

INSPECTION REPORT

**NEWPORT CHURCH of ENGLAND
(VOLUNTARY AIDED) PRIMARY SCHOOL**

Isle of Wight

LEA area: Isle of Wight

Unique reference number: 118200

Headteacher: Linda Windsor

Reporting inspector: Anne Currie
25429

Dates of inspection: 20th – 24th May 2002

Inspection number: 192309
Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Voluntary Aided

Age range of pupils: 4 to 9 years

Gender of pupils: Mixed

School address: Kitbridge Road
Carisbrooke Park
Newport
Isle of Wight
Postcode: PO30 5GD

Telephone number: 01983 522826

Fax number: 01983 528016

Appropriate authority: The Governing Body

Name of chair of governors: Dr Tara Dean

Date of previous inspection: 24th February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
25429	Anne Currie	Registered inspector	Art and design Information and communication technology	What sort of school is it? How high are the standards? How well is the school led and managed? What should the school do to improve?
13807	Christine Haggerty	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
27219	Gwyneth Evans	Team inspector	Mathematics Foundation Stage curriculum Music	How well are pupils taught?
20063	Gerry Slamon	Team inspector	Equal opportunities Science Design and technology Geography History Physical education	
4486	Michael Weller	Team inspector	English Special educational needs	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

WES World-wide Education Service
Canada House
272 Field End Road
Eastcote
Middlesex
HA4 9NA

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33 Kingsway
London
WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Newport Church of England (Voluntary Aided) Primary School is a popular school situated on the outskirts of Newport, in an area of relatively new housing. Two hundred and forty-two pupils, both boys and girls, aged from four to nine years attend the school. They come from a variety of social backgrounds and about 40 come from outside the immediate catchment area. Very few children join or leave the school at other than the normal starting and leaving times. Children enter school in the September of the academic year in which they are five. Baseline assessments, carried out soon after children start school, indicate that children's attainment varies considerably with each intake, but overall it is slightly below that normally found and lower than at the time of the last inspection. Most children have had some pre-school experience, some at the independent pre-school, which is on the same site. This facility also provides a breakfast and after-school club for some pupils. About 12 per cent of pupils are known to be entitled to free school meals, which is broadly similar to the national average. Pupils are predominantly of white United Kingdom heritage and none speak English as an additional language. Just over 24 per cent of pupils are recognised by the school as having special educational needs and this figure is broadly in line with the national average. Pupils who receive regular additional support have a wide range of difficulties, but most have specific learning difficulties, or emotional and behavioural problems. No pupil has a statement of special educational need.

The religious life of the school was inspected by an inspector appointed by the Portsmouth Diocese and is the subject of a separate report.

HOW GOOD THE SCHOOL IS

This is a good school with many strong features. The school is well led and managed by the headteacher, with very good support from the governing body. Teaching is good and teachers establish very positive relationships with all pupils, including those with special educational needs. They help them make steady and often good progress, especially in reception and in the upper part of the school. Above average standards are attained at the end of Year 4 in English, mathematics, science and design and technology. The school provides good value for money.

What the school does well

- Pupils achieve above average standards in English, mathematics, science and design and technology by the time they leave the school at the end of Year 4.
- Teaching is good. All teachers work well together as a team and they have a shared commitment to further improvement.
- The leadership of the school by the headteacher is good and she is extremely well supported by the very knowledgeable governing body.
- There is a strong, caring ethos in the school which leads to positive relationships and an environment where parents, children and visitors feel welcome.
- Children receive a very positive start to their education in the reception classes.
- The provision for pupils' moral education is a strength of the school and pupils' behaviour is extremely good.

What could be improved

- Standards in information and communication technology (ICT).
- The role of teachers with subject responsibilities.
- Providing support and planning suitable activities so that all pupils achieve their full potential.
- Opportunities for pupils to learn about other cultures so that they are fully prepared for life in a multicultural society.

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 February 1997. Since then the school has experienced periods of unsettled staffing caused by illness. The current headteacher was appointed in November 2001, after almost a year as acting headteacher. Teaching assistants are now a well-established part of the team and they receive appropriate training for their roles. The key stage co-ordinators have a clear role in the management of the school and they are currently fulfilling the role of deputy head. Standards in English, mathematics, science and design and technology at the end of Year 4 have improved. Pupils are now achieving standards in art which are in line with those expected. The school has adopted schemes of work drawn up by the Qualifications and Curriculum Authority (QCA) and they give clear curriculum guidance and inform lesson planning. The governing body is now closely involved in all aspects of the school's work. There is a comprehensive school development plan, which has been drawn up after consultation with all staff. This was a new initiative. Its contents now need to be prioritised and arrangements put in place to monitor the impact on pupils' learning of the actions that are taken.

Overall, improvement since the last inspection has been good. The only key issue remaining is to develop further the role of subject co-ordinators.

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	B	C	C	C
Writing	B	B	B	B
Mathematics	D	C	C	C

Key

well above average A

above average B

average C

below average D

well below average E

- Selected on the basis of the percentage of pupils known to be entitled to free school meals.

In 2001, Year 2 pupils attained standards in national tests in reading and mathematics that were average compared to all schools and schools in similar economic circumstances. Results in writing were above average. Inspection evidence suggests that standards this year are average in all three subjects. This year's group has more pupils with special educational needs than last year. Baseline assessments show that their attainment on entry to the school was lower and some of them experienced considerable disruption to their education last year due to staffing changes. The overall trend in results over the last few years has been upwards, with variations caused by differences in each year group. Standards have improved since the last inspection. When they leave school at the end of Year 4, about a third of pupils are achieving standards that are above those expected in English, mathematics and science. Standards in design and technology are above expectations at the end of Years 2 and 4. In art standards are now similar to those found nationally. In all other subjects except ICT, pupils attain the standards expected at the end of Years 2 and 4. In ICT, standards are below expectations at the end of Year 2 and for the majority they are close to expectations by the end of Year 4. The school sets realistic targets for attainment in English and mathematics at the end of Years 2 and 4. In 2001 it achieved its targets.

Children in the reception classes make good gains in learning and by the time they enter Year 1 most are achieving the early learning goals, the standard expected in all the recommended areas of learning. In Years 1 and 2 progress is more variable, but it is generally satisfactory. Pupils achieve well in Years 3 and 4 as a result of the good and often very good teaching they receive. Pupils with special educational needs, who receive additional support, make good progress towards the targets identified in their individual education plans.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to their work, they are keen to take part in lessons and they work hard.
Behaviour, in and out of classrooms	Very good. Pupils co-operate well with each other in lessons and they play happily together in the playground.
Personal development and relationships	When given the opportunity, pupils take responsibility and work well together. Relationships among pupils and between pupils and adults are extremely positive.
Attendance	Good. Attendance is above the national average, but there is an increasing number of pupils who go on holiday in term time.

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.

Teaching is good and this is a significant factor in the above average standards attained by the end of Year 4. Of the 59 lessons observed only one was unsatisfactory. Nearly a half was good and a further quarter very good or better. Teaching of English and mathematics is good and literacy and numeracy skills are developed well. The school only has a small number of support staff. Those that are employed work closely with teachers, and support pupils well. As a result pupils receiving additional support for their special educational needs make at least steady progress. Occasionally, there is insufficient support in Years 1 and 2, especially in mathematics, to enable pupils to make sufficient progress. The number of computers available in the school is below the national average and their location in the corridor makes it difficult for pupils in Years 1 and 2 to make sufficient progress to enable them to reach the standards expected. In Years 3 and 4 pupils have more opportunities to extend their skills and, as a result, their progress improves and they reach standards similar to those expected.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is well planned. There is scope for more use of ICT across the curriculum and more opportunities for independent work. The range of activities provided outside lessons is very good.
Provision for pupils with special educational needs	Satisfactory overall. The additional help given is good, but there are insufficient teaching assistants to meet the needs of all pupils with special educational needs.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Staff give very good guidance and support for pupils' moral development. Provision for pupils' social and spiritual development is good. Cultural development is satisfactory overall with good coverage of pupils' own culture but only limited opportunities for pupils to learn about other cultures.
How well the school cares for its pupils	There is an extremely caring ethos in the school and all adults give consistent support to pupils to guide their behaviour and personal development. Assessment procedures to guide academic progress are evolving.

Parents make a very good contribution to their children's learning. They feel very welcome in the school. The annual reports contain only limited information about pupils' progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong leadership and she is well supported by the acting assistant heads. Staff with management responsibilities for individual subjects are given insufficient time to monitor and influence teaching in their subjects.
How well the governors fulfil their responsibilities	Governors are very supportive of the school and they fulfil their roles very well.
The school's evaluation of its performance	Staff are building up records of pupils' achievements over time. Progress and results are carefully monitored and the information obtained is used to improve teaching and learning.
The strategic use of resources	The school looks to obtain best value from its budget. Its budget was depleted in the last few years through funding long-term illness and a falling roll. It is targeting its spending to improve resources and to provide more teaching assistants.

Accommodation is good and it is being further improved by the new library extension. There is currently a shortage of teaching assistants. Resources are generally satisfactory, although there are insufficient computers for the number of pupils and a shortage of books of suitable quality.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Teaching is good. • Children are encouraged to work hard. They are helped to become mature and responsible and they are making good progress. • The school is approachable. • The school is well led and managed. • Behaviour in the school is good. 	<ul style="list-style-type: none"> • The range of activities provided outside lessons. • Some parents wanted more information in the reports about how their children were progressing.

The inspection team agrees with parents' very positive views of the school. A very good range of activities is provided outside lessons for the size of the school and ages of the pupils. The team agrees that more information is needed in some reports about how children are performing compared to national expectations and what they have to do to improve.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Initial assessments, made soon after children enter school at the start of the academic year in which they are five, indicate that their skills are generally below those found nationally in speaking and listening, mathematics and personal development. This indicates a decline in standards on entry since the last inspection. Assessments carried out at the end of the children's year in the reception classes indicate that most are attaining the early learning goals, the standards expected nationally, in all the recommended areas of learning. Children achieve well during their time in the reception classes, as a result of the good teaching they receive. Teachers and teaching assistants effectively help children to develop good attitudes to their work and also to gain self confidence. Children respond well to the well-planned activities provided and make good gains in learning. They work and play happily together. They listen carefully during whole-class activities and some make lively contributions. They eagerly share books and make up stories from the pictures. Some are beginning to recognise simple words on sight and to spell words independently. They show an active interest in the world around them. They are well prepared for the work they will encounter in Year 1, although they would benefit from having more opportunities to select their own activities and materials.
2. In National Curriculum tests in 2001, Year 2 pupils attained standards in reading and mathematics which were in line with the national average for all schools and for schools in similar socio-economic circumstances. In writing, results were above the average for all and similar schools. In mathematics, all pupils reached the level expected. The percentage of pupils attaining at a higher level was average in mathematics and writing, but above average in reading. Teachers' assessments in science showed standards to be close to the national average. Standards in all three subjects have been maintained since the last inspection. The overall trend in the last four years has been upwards, although there have been some variations resulting from differences in ability in each year group. There is no significant difference in the attainment of boys and girls.
3. In English, inspection evidence shows that most pupils currently in Year 2 attain standards in reading, writing and speaking and listening that are close to national expectations. Overall, the attainment of pupils currently in Year 4 is above average for pupils of their age, with about a third of pupils exceeding the level expected for this age group. Standards at the end of Year 4 have improved since the last inspection. By the time they leave the school most pupils listen carefully to instructions, join in discussions well and respond readily to questions. In reading, standards are close to those expected with pupils competently using non-fiction books to find out information. The higher attaining pupils read fluently and enjoy books. They talk confidently about their favourite books and authors. Standards in writing are above average. Most pupils readily write fluently and at length. Punctuation and spelling are generally accurate and pupils use a clear cursive style. There is a good use of interesting vocabulary. The standard of writing is in part the result of the good, stimulating activities that are provided and the confidence and encouragement teachers give pupils. Pupils make good use of their literacy skills in other subjects.
4. In mathematics, standards are generally similar to those expected in Year 2. There is more variation in attainment than there was last year. Several factors account for this. When in Year 1, some pupils experienced disrupted teaching and there is also a high percentage of pupils with special educational needs in that year group. There is appropriate support for lower attaining pupils in English, but it is less well focused in mathematics, where the emphasis has been more on extending pupils capable of higher attainment. By the time they

leave the school at the end of Year 4, attainment is generally above that expected. Standards have improved since the last inspection. The setting arrangements are working well, ensuring a good match between teaching and pupils' learning needs. Across the school, pupils are making steady gains in their numeracy skills and the opening session of the numeracy hour is helping pupils develop their mental skills well. Pupils are developing their knowledge of mathematical vocabulary and most use it appropriately.

5. In science, most Year 2 pupils are attaining standards in line with expectations. In Year 4, attainment is generally above that expected and this is an improvement since the last inspection. A good feature of the teaching is the emphasis placed on developing pupils' investigative skills, so that pupils have a clear understanding of what makes a fair test, and they develop a questioning approach to their work.
6. Attainment in design and technology has improved since the last inspection and it is now good across the school. Teachers have very secure subject knowledge and they plan activities which capture pupils' interest very well and also ensure that they develop appropriate skills. Pupils use their knowledge of materials when making their designs and they readily evaluate their work. Standards have also improved in art and they are now in line with those expected. National guidance has been adopted to ensure that skills and knowledge are steadily built up as pupils move through the school.
7. Standards in ICT are generally below those expected at the end of Year 2, but they are close to expectations by the end of Year 4. During the last inspection, standards were described as broadly in line with expectations. Since then the level of work has increased and the school has not been able to buy the equipment necessary to enable it to cover the curriculum effectively in the lower part of the school. In Years 3 and 4, good use is made of the skills of a teaching assistant, and time is allocated to enable pupils to acquire appropriate knowledge and to practise the skills so that they reach standards close to those expected.
8. In all other subjects standards are at the expected level. Pupils are making steady progress as they move through the school. This is the result of satisfactory and often good teaching and the use of national guidelines, which ensure that new work builds on what pupils already know. One reason why pupils, especially those capable of higher attainment, are not achieving above average standards in subjects such as history is that they are not given sufficient opportunities for independent learning.
9. The attainment of pupils with special educational needs is generally below average but when they receive additional support their achievement is good. When they do not receive extra help, for example in mathematics in Years 1 and 2, lower attaining pupils do not always make sufficient progress. Pupils on the special educational needs register for literacy, emotional and behavioural difficulties, or specific needs such as dyspraxia, make good progress. This is particularly apparent in spelling, handwriting and reading. The school regularly reviews the pupils on its register of children with special educational needs to cater for changing requirements. For example, last year 13 pupils were taken off the register and 40 pupils were identified as needing additional support. This shows the benefits of additional help which enables pupils to make progress so that they no longer need extra support. In addition, assessments are used to identify pupils who are underachieving. Other pupils with some physical disabilities are also on the register but they do not have learning difficulties and they are making good progress. The school has developed a policy for formally identifying pupils who are gifted or talented that will be implemented in September.
10. Comparing the assessments made soon after they entered the school with their current attainment indicates that Year 2 pupils have made broadly satisfactory progress in English and mathematics. Comparing the attainment of pupils in Year 4 with the results they attained at the end of Year 2 indicates that they have made good progress in the last two

years. The differences in achievement generally reflect the quality of teaching, with more good and very good teaching in Years 3 and 4. There is also more effective use of setting and support staff in the upper part of the school to ensure that work is well matched to pupils' learning needs, which ensures that they make at least satisfactory and often good progress in lessons. Across the school a significant factor in the steady and often good progress seen in lessons is the good relationships between staff and pupils, which results in most pupils working hard. Boys and girls achieve equally well.

Pupils' attitudes, values and personal development

11. Children in the reception classes enjoy school and they are keen to take part in activities. Most behave well and they share readily and take turns. In Years 1 to 4, pupils have good attitudes to learning, very good behaviour and very good relationships. These strengths have been maintained since the last inspection. Parents are very happy with the standard of behaviour and the attitudes and values that the school promotes.
12. The good attitudes of all pupils have a positive effect on their learning and on the standards achieved. Pupils join in with group activities and many attend the extra-curricular clubs. Parents report that their children are keen to come to school. Pupils in all year groups contribute to lessons and are eager to learn. There is a high level of pupil participation in lessons due to the well-targeted questions set by teachers. These ensure that all pupils are fully included in lessons. All pupils, including those with special educational needs, usually remain attentive. On occasions, when lessons lack challenge or there is insufficient adult support, pupils can become restless and their attention wanders. However, generally the concentration levels of pupils increase as they move through the school and they become more mature in their learning.
13. The behaviour of pupils in and around the school is very good and on occasions excellent. Pupils behave very well in the dining room. They line up sensibly for their food and sit in friendship groups. There is a pleasant sociable atmosphere in the hall. Pupils and parents are confident that bullying is not an issue and any isolated incidents are always dealt with appropriately. Scrutiny of the school's behaviour records confirms this view. Some pupils reported that there is too much football at lunchtime. The football pitch is in the middle of the playground and can sometimes appear to take over the whole area. The school is aware of this issue and is in the process of rethinking the layout of the playground by involving pupils and also arranging for staff training in organising lunchtime activities. Pupils are keen to explain to visitors the rewards and sanctions policy, which they regard as fair. The very good behaviour of pupils in the classroom promotes learning; little time is wasted. The behaviour of all pupils during the reception assembly was excellent. There have been no recent exclusions.
14. Pupils' relationships are very good, both amongst themselves and with adults. Relationships are built on mutual respect for each other. For example, during a circle time lesson, pupils waited patiently, taking turns to speak and listening attentively to each other's contributions. Parents commented on the strong Christian ethos in the school, where everyone is valued. This has a very positive effect on the life of the school. Pupils understand the impact of their actions on others and are able to discuss the rules and the effect on others when a rule is broken. When someone is hurt or unwell, children comfort the individual and go in search of help quickly. Boys and girls of all ages and backgrounds mix and play well together.
15. The personal development of pupils is satisfactory. The school is aware that this is an area for further work and has already introduced some new initiatives to bring about improvements. For example, two pupils from each class are elected by their peers to become members of the school council. One of the issues, which the council is currently discussing, is how to arrange for football at lunchtime. Pupils also support a number of national and international charities and this helps to give them an understanding of the

outside world and this has a positive effect on pupils' personal development. Pupils respond very well when they are given the opportunity to become independent learners. However, apart from in science, pupils are not often given the chance to develop a sense of enquiry or curiosity about their work. In history and geography, pupils do not have access to the resources which would enable them to carry out independent research, and there is insufficient planning for investigative work in mathematics.

16. The attendance and punctuality of pupils were judged to be good in the last report. It was above the national average in the last academic year and the latest figures confirm that the standard has been maintained this year. Most pupils attend school regularly and this has a positive effect on their attainment and progress. However, more children are taking holidays in term time. This is unsatisfactory and could have a negative effect on the progress and attainment of those pupils who miss school. For example, between 5.9.01 and 10.05.02, seven pupils had attendance below 85 per cent. Six of these pupils missed some schooling due to going on holiday. Three of the pupils had taken holidays over ten days long. Ten pupils were on holiday during the week of the inspection. This also means that there will be some unauthorised absence this academic year. The school is making parents aware of the difficulties caused by holidays taken in term time.
17. There is some minor lateness and pupils are not always asked for a reason when they arrive a few minutes late. The school uses computerised registration and the registers meet legal requirements.

HOW WELL ARE PUPILS TAUGHT?

18. The overall quality of teaching and learning is good, with a quarter of the teaching very good or excellent. Almost all the teaching is satisfactory or better and this represents good improvement since the previous inspection, when one in ten lessons was unsatisfactory. This improvement in teaching is the result of the current stability of staff with good skills and effective teamwork. At the end of last year under the direction of the new headteacher, initiatives were made, encouraging staff to work more collaboratively reviewing and improving lesson planning. A consistently good feature of teaching across the school is the good and often very good relationships teachers develop with pupils. As a result, pupils gain confidence, they are well motivated and they make good gains in learning.
19. In the reception classes, just over three quarters of the teaching was good or better. This illustrates a strength in the provision for the youngest children in the school and results in good learning. The teaching is well planned and linked effectively to working towards the early learning goals, the standards expected for children at the end of the reception class. Staff monitor children's progress carefully in all the recommended areas of learning and good provision is made for the full range of abilities. However, there are too few opportunities for children to learn by making choices or initiating learning themselves. Elements of the National Numeracy and Literacy Strategies are introduced appropriately in both reception classes. Teachers and support staff work well together as a team, making effective contributions to promote children's learning.

20. In Years 1 and 2, the quality of teaching was good overall, with just over half the lessons good or better and only one unsatisfactory lesson. There was some disruption in Year 1 last year relating to unsettled staffing and, together with a high proportion of pupils with special educational needs, learning was affected. However, staffing is now more settled and pupils are benefiting from the stability. In Years 3 and 4, over three quarters of the teaching was good or better and almost a third was very good or excellent. No unsatisfactory teaching was seen. Teaching in the upper part of the school is a significant strength of the school and it accounts for the good learning and above average standards achieved by the end of Year 4.
21. Throughout the school, teachers' knowledge and understanding are good overall. There are strengths in teacher's subject knowledge of design and technology, which result in well-planned lessons that enable pupils to develop good skills and to reach standards above those expected nationally. A good example of this was seen in a Year 1 lesson when pupils showed confidence in selecting their own materials and considering their effectiveness. In science, teachers recognise the essential elements of the subject. They use questions effectively to extend pupils' thinking and to help them clarify their ideas. Pupils are given good opportunities to extend their investigative skills.
22. Teaching and learning in literacy and numeracy are good overall. In literacy, teachers are skilled in providing appropriate tasks for pupils with different abilities and in numeracy setting has been used effectively for higher attaining pupils. There were examples of weaker teaching in mathematics in Years 1 and 2 where there was insufficient support for pupils with lower attainment to enable them to make the good progress needed for them to reach the standards expected. They required additional adult support to help them listen carefully and maintain concentration and to give additional reinforcement during lessons. In Year 2, there was good support and challenge for pupils with higher attainment when they worked with a teaching assistant and used a computer program to extend their understanding of place value to 100 and above. Literacy and numeracy skills are developed well in other subjects and this has a positive effect on standards.
23. Teachers plan lessons clearly. They plan together and share their expertise. Teachers are beginning to make appropriate use of assessments to guide planning for future lessons. Target setting is working well. Teachers usually devise work for all pupils across the ability range and, as a result, pupils make at least steady and often good progress in their learning. Teachers share learning objectives with pupils and some revisit them in the plenary to help pupils measure their own learning. This review gives pupils a clear understanding of what they are learning and how well they have achieved in the lesson. In the upper part of the school more opportunities could be provided for pupils to develop their inquiry skills, for example in history and geography, and this would enable all pupils, but especially the more able, to make even greater progress. Teachers are aware of the need to extend the use of ICT skills across the curriculum to reinforce and extend skills. However, until the newly equipped computer area is in use, facilities are limited.
24. When they are available, support staff are used well. Issues raised in the last report have been addressed. They are involved in planning so that they have a clear understanding of what is expected and they make a valuable contribution to pupils' learning in lessons. However, their number is limited because of budget constraints in the last few years.
25. Overall the teaching of geography, music and physical education is satisfactory. The teaching of all other subjects is good. Where teaching is very good or excellent, there are exceptional relationships between teacher and pupils, and pupils have developed a confident manner, showing that they are able to join in discussions as inclusive members of the class. The pace of lessons is brisk. Teachers have high expectations and pupils respond very well. The activities planned are interesting and stimulating. Learning in these lessons is usually very good. The less successful teaching is marked by unchallenging activities,

which do not extend pupils' learning and can lead to inattentiveness and unsatisfactory learning. On occasions, where there is insufficient adult support, pupils' learning is limited.

26. Where pupils with special educational needs are supported, either in class or in withdrawal groups, teaching is generally good. The senior teaching assistant does most of the support teaching in Years 3 and 4. She has received appropriate training in learning support and dyslexia from the Isle of Wight Learning Support team. Other teaching assistants give good support in the reception classes and Years 1 and 2. Additional and early literacy support for reading, phonic development and spelling are all having a beneficial impact on learning. For example, as a result of good teaching, Year 1 pupils working on initial letter sounds and sentence building could all identify initial letter sounds and organise words into a correct sentence. They also had the confidence to demonstrate this to the rest of the class. The session was well paced and good resources had been prepared. In a Year 3 mathematics lesson, pupils with special educational needs were withdrawn for support with two-part addition and subtraction sums. There was very clear reinforcement of mathematical language, methodology and setting out. Pupils were encouraged to use calculators to check their work. This enabled them to find their own errors and correct these by themselves. They had the confidence to contribute to the whole-class plenary session and their learning was as good as that of other pupils.
27. The analysis of pupils' work in all subjects shows the quality of teachers' marking is inconsistent, as it does not always show pupils how they can improve their work. Generally, teachers set appropriate homework and this extends pupils' learning effectively.

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

28. The curriculum makes a good contribution to the educational standards achieved by pupils. It meets all statutory requirements. It is broad and balanced, and appropriate time is allocated to all subjects including religious education. The national literacy and numeracy frameworks have been adopted. The school follows its own scheme of work for religious education based on the Isle of Wight Agreed Syllabus. Nationally recommended schemes of work have been adopted for all other subjects except music, which uses a commercial scheme.
29. Pupils are taught in mixed-ability classes for most subjects throughout the school. In Years 3 and 4, pupils are organised into sets based on prior attainment for mathematics whilst in Year 2 they are arranged into two broad ability groups. The headteacher joins with two class teachers once a week so that Year 2 classes can be further organised into three focus groups for English and mathematics. This enables each group to focus on mathematics investigations, reading comprehension and extended writing according to attainment.
30. The management team has a clear overview of the curriculum, and long-term, medium-term and weekly plans are monitored regularly. Consequently, concerns identified in the last report about curriculum planning, consistent pupil experiences and progress from one year to the next, have been rectified. Schemes of work clearly identify learning objectives and assessment opportunities. Class teachers and subject co-ordinators are expected to analyse pupils' progress and identify areas for improvement. The curriculum review planned for the end of the last school year was postponed until management and staffing uncertainties were settled. This is now projected for July 2002, when schemes of work will be evaluated and adjusted where necessary to meet pupils' needs.
31. There are named curriculum governors for literacy, numeracy, ICT, science, religious education and special educational needs, who take an interest in their subject areas. The literacy, numeracy and religious education governors visit the school regularly, have

attended in-service training sessions with staff and have monitored progress in those subjects.

32. The curriculum for reception children is good. It has been effectively planned and teachers ensure that all the areas of learning are included. The tasks provided help children build up the learning needed for them to achieve the early learning goals, the standards expected, by the end of the reception year. More opportunities could be provided for them to make their own choices to extend their learning.
33. Provision for pupils with special educational needs is satisfactory overall. The school's focus on early identification and the effective use of data collected to target support mean that individual needs are quickly identified. Good support is usually given for pupils with literacy needs, emotional and behavioural difficulties and other specific needs such as dyspraxia. The needs of some pupils with learning difficulties in numeracy are not being met as effectively, particularly in Years 1 and 2, because of the lack of sufficient teaching assistants. The school mainly supports pupils within the classroom although some pupils are withdrawn from lessons to make better use of the limited support available. Every attempt is made not to disadvantage pupils, by varying the time and subject from which they are withdrawn. However, pupils receiving additional literacy support are withdrawn from part of the literacy hour and this needs review. Sometimes pupils miss the whole-class, shared session and the introduction to a new text. For example, in a Year 4 lesson, lower attaining pupils had not read the poem with the rest of the class, but they were expected to copy out lines from it.
34. The school is preparing for the new Code of Practice for pupils with special educational needs and should be well placed to implement it from September 2002. Individual education plans identify pupils' targets accurately and, with the exception of some numeracy targets, these plans are put into practice effectively in classes. Effective support for pupils with special educational needs is enhanced by: the quality of work by teaching assistants; good liaison with outside agencies such as speech and language therapists or the local authority's learning support service; and good communication and liaison with parents.
35. The school has developed a policy for gifted and talented children but these pupils are not yet identified. At present, able pupils benefit from the setting in mathematics, extension activities in English and some extra-curricular clubs such as the Chess Club. A few pupils have also been selected to join with other Isle of Wight pupils in science, mathematics and design and technology challenge days. There are insufficient opportunities in other subjects for independent learning to enable them to attain at a higher level.
36. Provision for literacy and numeracy is good. The National Literacy and Numeracy Strategies are being implemented well. There are indications that numeracy skills are being used effectively in other subjects, such as science. Pupils with literacy difficulties are being given effective additional support for spelling, phonic development and reading. Opportunities are provided for pupils to develop their writing at length, both in English and in other subjects. Time is allocated at the start of the school day to develop pupils' spelling, handwriting and independent reading. Although some teachers use this very effectively, the overall quality is inconsistent.
37. The school provides a good range of activities outside the school day and these are well attended. They include sports such as football, badminton and cricket and clubs for textiles, recorders, science, country dance, ecology, drama, gardening and chess. There is also good curriculum enrichment through visits out of school and visitors to the school.
38. The provision for the equality of access and opportunity is good overall and the school is making the best use of the resources it currently has. It is very inclusive and all pupils have

full access to the National Curriculum. Additional support for literacy increases pupils' access.

39. The school has concentrated on improving provision for pupils' personal development and sees this as central to the school's aims. The school participated as a pilot school in the Healthy Schools Scheme for which it has received an award. Drugs awareness is developed through the school's personal, social and health education programme, but governors have agreed that formal sex education is more appropriately left until pupils attend the middle school. Having identified a need and desire to build up self-esteem, the school has focused on emotional literacy. Through assemblies, circle time and displays around the school to which they contribute, pupils have been encouraged to discuss their feelings. The benefit of increased self-confidence and ability to speak articulately about feelings is now beginning to show itself in other areas of the curriculum.
40. There are good links with the local community to support pupils' learning. A local building developer has offered to fund an environmental project in the school grounds. Pupils will decide how the funds will be used and will participate in the project.
41. Relationships with partner institutions are very good. Links have been made with local middle schools. There are regular 'cluster' meetings which give staff good opportunities to share expertise and agree standards, as well as ensure good transition arrangements for Year 4 pupils. Staff and students from local secondary schools also make a positive contribution to the curriculum, as when a secondary teacher and four sixth form students run the Science Club. There is also good liaison with an independent pre-school that shares the site which provides a breakfast club and after-school club.
42. There is good provision for pupils' spiritual and social development and very good provision for their moral development. These have improved since the last inspection. There have also been improvements in the provision of opportunities to develop pupils' awareness of their own culture, but development of their awareness of the multicultural nature of society remains only satisfactory.
43. Pupils are given good opportunities to extend their spiritual development and to explore values and beliefs through religious education and class and school assemblies. During circle time, they readily explore human feelings and emotions and how they impact on others. For example, Year 3 pupils sensitively discussed how evacuee children in the Second World War might feel and then showed sensitive appreciation of a child's feeling of rejection as they talked about a shared short story. They listen well to each other in these discussions, showing respect for the opinions of others and anticipating respect themselves. All pupils are given opportunities to celebrate the human spirit and human endeavour through assemblies, learning, for example, about Sir Isaac Newton who 'stood on the shoulders of giants', or the compassion of Mother Theresa. They are encouraged to think in terms of harmony and 'the whole', for example when relating the concept of infinity to the numbers of pebbles on the beach, or in the context of the whole population of the world, that every individual matters.
44. Provision for moral development is very good. The school provides a clear moral code for behaviour which is promoted consistently through all aspects of school life. Through the quality of relationships in the school, and the respect and care that all staff show to pupils, the school models positive values of fairness, integrity, respect for persons and resolution of conflict. Where conflict or misbehaviour arises, pupils are invited to reflect on their behaviour and to apologise if appropriate. Pupils consider this to be fair.
45. Social development is provided for well. The school fosters a strong sense of community. Pupils are supportive of each other and appreciative of each other's efforts. For example, the school assembly, led by the reception classes, was well attended by parents and pre-

school-age children, and older pupils were appreciative in their responses. Arising from its participation in the Healthy Schools Scheme, the school has identified the need to involve pupils more in school policy and development, and to ensure that pupils take a fuller part in aspects of school life. This is happening through the relatively new school council. Pupils also have opportunities to take responsibility, for example Year 4 pupils at the start of the school year helping younger pupils, or other pupils helping with the school library.

46. The provision for pupils' cultural development is satisfactory. Opportunities for pupils to explore their own cultural assumptions and values are good. A planned priority for next year is to develop multicultural aspects throughout the school. More could be done to prepare pupils for life in a multicultural society, especially as the school does not have any pupils from other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

47. The staff are very committed to providing good quality care, support and guidance to all pupils. Procedures to ensure the care, health and safety and protection of pupils are very good. This is an improvement since the last report when this aspect was judged to be good. Staff make good use of outside agencies to support pupils as and when required.
48. There are very good procedures for child protection. The named person for child protection has completed all the appropriate training. All staff have received training on child protection awareness and the appropriate procedures. The policy for 'looked after children' is in place and is effective.
49. Procedures for first aid are good. There are sufficient qualified first aiders on site to ensure that all incidents are dealt with efficiently. All staff have received training in the use of the epi-pen and there are photos of the pupils at risk from an allergic reaction in the staff room. There are good procedures for dispensing medication and pupils are supervised when using inhalers. Not all first aid incidents are recorded, but parents are always informed if there are any head bumps.
50. The school has very good policies and procedures to ensure the health and safety of pupils. All fire regulations are met and equipment used by the school is regularly serviced. The school complies with all electrical testing. The buildings committee carries out an annual risk assessment of the building and then reports to the full governing body. The information is used as a part of the rolling programme for maintenance and repair.
51. Procedures for monitoring and promoting regular attendance are very good. Attendance has a very high profile in the school. Each week classes with 100 per cent attendance are recognised and applauded in assembly. Pupils with unbroken attendance over the year are presented with a certificate. The school is currently reviewing its procedures to ensure minor lateness is monitored more effectively, and the governing body is reviewing its policy with regard to holidays in term time. The school makes very good use of the computerised attendance data, which is discussed regularly with the educational welfare officer. The school keeps a list of pupils who travel to school on their own. If a child has not arrived by 9.30am, the school contacts the parents.
52. The procedures for monitoring and promoting good behaviour are very good. School rules are clearly on view throughout the school. In discussion, pupils show that they understand the rules and the reasons behind them. Generally, staff have high expectations of behaviour and pupils respond well to the praise that is given during lessons. They try to do their best for their teacher. Stamps, stickers, tokens, certificates, the golden book and the newly-introduced house points are all very effective in promoting good behaviour. The midday supervisors also operate a rewards system, which is effective in promoting good behaviour

at lunchtime. Pupils who have behaved well throughout the week sit at the top table and pupils who line up sensibly are given points towards an award.

53. Procedures for eliminating poor behaviour are also very good. Pupils understand the sanctions and regard them as fair. Inappropriate behaviour is recorded on an incident sheet and pupils have to explain why their actions were wrong. On occasion they have to write a letter of apology. This is effective in teaching pupils to take responsibility for their own actions.
54. Procedures for monitoring pupils' personal development are good and procedures for monitoring pupils' academic progress are satisfactory. Staff know pupils well and use this knowledge to provide good support for pupils on a daily basis. Class teachers' records contain notes on pupils' medical conditions, pastoral information and academic progress. These enable them to monitor and provide satisfactory support for all their pupils. The school liaises regularly with outside agencies to ensure care is available. The rewards and sanctions policy is used effectively to monitor pupils' personal development. There are weekly meetings where teachers and teaching assistants share information. There is a whole-school policy for marking but its use is inconsistent. Some staff mark pupils' work with only ticks, others make positive statements and in the best instances constructive comments are made that guide pupils on to the next stage in their learning. The progress of pupils with special needs is monitored in relation to the targets in their individual education plans.
55. Assessment procedures in the reception classes are secure and give a clear indication of children's progress. Tracking to show the progress pupils are making in English, mathematics, science, religious education and ICT has recently been developed and it will be extended to other subjects in September 2002. It will take time for tracking to become fully effective. In addition to the national assessment tests for pupils aged seven, the school also uses a range of other tests to monitor progress. Results of tests carried out in Year 4 are passed to the middle school. In English, assessment information is used well and all pupils have appropriate literacy targets. In mathematics, assessment is used effectively to set pupils in Years 2, 3 and 4. In most other subjects, assessments are linked to the QCA's units of work. Skills to be developed are identified but the information does not sufficiently guide planning for future work.
56. The monitoring of progress of pupils with special educational needs is very good. Documentation is kept up to date meticulously. Teaching assistants keep very detailed records which they update once a week. They make observations and they assess progress of supported pupils against the targets on their individual education plans. The targets are specific, measurable, appropriate and reviewed every half term. The plans indicate teaching approaches and name personnel who will carry out the support. Over time, they all show clear evidence of targets being achieved and modified. The action plan for numeracy indicates the school's awareness of the need to bring about some improvements. It includes earlier identification of pupils' numeracy needs, more detailed individual education plans for mathematics and reference to targets in planning for numeracy lessons. The tracking of pupils' progress and the recording of improvements in spelling and reading are very good.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

57. Parents who completed the questionnaire and attended the pre-inspection parents meeting had very positive views of what the school provides and achieves. A few parents would like more information on the progress that their child is making. The inspection team agrees with all the positive comments made by the parents, but it also judges that the information on pupils' progress could be improved.
58. The school has effective links with parents. It regularly sends questionnaires to parents to ask for their views, analyses the results and then responds. The school has reviewed the homework policy and increased the number of extra-curricular activities in response to requests from parents. Over 50 per cent of families completed the schools' questionnaires and almost all parents have signed the home school agreement.
59. Overall, the quality of information provided to parents about their children's progress is good, although there are a few shortcomings in some of the annual reports. Parents report that the school is now very open. Teachers and the headteacher are always available. There is an open afternoon in July when parents can look at their child's work and there are two formal parent-teacher consultations each year. The written reports on pupils' progress are sent out in April. This allows sufficient time for parents and the teachers to discuss pupils' progress and targets before the end of the academic year. In the best reports, teachers provide very high quality information on pupils' progress. They evaluate what pupils know, understand and can do and targets for improvement are linked to identified weaknesses. However, in some reports the targets are not linked to areas for development. Comments on subjects, other than English and mathematics, are often very positive but there is no evaluation of pupils' progress. Attainment is not related to the levels set out in the National Curriculum and parents do not know how their child is doing in relation to other children of the same age nationally. The school is reviewing the format of the annual reports in response to the parents' requests.
60. There is a school newsletter each week, which provides up-to-date information to parents and requests for parents to help in the school. The governing body also sends out newsletters with information about staff changes and interviews. The prospectus is informative and well written and it provides all the required information. A lot of time and effort has gone into producing the governors' annual report to parents, with very informative reports from each of the chairs of committees. The school is reviewing the amalgamation of the two documents and the new document will carry all the required information.
61. The impact of parents' involvement on the work of the school, and the contribution of parents to their children's learning at home and at school, are very good. This is an improvement since the last report and is a strength of the school. Parents are generally very supportive of the school's policies, and work with the school when there are issues about attendance or behaviour, although they have not responded as well to the issue of holidays in term time. Parents help their children with homework, some help with after-school clubs and many help regularly in the classroom. Over 95 per cent of parents attend parents' consultation meetings and this helps to motivate their children to learn. Parents and grandparents enjoy attending school events, such as the reception children's assembly, and they are made to feel very welcome in the school. The parent-teacher association is professionally organised and raises a substantial amount of money each year to support pupils' learning. Parent governors are very committed to the school and its aims.
62. Parents of pupils with special educational needs are appropriately consulted and involved in their child's education. When appropriate, the school liaises with parents and other agencies, for example, suggesting clinical support when necessary, or arranging home visits by the tutorial support service.

HOW WELL IS THE SCHOOL LED AND MANAGED?

63. The headteacher provides good leadership and, with the support of the two key stage co-ordinators, who are also filling the role of assistant headteacher, she manages the school well. A new deputy will take up her post in September 2002. The current headteacher was appointed in November 2001, but she had been the acting headteacher for two periods before this following the illness of the previous head. She enjoys the support of parents, governors and staff, who recognise the improvements that have been made. The headteacher has given the school a clear sense of direction and she has built a confident, energetic team, of both teaching and non-teaching staff, to support her. There has been good improvement since the last inspection, with most progress made in the last one or two years.
64. There is a strong, positive and supportive ethos in the school and a clear commitment to improving the quality of education provided and to raising attainment. There is a clear emphasis on promoting equality of opportunity and ensuring that all pupils, including those with special educational needs, are included in all activities. Pupils are encouraged to work hard and they receive appropriate praise for their efforts with the result that their confidence and self-esteem grow.
65. The governing body has played a significant role in helping to guide the development of the school. Governors are very supportive of the headteacher and they have an extremely clear understanding of the strengths and areas for development within the school. They are kept well informed and some visit the school on a very regular basis. They fulfil their statutory duties well. The school's development plan is a long document that lacks clear priorities. This was the first plan to contain input from all sections of the school's staff and, as such, it was initially adopted in its entirety so that the whole school felt involved. Now it is being examined more critically so that the most significant actions, to bring about improvements, are highlighted for action first.
66. The school evaluates its performance and compares its results with those of other schools. Action is taken to address any identified shortcomings in pupils' learning. For example, the school has increased its input in the teaching of spelling and reading in Years 1 and 2 and early indications are that this year's national test results have improved, despite the year group being generally less able.
67. The roles of the co-ordinators for the upper and lower part of the school have been strengthened since the last inspection. The two teachers involved play an active part in managing the school. Together with the headteacher they monitor teaching across the school and cover the whole of the curriculum. They discuss their findings to ensure that their judgements are consistent, and give feedback to staff. They also monitor planning and the work produced in their own part of the school. There is a clear link between the needs of various members of staff and the needs of the school when deciding the courses staff will undertake.
68. The illnesses of the previous headteacher and other staff were a serious drain on the finances of the school and there was a steady decline in numbers. As a result, the school built up a considerable budget deficit. With careful management over the last two financial years, this has been almost cleared, but the lack of money has limited the resources that could be provided. The roles of staff with subject responsibilities are still not fully developed. The staff involved give informal advice and support and they monitor planning and the work produced in their subjects. Most have not had the opportunity to monitor teaching or to guide developments in their subject through teaching as money was not available for supply cover. The financial constraints have also limited the number of support staff that the school employs. Those that are employed are well trained and they are fully involved in lesson planning and staff discussions. This is a clear improvement since the last inspection. Now

that more money is available there is a clear link between spending decisions and the drive to raise standards. Money has been allocated for more teaching assistants to be employed from September to ensure an appropriate level of support for pupils who need extra help, for example in mathematics in the lower part of the school.

69. The school employs a part-time bursar and she, together with the secretary, ensures that the school's finances are well managed. Specific grants are used for their intended purpose. The school looks for the best value when it is awarding contracts and it has already changed the provider for its grounds' maintenance in order to cater better for the school's needs.
70. The school has an informative staff handbook, which gives good information for staff, especially those new to the school. The newly qualified teacher feels very well supported, as do staff on temporary contracts. The school has links with a local teacher training college on the mainland and it plays a valuable part in mentoring new teachers when they undertake teaching practice in the school.
71. Provision for pupils with special educational needs is at present co-ordinated by the headteacher, who gives very good guidance. This role will be taken over by the new deputy headteacher in September. With the appointment of the present head as the special educational needs co-ordinator there was a gradual change in staff attitude, so that all staff now accept their part in teaching pupils with special educational needs and in writing and implementing pupils' individual education plans. There is a very clear policy awaiting review after staff training on the new Code of Practice for special educational needs and the school is well placed to implement modifications. Governors are kept well informed.
72. The accommodation provides good space for the delivery of the curriculum, with a separate room for music, areas for art and design and technology and shared areas outside classrooms. Good use is made of these spaces. The classrooms themselves are quite small, but adequate for the number of pupils currently in each class. At the moment there is no library and the computers are placed around the shared teaching areas. A new library is being built and it will also provide space for a suite of computers in its lobby area. The buildings are in good condition. The site manager ensures that the necessary minor repairs are carried out. The outside area has been well developed and new funding has been obtained from the developer of land adjacent to the school to extend the facilities further.
73. Resources are generally satisfactory, although they have suffered from the general lack of money available in the school. New books are required to replace books in the library which are worn and out of date. The reading books are being replaced to provide more attractive books which will have more general appeal and will generate a fresh interest in reading. There is a limited number of computers, and money has been allocated to purchase new machines when the new building is completed.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

74. In order to improve the quality of education provided by the school the headteacher, governors and staff should:

(1) raise standards in ICT, especially at the end of Year 2, by:

- providing more computers to improve the ratio of computers to pupils so that pupils have more access to them;
- planning for more teaching of specific skills and giving pupils sufficient opportunities to practise and reinforce what they have learned;
- extending the opportunities provided for the use of ICT across the curriculum.
(Paragraphs 7, 72, 73, 105, 117, 131, 142, 143, 144, 145, 148, 149)

(2) develop the role of teachers with subject responsibilities by giving them appropriate training and the opportunity to monitor teaching so that they can:

- share their expertise;
- have a clearer view of the needs for professional development in their subject;
- gain a clear understanding of standards in their subject;
- produce appropriate subject action plans that clearly focus on what needs to be done;
- ensure that there are appropriate assessment procedures in place and that the information obtained is used to guide future work.
(Paragraphs 68, 101, 111, 117, 130, 136, 142, 150, 156)

(3) provide support and plan suitable activities so that all pupils achieve their full potential, by:

- providing more opportunities and extending the resources available so that pupils can work independently and carry out their own research;
- extending the opportunities pupils have to carry out investigations in mathematics;
- using assessment to identify each individual pupil's learning needs and their achievement over time;
- ensuring that the new teaching assistants are used effectively to support pupils in the lower part of the school, especially in mathematics.
(Paragraphs 1, 4, 8, 9, 10, 12, 15, 19, 22, 23, 25, 26, 32, 33, 68, 72, 76, 78, 101, 102, 111, 113, 131, 136, 137, 138, 142)

(4) provide more opportunities to extend pupils understanding of different cultures and beliefs to prepare them for life in a multicultural society.

(Paragraphs 42, 46, 124, 154)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

59

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

32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	14	27	16	1	0	0
Percentage	2	23	46	27	2	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 percentage point.

Information about the school's pupils

Pupils on the school's roll	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	239
Number of full-time pupils known to be eligible for free school meals	29
Special educational needs	YR – Y4
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	60
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	5
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

2000/01	%
School data	5.2
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	26	27	53

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	24	26
	Girls	23	24	27
	Total	45	48	53
Percentage of pupils at NC level 2 or above	School	85 (86)	91 (88)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	26	25
	Girls	24	27	25
	Total	46	53	50
Percentage of pupils at NC level 2 or above	School	87 (90)	100 (100)	94 (94)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	239
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

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.

Teachers and classes

Qualified teachers and classes: YR – Y4

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	23.9
Average class size	26.2

Education support staff: YR – Y4

Total number of education support staff	6
Total aggregate hours worked per week	165

FTE means full-time equivalent.

Financial information

Financial year	2000-01
	£
Total income	493,102
Total expenditure	497,027
Expenditure per pupil	1,942
Balance brought forward from previous year	22,034
Balance carried forward to the next year	18,109

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	239
Number of questionnaires returned	87

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	30	5	1	0
My child is making good progress in school.	67	31	1	0	0
Behaviour in the school is good.	53	42	2	2	0
My child gets the right amount of work to do at home.	36	52	6	2	4
The teaching is good.	76	23	0	0	1
I am kept well informed about how my child is getting on.	58	35	5	1	1
I would feel comfortable about approaching the school with questions or a problem.	76	22	2	0	0
The school expects my child to work hard and achieve his or her best.	68	31	1	0	0
The school works closely with parents.	53	40	6	0	1
The school is well led and managed.	70	26	1	2	1
The school is helping my child become mature and responsible.	67	29	1	0	2
The school provides an interesting range of activities outside lessons.	58	25	9	4	5

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

75. Children enter one of the two reception classes at the start of the academic year in which they are five. Initial assessments shows that many children enter the school with below average skills in speaking and listening, mathematics and personal development. This reflects a decline in standards on entry since the last inspection. There is a very good system of induction, including home visits by teachers and support staff, which ensures a smooth and happy start with good parental involvement. The school has developed a secure system of assessment that shows levels of achievement throughout the year. It demonstrates that most children achieve well and attain the early learning goals, the standards expected nationally, in all the recommended areas of learning by the end of their time in the reception classes. This reflects the good teaching they receive. Teachers and support staff plan effectively together and work well as a team.
76. A good range of activities is provided. There is appropriate inclusion of all children, including those with special educational needs. Opportunities for outdoor play are not planned as part of the curriculum, and, at the time of the inspection, outdoor play equipment was used only at playtimes. There is limited planning to allow children to learn through making choices and initiating their own learning. The co-ordinator, one of the reception class teachers, has cordial links with the independent play group which is in the school's grounds, but there is no planning to ensure continuity in provision.
77. The reception classes are in a self-contained unit and, although the children attend assemblies, there is little evidence of other teachers or classes working closely with them. Resources are satisfactory, but there is no evidence of multicultural items for role-play.

Personal and social development

78. By the time children leave the reception classes, they are achieving the standards expected in this area of learning as the result of the good teaching. Teachers are effective in encouraging children to develop confidence in their relationships with both adults and children. Children play and work together well in a variety of activities, such as taking turns in a circle time session and listening carefully to what other children have to say. They are learning to consider others around them, as in role-play when they develop their roles as king, princess, knight and servant based on their learning from a recent visit to Carisbrooke Castle. Adults are providing good role models for children, showing respect for each other and working effectively as a team. There are clear routines, which encourage children to learn what is acceptable behaviour, for example taking turns to speak and not calling out. As a result, children build sound relationships with others and they begin to understand one another's point of view. Following a lesson based on bread making and watching the effects of yeast, children confidently made choices and decisions about their preferred types of bread and discussed the texture and taste accurately. Although there are only limited opportunities for pupils to make their own choices, they are encouraged to be independent. In physical education lessons, they change independently, receiving only occasional help from an adult. In the classroom, equipment is easily accessible and children work together to tidy up at the end of the session.

Communication, language and literacy

79. Teaching is good and children listen with enjoyment to stories such as “This is the bear with the picnic lunch”. They join in familiar parts, showing an enthusiasm for sharing books with each other and adults. They enjoy identifying rhymes when joining in shared reading of “Twinkle, twinkle chocolate bar” and can repeat favourite rhymes and stories. Children have a firm understanding of the importance and relevance of print, and know the function of the contents page. Most children achieve the early learning goals when they leave the reception class and use language effectively to discuss their likes and dislikes. Staff are competent in using opportunities to reinforce language skills through questioning. They make effective interventions, encouraging children to describe accurately what is happening when water is poured along the channel to turn the water wheel. They ask appropriate questions to encourage the group to find out how to make it turn more quickly.
80. Elements of the literacy strategy are used well in both reception classes, preparing children for teaching in Year 1. A good understanding of phonics is developed with support from parents at home. Children are beginning to demonstrate early writing skills and to use recognisable words in their free writing such as “tomor i will get a citn”. They sequence events correctly to retell a familiar story. Most children make good progress and achieve the standards expected.

Mathematical development

81. On entry to the reception classes, skills are below average, but by the end of the year most children will achieve the early learning goals. Teaching is good and most children identify their numbers to 20. Some children select and name numbers to 50 and order four numbers from 0 to 30 accurately. During the inspection, children from the reception class led the assembly and demonstrated that they could count accurately to 50 and in tens to 100 as part of a group. Staff in the reception classes encourage children to solve problems, such as pouring water to make the bubbles bigger and explaining why this is happening. Children readily recognise the sequence of the story about the gingerbread man, identifying the patterns of language to join in “Run, run as fast as you can, you can’t catch me, I’m the gingerbread man!” When joining in with the song “Ten in the bed” they count backwards accurately. There is a good range of activities to support learning in this area and children play with different construction equipment to develop their knowledge of shape and space. When playing with sand and water, they develop their understanding of concepts such as “full” and “empty.” In outdoor play, activities are used well to develop understanding of “behind”, “in front” and “higher” and “lower”.

Knowledge and understanding of the world

82. Children enter the reception class with a basic general knowledge. Effective teaching helps them build on this knowledge by finding out about materials and their properties and using ICT to programme a floor robot to move forwards. Children use the computers with confidence, controlling the mouse to add colour and line in a design program. They recognise some letters on the keyboard. There is evident enthusiasm in photographs of children dressing up in chain mail and helmets as part of their visit to a local castle. A display of artefacts from the past, such as a flat iron and a candlestick, helps them develop an understanding of “then” and “now”. They have a sound awareness of their families and are able to understand the role of a grandparent as part of this work.
83. In a lesson about the effects of yeast and bread, children know the ingredients and describe what happens when sugar is added to yeast. They choose their favourite breads and know that flour is also used for biscuits, cakes and jam tarts.

Physical development

84. Teaching is good and children make good progress. They are aware of standards for behaviour as they move around the school. In an observed lesson in the hall, children started and stopped quickly in response to a command. They showed a good awareness of space and they moved around the hall confidently. Children also effectively extended their ball skills by practising throwing and catching. They showed a good level of concentration and perseverance and they were well supported by the teacher and classroom assistant.
85. The recently developed outdoor play area, and the provision of wheeled vehicles, have helped children develop their physical skills. At the time of the inspection, the outdoor play equipment was used only at playtimes and not as part of activity sessions planned for the day. Children demonstrate a good range of skills on the equipment, balancing, climbing and peddling, working independently and in groups. Children share the wheeled vehicles effectively and co-operate well together. They use felt pens and pencils with increasing dexterity. Drawing skills are well developed, as examples of line drawings of galleons show. There is no evidence of opportunities for pupils to use other tools, such as saws and hammers, to develop their co-ordination further.

Creative development

86. Children make good progress as a result of the good teaching they receive. They create collages using a range of papers, corrugated cardboard, newspaper, foil and crêpe paper. They use colour effectively in their paintings of grandparents and explore colour through dough, paint, crayon, felt pen and computer design. Teachers use opportunities during lessons to make informed assessments of individual progress.
87. In their assembly for the rest of the school and visitors, they sang enthusiastically as a group, using un-tuned percussion instruments to match rhythms to a pulse of three, four and six beats. Their developing confidence in their performance skills was shown when a small group of children led the singing for the rest of the school.
88. There are good opportunities for role-play in the shared area between the two reception classes. During the week of the inspection, the play area had been turned into a castle and the dressing-up clothes were selected to enable children to take on roles related to this.

ENGLISH

89. In national tests for reading taken at the end of Year 2 in 2001, attainment was in line with the national average and the expectations for similar schools. Attainment in writing was above the national average. The results of optional tests in reading and writing taken at the end of Year 4 were above average. Observations from lessons indicate a similar pattern. Standards are above average in Year 1 and in Years 3 and 4. In Year 2, although there are examples of high attainment, standards overall are closer to the national average. There is no significant difference between the attainment of boys and girls. Standards in Year 2 have been maintained since the last inspection and in Year 4 they have improved.
90. Standards in speaking and listening are average and depend on the opportunities provided. For example, in one Year 1 class, pupils were invited to make predictions about a shared story and they did so with some invention. In another, although pupils wanted to discuss the shared book and were volunteering ideas, the teacher's questioning tended to limit the range of their contributions. Pupils listen very attentively to the teacher and to each other when opportunities for active involvement are clearly planned.
91. Standards in reading at the end of Year 2 are satisfactory. Higher attaining pupils enjoy reading. They read fluently and expressively, showing good understanding of characters and events and they cope well with difficult vocabulary. Pupils of average and below average attainment recount stories and information but they are reading from relatively simple texts

with undemanding vocabulary. They use the context to self-correct but they read hesitantly, often not reading ahead in a sentence, or using punctuation. They are not regular or enthusiastic readers. Standards in Years 3 and 4 are better, but there are still marked differences in fluency between high attaining readers and the others. Higher attaining pupils discuss and compare authors and reading preferences. They make judgements about characters referring to the text to support their ideas. Average attaining pupils show reasonable understanding and spell out more difficult words, but they read hesitantly and have difficulties with some vocabulary. Lower attaining pupils sound out words phonically but have difficulties with vocabulary and tend to read very hesitantly word by word. They are reluctant to discuss favourite books and comprehension is limited.

92. The standard of writing in Year 1 is good. All pupils use cursive script and write stories with a clear sequence. Higher attaining pupils write independently in clearly demarcated sentences; in one case, two pages during the lesson. Average attaining pupils need some adult support but still write in accurate sentences. Lower attaining pupils are willing to 'have a go', producing writing with recognisable content, but less clearly spaced and punctuated.
93. Although there are examples of above average work in Year 2, the overall standard is satisfactory. Higher attaining pupils vary their sentence structures and are beginning to adopt different styles according to the audience and purpose. One pupil, writing a leaflet on snails, had selected relevant information and organised her writing very clearly into sections. For example: "Where do snails live? Snails like dark places. Snails come out when it is damp. When it is hot the snail buries itself. When it is cold, the snail hides." Average attaining pupils show less fluency and control. Although the content is lively, punctuation is inconsistent. Lower attaining pupils are using full stops and capital letters, and spacing words appropriately. However, there is little developed, continuous writing; spelling is weak and very simple sentence structures are used.
94. Writing in Years 3 and 4 is good with some examples of very good work. Higher attaining and average attaining pupils are writing fluently, varying their sentences and organising their writing into paragraphs. They are also developing their ideas at some length, for example writing stories of five chapters. They are punctuating and spelling with increasing accuracy. There are excellent examples of eye-catching story openings: "It's not often you have adventures in a swimming pool but you might, and Oscar had one." Narrative tension is built up imaginatively. Some imagery is startling: "The moon is a peeled white apple rolling down a black road. It is a white nit crawling creepily in black hair." Lower attaining pupils show clear improvements in spelling. They write in mainly accurate sentences in a clearly formed cursive script and are starting to write in more complex sentences. They are beginning to extend their writing, at times attempting several chapters. They also respond well to poetry, for example one pupil writing: "What is the Moon? It is a silver light bulb shining and lighting up the sky."
95. The quality of teaching is satisfactory in Years 1 and 2 overall, with some examples of good and very good teaching. Where teaching is effective the learning objectives are clearly communicated at the start of the lesson and reinforced at the end. Reading and writing tasks are clearly demonstrated and instructions to pupils are very clear. Lessons are very well planned and resourced and tasks matched to differing needs. For example, in a Year 2 lesson the teacher had previously invited pupils to make predictions about what information they might find about the seasons. They were then actively involved in the shared reading by checking to see if their predictions were confirmed in the text. She reinforced how to skim rapidly to find relevant information, demonstrating with a big book. She also revised parts of speech by encouraging pupils to contribute ideas on how to make a simple sentence more interesting by adding and changing adjectives, adverbs and verbs. Because pupils were clear about expectations, and tasks were carefully prepared, all pupils were able to work independently and purposefully. Where teaching is less effective some pupils are expected to work independently but do not stay attentive. They are either not challenged soon enough

or the teacher does not anticipate difficulties promptly. Some questioning during shared reading is too rapid and does not allow pupils sufficient time to reflect or work out meaning.

96. The quality of teaching is good in Years 3 and 4 with some examples of very good or excellent teaching. Where teaching is very effective, there is a very strong relationship established between pupils and teacher. Questioning is sensitive, stimulating and challenging and pupils rise to the challenge. There is also an excellent choice of texts as models for pupils' writing. For example, in Year 4, pupils were engaged in the shared writing of a poem based on a series of similes. The teacher invited them to contribute lines, positively praising imaginative contributions and sensitively suggesting adaptations. As a result, pupils of differing abilities were willing to volunteer ideas like: "As evil as an eagle's eye/As disappointing as a lie."
97. Where teaching is less effective there are not enough opportunities for pupils to interact in whole-class sessions and they become restless. When some pupils are withdrawn from the classroom for support, others remain who also need support and who are not helped quickly enough. Some tasks, where pupils are asked to correct invented grammar mistakes, are not closely enough related to the pupils' own needs. They reinforce errors unnecessarily and cause confusion.
98. The successful implementation of the National Literacy Strategy means that many of the inconsistencies of approach, criticised in the last inspection, have been rectified. All pupils benefit from opportunities for extended writing and focused reading sessions when they are reorganised into attainment groups. Pupils with literacy difficulties are also benefiting from additional support for reading, spelling and phonic work. There are some opportunities for drama and role-play and the use of ICT, but these could be formalised and included in schemes of work, together with extended opportunities for oral work.
99. The quality of support from teaching assistants is very good, and lower attaining pupils and those with special educational needs are making good progress. However, the shortage of teaching assistants means that some withdrawal from lessons takes place and this does not always work well. Some pupils are being asked to read and respond to a text that other pupils have already read. Sometimes the timing of a withdrawal group is inappropriate. For example, pupils are taken out of class when they would benefit from the shared whole-class session, or the teaching assistant is not available to support pupils who are unable to work independently during small group work.
100. Teachers' marking is generally encouraging with helpful comments on how to improve. All pupils have clear literacy targets that are reviewed each term. Teachers have clear records of pupils' progress and good use is made of data to inform curriculum planning. For example, action has been taken to improve spelling and reading comprehension based on the analysis of tests. There have also been helpful whole-staff meetings to agree common standards in English and the school has started to compile a portfolio of examples of pupils' writing at different levels.
101. There is an appropriate literacy action plan that contributes to the school development plan. Most of the actions have been implemented or are in the process of being implemented. The good co-ordinator has conducted useful audits, for example on reading resources, and has evaluated the effectiveness of guided reading, both of which have informed planning and led to in-service training and staff development. However, there is insufficient non-teaching time available to monitor classroom teaching and he needs opportunities to visit classrooms, especially in Years 1 to 3. The school has correctly identified the need for more appropriate reading resources. Some of the reading books available do not stimulate interest and enjoyment and some pupils themselves say that they prefer the choice available at home.

MATHEMATICS

102. Standards in mathematics are satisfactory at the end of Year 2 and, when the pupils leave the school at the end of Year 4, they are good. This is an improvement since the last inspection. Trends in national test results since 1997 show that standards matched national expectations closely until last year when they were above average and close to national expectations when compared with similar schools. Although provision for pupils with special educational needs is satisfactory overall, there is evidence that pupils, especially those in the lower part of the school, do not receive the classroom support they need to ensure effective learning. Generally, even when pupils are taught in ability sets, there are not enough opportunities provided for higher attaining pupils to develop their independence through open-ended challenges and applying their mathematical knowledge to solve problems. There are no significant differences in the performances of boys and girls.
103. By age seven, pupils are developing skills in using numbers to 200 and they predict numbers related to the 2, 5 and 10 times table. Pupils of lower ability subtract and add two-digit numbers using counting apparatus, but there is evidence of confusion between addition and subtraction. Pupils are beginning to develop strategies for working out calculations in their heads and to use appropriate language to explain their methods, but there is evidence that some are reluctant to offer their ideas and express them in their own words. There is sound knowledge of mathematical terms, which are beginning to be used naturally as part of vocabulary linked to mathematical learning. In a Year 1 class, pupils understand and use the terms "digit", "unit" and "sequence" and in a Year 2 class the more able pupils provide words related to their learning such as "multiple", "inverse", "sum" and "plus."
104. By age nine, pupils use mathematical terms with confidence such as "equivalence", "numerator" and "denominator". There is a sound knowledge of the relationship between 75p and three quarters of £1 and 20p and one fifth. They simplify fractions to the lowest terms. Lower attaining pupils identify shapes which are symmetrical, but there is evidence of some confusion with place value when working with numbers to 100.
105. Scrutiny of pupils' work in Year 2 shows a satisfactory range of work relating to shape and space, measures and data handling. Scrutiny of work from higher attaining pupils in Year 4 shows a secure knowledge of the inverse link between addition and subtraction, equivalent fractions using simplification and interpretation of data using line graphs. Pupils in Year 2 are developing strategies to check their work for accuracy. There is little evidence overall of pupils applying their mathematical knowledge to solve real-life problems. There is some evidence of the use of ICT skills to support learning, but there is scope for this to be extended.
106. The quality of teaching and learning overall is good. In lessons seen in Years 1 and 2, teaching was at least satisfactory and sometimes better. In Years 3 and 4 classes, teaching was good with some examples of very good teaching. Where teaching is good, teachers use their questioning skills effectively to ensure that all pupils are taking an active part in the lesson and they provide suitable challenges for higher attaining pupils. In lessons where teaching is not so effective, opportunities are missed for lower attaining pupils to consolidate their learning and pace is not used effectively to maintain their interest.
107. In the very good lessons, teachers have good subject knowledge and high expectations of pupils, challenging them through appropriate questioning. Learning objectives are shared with pupils and teachers involve them in the explanation of their ideas. However, some pupils find it difficult to illustrate their ideas through language and some pupils use monosyllables and short phrases in their answers. In a Year 2 class of lower attaining pupils, there was evidence of the use of one word answers and an awkwardness when using words such as "digit" and "subtract".
108. Teachers manage pupils well, but in the lower part of the school, the management of less able pupils presents more challenge, as they have a short concentration span and their listening skills are not well developed. There is classroom support in some classes, but this is not always used to help pupils with low ability. The quality of marking is satisfactory but

there is little evidence of teachers' marking to move pupils' learning forward or to provide further challenge. The use of setting from Year 2 to Year 4 is having a positive effect on the learning of the higher attaining pupils, but, at the time of the inspection, there is no evidence of the school taking measures to identify pupils who are gifted and talented mathematicians.

109. Pupils have a positive attitude towards their work and enjoy numeracy sessions. When given opportunities to work in groups or in pairs, they co-operate well together. However, they are given few opportunities to select appropriate resources or to seek solutions by trying out their own ideas. Nevertheless, the school is providing opportunities for pupils to discuss their work and explain their thinking.
110. The National Numeracy Strategy has been implemented effectively and the school has developed good strategies for teaching numeracy. The three-part lesson is established and planning is good, although the plenary is not a strong feature of the lesson when time is not used effectively. Good use is made of homework and this is often used to continue the work completed in class.
111. Leadership and management of the subject are satisfactory. The co-ordinator has good subject knowledge and has begun to have a positive effect on some areas of the curriculum. However, she has had few opportunities to monitor the effectiveness of teaching within the school or use her expertise to support her colleagues in the classroom. She has used performance data to inform the composition of the sets for mathematics. There is a lack of evidence to show that assessment information is gathered and used to inform curriculum planning and set targets. Resources are stored centrally and are good.

SCIENCE

112. Pupils currently in Year 2 attain standards that are in line with those expected for pupils of their age. Results of the 2001 National Curriculum teacher assessments show that pupils in that year group attained standards that were close to the national average. Pupils in Year 4 attain standards that are above those expected for their age. This represents good achievement in relation to their prior attainment and an improvement in standards since the last inspection. Class teachers ensure that all pupils are fully involved in lessons and, as a result, there is little significant difference between the attainment of boys and girls. Standards are better than they were when the school was last inspected in 1997, because the quality of teaching has improved and there is a good emphasis on developing pupils' experimental and investigative skills. Teachers feel well supported by national guidance for the subject and there is good coverage.
113. The quality of teaching and learning seen in lessons during the inspection was good overall. Of the four lessons seen, teaching was very good in one, good in two and satisfactory in one. Evidence from lessons, analysis of pupils' work and teachers' plans, as well as discussions, show that all aspects of the subject are covered during the year. There is a correct emphasis placed on developing the important skills of investigation and enquiry so that, by the end of Year 4, most pupils describe the way a task is performed and how to alter one variable without affecting the others. They predict what will happen and have a good understanding of the need for fair testing. Throughout the school, teachers plan well in year groups. Learning intentions are clear, and these are generally shared with pupils so that they are aware of what they are required to learn. Class teachers and teaching assistants consider the needs of pupils with special educational needs and ensure that they are fully included in lessons. As a result, these pupils make progress that is comparable to that of other pupils. In some lessons, higher attaining pupils are not sufficiently challenged as they work on group tasks. This is particularly true where activities are too teacher directed and teachers lack the confidence to allow pupils to explore independently. Teachers expect work to be well presented, but the quality of marking is inconsistent and rarely challenges pupils'

thinking. Expectations of pupils recording their work in an organised way, and the teaching of correct scientific vocabulary, make good contribution to pupils' literacy skills.

114. The development of pupils' numeracy skills is also well supported, as pupils measure temperature, mass and capacity, and record their findings graphically. Visits to the seaside, farms and to other places of scientific interest, as well as the science club, enhance the curriculum and extend pupils' spiritual and social development. Teachers' positive relationships with their pupils, together with high expectations, result in pupils' good behaviour and attitudes to work. Pupils enjoy the practical nature of the tasks and many say that science is their favourite subject.
115. Investigative skills are being appropriately taught in Years 1 and 2 and teachers continue to build on these in Years 3 and 4. Pupils in Year 1, for example, through practical tasks, discover which materials are best suited for an umbrella. Pupils in Year 2 describe how materials are changed by such processes as heating, cooling, bending and stretching. They predict what will happen and are provided with good opportunities and resources to test their predictions. As a result of good teaching, pupils by the end of Year 2 have a good understanding of the conditions basic to animals' and plants' survival. Activities are well planned and the teaching assistant is used effectively to ensure that all pupils make good progress in their learning. Visits into the local environment to study habitats are well used by teachers to support pupils' learning. By the end of Year 2, pupils have been taught to respond to suggestions on how to find things out and to record their findings using correct scientific terminology and simple tables. Teachers build well on what pupils already know. This was seen where pupils, for example, drew 'mind maps' showing what they already knew about seeds before going on to make careful studies of different seeds. Some pupils in Year 2 experienced disruptions to their learning through several changes of teachers when they were in Year 1. As a result, despite the good teaching they now receive, standards are not higher than those expected for their age.
116. By the end of Year 4, because of the emphasis placed on developing pupils' investigative skills, learning across all aspects of the subject through scientific enquiry is good. Pupils in Year 3 are challenged to carry out fair tests to assess the suitability of certain materials for different purposes such as insulation. They test their predictions carefully and record their results graphically. Visits to the local environment continue to be well used. In the lessons seen, Year 4 pupils were testing which habitats suited woodlice best. The well-planned activities and the availability of resources resulted in a good pace to pupils' learning. Questions such as, "What is important about fair testing in this investigation?" challenged pupils' understanding and built well on prior learning. As a result of the well-focused teaching, and pupils' own enthusiasm, by the end of the lessons pupils could pose and answer questions about organisms and the habitats in which they live. Teachers ensure that the subject makes a good contribution to pupils' understanding of the need for healthy living. Analysis of pupils' work shows that they are given good opportunities to generalise about physical phenomena such as why a bulb does not light because of an open circuit, or motion being affected by such forces as gravity and magnetic attraction.
117. The co-ordinator looks at teachers' planning and samples of pupils' work, but she has not yet been involved in monitoring the effectiveness of teaching. She, together with her colleagues, is committed to improvement and has a clear plan of action to do so. There is an adequate range of resources, which are used well to support teaching and learning. Assessment procedures, linked to the scheme of work, are in place but they need to be more rigorously used in planning to ensure a greater rate of progress for higher attaining pupils. Limited use is made of ICT skills to carry out research and to record findings.

ART AND DESIGN

118. Standards at the end of Years 2 and 4 are similar to those expected nationally. This is an improvement since the last inspection when standards were below expectations. The

scrutiny of pupils' work indicates that all pupils, including those with special educational needs, are making steady progress. Teachers' subject knowledge is secure and they now use national guidelines to ensure that pupils' skills and knowledge are gradually built up as they move through the school.

119. By the end of Year 2, pupils have experience of a variety of media and styles. They use paints and crayons to make bright, colourful illustrations for their work. There are examples of effective close observational drawings of natural materials, such as dead leaves and twigs. Pupils in Year 1 showed lively imaginations and a good creative use of materials when they made a sculpture out of wood shavings, a branch and wire to add to the class display linked to the poem 'Jabberwocky'. Pupils worked together very sensibly, purposefully and independently. The session at the end of the lesson was used well to allow pupils to talk about their finished items.
120. The skills acquired in the lower part of the school are satisfactorily built on throughout Years 3 and 4. In Year 3, pupils learn how to enlarge a black and white photograph using guidelines and they use their previous learning of the different effects that can be obtained using hard and soft pencils to complete their own work. At the end of the session, they showed good appreciation of each other's work. Pupils in Year 4 look at the work of Paul Klee and produce their own pictures of faces using geometric shapes. They apply themselves to this activity well and complete their pictures using pastels. In Year 4, the subject makes a good contribution to pupils' spiritual development when they look at the work of Giorgio De Chirico and the way he used dream imagery in his work.
121. Teaching in the three lessons observed was good. Teachers illustrated secure subject knowledge and they extended pupils' subject vocabulary. They planned interesting activities which captured pupils' interest. In Years 3 and 4, good use is made of time when half the class undertakes art activities on one afternoon, whilst the others extend their ICT skills. The following week the arrangement is reversed. This means that pupils benefit from a good level of adult input and they also have a suitable period of time in which to complete their art work.
122. The school has introduced sketchbooks, but they are not used well to allow pupils to extend their observation skills and to practise skills, for example in shading.
123. The headteacher is the co-ordinator and she is in a good position to monitor standards and teaching. She organises an interesting art focus display which catches pupils' attention and encourages them to look closely at the work of various artists over the term.
124. Resources are satisfactory and allow pupils to experience a full range of media. The work of western artists is adequately covered. Paintings and artefacts from non-western cultures are under-represented. The school makes appropriate use of local opportunities to see exhibitions of paintings and sculptures. The after-school textile club is popular and extends pupils' experiences, for example in making wall hangings and using plastic canvas.

DESIGN AND TECHNOLOGY

125. Pupils at the end of Years 2 and 4 attain standards that are above those expected nationally for pupils of the same age. This represents good improvement since the last inspection. Teachers feel well supported by national guidance for the subject, which is helping them to accurately identify the skills to be taught and is supporting their confidence in teaching the subject.
126. The quality of teaching in the three lessons seen in Years 1 and 2 was very good in two and good in one. No lessons were observed in Years 3 and 4. Evidence from work on display, discussions and analysis of teachers' planning, indicates that the quality of teaching

throughout the school supports good progress in pupils' learning. Teaching has improved since the last inspection.

127. Lessons and other evidence show that teachers place appropriate emphasis on developing pupils' designing, making and evaluating skills, as, for example, when Year 2 pupils design and make vehicles with moving parts. Pupils are expected to evaluate their work as it develops, identifying possible improvements. Pupils in Year 1 consider the importance of their playground equipment being stable and take this into account as they plan and make their models. They use labelled sketches and set out realistic plans for achieving their intentions. They use tools and other equipment with accuracy to cut, shape and join materials and assemble components. Food technology is appropriately represented in the school's planning. Pupils design healthy diets, linked to their work on health and growth in science, and bake cakes from recipes. The expertise of teaching assistants and parents is well used in this aspect of the subject.
128. Although design and technology is well taught as a discrete subject, teachers effectively identify links between this and other subjects. For example, pupils in Year 4 make good use of their knowledge of electrical circuits from their science work to design and make different kinds of lights incorporating switches. They design and make Victorian chairs as part of their history topic, and the finished products take good account of aesthetic considerations. Good evidence of this pride in their work was seen in the display of money containers designed and made by Year 3 pupils. They learnt about different types of stitching such as running stitch, blanket stitch, back stitch and over sewing, when considering how they would make the purses strong and secure. The containers on display were attractively finished and mounted with pride. In this respect, the subject makes a good contribution to pupils' spiritual development and their sense of achievement.
129. Lessons and completed work show that boys and girls, including those with special educational needs, are fully included in lessons and have full and equal access to the curriculum. Pupils enjoy the subject and work hard to produce good quality work. Their good behaviour, and their ability to work constructively together, make a strong contribution to their learning. The teacher in a Year 1 lesson, for example, made sure that each member of the group was given a specific job so that boys and girls of all abilities were fully involved. Teachers have established good relationships in their classes and pupils appreciate each other's contributions.
130. There is an adequate range of resources, which are readily available to support teaching and learning. The co-ordinator has a clear plan for the future development of the subject, which includes the rigorous use of assessment to ensure that pupils' skills, knowledge and understanding are progressively developed year on year. The subject makes a good contribution to pupils' literacy and numeracy skills as teachers ensure that they teach the correct vocabulary and expect pupils to measure and assemble precisely. Although the co-ordinator collects and evaluates samples of pupils' work, she will need to be more fully involved in monitoring teaching to ensure that teachers are well supported, to maintain present standards and to help achieve consistency of practice. Good use is made of the local environment to give pupils ideas for their work.

GEOGRAPHY

131. By the end of Year 2, and when they leave the school at the end of Year 4, almost all pupils, including those with special educational needs, attain standards that are in line with what is expected nationally for their age. These standards have been maintained since the last inspection. The school now bases its planning on national guidance and there is good coverage. There is an increased awareness of the importance of personal research, for example in the use of ICT. However, the lack of development of the important skills of enquiry limits the learning of older, and particularly the more able, pupils.

132. Only one lesson was observed during the inspection. This, together with other evidence such as analysis of pupils' work and teachers' plans, as well as discussions, indicate that teaching is satisfactory and, as a result, pupils make sound progress in their learning. Teachers plan their lessons well, but there needs to be a greater balance between direct teaching and independent learning. A realisation of the contribution that other subjects such as English, design and technology, science and history can make to the development of pupils' geographical skills, is a developing feature of the school's provision. This, together with regular opportunities for field trips to places of geographical interest, such as Carisbrooke village, Newport town, Branston Farm and residential trips, enhance the curriculum and enrich pupils' experiences.
133. Teachers plan an interesting range of activities to give pupils a secure knowledge of their local area. As a result, pupils show an understanding of how people harm the environment and how individuals can help to improve the environment for everyone. In this respect, the subject makes a strong contribution to pupils' moral and social development, as well as to their sense of citizenship. Pupils in Year 3, for example, have carried out traffic surveys and discussed their findings which they represented graphically, while pupils in Year 4 consider the question, "How can we improve the area we see from our window?"
134. Pupils in the current Years 1 and 2 acquire simple mapping skills as, for example, when they draw routes they take to school, and they are provided with local maps to identify where they live. The co-ordinator introduced the use of 'Barnaby Bear' so that these youngest pupils could follow his route as he travelled to contrasting localities round the world. Postcards from Barnaby and arrows indicating places he has visited, such as San Francisco, St Ives, Greece, Legoland, Windsor, Wales, Majorca and Ireland, are well displayed, so that pupils gain awareness of localities beyond their own, and an understanding of where they are in relation to other towns and countries. They consider how their island differs from the mainland and compare their lives to those of people living on a Scottish island.
135. Analysis of planning and of pupils' work shows that pupils in Year 3 are challenged to identify changes in towns and villages over the years, linked to their work in history. They interpret maps and plans, and are taught the effects of climate on an area and how it can influence tourism and land use. As a result, they identify the best locations for holidays and study routes and methods of travel to these places. Pupils in Year 4 are taught to describe and contrast the physical and human features of different localities and to tender explanations for their location. When comparing the Indian village of Chembakolli to the Isle of Wight, they identify similarities and differences and how these affect the activities and lives of the inhabitants.
136. The co-ordinator, who is also history co-ordinator, has been effective in maintaining sound standards since the last inspection. She has identified the need to continue to develop links between geography and other subjects and to increase the range of research materials, such as aerial photographs and maps. She has not had the opportunity to monitor teaching and influence the quality of teaching and learning in lessons. Although assessment procedures, linked to planning are in place, these now need to be more rigorously used to monitor the learning of all pupils, and to help ensure the systematic development of skills year on year. This would be of particular benefit to the more able, higher attaining pupils.

HISTORY

137. Standards attained by pupils at the end of Year 2, and when they leave the school at the end of Year 4, are similar to those expected for their age. Although the curriculum meets National Curriculum requirements and contributes well to pupils' written communication, there are too few opportunities for pupils to extend their skills of enquiry through independent research as they move through the school.

138. The quality of teaching and learning seen during the inspection was good overall. Of the six lessons seen, teaching was very good in three, good in two and satisfactory in one. The only weakness in the teaching is that older pupils have too few opportunities to research topics themselves. This particularly impedes the learning of more able, higher attaining pupils. The co-ordinator has identified the need for increased resources to support independent learning skills. Teachers have good subject knowledge, manage their pupils well, generally have high expectations of work and behaviour and use effective, interesting strategies to motivate pupils to learn.
139. Pupils in Years 1 and 2 are offered an interesting curriculum which builds well on their understanding of the past. They are encouraged to find out about the past by talking to older people, such as parents, and other people in the local community. Teachers provide them with information such as pictures and artefacts to stimulate their interest. Their work on 'Seaside Holidays Past and Present' shows that they are taught to recognise changes in the lives of themselves, their family and others. Lessons and analysis of past work show that pupils know about the lives of notable people, such as Florence Nightingale and Winston Churchill, as well as events from British history, such as the Great Fire of London. In a Year 2 lesson, through very effective questioning which included pupils of all abilities, the class teacher challenged pupils to consider the importance of the diaries of Samuel Pepys as sources of information. As a result, learning was very good and pupils went on to write their own eyewitness accounts of the Great Fire. This is a fine example of how the subject contributes to pupils' writing skills. It also makes a good contribution to pupils' understanding of British culture. By the end of Year 2, pupils show an increasing sense of chronology and start to perceive why people in the past acted as they did.
140. Teachers in Years 3 and 4 continue to develop pupils' sense of chronology and they show pupils that the past can be divided into different and distinctive periods of time. Teachers in Year 3 make good use of visits to local towns and villages to support pupils' understanding of how these have changed over the years. Pupils are taught the difference between invasion and settlement in their work on Romans and Celts. They go to Newport's Roman Villa to add edge to their curiosity and they study artefacts to answer the question "Is the Villa really Roman?" Analysis of pupils' work shows that teachers recognise the important contribution the subject can make to pupils' extended writing skills. Good examples of this were seen where pupils explained how dress, homes, shopping, entertainment and schools have changed since the days of the Romans and the Celts. Fine examples of the interesting range of teaching strategies used by teachers were seen in Year 3 lessons where pupils were considering evacuation during the Second World War. In one class, the teacher made effective use of the 'hot seat' to get pupils to consider the feelings of children evacuated during the war. In the other class, the teacher successfully motivated pupils' interest through effective use of artefacts, which he dramatically withdrew from a suitcase to build up anticipation. Pupils in Year 4 continue to develop their understanding of chronology in their work on the Ancient Egyptians and Tudors. In the lesson seen on Henry VIII, it was evident that a significant number of pupils had forgotten facts taught in previous lessons. This has implications for independent research, which will help pupils remember more easily what they have discovered for themselves.
141. Pupils enjoy history and behave well in lessons. They work well together, when given the opportunities to do so, and present their work well. Pupils with special educational needs are well supported in lessons. When additional support is provided for these pupils, teachers use this well to ensure that they are fully included in lessons.
142. The co-ordinator is well organised and has a clear action plan for improving standards. This includes improved resourcing and monitoring teaching. National guidance for the subject guides teachers' planning. Assessment procedures linked to this guidance are in place, but they are not yet fully effective in determining what pupils' know, understand and can do. As a result, skills are not progressively developed as pupils move through the school. Although the school does not have a wide range of books to support pupils' learning, loans of books

and artefacts as well as visits to places of historical interest are well used to enhance the curriculum. The new library, together with planned improvements in provision for ICT, means that the school will be better placed to help pupils develop the research skills that are so important to this subject.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

143. The last inspection report stated that pupils' attainment was broadly in line with national expectations. Currently many pupils in Years 1 and 2 are not reaching the standards expected. By the end of Year 4, standards for all pupils, including those with special educational needs, are close to those expected nationally. The coverage of the curriculum has improved since the last inspection, through the use of national guidelines, and an appropriate emphasis is now placed on data handling. Teachers are beginning to make use of ICT in other subjects so that pupils are consolidating their skills in a variety of lessons. Expectations in the use and application of ICT have risen significantly over the last few years, but, at the same time, insufficient finance was available in the school to update equipment.
144. The school makes the best use of the limited number of computers it has by positioning them in the shared areas outside classrooms. This means that classes share the resources available and there is more space when large groups have to gather around one computer to watch demonstrations by the class teacher. There are two main reasons for the higher standards in Years 3 and 4. One is the good use made of staff expertise, including that of a teaching assistant. The other is by combining art and ICT on the timetable and then splitting the classes so that time is regularly allocated to ensure that pupils have the opportunity to learn new ICT skills in small groups and then have a period of time to practise what they have learned.
145. In Year 1 pupils gain confidence in using ICT. They interact with simple software such as 'My World', for example when they sequence pictures showing the development of a bean plant as part of their work in science. They begin to develop keyboard skills, such as the use of the space bar and delete key. Pupils also operate programs successfully using the mouse, for example when they use a painting program to draw pictures of houses. In Year 2, pupils use a simple data-handling program to process the information they collect about different parts of their bodies, such as hand span and foot size. They also learn how to make a list and create their own fact file about the Fire of London, linked to their work in history. Several examples of use of ICT skills in other subjects were seen and some pupils bring knowledge from their use of computers at home. Good use is made of a spelling program to reinforce pupils' knowledge in the lower part of the school. However, most pupils do not have sufficient opportunities to consolidate their learning so that they reach the standards expected, by the end of Year 2, for example in the use of the keyboard and word-processing skills.
146. Pupils in Year 3 learn to use the Internet, for example to find out about Roald Dahl linked to their work in literacy. They also learn the benefits of handling data on a computer as opposed to manually sorting the information. In Years 3 and 4 they extend their word-processing and presentation skills. For example, when writing poems about the sea in Year 3, some pupils use a curly font to indicate waves and greens and blues for the letters. In Year 4, pupils learn that data can be displayed in different ways. They create pie charts and learn how to interpret them, consolidating their work in mathematics.
147. Pupils are keen to use computers and to show the work they have produced. They treat the equipment with respect. They willingly share their knowledge and help each other. Most readily take turns when working with a partner, or in a group.
148. In the two lessons seen, the quality of teaching and learning was good and most pupils made steady gains in learning. Teachers have secure subject knowledge and they use

appropriate subject vocabulary. They are beginning to plan the use of ICT skills in a range of subjects, for example history, mathematics and science, so that pupils are consolidating their skills. In Year 2, good use is made of a numeracy program to challenge higher attaining pupils. They were working on a 100 square up to 200 and used their knowledge of place value to work out the numbers covered by a snake on the screen. The good skills of a teaching assistant in the upper part of the schools are used well to support pupils and also to enable them to be taught in smaller groups. This means that pupils are given the assistance they need to extend their skills. There is scope for ICT to be used more to develop pupils' independent learning skills in other subjects, for example in history.

149. Limited numbers of up-to-date computers restrict pupils' learning. The whole-class teaching in Years 1 and 2, with all pupils sitting around one computer, is unsatisfactory, as pupils cannot see the screen clearly. Moreover, they are not given enough opportunities to use the skills they have seen demonstrated, to ensure that they retain their new learning. The situation is being addressed in the near future with new computers purchased with funds made available through the National Grid for Learning and the provision of a dedicated computer area outside the new library, to supplement those already in the shared areas.
150. There is an enthusiastic and knowledgeable co-ordinator who supports staff informally and who monitors planning and the work completed. Lack of funds has restricted the opportunities she has had to observe teaching and to share her expertise with other teachers in lessons.

MUSIC

151. In the last inspection, pupils were judged to be attaining in line with national expectations. These standards have been maintained. Music is an important part of the school's curriculum and all pupils are encouraged to take part in music lessons and extra-curricular music.
152. The school is using a commercial scheme of work, chosen to support the non-specialist teachers and help them to teach music to a satisfactory standard. The co-ordinator, who was absent during the inspection, has provided some support for teachers in areas such as planning and the steady build up of skills.
153. In Year 1, pupils join in a song with enthusiasm and recognise the importance of rests in music. They demonstrate a sense of rhythm, but listening skills are below the standard expected for pupils of this age. Year 2 pupils work co-operatively in groups to create music demonstrating elements of the weather. They listen well to the compositions of others and give opinions and they suggest improvements. In a Year 3 class, pupils know the correct posture for singing well and they sing to a given rhythm. They sing in two parts, continuing a repeated pattern as an accompaniment, and some pupils maintain a steady beat.
154. Pupils' attitudes are good and they show enjoyment and commitment to their work. The quality of singing in assemblies is satisfactory. Pupils show enthusiasm and control pitch effectively. The school uses this occasion to introduce pupils to a variety of music. There are links with Chile which introduce pupils to that country's music.
155. The quality of teaching and learning is satisfactory overall. In the lessons observed, teachers did not have a specialist knowledge of the subject but most were effectively developing pupils' knowledge and understanding through their teaching. When the teaching was good or very good teachers had clear control and encouraged pupils to listen carefully. In a lesson in Year 3, the teacher joined in the singing and led the groups, demonstrating to pupils how they could improve their work and finish the lesson with a performance of good quality. In a Year 2 lesson, the teacher made a recording of the performance for pupils to listen to and recognise the quality of their learning. In the unsatisfactory lesson, expectations of pupils'

performance and behaviour were not high enough and pupils failed to achieve the objectives of the lesson.

156. Some pupils receive specialist tuition from local authority music teachers in guitar and violin. The extra-curricular provision for music is a good feature of the school's work. There are opportunities for pupils to sing in an inclusive choir and also in a Year 4 choral singing group for performances in the diocese. The co-ordinator has not yet monitored teaching and/or had the opportunity to share her expertise in lessons. There is a simple assessment system to monitor pupils' progress in acquiring skills, which is at an early stage of implementation.

PHYSICAL EDUCATION

157. Standards of attainment are in line with what is expected for pupils at the end of Years 2 and 4. They have been maintained since the last inspection. Most pupils enter Year 1 having achieved the early learning goals for physical development, and they make satisfactory progress in their learning as they move through the school.
158. The school provides pupils with a broad and interesting curriculum, based on national guidance, and which is designed to promote their physical development and social interaction. Pupils with special educational needs are integrated well and they achieve appropriate standards related to their prior attainment. Lessons in games, swimming and dance were observed during the inspection. Year 3 pupils attend swimming lessons and they make very good progress because of the support and high quality instruction they receive. Their behaviour, as they travel to the pool and while they are there, is excellent. They are fine ambassadors for their school. The residential trip and activities week provided for Year 4 pupils allows for a range of outdoor and adventurous activities.
159. The quality of teaching and learning observed was satisfactory overall. No unsatisfactory teaching was seen. Of the seven lessons observed, teaching was very good in one, good in two and satisfactory in four. There was little significant difference between teaching in different age groups. However, some lessons in Year 1 and Year 2 are too short to allow pupils to practise the skills they are taught or to use them in meaningful ways in small-sided games. Strong features of the teaching are the way all adults are appropriately dressed for lessons, setting a good example to pupils, and the well-prepared lessons and resources. All lessons begin with good warm up sessions but some lessons are not well enough structured to keep pupils warm. This is particularly the case where pupils spend a lot of time waiting to take their turn. In the best lessons, the pace of teaching keeps pupils involved and active. Skills are well taught and pupils are provided with opportunities to evaluate their own work and that of others. This results in pupils working hard to produce work of good quality.
160. By the end of Year 2, guided by supportive teaching, pupils have increased their confidence in physical control and movement. In games lessons, teachers and teacher assistants help pupils develop elements of games play that include running, dodging, catching, throwing and striking. However, in most lessons in Years 1 and 2, time is too short for pupils to apply these skills in games so that they learn simple attacking and defending tactics. No gymnastics or dance activities for this age group were observed, but planning shows that these aspects are also regularly taught.
161. Pupils enter Year 3 with a sound basis for further development. In games lessons, they continue to develop satisfactory ball skills and to apply these in football, cricket and tennis type activities. Although skills are appropriately taught, the pace of learning sometimes slows when expectations of pupils' listening or working are not high enough. However, most pupils enjoy the lessons, work hard and relate positively to each other, showing a good awareness of the need for fair play. All pupils follow the good example set by staff and bring the correct kit to school. Teachers ensure that boys and girls of all abilities are fully included in lessons, and adults are aware of the needs of less able pupils. In the good and very good

lessons seen, explanations were clear, the pace brisk and expectations high. A very good example of this was seen in a Year 3 athletics lesson in which pupils were refining their jumping techniques. Although rain caused the lesson to be transferred to the hall, the very high expectations meant that the pace of pupils' learning was maintained. As a result, by the end of the lesson all pupils had improved their technique and were proud of what they had achieved.

162. A very good range of extra-curricular sports clubs, such as country dancing, football, netball, badminton, cricket and athletics, enhances the curriculum and pupils' self-esteem. Teachers, teaching assistants and parents give freely of their time for the benefit of the pupils. Provision for competitive sport against other schools supports pupils' learning and sense of achievement. The social and cultural development of pupils is further enhanced by participation in local dance festivals. The co-ordinator has good subject knowledge and provides enthusiastic leadership. He knows what needs to be done to achieve consistency of practice across the school and all aspects of the subject. Resources are satisfactory and the school is working hard to increase this provision. The accommodation allows the curriculum to be taught effectively and is used well for lessons and extra-curricular activities. There are good links with the local sports college that benefit the school. Funds provided by the parent-teacher association are also well used to support teaching and learning.