

INSPECTION REPORT

YARMOUTH C of E PRIMARY SCHOOL

Yarmouth

LEA area: Isle of Wight

Unique reference number: 118194

Headteacher: Mrs S. Toms

Reporting inspector: Stephen Lake
22191

Dates of inspection: 16th – 18th October 2001

Inspection number: 190028

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: First school
School category: Voluntary aided
Age range of pupils: 4 to 9 years
Gender of pupils: Mixed

School address: Mill Road
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Telephone number: 01983 760345

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Appropriate authority: The Governors

Name of chair of governors: Mr A. Johnson

Date of previous inspection: 14th – 16th October 1996

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|-----------------|----------------------|--|--|
| 22191 | Stephen Lake | Registered inspector | Mathematics; Science; Geography; History; Information _____ and communication technology; Equal opportunities | How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further? |
| 9614 | Carolyn Webb | Lay inspector | | |
| 30705 | Graham Stephens | Team inspector | Foundation Stage English Art and design Design and technology Music Physical education Special educational needs | How good are the curricular and other opportunities? |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a small rural first school situated in West Wight. Fifty eight pupils are on roll, including eight pupils under five taught in the reception class. There are no pupils from ethnic minority groups and no pupils with English as an additional language. Pupils come from a wide range of backgrounds, mainly from private housing and some rural. The percentage of pupils with special educational needs is average, although the percentage with a Statement of Special Educational Need is above average. However, this is due to the small size of the school. The proportion of pupils entitled to free school meals is average. Attainment on entry to the school varies from year to year due to the small cohort size. For the current intake it is just above average.

HOW GOOD THE SCHOOL IS

This is an effective school in which pupils receive a good education. The quality of learning is good as a result of the good teaching. The school is well led and managed, and gives good value for money despite its high unit costs.

What the school does well

- Standards attained in English are above average at the end of Year 2 and Year 4.
- Standards in mathematics are above average at the end of Year 2 and well above average at the end of Year 4.
- The quality of teaching is good and teachers make very good use of the good-quality assessments.
- The school is well led and managed. The headteacher has a very clear educational vision and the governors have a good understanding of the strengths and weaknesses of the school.
- Pupils make good progress.
- The provision for the spiritual, moral, social and cultural development of pupils is good.
- The provision for pupils with special educational needs is very good.

What could be improved

- Pupils' investigative skills in science are unsatisfactory.
- The school does not meet the recommended taught time at Key Stage 2 and this limits the delivery of the well-planned curriculum.
- Although significant improvements have taken place in the accommodation, the classroom space for the oldest pupils is unsatisfactory. (*This is addressed in the school development plan.*)

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1996. Improvement since that time has been good. The key issues from the last inspection have been addressed. Standards have risen in the core subjects of English and mathematics as a result of improvements in the assessment of pupils' achievement. Standards have risen in information technology. Significant improvements have taken place in the accommodation, although one classroom remains a serious problem. The quality of leadership and management has improved. Senior staff and governors monitor the work of the school well. When all factors are taken into consideration, the school is well placed to bring about further improvement.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2, based on National Curriculum test results.

| Performance in: | compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | all schools | | | similar schools |
| | 1999 | 2000 | 2001 | 2001 |
| Reading | N/A | B | N/A | N/A |
| Writing | N/A | A | N/A | N/A |
| Mathematics | N/A | B | N/A | N/A |

Key

well above average A
 above average B
 average C
 below average D
 well below average E

In 2001 there were only seven pupils in the cohort and therefore it is not appropriate to publish the data, as it is not statistically significant. The very small cohorts also mean that comparisons between years are not significant. Currently standards at the end of Year 2 are above average in mathematics, and English and average in science. By the time pupils leave the school at the age of nine, standards in mathematics are well above those found among pupils of a similar age, and standards in English are above those normally found. Attainment in science is satisfactory, but at both key stages, pupils' knowledge of the investigative process is unsatisfactory. In all other subjects where it is possible to make a reliable judgement, attainment is satisfactory at both key stages, except in geography, where standards at the age of nine are above those normally found among pupils of a similar age. The trend in results is better than the national trend, with standards rising steadily. Challenging targets are set and the school meets them. Pupils with special educational needs achieve well and all pupils achieve well in relation to prior attainment by the time they leave the school at the age of nine.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Good overall. Most pupils are keen to come to school, although a small minority are persistently late. Pupils clearly enjoy most lessons and contribute well to the life of the school. |
| Behaviour, in and out of classrooms | Good overall. The vast majority of pupils are polite and courteous, and show concern for others. However, a minority present challenging behaviour. |
| Personal development and relationships | Good. Pupils are encouraged to take responsibility and they form good relationships with each other. |
| Attendance | Satisfactory. Efforts to improve attendance have been successful, although a few pupils still present some problems with regard to attendance. |

TEACHING AND LEARNING

| Teaching of pupils in: | Reception | Years 1 – 2 | Years 3 – 4 |
|------------------------|-----------|-------------|-------------|
| Quality of teaching | Good | Good | Good |

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

The quality of teaching is good. Almost two thirds of the lessons observed were satisfactory or better and only one unsatisfactory lesson was observed. The basic skills of literacy and numeracy are taught well and this has a positive impact upon pupils' learning. The needs of all pupils are met and the teaching of pupils with special educational needs is good. Strengths of the teaching are the good use of assessment to match tasks to the needs of pupils, and the good use made of cross-curricular links to help pupils apply their knowledge and extend their learning. The only significant area for development is teachers' understanding of the investigative process in science. Good-quality learning takes place throughout the school.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | Overall, the curriculum is satisfactory. At Key Stages 1 and 2 it is broad and balanced, but shortage of time at Key Stage 2 limits learning opportunities. The curriculum for children in the Foundation Stage is planned appropriately but cannot all be delivered at present due to a lack of suitable resources for physical activities for children of this age. |
| Provision for pupils with special educational needs | The school has only a few pupils with special educational needs. The provision for these pupils is very good. Learning-support assistants make a significant contribution. |
| Provision for pupils' personal development, including their spiritual, moral, social and cultural development | Good. The school makes good, well-planned provision for all areas. Pupils have good opportunities for reflection. They clearly know the difference between right and wrong, and have good opportunities to develop their social skills. The provision for cultural development is good. |
| How well the school cares for its pupils | Good. This is a caring school in which pupils are respected and valued. |

The school's partnership with parents is satisfactory. Homework is used particularly well, but fewer parents help in school than is normally seen in first schools.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | The headteacher has a very clear educational vision and works effectively with the small team to lead and manage the school. |
| How well the governors fulfil their responsibilities | Good. Unavoidable circumstances have resulted in a number of experienced governors leaving at the end of last term and most have not yet been replaced. Despite this governors fulfil their responsibilities well and the chair is very effective. |
| The school's evaluation of its performance | Good. The school knows its own strengths and weaknesses well, and takes appropriate action. |
| The strategic use of resources | Satisfactory. Resources are used appropriately to support teaching and learning. |

Although the school has been extended since the last inspection and much of the accommodation is of good quality, the pupils at Key Stage 2 are in unsatisfactory accommodation. The classroom is too small to allow enough practical activities or even for pupils to move around easily, and the room suffers from damp.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|---|
| <ul style="list-style-type: none"> • Children like school. • Behaviour in school is good. • The teaching is good. • The school expects pupils to work hard. • The school is well led and managed. • The school is helping pupils become mature. | <ul style="list-style-type: none"> • The amount of work that children get. • How they are informed about how children are getting on. • How closely the school works with parents. • The range of activities. |

Inspectors agree with the positive comments of the parents but disagree with most of the negative comments apart from the fact that, although the school has many good links with parents, fewer help in school than is normally the case.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. At the time of the last inspection standards were judged to be average overall. Since that time standards have risen and are now significantly higher. The small cohort size makes it difficult to compare results in national assessments between different years, but when viewed over time standards are rising. When the attainment of pupils leaving the school at the age of nine is compared with their attainment on entry to the school they are making good progress and achieving well. This represents a good improvement since the last inspection. This finding is supported by the results of the national assessments at the age of seven and the optional assessments carried out by the school, of pupils aged nine.
2. The very small cohorts mean that pupils' attainment on entry to the school at the age of four varies considerably from year to year. Although records show that the attainment of the current Year 2 cohort was broadly average on entry, the attainment of the pupils currently in reception is above average.
3. A teacher supported well by a part-time teaching assistant teaches children in the Foundation Stage in a reception class, alongside some pupils from Year 1. As at the time of the last inspection, they are presented with a broad and balanced curriculum that is now securely based on the Early Learning Goals. Baseline assessments carried out during their first few weeks in school indicate that children enter the reception class with skills that are generally above those found on the island. The small numbers in the current cohort mean that they receive plenty of attention and support in small groups, and most are on course to achieve the Early Learning Goals in all areas of learning before they enter Year 1 and will therefore be well prepared for the next stage of their education.
4. There are very few pupils with special educational needs and the size of the cohort means that comparisons of the work of boys and girls are not statistically significant. During the inspection no group was seen to be achieving significantly differently to any other group.
5. Attainment in English is above average at the end of Year 2 and by the time pupils leave the school at the age of nine. Standards are above average in reading, writing, speaking and listening. Standards in spelling are satisfactory. Pupils are achieving well and building appropriately upon their prior knowledge.
6. Attainment in mathematics is above average at the end of Year 2 and well above average by the time pupils leave the school at the age of nine. Pupils are achieving very well, building upon their prior knowledge effectively.
7. By the end of Year 2, pupils' attainment in science is satisfactory in terms of knowledge and understanding. They achieve appropriately, and by the time pupils leave school at the age of nine, their knowledge and understanding of scientific facts are sound. However, throughout the school insufficient attention is given to developing pupils' understanding of the investigative process, and this aspect of science is unsatisfactory.

8. Attainment in information and communication technology is in line with national expectations by the end of Year 2 and, at the age of nine, above that normally found among pupils of a similar age.
9. Attainment in geography is satisfactory at the end of Year 2 and above that normally found at the end of Year 4. Pupils' achievements are good in this subject.
10. In all other subjects where it is possible to make a reliable judgement, standards are at least satisfactory and some of the work seen is above that normally found among pupils of a similar age.
11. When the variable attainment on entry to the school is taken into account, pupils are achieving well overall and make good progress in this school. Attainment in the school is rising faster than the national trend.

Pupils' attitudes, values and personal development

12. The school continues to instil the positive attitudes to learning and good moral and social values reported at the time of the last inspection, and parents are pleased with these and the school's 'family' atmosphere. Pupils identify with the school's Christian ethos and try to help each other. Relationships within this small, closely-knit school community are good. When asked why they have 'smiley faces' on their sweatshirts, pupils are sincere when they say that theirs is a happy school and they want everyone else to feel happy. All pupils, whatever their individual special needs are very well integrated and enjoy equality with their peers, illustrating the school's good practice of inclusion.
13. Pupils like coming to school and the majority arrive on time or earlier in the mornings. Attendance is satisfactory, although there are a few regular late arrivals. Registration provides a calm start to the day. Pupils are interested in learning and enjoy their lessons, particularly when they are encouraged to play an active part, but they rarely take the initiative. They work well together and are pleased with their own and others' success. The younger pupils' combined singing lesson included nursery rhymes and folk songs sung enthusiastically and musically. Pupils were proud to be chosen for solo parts and pleased when asked what the soldier should wear next during the spirited rendition of 'Soldier, Soldier'. They were moved to laughter and sadness when singing 'The animals went in two by two', and all clapped well both in unison and singly when copying clapping rhythms.
14. Behaviour continues to be good overall. Children and pupils know what is expected of them and understand what will happen if they do not follow class and school rules. They are satisfied that sanctions are fair and do not wish to be sent to see the headteacher if they misbehave, the ultimate sanction. Teachers know their pupils very well and all are trusted to deal effectively with problems. In circle time pupils enjoy lively discussions resulting, for example, from a concern voiced about how to deal with annoying little brothers, and all are aware that what they say or do might affect others.
15. Outside in the playground all enjoy their games, sharing their ideas and using the play hut and adventure area imaginatively. Vigilant supervisors deal with any rare untoward incident sensitively and no bullying or aggressive behaviour was seen during the inspection. Racist remarks and behaviour are not tolerated. There have been no exclusions.

16. Pupils' personal development is good. From the time they arrive they are expected to and do care for all within the small school community, and carry out very carefully such duties as taking the dinner registers to the office. As they get older, pupils happily help their teachers in class and with 'wet play times'. They are proud to act as librarians when they reach Year 4. They volunteer to help clear the dining area, and two girls were seen wiping the tables very clean and sweeping the floor enthusiastically during the inspection week.
17. Pupils are aware of those less fortunate than themselves and collect for charity. The 'circle of friends' group is well used to support those who are having friendship difficulties. Regular visits from the police and other agencies ensure that pupils know about the problems they may have to face outside school. Participation in island competitions and celebrations such as singing at the Gaffers' Festival are much enjoyed. Pupils are proud of their school and eager to talk about it. They look forward with confidence to their transfer to middle school.

HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching is good. This is an improvement since the last inspection and reflects the attention given to the quality of teaching, particularly in the core subjects of English and mathematics. Almost two thirds of the lessons observed were good or better and one lesson in seven was very good. Only one lesson was unsatisfactory. The detailed examination of pupils' work confirmed that the quality of teaching observed was a true reflection of what is normally found in the school. The quality of teaching is consistent across subjects and year groups. Pupils with special educational needs also receive good teaching.
19. Strengths of the teaching observed in the school are:
 - the detailed use of records in the Foundation Stage;
 - the good partnership with learning-support assistants;
 - the good relationships between teachers and pupils;
 - the good use of assessments to plan work matched to the needs of the pupils;
 - the high-quality teaching in English and mathematics that ensures good learning;
 - the way in which volunteers are used to support learning;
 - the way in which pupils with special educational needs are supported to allow them full access to the curriculum;
 - the very good use of homework to consolidate and extend pupils' learning.
20. Areas of the teaching needing improvement are few. The most significant is teachers' understanding of the investigative process in science. Apart from this area teachers demonstrate a good knowledge and understanding of their subjects.
21. In the reception class the detailed records kept by the teacher enable children's progress to be tracked and suitable targets set. This ensures that good-quality learning takes place. This detailed assessment and good use of the information continue throughout the school to set work that challenges and extends pupils. Teachers know their pupils well and use this information to promote good learning. Marking is regular and consistent, with many examples of helpful comments that enable pupils to understand how well they are doing and what they can do to improve.

22. Teachers and support staff, including volunteers, work together well. Classroom assistants are aware of the work being planned by teachers and work hard to support them. In the best examples seen, classroom assistants explain the introductions of lessons to pupils to help them cope with the same work as the rest of the class. This ensures that the very few pupils with special educational needs learn as effectively as the rest of the class. A marked feature of the teaching and support are the very good relationships between adults and pupils that encourage and help pupils to achieve better.
23. A key factor in the improvement in attainment since the last inspection is the way in which the basic skills of literacy and numeracy are taught. This extends beyond the teaching in English and mathematics. In many subjects, teachers try to support literacy and numeracy and make use of the skills acquired. For example, the story in a history lesson was linked to an English lesson by a piece of writing about changes over time that would affect a shepherd, and then speaking and listening skills were extended through an interview with a shepherdess. This linking of subjects in a focused manner to support the development of basic skills, is a strength of the school. It also allows pupils to develop their learning by applying and extending their knowledge.
24. Teachers use a good range of methods to stimulate and motivate pupils, which ensure that they are interested in their lesson and therefore concentrate better. They make good use of new technology to support learning. The good teaching challenges pupils to work at a brisk pace and think beyond simple subject boundaries. For example, pupils are keen to use the computers to extend their own learning by emailing pupils in other countries such as Canada or researching parts of Africa for a geography theme. This extends beyond subject knowledge as pupils also consider the effect of Fair Trade upon the parts of Africa that they study.
25. Another key element in the good-quality learning that takes place is the effective use of homework, which is set regularly and makes a good contribution to learning. The mathematics homework, which sets problems as well as calculations, makes a very good contribution to pupils' achievement in mathematics.
26. Teachers have high expectation of what pupils can achieve and of how they should behave. Coupled with the effective classroom-management techniques used this ensures that pupils are in a high-quality learning environment where achievement and good behaviour are valued.

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

27. The quality and range of learning opportunities for pupils throughout the school, including children in the Foundation Stage, are satisfactory. All statutory requirements are met. In the Foundation Stage provision is limited a little by the fact that children do not have access to large wheeled vehicles, or to a wide enough range of natural materials to encourage them to use their senses and explore and question, and materials that would allow them to create *imaginary* worlds in which to live and relate to each other. Nevertheless, these pupils are given opportunities to talk, write, read, count and share a wide variety of experiences with their teacher and each other in class, and those who need extra support receive it from the learning-support assistant, who supports them well in their learning.

28. In Key Stages 1 and 2 the curriculum is planned very well. The long and medium-term planning reflects all subjects and presents a comprehensive overview. However, in Key Stage 2, pupils work for one hour less a week than the recommended minimum time and this means that there is insufficient time devoted to the investigative aspects of science and to develop other aspects of the curriculum, particularly the foundation subjects; for example, design and technology. Ample time is given to both numeracy and literacy and this is reflected in the high standards achieved in these subjects. The school has, as a result of monitoring its own provision and taking account of national research, investigated the standards achieved by boys in their writing and has been active in implementing procedures to help ensure that this group is given every opportunity to achieve its full potential.
29. Arrangements for identifying and supporting pupils with special educational needs are very good and a strength of the school. The register of special educational needs is a detailed and comprehensive document, well maintained by the co-ordinator for special educational needs. The individual education plans contain clear, achievable targets that are shared with parents. The local support service has trained learning-support assistants who provide very good help for these pupils, and the service is now supporting the school in developing its own self-evaluation procedures.
30. The school is very aware of the importance of equality of opportunity and ensures that *all* pupils have full access to the curriculum. Pupils withdrawn for additional support are not withdrawn every week and therefore do not miss the same lesson regularly.
31. Two after-school clubs are organised for pupils in the Year 3/4 class. There is also a football club open to both boys and girls, and a computer-studies club. The curriculum is also enhanced by a good programme of visits both within the local area and further afield. Pupils have visited the local harbour, beach and castle, and also Portsmouth to visit the cathedral and London to visit the museums and the Dome. An annual residential trip for pupils in Year 4 is organised in conjunction with other small schools and this co-operation extends to occasional joint rugby and kwik cricket tournaments, writing workshops and puppet shows. Good links have been established with the local middle school to which most pupils transfer when they leave at the end of Year 4. Induction procedures are sound, and close co-operation between staff ensures that there are continuity and progression in the curriculum.
32. Sex and drugs education is covered through science in topics such as 'Ourselves' and also in personal, social and health education. Appropriate policies are in place and parents have been consulted.
33. Very good links with the community have been established. An appeal to every household in the local community for funds to support recent building improvements was very successful. Pupils take part in the annual 'Gaffers Festival' and some joined parents on a carnival float. Residents from the local old people's home are invited to the annual Christmas concert and pupils have sung with local choirs when fund raising for the school. Christian festivals are celebrated in the local church and the oldest pupils attend church weekly. Several local residents have established close links with the school and help regularly in classes.
34. The school makes good provision for the spiritual, moral, social and cultural development of the pupils. Good opportunities are provided for reflection through

assemblies and religious education. English makes a good contribution to this aspect through poetry where pupils emulate the work of Ted Hughes in his poem 'The Harvest Moon' and write very good poems about the sun and moon that demonstrate good reflection and a sense of awe and wonder. For example:

***The sun is a golden dragon egg
It is a golden helicopter flying around the earth
A golden tennis ball hit into space***

Or again:

The moon is a balloon let loose from its string

35. In assemblies, pupils reflect upon how a piece of music makes them feel and make suggestions such as, ***"It made me feel like a princess"***
36. The very good provision for moral and social development reflects the school's church-aided status and enables pupils to develop a clear sense of right and wrong. Pupils are encouraged to help each other and to consider other people in the world. They develop a sense of citizenship through their study of inequalities in the Third World and their support of Fair Trade.
37. The school takes great care to ensure that pupils are not isolated by living on an island and many opportunities are taken to make them aware of the other cultural groups within Britain and the wider world. British culture is studied through visits to museums and to places on the mainland. Comparisons are made between life on the island and in other places. Good use is made of information technology to study other parts of the world, using web cams. Visits such as the one to the Islamic exhibition held on the island and visitors to the school broaden pupils' experience well.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school has maintained the good pastoral care and supportive environment noted at the time of the last inspection. Health and safety enjoy a high priority and issues identified in the last report relating to the fabric of the old school house and window glass have been addressed. All staff have had first aid training, and practice is good. Risk assessments take place once a term and security is reviewed regularly. The caretaker deals when he can with any hazards found during his daily round. The school follows the local authority guidelines for child protection and has good systems in place to deal with any concerns. The designated teacher has recently updated her training and all teaching staff are aware of these issues.
39. The school has good procedures for promoting and monitoring attendance. If no reason for absence has been received by 9.30am a 'first-day absence' call is made to parents, although this is rarely necessary. The home-school liaison officer visits regularly to check the registers and to discuss any pupils whose attendance or punctuality is causing concern. Parents are regularly reminded of the importance of punctuality and regular attendance to their children's education. However, the school has sometimes been generous in authorising holiday absence.
40. Procedures for promoting and monitoring good behaviour are effective. Behaviour management by all staff is good and any inappropriate behaviour is dealt with swiftly. Pupils know what is expected of them and what will follow if class and school rules are not followed. Stickers and other rewards are sought after, and

pupils enjoy celebrating their own and others' achievements. Sanctions are perceived as fair and there have been no exclusions.

41. The school has good systems to promote pupils' personal development and plans to record this in more detail. Social and moral values are stressed during assemblies, and planned circle time sessions are used well to talk through any problems arising during the school day in addition to developing pupils' understanding of good citizenship. Responsibilities; for example, those of library monitors, undertaken mostly by older pupils, are carried out conscientiously and with enthusiasm. Educational trips, participation in island events, talks from representatives of the police and other agencies, and the residential visit for pupils in Year 4, ensure that pupils gain knowledge of the world outside their school environment and of some of the dangers and difficulties they may face. They are well prepared for the next stage of their education.
42. The school has a good, comprehensive range of assessment procedures in place to monitor progress in English and mathematics. This is an improvement since the last inspection, when the quality and use of assessment to ensure that more-able pupils are challenged were a key issue. The school now tracks the progress of individual pupils in English, mathematics and science, using the Qualifications and Curriculum Authority non-statutory tests in Years 3 and 4. It also uses a variety of optional tests with all age groups and has worked with local schools to produce a collection of moderated work to help establish benchmarks for standards. As a result, individual and group targets are set, like those for English in Years 3 and 4, and the progress of pupils as they move through the school is recorded. Short-term planning in the core subjects indicates that work is planned for pupils according to ability when necessary.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. The school continues to enjoy a satisfactory relationship with parents, who are pleased that their children are able to attend this popular small school that many of them attended themselves. They support the school's aims and ambitions for their children, and those who can come into school to help teachers in the classroom. Others accompany their children on educational trips and help with the football team. The school has canvassed parents for their views, both positive and relating to what they would like to see improved, through an audit taken in the summer 2001, but some have found it difficult to adjust to the changed arrangements for delivering and collecting their children, arising from new security systems. Attendance at consultation meetings is very good but less so when curriculum events are held, although those who do attend enjoy these. Parents are pleased they are now invited to a class assembly to share in the celebration of their children's success, but would like to do this once a term.
44. Information for parents is good. Regular newsletters and other communications are sent home via 'pupil post' as and when necessary. Class teachers now write to parents at the beginning of term to let them know what their children will be doing in addition to asking them to provide various materials. The brochure and the governors' annual report contain useful data and information on what is happening in school. Parents like their children's annual report. This details what has been studied and children's individual achievements, although not all contain specific targets to help pupils improve. The homework book is well used as a dialogue between parents and teachers. Parents of children with special educational or other

needs are appropriately involved in individual education plans and are well informed by the school about their child's progress, and the school secretary is always ready to help parents to understand and/or fill in forms.

45. The new parent-teacher association holds well-attended fun and fund-raising events, to which neighbours as well as relatives are invited. As a result, considerable contributions are made to the school fund. Sports day and school productions are very popular, with the hall filled to overflowing with relatives and siblings eager to see children perform. Celebrations such as harvest festival and the 'light of love' held at the local church are well attended and enjoyed by all. However, although a number of volunteers help in school on a regular basis, fewer parents that are normally found in schools like this help in classrooms. Some parents expressed concern about access to school in the morning, but this is as a result of building work that has altered the main access to school thus limiting opportunities for parents to congregate in the cloakroom.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. The school is well led and managed. This is an improvement since the last report. The headteacher has a very clear educational vision. She is supported well by the staff, who, although few in number, provide at least sound and often good leadership as subject managers. Particular areas of strength in the management of subjects are the management of English, mathematics, information technology and special educational needs. This good management is a significant factor in the improvement in standards in these areas since the time of the last inspection.
47. The quality of teaching and learning is monitored well and suitable professional development is linked to the outcomes of this monitoring and performance management. This is extended to teaching-support assistants, who make a valuable contribution to the quality of teaching and learning.
48. The school aims are clear and met well. The school development plan is based upon a good analysis of the strengths and weaknesses of the school and is a useful document in guiding the school towards further improvements. Governors have a good understanding of the school improvement plan, and the chair of governors has a very good understanding of the strengths and weaknesses of the school. Although a number of key governors have left recently and replacements are not yet in place, the remaining governors are fulfilling their role well. Statutory requirements are met and the chair of governors is already planning the professional development that will be needed by the incoming governors. Financial management is supported well by a local authority officer who works with a group of schools and is therefore able to provide examples of good practice from other small schools to support the governors in their financial decisions. The school is well funded at present, partly due to a grant to keep class sizes below 30 in Key Stage 1. This grant does make the school appear quite expensive, but money is used well and governors spend it wisely. Governors are very proactive in financial matters and seek to make the best possible use of grants.
49. The quality of accommodation was a key issue at the last inspection and governors have sought grants and financial support to bring about a very good conversion of the old school house and parts of the school. The work done enables the school to provide good access to the curriculum for pupils with disabilities. Accommodation is now satisfactory overall with some significant strengths. However, one part of the

accommodation remains a problem. The mobile classroom used by the oldest pupils is too small to allow the full curriculum to be taught effectively. It suffers from damp caused by the flooding around it in heavy rain. During the inspection, an dehumidifier had to be kept in the classroom to reduce moisture. Computers have to be positioned in corridors and it is difficult to get around all desks. Governors are very aware of the problems and are seeking to complete the work on the school by replacing this classroom with an addition to the main building. This is a matter of urgency as the present room limits the curriculum that can be offered to these pupils. It is only through the determination and hard work of the teachers that the difficulty posed by the classroom is overcome at present. This places an unacceptable burden on the teachers when they have to deal with the problems created.

50. Resources in the school are at least satisfactory and in some cases, good. The recent building work has provided a good-quality library that is well used. Information technology is well resourced and the computers are well used by pupils to support learning in many areas of the curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

51. In order to build upon its success and improve further, the school should:
- (1) improve pupils' knowledge of the investigative process in science by:-
 - improving teachers' knowledge of this aspect of science; (paragraph 20)
 - providing more time in the curriculum at Key Stage 2 to enable investigations to be conducted; (paragraph 28)
 - (2) improve the accommodation at Key Stage 2 (paragraph 49) to:
 - provide more space for pupils to carry out the practical activities in the curriculum;
 - provide a dry classroom that does not need constant use of a dehumidifier.

A number of minor issues that governors may wish to address in their action plan are identified in paragraphs 60, 63, 65, 69, and 70.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 21 |
| Number of discussions with staff, governors, other adults and pupils | 8 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 0 | 3 | 10 | 7 | 1 | 0 | 0 |
| Percentage | 0 | 14 | 48 | 33 | 5 | 0 | 0 |

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one four percentage points.

Information about the school's pupils

| Pupils on the school's roll | Nursery | YR – Y4 |
|---|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 0 | 58 |
| Number of full-time pupils known to be eligible for free school meals | 0 | 7 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – Y4 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | 0 | 1 |
| Number of pupils on the school's special educational needs register | 0 | 5 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 0 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 3 |
| Pupils who left the school other than at the usual time of leaving | 4 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 4.5 |
| National comparative data | 5.2 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0 |
| National comparative data | 0.5 |

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

Attainment at the end of Key Stage 1 (Year 2)

| | | | | |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
| | 2001 | -- | -- | 7 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | -- | -- | -- |
| | Girls | -- | -- | -- |
| | Total | -- | -- | -- |
| Percentage of pupils at NC level 2 or above | School | -- | -- | -- |
| | National | -- | -- | -- |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | -- | -- | -- |
| | Girls | -- | -- | -- |
| | Total | -- | -- | -- |
| Percentage of pupils at NC level 2 or above | School | -- | -- | -- |
| | National | -- | -- | -- |

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

The 2001 cohort does not contain enough pupils to make the data meaningful and so no data is entered in the above table

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 0 |
| Black – African heritage | 0 |
| Black – other | 0 |
| Indian | 0 |
| Pakistani | 0 |
| Bangladeshi | 0 |
| Chinese | 0 |
| White | 58 |
| Any other minority ethnic group | 0 |

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y4

| | |
|--|------|
| Total number of qualified teachers (FTE) | 3.4 |
| Number of pupils per qualified teacher | 17.1 |
| Average class size | 19.3 |

Education support staff: YR – Y4

| | |
|---|----|
| Total number of education support staff | 5 |
| Total aggregate hours worked per week | 65 |

Qualified teachers and support staff: nursery

| | |
|--|---|
| Total number of qualified teachers (FTE) | 0 |
| Number of pupils per qualified teacher | 0 |
| Total number of education support staff | 0 |
| Total aggregate hours worked per week | 0 |
| Number of pupils per FTE adult | 0 |

FTE means full-time equivalent.

Recruitment of teachers

| | |
|--|---|
| Number of teachers who left the school during the last two years | 0 |
| Number of teachers appointed to the school during the last two years | 0 |

| | |
|--|---|
| Total number of vacant teaching posts (FTE) | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 0 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

FTE means full-time equivalent.

Exclusions in the last school year

| | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage | 0 | 0 |
| Black – African heritage | 0 | 0 |
| Black – other | 0 | 0 |
| Indian | 0 | 0 |
| Pakistani | 0 | 0 |
| Bangladeshi | 0 | 0 |
| Chinese | 0 | 0 |
| White | 0 | 0 |
| Other minority ethnic groups | 0 | 0 |

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

Financial information

| | |
|----------------|------|
| Financial year | 2001 |
|----------------|------|

| | £ |
|--|---------|
| Total income | 166,366 |
| Total expenditure | 166,319 |
| Expenditure per pupil | 3,199 |
| Balance brought forward from previous year | 7,566 |
| Balance carried forward to next year | 7,613 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|----|
| Number of questionnaires sent out | 58 |
| Number of questionnaires returned | 40 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 58 | 38 | 3 | 3 | 0 |
| My child is making good progress in school. | 45 | 43 | 10 | 3 | 0 |
| Behaviour in the school is good. | 48 | 40 | 5 | 3 | 5 |
| My child gets the right amount of work to do at home. | 40 | 40 | 18 | 3 | 0 |
| The teaching is good. | 50 | 43 | 5 | 3 | 0 |
| I am kept well informed about how my child is getting on. | 38 | 33 | 25 | 5 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 55 | 35 | 8 | 3 | 0 |
| The school expects my child to work hard and achieve his or her best. | 63 | 30 | 8 | 0 | 0 |
| The school works closely with parents. | 40 | 35 | 13 | 10 | 3 |
| The school is well led and managed. | 45 | 43 | 3 | 5 | 5 |
| The school is helping my child become mature and responsible. | 50 | 40 | 8 | 0 | 3 |
| The school provides an interesting range of activities outside lessons. | 13 | 30 | 23 | 20 | 15 |

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

52. Most children attend a playgroup on a part-time basis before they attend school. The playgroup is based in a room adjacent to the nursery and strong links between both classes mean that induction procedures for the children before they start school are good. The school and playgroup also offer support and advice to parents and arrange informal meetings on a regular basis. The school is working to achieve the 'Kite Mark,' a standard set by the Isle of Wight Early Years Unit, and has already achieved many of the standards set.

Personal, social and emotional development

53. Children enter the reception class with a wide range of social and personal skills. A minority are immature and demand much attention from staff, but respond to consistently high expectations. In discussions with the teacher, most are learning to raise their hand and wait for their turn to speak, but some still demand immediate attention by shouting out. These are ignored most of the time and are praised well when they remember the class rule. Many opportunities have been created in the room for children to develop their social skills. The vet's surgery, full of animals awaiting treatment, is always busy and children are confident at sharing with adults their concerns about their pets. One said, as he led a friend along on a lead, 'This is my kitten. She's expecting kittens and I've brought her to the vet.' Another was quick to inform an adult visitor that he should not sit on a particular chair because it happened to be in the vet's waiting room! By the time pupils enter Year 1 they have attained the Early Learning Goals.
54. The teacher has created a balanced programme of activities each day, giving pupils opportunities to work both together and independently. Guided by the teacher, children co-operate well as they mix ingredients for a cake, whilst others shared equipment sensibly and act out different roles in the vet's surgery. When reading to the class, the teacher is careful to encourage empathy for others when she asks how the children think a character would feel when things go wrong in the story. Relationships between children and adults are good, and staff and visitors present good role models that, over time, have a positive effect on all the children.

Communication, language and literacy

55. Teaching in this area is good and all children will attain the appropriate level in this area of learning by the time they enter Year 1. Displays of words found in the introductory books of the school reading scheme are on display and equipment is labelled to encourage the children to recognise key words both in their reading scheme and in their environment. Children enjoy writing and are keen to 'read' their words, in which many letters are recognisable. They trace letters and copy the teacher's script. By the end of the Foundation Stage, a scrutiny of work shows that letters are clearly printed, legible and well formed. One child wrote, 'He is green, he has an antenna, he has no hair.' The marking of work is very good, reflecting on-going assessment and informing future planning; for example, in one book the teacher wrote, 'She is learning and writing the beginnings of words. She now needs to concentrate on word endings.'

56. The teacher uses 'big books' well to motivate and interest the children. She lowers her voice to encourage the children to listen (Listening is a skill that the minority are still developing), and asks open questions to encourage the children to reflect and give considered answers. Their speaking skills are well developed, as illustrated by one child who said, 'Floppy is unable to come because, as you can see, he is fast asleep.' Very good planning means that follow-up activities are well organised to support the teaching of reading; for example, after listening to a story the children trace key words in sand and then match them in a game, others replicate the making of a cake following instructions from the book, and another group work with the teaching assistant and focus on words in the story that end in 't', 'n' and 'g.'

Mathematical development

57. Teaching in this area is satisfactory and most children will attain the appropriate level in this area of learning by the end of the year. Most can count accurately to ten, although one or two need the support of the group to do this, and the majority can *recognise* numbers to ten. The classroom environment provides plenty of opportunities for pupils to develop their own sense of number and methods of calculating through, for example, sorting, balancing, playing with a range of materials and becoming involved in appropriate competitive games such as 'Incy Wincy Spider' that help develop their ability to count forwards and backwards accurately. They practise counting regularly and use beads, soft toys and other toys to help consolidate their learning. An appropriate computer program helps pupils sequence numbers to 20.
58. In the lessons observed the teacher stressed the concept of order well by regularly repeating the days of the week and asking, 'Yesterday was the sixteenth. What is the date today?' Work focusing on counting higher numbers, using a number square to help the children, was too challenging for some, who became restless. These children still need plenty of practical experiences to help consolidate their understanding of numbers to 20.

Knowledge and understanding of the world

59. Teaching in this area is good, although the immediate outdoor environment offers only limited opportunities for children to regularly encounter creatures, plants and objects in their natural environment. Currently the range of activities does not always provide enough variety to stimulate the children's interest and curiosity on a daily basis.
60. Children use the computer well and are confident as they use the mouse to move the cursor to either turn the pages of a book or select numbers in a number square. They follow the example of the teacher and wash their hands before mixing the ingredients for a cake, and consequently learn about the importance of hygiene. The teacher encourages them to use their senses as they smell the varied ingredients and they are encouraged to predict what the mixture will taste like. A veterinary nurse visits to talk to the children and they ask sensible questions, learning about how best to look after their pets in the process. One realises that there is a toy syringe in the classroom's 'vet's surgery' and fetches it to compare it with the real thing, and the children listen intently as its purpose is explained. Another, when asked whether she knew what a muzzle was, said, 'A muzzle is like a halter that goes over the mouth and stops it biting.'

61. Medium-term planning indicates that a good range of activities are planned to encourage the children to learn about the world in which they live. A scrutiny of work shows that children are provided with opportunities to take part in community events such as the annual pancake race and they dress in appropriate costume when they sample an Indian meal.

Physical development

63-62. Teaching in the classroom, where the focus is on developing the children's ability to handle and control small tools such as the spatulas when making clay dogs and threading beads, is good. It was not possible during the inspection to observe a formal physical education lesson. Although the reception class has a large, secure outdoor area and access to some fixed climbing equipment, there are not enough opportunities for children to climb over, under, through, around and between objects that they can assemble themselves. Neither do they have access to large wheeled vehicles or natural materials that would encourage them to develop all of their senses.

Creative development

63. Teaching is satisfactory and children make generally satisfactory progress, most being on target to achieve the Early Learning Goals by the time they enter Year 1. The children are shown a variety of musical instruments and experiment at making sounds aided by the teacher, who shows them how to hold the instruments correctly to get the best results. They sing familiar songs and one or two sing their favourite nursery rhymes to the rest of the class. They use clay to make models of a dog, trying to copy the appearance of one of their toys from the vets! They use the tools well and are proud of their achievements, showing visitors the results of their efforts. They paint the letter 't', previously taught, in 'rainbow' colours and complete chalk pictures of the 'Aquarium' after listening to the music of Saint-Saëns. Also displayed in the classroom are photographs and drawings of Sooty the Cat along with models, with the limbs joined by paper fasteners.
64. However, too few opportunities exist for the children to incorporate imagined experiences in role play, and the provision of resources such as boxes, fabric and tubes is insufficient for children to create imaginary worlds in which they can live and relate to each other.

ENGLISH

- 66-65. The results of statutory tests show that pupils make good progress in Key Stage 1 and achieve results that are above those expected nationally, although the cohort size last year was too small to make national comparisons possible. In Years 3 and 4, pupils continue to make good progress and most are on target to achieve above national standards by the time they leave Key Stage 2.
66. Attainment in speaking and listening at the end of Year 2 is above that expected nationally. The majority of pupils listen well in lessons and put forward their ideas fluently and clearly. The teacher questions the pupils well, asking open questions requiring considered answers, and the pupils make good progress as the lesson evolves, revising and representing their ideas as they gain in both knowledge and understanding. At the same time, the teacher ensures that all are included,

including those with special educational needs, when she says, "Can you try and answer this question if I help you?"

67. Most pupils also listen and speak well at the end of Year 4, but a small minority in Year 3 are easily distracted and find it difficult to concentrate for long periods. The teacher's very clear expression and the very good reading of a passage that holds the pupils' attention well, encourage their listening skills. Pupils are encouraged to work in pairs, talking and listening to each other's point of view, before recording their outcomes and reporting back to the class.
68. Standards of reading are above average at the end of Year 2 and Year 4. Pupils in Year 2 heard group reading with their teacher, read well and showed an avid interest in the story. Pupils are taught systematically as they progress through the school, and higher-attaining pupils in Years 2 and 4 read widely and have a good understanding of both fiction and non-fiction texts. They understand how to use both the contents and index pages of a non-fiction book and they can refer to a glossary if they need to find the meaning of a word. However, only the library monitors said they were 'allowed' to use the library index system to retrieve books, and even this group were uncertain how to search for particular information with any degree of certainty. Library skills are not developed widely enough for full use to be made of the very good library facilities. All pupils are encouraged to take books home, and reading records, with those of older pupils containing book review sheets, are well maintained. Pupils with special educational needs are very well supported both by the special educational needs co-ordinator when they are withdrawn for additional support and also by the teaching assistant, who responds to their needs very well.
69. Pupil's standards in writing are good at the end of Year 2 and at the end of Year 4. A scrutiny of work shows good progress in all classes. Pupils are taught to join letters from Year 1, and by the time they leave the school a fluent cursive script is well embedded and presentation is good. Higher-attaining pupils in Year 2 are developing the ability to use not only full stops and capital letters but also speech marks, question marks and exclamation marks. Many are beginning to be aware of the reader and choose their words with care. For example, one pupil begins a story with the words "It was Thursday morning and all was quiet in the road." They write for a variety of purposes, including instructions such as 'How To Fight Fires,' and use ICT well to present their work. A large number of sheets are used to support pupils in their work. However, their quality is variable and not all support pupils' learning effectively.
70. In Year 4 pupils use 'draft books' well and their spelling is generally accurate, including words such as 'hemisphere.' They write for a variety of purposes; for example, poetry, narrative, letters, accounts, reports and descriptive writing, such as 'The Wordmaster was surrounded by flying words, gleaming in the bright room.' Pupils use word processors well to set out letters and also poems. Their efforts are valued and a selection of work reflecting their thoughts after a residential trip is displayed in a book entitled 'Been There Done That.'
71. The quality of teaching is good in both classes as the teachers have good subject knowledge, plan their work with care taking into account the National Literacy Strategy and are enthusiastic in their presentation. They set clear objectives, and tasks are explained clearly, with the teachers in both classes modelling work well,

giving pupils the knowledge and confidence to start their work promptly, wasting little time. A positive work ethic is encouraged as pupils are praised regularly for their efforts, and high expectations encourage them always to give of their best. The learning-support assistant who, in Year 2, praised a pupil who had worked very well on his own and had shown the determination to complete a task successfully, supports the teachers in this. All work is marked and questions are often asked to challenge the pupils further. For example, in Year 2 the teacher asks, "What do you know about Mrs Mole? What is her character?" In Year 4 the teacher uses humour when she writes "Very tabloid!" She reminds pupils of previously taught facts, "Remember! Capital letters at the beginning of a sentence" and also gives praise to encourage pupils further, "You have used some excellent adjectives (describing words). Well done!" Pupils with special educational needs are included well in both classes, with work well matched and support given when necessary.

72. Pupils' attitudes to this subject are very good. The majority listen attentively during whole-class discussions and when being given instructions by the teacher. They work at a good pace and respond well to their teachers.
73. The subject is well led and managed by a very knowledgeable co-ordinator. She has carried out research into 'boys' writing', concluding that setting clear objectives and sharing them with the pupils, modelling by the teacher, followed by a joint activity and then independent work is a pattern of organisation that will support this group well. She has ensured that the school is resourced adequately to meet the demands of the curriculum and attends relevant training to keep her well informed of developments in this subject.

MATHEMATICS

74. Pupils' attainment is above average at the end of Year 2 and well above average when pupils leave the school at the age of nine. This is largely due to the good teaching and support that they receive.
75. At Key Stage 1 pupils are challenged to develop good number skills through the well-developed use of the school's strategy for numeracy, which follows the guidance of the National Numeracy Strategy. Pupils are set work that challenges and extends their mathematical thinking. This was seen in a good lesson where pupils were moving from developing an understanding of two-dimensional shapes to considering the properties of three-dimensional shapes. The higher-attaining pupils were considering the net of a regular three-dimensional shape. This degree of challenge reflects high teacher expectations of what pupils can achieve and addresses the issue from the last report that more-able pupils were not sufficiently challenged. This challenge is a key factor in the high attainment of the pupils. At the same time the youngest pupils in the class were given good support in order to consolidate their understanding of the two-dimensional shapes. An examination of pupils' previous work shows that by the end of Year 2 they are confident with computation of numbers up to 100. Although it is early in the year, some pupils in the current Year 2 are already demonstrating the same confidence with number.
76. At Key Stage 2 the good challenge to pupils continues. They develop their understanding of computation and apply it well. For example, in a lesson on sharing, pupils' understanding of remainders was tested by a problem concerning how many boxes would be required to hold 37 cakes if each box held five cakes. The good teaching enabled pupils to realise that, when applying mathematical skills,

remainders need to be taken into account. Eight boxes would be needed as the two cakes left over would need a box. Pupils' skills of calculation are very good, with a significant number of pupils already working close to the national expectations for pupils aged 11. Pupils have a good understanding of shape and measurement, and use data appropriately when carrying out surveys and presenting the results. Good use is made of information technology to support this.

77. The key factors that give rise to the high attainment are:
- teachers' knowledge of the numeracy strategy and the way they apply it;
 - the pace of lessons, which challenges pupils to extend themselves;
 - the good use of appropriate resources such as textbooks and information technology to support teaching;
 - the good use of classroom assistants to support pupils with special educational needs;
 - the very effective use of homework.
78. Taking all factors into account, it is clear that this subject is well managed and taught well. As a result, pupils learn very effectively.

SCIENCE

80-79. By the ages of seven and nine, standards attained are broadly average. This is a similar picture to the last inspection. However, pupils' understanding of the investigative process is unsatisfactory.

81-80. At Key Stage 1 they sort materials and examine the changes that occur. They know that materials change but are not sure how to investigate this. For example, when examining the conditions under which ice melts, they do not know the importance of measuring the effects accurately. Pupils understand the basic forces of pushing and pulling, and by the end of Year 2 have a sound understanding of growth and the importance of certain foods. They build upon this knowledge at Key Stage 2 and by the end of Year 4 know that changes can be permanent or reversible. However, teachers' knowledge of the investigative process is insecure and limits what the pupils learn. They are not developing a suitable understanding for their age of what makes a test fair. However, good links with other areas of school life are being made. Pupils are aware of the effect of waste upon the environment. They put this into practice in the eco-garden they are developing. As part of that process a long-term investigation into decomposition is taking place using a compost bin. Although this is a valid investigation, not enough is done to use it to teach pupils the process of investigation. It is unclear what question they are trying to answer with the investigation, and insufficient attention is given to prediction and hypothesis as part of the process. Linked to this investigation, pupils conduct litter surveys and use their mathematical skills to present the results of this survey.

81. The teaching of science is just satisfactory in that pupils are taught the basic facts required but not the processes that make a good scientist. Not enough use is made of science to develop or extend pupils' literacy skills. Too much of the work is completed on worksheets that limit opportunities for pupils to write at length or in different styles. This means that work in science is not supporting the aim in the school development plan of improving standards in writing.

ART AND DESIGN

82. No lessons were observed during the inspection. However, the scrutiny of pupils' work, medium-term planning and displays around the school indicates that standards at the end of Year 2 and at the end of Year 4 are broadly in line with national expectations, which is similar to the findings of the last inspection.
83. In the Year 1/2 class, pupils work in a suitable range of techniques, using pencils and crayons to complete observational drawings of wild plants. They also complete collages of 'The Autumn Man' based on the work of Giuseppe Arcimboldo, using a combination of natural materials, paints and crayons. In Years 3 and 4, pupils study 'line' and draw chairs, television sets and other furniture using pencil and charcoal. Tie and dye techniques are used to good effect and combined with fabric crayons to produce designs of vibrant colour. A collage of the local harbour is on display in the entrance hall. Portfolios of work contain oil pastel pictures, the mixing of paints to produce shades of green, watercolour drawings of the cross-sections of vegetables and fruit, paper weaving and mobiles made with card and cling-film. A poster in the Year 3/4 class graphically illustrates aspects of African art.

DESIGN AND TECHNOLOGY

84. It was not possible to observe any lessons during the inspection and therefore a secure judgement on teaching cannot be made. Judgements on attainment and progress are based on discussion with pupils and teachers, a scrutiny of pupils' work in books and on display, and an examination of teachers' planning. Inspection findings are that standards are in line with those generally found for pupils of this age and this is similar to finding of the last inspection.
85. Photographic evidence shows bird feeders designed and made by pupils in Year 3/4, and pupils talk with enthusiasm about this project. Pupils in Year 1/2 make models of 'Flat Stanley' by rolling, pushing, squashing and pulling, and 'bendy/stretchy' puppets with pipe cleaners. They explore ways of joining fabrics together using straight pins, staples, sticky tape, glue and stitching as they design and make glove puppets. They use prepared sheets to evaluate their work. They study playground equipment, and design and make models of their own. In the school hall, a large range of robots designed and made at home is on display. In the entrance hall, a cup, awarded to the school in a local 'bridge building' competition, is displayed, with the actual models placed nearby.

GEOGRAPHY

86. It was only possible to see one lesson of geography during the inspection and so reliable judgements on teaching are not possible. An examination of pupils' previous work and teachers' planning, and discussions with pupils, show that they receive a good curriculum in geography. The standards of the previous report are maintained and there are many areas of strength. When pupils leave the school at the age of nine, aspects of the work are of a higher standard than normally seen among pupils of a similar age. Pupils at Key Stage 1 study the local environment. They have a sound understanding of the farming community on the island through their studies at the local authority farm and through good support from the local community. A lesson in which pupils combined their history and geography learning well by comparing a shepherd from 100 years ago with a modern shepherdess made a good contribution to their spiritual development. Pupils were filled with awe

and wonder as they discussed lambing and the work of the sheep dog that had been brought into the school. This lesson was very well linked to literacy and provided a good opportunity to develop pupils' writing skills in line with the school's plans to improve writing.

87. At Key Stage 2 the links across the curriculum are continued. Pupils use their mathematical skills and information technology to present the results of a traffic survey. They extend this further when they compare Yarmouth with the town of Newport and the City of Portsmouth. Pupils use email to link with pupils in schools in other parts of the world such as Canada. They make use of web cams to study parts of Africa and link this to their study of the continent. Moral and social development is extended further when pupils study the effects of trade upon the continent and discuss the Fair Trade goods available.
88. The integration of the wider curriculum into geography is a key factor in the attainment and progress of pupils in English, mathematics and information technology. Geography gives further meaning to their studies and enables them to practise the key skills taught in the other subjects.

HISTORY

89. It was not possible to see enough history teaching during the inspection to make reliable judgements, but the evidence from an examination of pupils' previous work, displays in the school and teachers' planning indicates that standards are being maintained and pupils, including those with special educational needs, are achieving satisfactorily. Attainment is at least satisfactory, with some elements above average.
90. At Key Stage 1, pupils understand the concepts of 'older than' and 'younger than'. They realise that life was different in the past; for example, 100 years ago. Pupils are aware of the differences between their lives and those of their parents and grandparents. The oldest pupils in Key Stage 1 are aware of changes that take place over time; for example, the differences between the equipment of a modern shepherd and one that lived 100 years ago.
91. At Key Stage 2, pupils extend their knowledge by studying other people in history, such as the ancient Egyptians. They make good use of other skills such as literacy and information technology skills to research and present their findings. Good links are also made with geography, as when pupils study the local area and examine the gravestones and census records of 100 years ago to see where people moving to the island had come from. Good use is made of information technology and mathematical skills to research census data and present findings in a graph.

INFORMATION AND COMMUNICATION TECHNOLOGY

92. The previous report in 1996 found that standards were unsatisfactory when pupils left the school at the age of nine. The very good work of the subject manager means that the profile of information technology has been raised significantly in the school. Currently attainment at the end of Year 2 meets national expectations and when pupils leave the school at the age of nine attainment is above that normally found among pupils of a similar age.
93. Significant factors contributing to the rise in attainment are: -
 - The new equipment provided through the National Grid for Learning; (NGfL)

- The training undertaken by the subject manager through the National Opportunities Fund; (NOF)
 - The enthusiasm of the subject manager and other teachers;
 - The support given by a governor who attends school almost every day to help with information technology;
 - The way in which the whole school seeks to make use of information technology as a learning tool in other subjects such as science, history and geography.
94. The result of the factors above is that information technology pervades the curriculum and is used a learning tool in many subjects. Pupils are now confident using computers and other technological equipment. At Key Stage 1, pupils use appropriate programmes to support their learning in English and mathematics. Good use is made of word processors to support writing for those who find writing difficult. By the end of the Year 2, pupils are able to use the mouse and keyboard to control the computer. They load their own work from file and use drop down menus with confidence. Pupils save and print their own work. They learn to sequence instructions through writing flow charts for activities such as making a sandwich and through the use of programmable toys.
95. At Key Stage 2, pupils use computers as a normal part of their classroom experience. Good use is made of information technology to support learning. In English, pupils use the word processor to produce evocative poems about the moon and sun, and illustrate their work using clipart. They support geography by using web cams to view parts of Africa and email to communicate with pupils in other parts of the world. Data-handling programmes are used to display information collected in surveys such as the litter survey or the investigation into the 1851 census, which showed which parts of Britain various residents came from.
96. The rich curriculum that pupils enjoy is as a direct result of the enthusiasm of the subject manager, who has worked very hard to address the criticisms in the last report. To ensure that all pupils have good access to computers a club is run after school in all classrooms. The very good support of a governor allows teachers to send pupils to the library to use the computers there. This increases access to computers for pupils and supports their learning well.

MUSIC

- 98-97. One lesson involving pupils in Year 1/2 and an assembly involving the playing of a wide range of percussion instruments, some from Africa, involving pupils from Year 3/4 were observed during the inspection. These observations and the scrutiny of medium-term planning indicate that standards are in line with those expected nationally, which is similar to the finding of the last inspection.
98. In the singing lesson observed, pupils sang traditional songs from memory and accompanied them with hand clapping and foot tapping, displaying a good sense of rhythm in the process. They understood and could explain the terms 'duet' and 'solo.'
99. In the assembly, pupils played a variety of percussion instruments including xylophones, balafons, domo-drums, African shakers, maracas and bongo drums. The pupils gained in confidence as the assembly progressed, striking the instruments confidently and in good time, and successfully maintaining a steady

beat. This enabled all the pupils in the class to speak (sing) to the rhythm of the drums, culminating in a crescendo of sound.

~~404.100.~~ The school has arranged for a peripatetic percussion teacher to work with pupils in Year 1/2 for approximately seven weeks and a teacher visits to take a small recorder group of Year 3/4 pupils for 50 minutes a week once a week. This makes a good contribution to pupils' attainment in this subject.

101. The school has a satisfactory range of resources to support the curriculum as planned.

PHYSICAL EDUCATION

102. Two aspects of physical education were observed, a gymnastics lesson in Year 1/2 and a games lesson in Year 3/4. Based on these lessons standards in gymnastics are judged to be above those expected nationally, and standards in games are in line with expectations. Neither swimming nor athletics were observed, but both take place during the year.

103. In the very good gymnastics lesson observed, the pupils enter the hall sensibly and quietly. Good cross-curricular links with mathematics are established in the warm-up session when the pupils are encouraged to run around the outside of imaginary shapes - squares, triangles, rectangles and pentagons. Pupils provide good examples for others to copy, thereby raising expectations. Later, having observed a drawing of a caterpillar and discussed how it might move, the pupils spend time moving and refining their movements until a high standard is reached. **All** pupils in the class were included and motivated by the teacher's encouragement and advice.

104. In the games lesson observed, pupils split into two mixed groups to practise travelling with and receiving a ball. Safety issues concerning the use of Unihoc sticks were explained appropriately at the beginning of the lesson to one group and they proceeded to practise hitting and receiving the ball, ending the lesson with small groups playing attack/defence games. The other group practised controlling, passing and receiving a football, and again ended in an attack-defence game.

105. Since the last inspection the standard of accommodation has improved considerably and the hall now provides plenty of space for gymnastics. This, combined with the generous hard play surfaces and field, enables a broad and appropriate curriculum to be taught. The school also takes part in competitive games with other schools, playing tag rugby and kwik cricket.