited opportunities to monitor the planning or the delivery of the subject in the classrooms. However the school is developing a useful system for checking and saving samples of work which will help in judging pupils' progress. Teachers' record pupils' progress annually against the national curriculum levels but there is not, as yet, systematic assessment of pupils' progress against specific learning objectives for each year group.
16. Learning resources are good and good use is made of visits and artefacts to help stimulate the pupils' interest and understanding
151. **Music**
17. Most pupils throughout the school, including those with special educational needs, make satisfactory progress in music. Pupils, who take advantage of extra-curricular opportunities and attend recorder club, make good progress and show skills in advance of that normally expected for pupils of their age. A minority of pupils in Key Stage 2 do not apply themselves sufficiently to make even satisfactory progress. In Key Stage 1, pupils sing well, keeping in time and in tune. They clap simple rhythms and put actions to song at the correct time. They listen attentively to excerpts of music such as Peter and the Wolf and, when using instruments, do so with care and sensitivity. In Key Stage 2, pupils develop their singing further, attempting to sing in rounds. They have a satisfactory understanding of pitch, duration, dynamics and tempo, and begin to compose

their own music, recording graphically.

18. Pupils' response in Key Stage 1 is good. They are attentive and enthusiastic. They are well motivated by good teaching and thoroughly enjoy lessons. In Key Stage 2, pupils' attitudes are mostly satisfactory, with pupils listening well and joining in with confidence. But often, their attitudes are unsatisfactory. Here, they take too long to respond to the tape or the teacher, spend time fussing over sharing booklets and act in very silly ways with totally inappropriate responses.
19. The vast majority of teaching is satisfactory. Most teachers have a limited knowledge and understanding of the subject and there is a heavy reliance on commercially produced taped lessons. These are often used effectively, with teachers stopping the tape to clarify and reinforce points made and pupils being well managed and controlled. On some occasions, pupils are not sufficiently motivated or interested and insufficient control leads to unsatisfactory progress. This is sometimes associated with lack of pace and challenge to enthuse the pupils and sometimes it is insufficient opportunity for them to experiment with instruments by choosing and hearing what sound they can make.
20. There is a detailed scheme of work incorporating the taped programmes. This helps teachers with their planning and ensures that there is a breadth of coverage including performing, composing, listening and appraising. There are good opportunities to perform, ranging from in class, in assemblies, at concerts for parents and in music festivals with other schools. Recorder playing in assemblies is particularly effective, with pupils playing hymns as well as music for entry and exit to the assembly. These pupils are well prepared in their recorder clubs at lunchtimes. Appreciation is broadly covered and includes music from other times and other cultures. For example, pupils experience Elizabethan music and dancing when visiting Carisbrooke Castle. Effective use is made of the computers for composition.
21. Although assessment opportunities are identified, little formal assessment takes place. There are insufficient opportunities for the co-ordinator to monitor progress in music, including monitoring the teaching. There are good opportunities for pupils to hear live music. The Island peripatetic music teachers visit to give concerts, as does the local middle school.
22. Since the last inspection, improvements have been made in standards in Key Stage 1 and in opportunities for pupils to listen to and talk about recorded music. The quality of teaching is still variable and sometimes work still lacks challenge. Most pupils enjoy their music, but the positive response seen last time is not always evident now in Key Stage 2.

Physical education

23. Pupils make good progress for their age. Younger pupils move in a variety of ways, for instance, they can walk, skip, hop, jump and run in different directions swiftly, making use of the space available. Pupils in Key Stage 1 respond well to instructions and to music and story. When changing direction they show good awareness of others around them. They demonstrate good co-ordination and are developing sound catching skills.
24. At Key Stage 2, pupils work well in dance to develop a sequence of movements. Apparatus is used to extend the exploration of travel and balance. Pupils use their skills well to play competitive team games, in a sporting manner, including basketball. All pupils are aware of health

and safety in physical education.

25. Pupils make good progress and are willing to practise to improve their skills. They throw and catch with increasing accuracy. Most make progress in increasing the ways in which they travel across the floor. They extend these movements effectively to activities on the apparatus. Pupils take responsibility for setting out and putting away apparatus safely.
26. Most pupils try hard, listen attentively and show enjoyment at being physically active. They concentrate to improve the quality of their skills. They enter the hall in good order and use their time effectively. They respond well to warm up exercises. Pupils co-operate in pairs and small teams, sharing the apparatus and collaborating in their work. Pupils with special educational needs integrate well and make satisfactory progress.
27. The quality of teaching is mainly good and expectations of pupils' performance are appropriate. Teachers structure lessons well and include appropriate warming up and cooling down activities. They place a strong emphasis on safety. Calm, quiet management and good relationships promote the pupils' self-confidence. Where the teaching is good, lessons have a good balance between direct teaching and opportunities for pupils to practise and explore movements. Demonstration by individual pupils to the rest of the class is used effectively. Opportunities are provided for reflecting on their own performance. Where teaching is less effective the pace of the lesson becomes slow. Some classes spend too much time changing and getting started which shortens the teaching time.
28. The curriculum meets the requirements of the National Curriculum by including swimming and all pupils have equal access to the subject. Since the last report the school has adopted a sponsored sport initiative and staff have undertaken related training which has given greater subject knowledge and confidence. A good quality scheme of work has been adopted to supplement the policy and the co-ordinator has been active in implementing this. There are few opportunities for the co-ordinator to support and monitor the subject. Resources for physical education and their storage are good. The quality wall frame enhances the challenges provided for pupils in gymnastics, and the provision of sponsored equipment has provided a greater variety of skills.
29. The range of sports activities provided after school enables boys and girls to further improve their skills.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

30. The team consisted of five inspectors, including one lay inspector. The inspection was carried out during the week commencing Monday 20th September 1999 and covered four days of observations and interviews. Before the inspection members of the team called a meeting of the parents to discuss inspection issues and to hear the views of the 25 parents who attended. During the inspection 58 lessons or parts of lessons, including whole literacy lessons were observed. Inspectors attended daily assemblies and observed registration periods. A total of over 83 hours was spent gathering first hand evidence during the inspection. A sample of three pupils from each year group was heard reading and the pupils' behaviour in and around the school was observed. Discussions were held with members of the staff, governors and parents. Inspectors spoke with pupils about their work. The team scrutinised policy documents, the teachers' planning, financial statements, samples of pupils' work in each year group, pupils' records, and attendance registers. Inspectors evaluated the resources provided by the school for the pupils.

166. DATA AND INDICATORS

166. 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	208	4	59	57

166.

Teachers and classes

166. Qualified teachers (YR – Y4)

Total number of qualified teachers (full-time equivalent):	9
Number of pupils per qualified teacher:	23

166. Education support staff (YR – Y4)

Total number of education support staff:	7
Total aggregate hours worked each week:	136

Average class size:	26
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166. Financial data

Financial year:	1998/99
	£
Total Income	392, 666
Total Expenditure	401, 224
Expenditure per pupil	1, 874
Balance brought forward from previous year	23, 778
Balance carried forward to next year	15, 220

166. **PARENTAL SURVEY**

Number of questionnaires sent out: 208
 Number of questionnaires returned: 40

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	53	48	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	70	28	3	0	0
The school handles complaints from parents well	38	48	5	3	3
The school gives me a clear understanding of what is taught	38	55	3	0	3
The school keeps me well informed about my child(ren)'s progress	38	45	10	5	3
The school enables my child(ren) to achieve a good standard of work	50	45	0	0	3
The school encourages children to get involved in more than just their daily lessons	33	45	15	5	0
I am satisfied with the work that my child(ren) is/are expected to do at home	35	55	8	0	0
The school's values and attitudes have a positive effect on my child(ren)	50	48	3	0	0
The school achieves high standards of good behaviour	38	50	8	3	3
My child(ren) like(s) school	70	25	0	0	3

166. **Other issues raised by parents**

There were two concerns that provision and review of some special educational needs were not sufficiently made. However, inspection shows that outside agencies support the school and pupils sufficiently. Good special needs help and guidance are provided to parents and pupils.

Code of Practice - this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.