

INSPECTION REPORT

ALL SAINTS C of E PRIMARY SCHOOL

Freshwater, Isle of Wight

LEA area: Isle of Wight

Unique reference number: 118185

Headteacher: Mrs B H Ayres

Reporting inspector: Mrs L Woods
21079

Dates of inspection: 5 – 8 February 2001

Inspection number: 192482

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 category:	Voluntary Aided
Age range of pupils:	4 - 9
Gender of pupils:	Mixed
School address:	79 School Green Road Freshwater Isle of Wight
Postcode:	PO40 9AX
Telephone number:	01983 753 267
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Appropriate authority:	The governing body
Name of chair of governors:	Mr F Gregory
Date of previous inspection:	10 March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs L Woods 21079	Registered inspector	Foundation Stage Science Information and communication technology Music	What sort of school is it? How high are standards? How well is the school led and managed?
Mrs C Webb 9614	Lay inspector		Attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Mr D White 22671	Team inspector	Special educational needs Equal opportunities English as an additional language English Geography History Physical education	How well are pupils taught?
Mrs J Cousins 22942	Team inspector	Mathematics Art and design Design and technology Religious education	How good are curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

All Saints Church of England Primary School is an important, central part of the village of Freshwater on the Isle of Wight. There are currently 173 boys and girls on roll between the ages of four and nine, and the majority live in the village. They come from a wide range of social backgrounds, although very few come from different ethnic backgrounds. Unemployment in the area is high and a significant proportion of pupils comes from single parent families. In addition, many pupils live in temporary accommodation. Twenty per cent of pupils are known to be eligible for free school meals, which is average compared to the national picture, although the actual figure is likely to be higher. Their attainment on entry to school is below average. Thirty-three per cent of pupils are identified as having special educational needs, which is above the national average. Of these pupils, 73 per cent are at Stage 3 and above of the Code of Practice for the identification of such pupils¹ and two have statements of special educational need. Those pupils for whom English is an additional language are fluent in English and have no difficulty in taking a full part in the curriculum.

HOW GOOD THE SCHOOL IS

This is a very good school. All staff and governors are deeply committed to providing a rich and varied range of experiences for the pupils in a warm and caring environment. Standards in the core subjects of English and mathematics are below the national average, but pupils achieve well for their abilities. The quality of teaching and learning is good overall and frequently very good. All staff work as a very effective team under the dedicated and caring leadership of the headteacher. The school provides very good value for money.

What the school does well

- Standards in art and design and in music, particularly in the quality of singing, are good. The school provides a good range of extra-curricular activities, with a particular strength in the creative arts.
- Teaching and learning are good overall and particularly effective in the reception class and in Year 2.
- The quality of teamwork between all teaching staff is very good.
- The provision for pupils with special educational needs throughout the school is very good.
- The school has very good links with parents and the community, which makes a positive contribution to the quality of learning.
- The school has a warm, caring atmosphere, within which relationships are very good and pastoral care is a strength.
- Pupils' personal development and provision for their spiritual, moral, social and cultural development are very good.
- The headteacher provides caring, dedicated leadership and is very well supported by the governing body in shaping the direction of the school.

What could be improved

- The school must continue its sterling efforts to raise standards in writing, particularly for boys, and in mathematics.
- Better use should be made of resources for information and communication technology in order to raise standards in the subject.
- Management and monitoring of the curriculum should be strengthened.

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

¹ Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.
Stages of special educational needs range from Stage 1, when limited additional support is provided for pupils entirely from within the school, to Stage 5, which ensures that a pupil has a statement outlining his or her needs and shows what additional and specific support that pupil will receive. Stages 3, 4 and 5 involve external specialists as well as staff within the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress in addressing the key issues identified during the last inspection in March 1997. Detailed and comprehensive methods for assessing pupils' progress in English and mathematics give the school a very clear picture of their individual achievements and the value added by the school. Curriculum planning is based securely on the National Literacy and Numeracy Strategies and guidelines from the Qualifications and Curriculum Authority. Group work is managed well in all classes. Not all teachers, however, make full use of assessment to plan what to teach next and co-ordinators do not have a secure overview of how the curriculum is delivered in all subjects. Provision for information and communication technology has improved with the installation of more up-to-date equipment, but this is recent and has yet to impact fully on standards throughout the school. The school is pleased with the progress it has made, but clearly recognises where further improvement is needed. All staff are determined to provide pupils with the best possible opportunities and the school is in a good position to continue improving.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
reading	D	E	D	C
writing	B	E	E	D
mathematics	D	E	D	C

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

The table shows that standards in reading and mathematics were below the national average in 2000 and well below in writing. Compared with schools having a similar intake of pupils, standards in reading and mathematics were average, but in writing standards were below average. Results from previous years show considerable variation, which makes it difficult to establish trends over time, but attainment each year is directly related to the percentage of pupils in the year group identified as having special educational needs. In 2000, 43 per cent of pupils taking the tests were on the special educational needs register, with 41 per cent in 1999. The school, however, analyses pupils' achievement and progress in detail and sets challenging targets for each year group. Boys and girls with special educational needs make good progress overall.

Inspection evidence shows that standards in English for pupils currently in Year 2 are on course to be average by the end of the year, although in mathematics they are likely to be below average. Pupils in Year 4 make steady progress, supported well by the practice of teaching in groups organised according to ability. However, the high proportion of pupils with special educational needs in the group means that overall standards in English and mathematics are likely to be below average for their age by the end of the year, particularly in writing. Pupils make steady progress in science throughout the school. However, whilst they have a sound knowledge and understanding of the subject, their written record of what they have done does not fully reflect this. Standards in art and design and music are above expectations throughout the school. The quality of singing is particularly impressive. In design and technology, geography, history, physical education and religious education, pupils' standards are in line with expectations for their age, although as in science their writing in many subjects does not reflect their knowledge and understanding. Standards in information and communication technology (ICT) are below expectations. The newly established ICT suite is a valuable resource, but its use has yet to impact fully on standards throughout the school.

Most children join the school with below average levels of attainment and this is well below average in some years. The current group of children in the Foundation Stage are on course to reach the expectations for their age, as set out in the Early Learning Goals, in all six areas of learning². Standards in their personal, social and emotional development are likely to be above expectations.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and work hard.
Behaviour, in and out of classrooms	Good. Most pupils behave very well and are polite and considerate of each other. However, a significant minority of pupils, mostly boys and at the upper end of the school, cause some disruption through their unacceptable behaviour.
Personal development and relationships	Very good. Warm and caring relationships are a strength of the school. Pupils enjoy taking responsibility and carry out their duties very well.
Attendance	Satisfactory.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-9 years
Lessons seen overall	very good	good	satisfactory

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

The quality of teaching and learning is a significant strength and a major contributory factor to the positive ethos, which pervades the school. Teaching was at least satisfactory in all but three of the sessions seen during the inspection. It was good in 31 per cent of lessons, very good in 25 per cent and excellent in 5 per cent.

Teaching of literacy and numeracy is good at Key Stage 1 and satisfactory at Key Stage 2. Both the National Literacy and Numeracy Strategies have been implemented well and adapted carefully to meet the needs of the pupils. Teachers have a sound understanding of all curriculum areas, with the exception of information and communication technology, where their confidence is least secure. Teachers work hard to make lessons interesting and relevant to pupils' experiences and to involve pupils fully in discussions. As a result, pupils are interested in their work and keen to learn. The quality of relationships throughout the school is a particular strength. The best teaching occurs in the reception and Year 2 classes, but good and very good teaching occurs throughout the school and across the subjects, where teachers' interest and enthusiasm is shared effectively with the pupils. Teachers are particularly well supported by dedicated and well-qualified learning support assistants, who make a valuable contribution to the quality of learning, particularly for pupils with special educational needs. In a very small number of lessons, where the pace is slow and activities do not provide sufficient challenge, teaching is unsatisfactory.

² [The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. Early learning goals - these are expectations for most children to reach by the end of the Foundation Stage. They mainly refer to achievements children make in connection with: communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; and physical and creative development.](#)

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides an interesting and varied curriculum which meets statutory requirements and is relevant to the pupils.
Provision for pupils with special educational needs	Very good. Management of provision is very good and external agencies are closely involved. Support assistants are particularly valuable in helping pupils make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good in all areas. As a result of this, pupils have a very good understanding of the impact of their actions on others and respect for the feelings, values and beliefs of others.
How well the school cares for its pupils	Good overall. The school monitors pupils' progress and personal development well and provides effective support and advice for them.

The school has very good links with parents, who in their turn are very supportive of the school and its work. Many parents help in school and most do their best to help their children at home.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The headteacher leads the school with dedication and commitment and has the full support of senior management and all staff. Subject co-ordinators are enthusiastic, but for most their role in managing and monitoring their areas of responsibility is under-developed.
How well the governors fulfil their responsibilities	Good. Governors are interested and involved in all aspects of the school's work. They have a clear understanding of its strengths and areas for development and fulfil their statutory responsibilities well.
The school's evaluation of its performance	Good. The school monitors pupils' progress in literacy and numeracy well and has clear targets for development, although not all subjects are included in the school improvement plan.
The strategic use of resources	Good. All specific grants are used appropriately. Priorities for development are carefully evaluated and best value principles applied well to spending decisions.

The school has sufficient, appropriately qualified staff to meet the needs of the pupils and curriculum requirements. They are very well supported by dedicated and experienced classroom assistants. The accommodation is satisfactory for the numbers on roll and resources to support learning are sufficient.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Twenty-nine parents attended the meeting with inspectors prior to the inspection and 40 parents questionnaires were returned.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Parents are fully supportive of all aspects of the school's work; particularly in the quality of teaching and the progress their children make and in the approachability of the staff. 	<ul style="list-style-type: none"> Some parents are not sure that the range of activities outside lessons is sufficient.

Inspectors fully support parents' positive views about the school. The school provides a good range of activities outside lessons, with a particular strength in the creative arts.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children join the school in the Foundation Stage with below average attainment and, in some years, well below average attainment. As a result of the very good teaching in the reception class and overall sound teaching in the mixed year class, children quickly become confident and well motivated to learn. The current group of children are on course to reach the expectations for their age, as set out in the Early Learning Goals, in all six areas of learning. Standards in their personal, social and emotional development are likely to be above expectations.
2. The school has an above average percentage of pupils, 33 per cent, identified as having special educational needs. The percentage within individual year groups varies, from 20 per cent of pupils in the reception age group to 43 per cent in the current Year 3. A high proportion of these pupils are at Stage 3 and above on the Code of Practice for the identification of such pupils. This factor has a significant impact on performance in national tests in each year which, as a result, do not give a clear picture of trends over time. The school, however, analyses carefully pupils' potential in each year group and sets challenging targets for them to achieve.
3. Pupils now in Year 3 took the national tests in 2000. Results show standards in reading and mathematics were below the national average and well below the national average in writing. By comparison with schools having a similar intake of pupils, however, standards in reading and mathematics were average, although in writing they were below average. The percentage of pupils reaching the higher Level 3 in reading and writing was below average compared to the national picture, but average compared with similar schools. In mathematics, performance at Level 3 was close to both the national average and the performance in similar schools. Inspection evidence shows pupils in the current Year 2 are on course to attain average standards in reading and writing, although in mathematics standards are likely to be below average.
4. Pupils' standards by the time they leave the school at the age of nine are also affected by the proportion of special educational needs within each group. In the current Year 4, 41 per cent of pupils are on the school's register. When these pupils took the national tests in 1999, their performance in reading, writing and mathematics was well below the national average. They have made steady progress in English and mathematics in Key Stage 2, helped significantly by the school's practice of teaching in groups organised by ability for these subjects. Inspection evidence, however, shows that standards are likely still to be below average by the end of the academic year. The performance of boys and girls has been analysed well for literacy and numeracy. The school has found significant variations in the attainment of boys in writing and is working hard to address this.
5. The school places a very high emphasis on developing pupils' core skills. Standards in speaking and listening are average throughout the school. Pupils listen carefully to teachers and each other and make pertinent and relevant contributions to discussions. A significant minority of pupils, however, has a limited vocabulary and the school works hard to overcome this. Standards in reading are average and again the school makes sterling efforts to generate a love of reading and an appreciation of books in all pupils, through good example by teachers and concentrated, effective sessions in the library. Writing skills are average at Key Stage 1, but below average at Key Stage 2. Writing is not well developed across the curriculum, particularly for the older pupils and for boys, and this affects their ability to record work in other subject areas. In mathematics, pupils'

mental agility is average and mathematics is used appropriately in other areas of the curriculum.

6. Teacher assessment at the end of Key Stage 1 in 2000 showed standards in science to be above average. Inspection evidence shows pupils make steady progress and have a sound knowledge and understanding of all aspects of the subject, but their written record of what they have done does not reflect this. Standards in art and design and music are above expectations throughout the school. The quality of singing is particularly impressive. In design and technology, geography, history, physical education and religious education, pupils' standards are in line with expectations for their age, although as in science their written record in many subjects does not reflect their knowledge and understanding. Standards in information and communication technology (ICT), however, are below expectations. The school has made satisfactory progress in addressing the key issue from the previous report and the newly established ICT suite is a valuable resource, but its use has yet to impact fully on standards throughout the school.
7. Pupils with special educational needs make good progress towards attaining the targets in their individual education plans. They are supported well in classes and this means that they participate well with their classmates.

Pupils' attitudes, values and personal development

8. The school continues to promote the positive attitudes and values noted in the last report and parents are very pleased with these. The Christian ethos permeates life at school and underpins the very good, caring and supportive relationships between staff and pupils. Children and pupils are keen to come to school and most arrive on or before time. Their attendance percentage is now in line with the national average.
9. The youngest children settle quickly in the reception classes and carry out happily and conscientiously whatever task is set for them, eager to please their teacher and to do well. Their concentration and effort are impressive. In group sessions known as circle time at the end of the day, for example, they gave sensible and thoughtful replies on how best to care for their pets, recognising the need for constant care, demonstrating unusual maturity for very young children. Older pupils are enthusiastic about and interested in their lessons; they are eager to answer questions and co-operate well with their peers. In a Years 1/2 literacy lesson, for example, all pronounced the word 'suddenly' with great expression and enjoyment whenever it appeared. They were keen to achieve their individual targets and go on to the next. In a Year 2 physical education lesson, after watching individual pairs give their interpretation of music through movement, thoughtful and sensible suggestions were made on how performance could be improved. Although the teacher's plans for the Years 3/4 information and communication technology lesson were too ambitious, pupils persevered with the task and were patient as they waited for attention. The school tries hard to imbue all pupils with a good work ethic with notable effect.
10. Behaviour at school is good overall, with most pupils behaving very well. All understand what is expected of them and what will happen if they transgress. The majority want to be 'caught being good'. Sanctions are rare but effective and there have been no exclusions. However, a significant minority of pupils, mostly boys and at the upper end of the school, cause some disruption in lessons through immature and silly behaviour. Some of these pupils have already been identified as having special educational or other needs and are well supported by caring learning support assistants, who encourage good behaviour and positive attitudes towards work and school. Other pupils are tolerant of this behaviour and try to continue with their work, but occasionally lesson time is lost as teachers deal with this. Around the school and in assemblies behaviour is good. The

atmosphere in the dining hall and outside in the playground is one of companionship and enjoyment. Although minor incidents do occur outside through exuberant play, these are dealt with well by vigilant supervisors and pupils are concerned if one of their number needs first aid. No malicious or bullying behaviour was observed during the inspection.

11. Pupils' personal development is very good. In assemblies and circle time sessions, they consider thoughtfully the effect of their actions on others and how they may help if any are unhappy. They enjoy sharing achievements at the weekly assembly, to which parents are invited. Pupils value team points and eagerly await the announcement of the week's winner. Although no captains are appointed for the four teams, named after local celebrities, past and present, the chosen representative accepting the cup makes a little speech and congratulates the outgoing team. 'Jobs for the week' are carried out conscientiously. During a citizenship session in Year 4, pupils gained a very good insight into what might hurt others during their discussions about what 'special thing' they might be bringing on the residential trip the following week. The very effective 'double act' of headteacher and deputy headteacher, swaying their emotions first one way and then the other as their drama unfolded, was a very good example of practical and effective role play. None will now laugh if another's 'special thing' might otherwise arouse derision.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

12. Throughout the school, the quality of teaching and learning is a significant strength and a major contributory factor to the positive ethos that pervades the school. Teaching was at least satisfactory in all but three of the sessions seen during the inspection. It was good in 31 per cent of lessons, very good in 25 per cent and excellent in 5 per cent. The proportion of teaching that is good or better is higher than in the last inspection.
13. In both Foundation Stage classes, the close partnership between the teacher and classroom assistant is a significant strength within the quality of teaching and learning. In the reception class, teaching is consistently very good and often excellent. Both teacher and assistant know the children very well and use this knowledge very effectively to provide work which is both challenging and matched closely to children's abilities and interests. Their sympathetic, but high, expectations coupled with humour and close interaction with children as they work results in a classroom which buzzes with purposeful activity. Children, whatever their ability, know their efforts will be valued and respond with confidence and enthusiasm to the opportunities provided, and the quality of learning is equally high. Staff have a clear understanding of the needs of young children. During the 'table-top' activities which start each day, for example, the wide range of different experiences provided are well matched to the areas of learning. Children come into class eager to begin working and settle quickly to their chosen task. As they work, all adults, including parent helpers, use careful questioning to encourage them to think and talk about what they are doing, which develops their vocabulary effectively. This close involvement with and good questioning of children as they work is a positive feature of all lessons and makes an important contribution to the good progress children make.
14. Teaching for the youngest children in the mixed year class is satisfactory. Children in the Foundation Stage work alongside older pupils and most work is well matched to their abilities, which is a particular advantage for the more able children. Both the teacher and her assistant are careful to involve children in thinking and talking about their work, which effectively increases their knowledge and understanding of what they are doing. However, the level of adult support in this class is not as extensive as in the reception class and there are occasions when children spend too long working on their own without appropriate structured intervention.
15. At Key Stages 1 and 2, teaching is good overall and is particularly effective in Year 2.

The very good and excellent teaching in the infant classes is the reason pupils make good progress in their learning. The team spirit between all teaching staff is very good and this is reflected in their relationships with pupils. Lessons are usually planned well, with objectives clearly identified, particularly for literacy and numeracy. In the most effective lessons these are shared with pupils at the beginning of, and at intervals during, the lesson to remind them of the focus for learning. Consequently, pupils have a clear understanding of the areas of work to which they are going to be introduced. Where lessons lack pace and insufficient challenge is provided, however, teaching is unsatisfactory, which was seen on two occasions.

16. A significant feature of good teaching is the positive way teachers talk with their pupils. When introducing pupils to new ideas, teachers take time to describe the purpose of the learning and link it to pupils' own experiences, which are exciting and fun. Consequently, pupils' attitudes to lessons are equally good. Teachers consistently value the responses of all pupils and this leads to a high level of trust and respect and very positive relationships. This was apparent, for example, in a literacy lesson for Years 3/4 pupils. At the beginning of the lesson, the teacher created a quiet, reflective atmosphere for learning. The teacher's excellent reading of the *Alligator Poem* caused pupils to respond to the mood and quietly model the teacher's expression in their own reading of the poem. They thoroughly enjoyed his recitation of *One Old Oxford Ox* and spontaneously applauded at the end. Although they found the follow-up writing task hard, they all succeeded in writing lines of alliterative number poems because of the appropriate level of challenge and the quality of support they received.
17. Literacy and numeracy are taught well and improvements in teaching are helping to raise standards, particularly in the infant classes. The school now has secure procedures for individual target setting in literacy, but these have yet to be provided for the rest of the curriculum, particularly mathematics and science. With the exception of literacy and numeracy, teachers with mixed-age classes do not always use their assessments to support their medium-term plans, to ensure that the curriculum provided meets the needs of both age groups and all abilities in the class. Pupils show a good verbal knowledge and understanding in different subjects, but this is not reflected in their written work. When marking pupils' work, teachers do not consistently advise pupils on how they could improve their work in content and presentation, although they make good use of praise and encouragement during lessons.
18. Teacher's good subject knowledge and understanding in most subjects has a positive effect on the pupils' learning. In good lessons, teachers provide a skilful balance of new knowledge, skills development and effective questioning, which ensures all pupils are fully engaged in class discussions. This was observed, for example, in a Year 1 numeracy lesson, where all pupils were encouraged to display and share their understanding of the knowledge they had learned about two- and three-dimensional shapes. Teachers make good links between subjects, ensuring that learning is meaningful and pupils apply their skills and knowledge across the curriculum well, for example, in physical education reinforcing their mathematics and ICT skills when giving precise instructions for movements during a warm-up session. Teacher's good knowledge and understanding in such subjects as music and design and technology widens pupils' learning experiences. In a lesson in Year 1, the teacher skilfully enabled all pupils to crease card to create a room in their house and then to join card to make a hinged door. In a music lesson with Year 3 pupils, the teacher made good use of time, balancing different activities to extend pupils' notation skills and provide opportunities to compose and perform simple sequences of sound using percussion instruments. The teacher's support and questioning strategies enabled the pupils to achieve what was expected of them successfully. Teachers' knowledge, understanding and confidence in the use of ICT, however, is insecure, for example when interrogating a database or when

using an Internet site to obtain information, and this accounted for one unsatisfactory lesson. The school, through the national training initiatives, is addressing these issues.

19. In the vast majority of lessons teachers employ an effective range of behaviour management skills. This is particularly evident in circle time sessions, where teachers value pupils' efforts, give them regular praise and develop very good relationships. Teachers use homework effectively to extend and consolidate pupils' learning. They use resources well and have created a stimulating environment for learning. A productive use of time is a key feature of the most effective teaching. In an excellent literacy lesson in Year 2, the teacher regularly told pupils how long they had to complete a task and this added pace to their learning. However, time slippage does occur at the end of playtimes and lessons do not always begin at the appointed time. During the registration periods at the beginning of sessions the pupils spend a considerable amount of time sitting quietly on the carpet; the school needs to consider whether this time could be used more effectively.
20. Good teaching for pupils with special educational needs is well supported by individual education plans that are carefully drawn up by the co-ordinator and the teachers. A significant factor in the high quality provision for these pupils is the assistance and encouragement they receive from all adults involved in their education. Close teamwork begins in the Foundation Stage classes and is sustained throughout the school. Teachers and support assistants work hard to ensure pupils make improvements and grow in confidence. Regularly throughout the inspection, support staff were observed providing sensitive and purposeful help to pupils, such as the patience and reassurance pupils in the Years 3/4 numeracy set received when consolidating their number bonds. The impact of this teaching is evident in the number of pupils who have been removed from the special educational needs register.

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

21. The curriculum for children in the Foundation Stage is good overall. Teachers take careful note of the guidance provided in the Early Learning Goals and ensure all areas of learning are covered fully. The structure of the National Literacy and Numeracy Strategies provides a good framework for teaching the core skills and these are carefully adapted to meet the needs of the youngest children. In the reception class, staff provide a very good, exciting and stimulating range of activities in each session. However, organisational issues mean that children in the mixed-year class do not have the same access to the curriculum appropriate for their age as in the reception class, for example daily opportunities for structured physical development and the morning choice of 'table-top' activities.
22. At Key Stages 1 and 2, the quality of the school's curriculum is good. It is sufficiently broad and balanced, with all subjects represented, including effective personal, health and social provision on a regular basis. The main focus this year has been on developing numeracy and literacy further. The National Numeracy Strategy has been implemented well and there are improvements in the development of mental and oral arithmetic. The National Literacy Strategy is well developed and there are many activities targeted to pupils' particular needs in reading. In other subjects, national programmes of study or the school's own schemes of work are used well; these having been developed since the last inspection. Religious education is based on the schools draft scheme of work and aspects of this are taught less effectively. The school has a strong tradition in creative arts, which it has maintained very successfully in recent years despite the focus on other areas of the curriculum. Displays are used very effectively to promote pupils' work and to demonstrate how one subject effectively intermingles with another in topics. Policies are

in place for all subjects and many aspects of school provision; however, some require updating, such as those for design and technology and religious education.

23. Overall curriculum planning is satisfactory and supports the high quality of teaching well. Since the last inspection the school has reviewed its long-term planning, incorporating many new national schemes of work. Every class has a daily literacy and numeracy lesson based on national guidelines. However, staff do not always plan together sufficiently to ensure that pupils in the same year group, who are in different classes, receive the same curriculum. Monitoring of the curriculum is limited at present.
24. Pupils benefit equally from all aspects of the curriculum. There is good support for all groups of pupils, from those with special educational needs to more able pupils, although no gifted or talented pupils have been identified. Pupils with special educational needs have full access to the curriculum offered by the school and are provided with good support through the deployment of additional staff. Teaching and support staff successfully fulfil the requirements of the Code of Practice.
25. Extra-curricular provision is good, particularly for older pupils. Pupils enjoy recorder and country dancing; achieving high standards in these activities. They participate in May Pole Dancing, booster classes, top sport clubs and school productions. Many visitors enrich the curriculum, from artists in residence to brass and violin instrument tuition. A strength of the curriculum lies in the use of the local environment; pupils go on trips linked to their studies to Carisbrooke Castle, the church and Colwell Bay. A residential trip extends the curriculum and supports pupils' social development well.
26. The school's caring ethos places a high priority on pupils' personal development. Pupils' opinions are sought whenever possible and opportunities are provided in lessons for them to ask and answer questions freely. Social skills and self-esteem development is very good for all pupils. Pupils' personal, social and health education is catered for well through a scheme of work which incorporates the development of citizenship. The school deals effectively with the teaching of sex education and pupils also learn about the use and misuse of drugs.
27. The school is very much an integral part of the community and has very good links with many local institutions. The school has developed valuable links with local businesses, which gave generously to the Christmas and Summer Fairs. A local garden centre has helped to develop the school site by donating plants. Frequent visits are made to neighbouring beaches and historical homes. Assembly is taken regularly by the local minister, and the church, used regularly for services and religious festivals, also donates money which is spent on leavers' books. The school, along with three others, is participating in a three-month song-writing project through a local arts organisation. The Family Literacy Sessions held at the school, in which parents and children participate, make an excellent contribution not only to children's education, but also to the relationship and trust parents have with and in the school. Friends and family support fund-raising events, which are popular in the community and raise a considerable amount of money for the school.
28. Through the very good liaison with the play-school and the middle school, very productive relationships have been established, ensuring children enjoy a happy start to their schooling and pupils a smooth transfer to their next school. Teachers meet regularly to maintain and expand these already very good links.
29. Provision for pupils' spiritual, moral, social and cultural development is very good and is a significant strength of the school. Pupils' spiritual development is very well supported both through assemblies and across the curriculum. One child, playing the part of the

Virgin Mary in an assembly, was visibly enraptured as she gazed tenderly at the baby Jesus. During religious education lessons, teachers encourage pupils to link food to festivals and understand that symbols create images that are important. A mathematics lesson on symmetry caused Year 3 pupils to exclaim 'beautiful butterflies' in sheer delight as the paper was unfolded. Through the high emphasis on art and music, pupils demonstrate an ability to reproduce, and an understanding of, beauty beyond their years. Pupils sing with joy during assemblies and as they leave the hall, creating a happy, positive atmosphere in which all can flourish. The Christian ethos permeates throughout all school life.

30. Provision for pupils' social and moral development is very good. From the time children start in reception, they are effectively taught right from wrong. They are expected to, and do, take turns, sharing their equipment and co-operating with their friends. They are encouraged to listen very carefully to stories and contribute their own thoughtful ideas on how, for instance, to care for a garden. Through assemblies and circle time sessions all pupils are reminded, for example, of how friends behave and, as a result, they are concerned to look after others in the classroom and playground. In Years 3/4 all were able to say something positive about others. Pupils are given a sense of responsibility, positive self-esteem and self-discipline through 'jobs for the week' and carry these out conscientiously.
31. Provision for pupils' cultural development is also very good. Through the many activities provided, pupils learn to value their own and other cultures. Many take part enthusiastically in the country dancing competition at Carisbrooke castle and pupils have a good knowledge of music and art from their own and other countries. Educational visits are made to museums and places of interest on the island and pupils are interested in learning about other religions, cultures and traditions. There have been good links with a Ghanaian school in the recent past. Music groups from India and Africa visit the school, widening pupils' experience and giving them an appropriate sense of Britain as a multi-ethnic community.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. The school has satisfactory procedures for child protection and for ensuring pupils' welfare, and pastoral care is a strength of the school. Two members of staff have received child protection training, with each responsible for a different aspect of this. All teaching staff are aware of the issues. Regular risk assessments are recorded and the caretaker deals immediately with what he can. First aiders are always on site and practice of first aid is good.
33. Satisfactory records are kept of pupils' attendance. Registers are monitored regularly, and telephone calls made if pupils are not in school. The educational welfare officer, now using part of the old school house as her base, is always on hand if there are problems with pupils' attendance or punctuality.
34. The school's procedures for monitoring and promoting good behaviour are good. Behaviour management is effective and the policy on bullying is clear. School rules are simple and referred to regularly, with teachers and support staff expressing their disappointment if these are not kept. Team points, ticks, stickers and the eagerly sought-after headteacher's award are valued by all; pupils are proud to display these to their parents and friends at the weekly achievement assembly.
35. The school has satisfactory systems for monitoring and supporting pupils' personal development, although these are not fully formalised. Teachers and learning support assistants know their pupils very well and the mutual respect evident throughout the

school ensures all feel confident that help is available when needed. All special educational needs staff liaise well with outside agencies; the school follows the Code of Practice guidance fully and has good and effective procedures for identifying these children. Children and pupils, including those with special educational or other needs, are very well supported by all staff and well integrated with their peers. Inclusion is an integral part of the school's ethos. The new citizenship programme is already having a positive impact and the Year 4 residential visit enhances pupils' personal development. Through the school's careful planning pupils gain in confidence and develop self-worth as they progress through the school. They are well prepared for the next stage of their education.

36. The school makes a useful, detailed analysis of children's level of attainment when they start school and teachers make good use of this when organising groups and activities. In the reception class, assessment is very good. All adults continually evaluate children's achievements as they complete their work and, as a result, the teacher has a very clear picture of each child's progress in the six areas of learning. In the mixed-year class, whilst the teacher has a good picture of children's progress in the core skills, assessment against the Early Learning Goals is less secure. The school recognises the need for a common format between the two classes and the early years co-ordinator is evaluating different methods to make this useful and manageable.
37. Assessment of pupils' attainment in English and mathematics is good and is consistently carried out throughout the school. Commercial tests, such as for 'phonic-screening' and reading are used well. Additional testing gives the school good knowledge of pupils' reasoning abilities, and additional national tests are used annually to assess pupils' knowledge and understanding at nine years of age, before they move to the middle school. The performance of boys and girls has been analysed well for literacy and numeracy. The school has found significant variations in the attainment of boys for writing skills, which it is subsequently working hard to address. Results from mathematics tests for seven-year-olds are used effectively to group pupils for numeracy teaching. Many pupils hold their personal literacy targets in their trays and use them daily, although targets in numeracy are not set as yet. Assessment opportunities in other subjects, however, are not often identified or recorded on teachers' planning and assessment activities do not usually have a level of attainment recorded on them. Portfolios of work are kept for individual pupils but demonstrate little evidence of achievement and progress except in English and mathematics. Assessment is particularly well used to identify and set individual education plans for pupils with special educational needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. The school has maintained the very good, productive and close relationship with parents recorded at the time of the last inspection and is always looking for ways to improve the already very good partnership and links. Parents are very supportive of the school's aims and ambitions for their children and are appreciative of the efforts teaching staff make to help and involve them in their children's education. They are pleased when asked for 'feedback' on policies such as on the recent one on homework. All feel welcome to come into school and know that their concerns will be listened to and dealt with sympathetically. The headteacher and staff are always available should parents wish to see them and have developed a very good rapport with all. Nothing is too much trouble. Those parents who can, offer their help in school and when assisting in lessons make a positive contribution to their children's education.
39. Parents are well informed by the school. The prospectus, governors' annual report and regular newsletters ensure all know what has happened and about forthcoming events.

The pupils' annual reports, to be reviewed in order to conform to Curriculum 2000, are valued by parents' as an accurate record of what their child has been doing. Parent governors are pleased to be 'used' as a focus for parents' comments and to answer any questions. Through their very good attendance at meetings and the school productions parents not only learn about their children's progress, but see them 'in action', which they love. Teachers as well as children take part. Parents are regularly invited to watch assemblies. Their attendance at the achievement assembly during the inspection was impressive, demonstrating their strong support for the school. The Parent Teacher Friends Association is very effective at raising money, which is spent to augment resources and on the children.

40. The school makes every effort to ensure that parents have the opportunity to take part in the identification and provision for the special educational needs of their children, though some parents choose not to take up these opportunities. There are good systems to inform parents of their children's progress within the special educational needs procedures of the school.
41. Those parents who can help their children with work at home, in which they are assisted by the school's guidance notes and comments made in the home/school reading books. Their contribution enhances children's education well. Parents attending the family literacy groups very much value the opportunity to work alongside their children and are excited and pleased with their own and their child's progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42. The headteacher provides caring and dedicated leadership for the school, setting very high standards and leading very well by example. All staff and governors support her vision for the school and are fully committed to providing a caring and warm environment in which pupils grow in confidence effectively. The school's aims and values are fully reflected in its daily life.
43. Governors are closely interested and involved in the school and have a very clear picture of its strengths and where it needs to develop, through frequent, focused visits, for example looking at subjects and homework, and detailed reports from the headteacher. The close working partnership with the chair of governors is a positive asset to the school and other governors take a keen and informed interest in their areas of responsibility. Governors bring a good degree of expertise to the school and keep up-to-date with developments in education through regular presentations from staff and training from the local education authority. In addition to visits, committees and the full governing body meet regularly to discuss initiatives and evaluate progress towards targets. Governors fulfil their statutory responsibilities well and are constantly seeking ways in which improvements could be made.
44. The senior management of the school is an effective team and supports the headteacher well. Combining the roles of key stage co-ordination, they have a clear overview of the work of the school on a day-to-day basis, as well as monitoring the development of initiatives. Co-ordinators are enthusiastic and all staff share a determination to provide a rich and varied range of experiences for the pupils. Procedures for monitoring the provision for special educational needs are good. A governor takes a particular interest in the provision and the progress of these pupils. The special educational needs co-ordinator provides very good leadership.
45. The headteacher has a clear overview of the quality of teaching and learning through regular formal and informal monitoring. She is a visible presence around the school and in addition to a regular teaching commitment is always available to support in class and

enjoys this. She receives valuable support from the local education authority and the co-ordinators for literacy and numeracy in monitoring teaching and learning in these subjects, but most other co-ordinators do not have the opportunity to evaluate the practical delivery of their subjects.

46. Curriculum planning is monitored regularly by the headteacher and key stage co-ordinators keep an overview of work to ensure pupils of the same age in parallel classes receive similar experiences. Subject co-ordinators, however, do not consistently monitor planning in their areas of responsibility to ensure pupils' skills and knowledge are developed progressively. Likewise, whilst the outcomes of work in literacy and numeracy are examined regularly by all staff, the same is not true of work in other subjects. As a result, apart from informal observations, the school does not have a clear picture of standards or progress across the year groups. It is aware that this is an area of its work which needs developing.
47. The school improvement plan is a detailed document, which identifies clearly areas that are a priority for improvement. All staff and governors are closely involved in deciding these priorities and progress towards targets is monitored regularly. Although literacy, numeracy and ICT are important elements, other subjects, in view of the requirements of Curriculum 2000, do not receive sufficient attention. The school appreciates the value of producing action plans to develop all subject areas, even if they are not a specific focus, and ensuring a rolling programme of curriculum review.
48. The school has sufficient staff to meet the needs of the pupils and the curriculum. Dedicated and committed teachers are very well supported by well-qualified learning support assistants. The rapport and team spirit evident amongst all staff is one of the school's strengths. Newly-qualified teachers enjoy a welcoming and well-planned induction. Performance management has already started to enhance staff development. The caretaker and secretary contribute effectively to the smooth running of the school.
49. The school's accommodation is satisfactory for the numbers on roll. The whole, composed of many different building styles, is well used. The newly completed reception class has a light airy 'feel' and gives children plenty of space for their various activities. All the accommodation is well cleaned and maintained and good examples of pupils' work enliven corridors and classroom walls. Outside in the playground, new markings and a well-planned adventure play area is popular with children. However, the drainage of the field results in flooding of much of the tarmaced playground in times of wet weather and the resultant large pools of water restrict children's play.
50. School resources are satisfactory for teaching all subjects and are good for English, information and communication technology, music and the Foundation Stage. Resources to support pupils with special educational needs are also good. The attractive library area, situated centrally, contains an ample number of books, covering a good range of subjects, including some multi-cultural texts. The well-designed 'new books' shelf in the corridor outside the music room 'catches the eye' very successfully.
51. Day-to-day administration is satisfactory and the office runs smoothly. The school secretary is always ready to help any who need this. The school has effective financial management systems. The 'Standards Fund' and special grants are appropriately allocated and monitored.
52. The finance committee meets before every governors' meeting. Governors carefully study the printout prepared by the local education authority bursar, whose advice they value and in whom they have complete confidence. She ensures they have all the information they need and that best value principles are applied consistently to

purchasing. Three scenarios are presented to the committee by the headteacher for discussion before the budget, linked to priorities identified in the school improvement plan, is agreed. Value-added analysis is also discussed. The larger than average carry forward, resulting from a successful bid for Key Stage 1 funding, is due to be debated at the next meeting.

53. All staff and governors are deeply committed to providing a rich and varied range of experiences for the pupils in a warm and caring environment. Standards in the core subjects of English and mathematics are below the national average, but pupils achieve well for their abilities. The quality of teaching and learning is good overall and frequently very good. All staff work as a very effective team under the dedicated and caring leadership of the headteacher. Taking these factors into account, the school provides very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors, headteacher and staff should now

- continue their sterling efforts to raise standards in writing, particularly for boys, and mathematics by:
 - improving the emphasis placed on extended writing within the timetable;
 - ensuring that skills taught in handwriting are translated into practice;
 - placing further emphasis on specific targets for achievement within a defined time-scale in each lesson;
 - improving challenge, for example by providing more opportunities for investigations and data handling in mathematics;
(paragraphs 3-5, 17 and subject paragraphs)

- raise standards in information and communication technology by:
 - making full use of all resources to support learning across all areas of the curriculum;
 - assessing, consolidating and extending pupils' skills and ensuring these are developed progressively;
 - supporting teachers' confidence through providing effective training;
(paragraphs 6, 18, 97-100 and other subject paragraphs)

- improve the delivery, management and monitoring of the curriculum by:
 - ensuring all children in the Foundation Stage have full access to an appropriate curriculum;
 - ensuring planning identifies appropriate work for pupils of different ages in mixed year classes and of different abilities in all classes;
 - extending the good practice of target setting in English to other curriculum areas, particularly in mathematics;
 - establishing effective systems for assessing pupils' standards and progress across the curriculum;
 - creating a greater sense of pupils' pride in their work by raising expectations of presentation and improving consistency in marking;
 - strengthening the role of subject co-ordinators in managing and monitoring their areas of responsibility;
 - considering writing action plans for the development of all subjects.
(paragraphs 14, 17, 21, 23, 35-37, 46-47, 59, 62-63 and subject paragraphs)

In addition to the key issues above, the following points could be included in the governors' action plan:

- eliminate the very small proportion of unsatisfactory teaching (paragraphs 15 and 18)
- address time slippage at the start of some lessons. (paragraph 19)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	56
Number of discussions with staff, governors, other adults and pupils	59

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
5	25	31	34	5	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	173
Number of full-time pupils known to be eligible for free school meals	34
Special educational needs	YR – Y4
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	56
English as an additional language	No of pupils
Number of pupils with English as an additional language	1
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	5.6
National comparative data	5.2

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	15	17	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	10	13
	Girls	14	14	15
	Total	26	24	28
Percentage of pupils at NC level 2 or above	School	81 (74)	75 (74)	88 (83)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	13	14
	Girls	14	14	17
	Total	25	27	31
Percentage of pupils at NC level 2 or above	School	78 (77)	84 (86)	97 (91)
	National	84 (82)	88 (86)	88 (87)

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	1
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	172
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y4

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	22
Average class size	25

Education support staff: YR – Y4

Total number of education support staff	10
Total aggregate hours worked per week	135

Exclusions in the last school year

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

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

Financial information

Financial year	1999 / 2000
	£
Total income	343,808
Total expenditure	331,344
Expenditure per pupil	2,098
Balance brought forward from previous year	20,862
Balance carried forward to next year	33,326

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	173
Number of questionnaires returned	40
Percentage returned	23

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	35	7	0	0
My child is making good progress in school.	72	23	0	0	5
Behaviour in the school is good.	55	40	0	0	5
My child gets the right amount of work to do at home.	42	45	10	3	0
The teaching is good.	63	37	0	0	0
I am kept well informed about how my child is getting on.	25	65	7	0	3
I would feel comfortable about approaching the school with questions or a problem.	67	24	3	3	3
The school expects my child to work hard and achieve his or her best.	55	45	0	0	0
The school works closely with parents.	50	44	3	0	3
The school is well led and managed.	55	42	0	0	3
The school is helping my child become mature and responsible.	53	42	5	0	0
The school provides an interesting range of activities outside lessons.	18	49	18	0	15

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

54. All children start school full time in the September before their fifth birthday and so benefit from the very good start to education provided in the Foundation Stage. The majority are taught in the reception class, although some are in a class together with pupils in Year 1. Teachers undertake a detailed assessment of their abilities when they join the school. This, together with the information provided by the play-school, shows their attainment on entry to be below average and in some years to be well below average. The current group of children, for example, includes 20 per cent assessed as having special educational needs.

Personal social and emotional development

55. Children's personal, social and emotional development is above expectations for their age. They become familiar with the adults and routines of the classrooms before they begin in the reception year through close and effective liaison with the play-school on site. As a result, they come happily into school from the first day and take full advantage of all the exciting opportunities available. The very good relationships established with teachers and assistants mean that children feel confident that their feelings, views and achievements will be valued and celebrated. Adults' high expectations of behaviour and hard work are amply rewarded. Children enjoy all activities and work co-operatively and sensibly. They clear up competently and quickly when asked to do so, such as putting away classroom equipment and physical education apparatus. They quickly become independent at dressing and undressing and understand the need to take care of themselves, for example washing their hands before lunch. In group discussions, good manners and courteous behaviour are consistently expected and achieved as children listen attentively to each other and adults. They are thoughtful and considerate; volunteering, for example, that 'we can feed them' when asked how they can help animals and insects who share their garden. This very good start to children's personal development reflects the high emphasis placed on this throughout the school.

Communication, language and literacy

56. For the current group of children, standards in communication, language and literacy are in line with expectations for their age. They enjoy sharing their thoughts and views in discussions, although some are shy and a significant minority has both limited vocabulary and poor speech patterns. Careful and sympathetic support by adults in both large and small group discussions is effective in improving both. Children enjoy listening to stories such as *Whose Garden*, *Suddenly* and *The Owl Babies* and make sensible and pertinent observations on the story and characters. They recognise and understand the terms 'author' and 'illustrator', although a few confuse these, and listen closely and join in enthusiastically with familiar parts of stories. They handle books carefully and discuss the story from the pictures with serious concentration. In a good library session in the mixed-year class, the assistant encouraged children effectively to think and talk about the books they were choosing. Whilst few are yet launched into reading, most recognise initial letter sounds and the majority recognise some words within the text. The good example provided by all adults is very effective in encouraging children to develop an appreciation of books.
57. Children experiment with writing enthusiastically. A few are competent at writing independently and most make creditable attempts at writing their names. Adults provide extensive opportunities for writing, both in guided sessions and in free play, which

encourages children's confidence and supports their progress effectively. Trace and copy-writing techniques are used well to encourage children to form letters correctly. Teachers make good use of the structure of the literacy hour to provide an interesting and stimulating range of activities, which develop children's skills well. In both classes, teachers carefully involve all children in discussions in the guided reading session. However, in the mixed-year class, the youngest children became restless after sitting on the carpet for an extended period of time.

Mathematical development

58. Children's mathematical development is in line with expectations for their age. As with literacy, the National Numeracy Strategy is used well to provide the framework for lessons. Children thoroughly enjoy singing number rhymes, such as the *Supermarket Song* and *Two Men Went to Mow*, which effectively reinforce their counting skills. All adults take every opportunity to encourage children to count, for example, the number of owl babies or children in the group and as a result most children count confidently to 10 and many beyond this. They recognise the written numerals and order these successfully from one to 10. In an excellent lesson, children's excitement at successfully adding single digit numbers together is infectious! Children understand the meaning of numbers, for example colouring circles in response to the roll of dice and using a computer program matching objects to numbers. In all these activities, adult interaction is very effective in encouraging children to think and talk about what they are doing and in supporting and challenging children of all abilities. Adults also take care to develop children's mathematical vocabulary, for example, comparing the size of the three little pigs and the number of houses with different coloured front doors. Children consequently use the concepts such as 'biggest', 'middle size' and 'smallest' confidently and naturally in their work in all areas of learning. They recognise and name simple shapes and enjoy sorting these according to their properties and making pictures with them to reinforce their understanding.

Knowledge and understanding of the world

59. Many children join reception with very limited vocabulary and knowledge of the world around them, although most talk about their homes and families. Teachers and assistants work hard to enlarge and extend their experience and to provide an interesting and stimulating range of activities. As a result, children's knowledge and understanding of the world is on course to be in line with expectations by the end of the year. In the reception class, the 'table-top' activities which start each day provide good opportunities for children to explore, for example, the properties of wet and dry sand or play with zoo animals. In the former, children work with serious, co-operative concentration, pouring and moulding. They know you cannot build sandcastles with dry sand; 'it melts', and 'I'm only pretending to make a jelly!' In the latter, one boy confuses a lion with a tiger, but knows he is going to get a black labrador for a pet. Adults carefully ask children questions which effectively encourage them to think and explain what they are doing and why as they play and this improves both vocabulary and understanding. The school recognises it is a pity that children in the mixed-year class do not have the same range of opportunities at the start of each day. Children in the reception class use computers frequently to support work in, for example, literacy and numeracy. Most competently control the mouse and keyboard with sympathetic adult support and enjoy the activities. In the mixed-year class, however, the lower level of adult support means that children do not have the same range of opportunities and experiences.
60. In both classes, more structured lessons develop children's knowledge and understanding of the world well. In the reception class, for example, children understand the different needs of animals and which like to live in woodland. This session makes

very good links with the work children are doing in literacy. In the mixed-year class, children recognise the difference between old and modern household appliances. Effective questioning encourages children to explain how modern equipment works and why it is easier to use than the old-fashioned equivalent.

Physical development

61. Most children are well co-ordinated and their physical development is broadly in line with expectations for their age. They handle tools and equipment such as scissors, glue-sticks, brushes and pencils carefully and reasonably accurately when cutting, sticking and colouring. They work with great concentration, help each other sensibly and take pride in their finished results. In the reception class, children build imaginatively with small construction kits, but have limited access to larger building materials. In the mixed-year class, there are too few opportunities for building with either to develop children's co-ordination skills. In a very good hall session, children moved with great control and enthusiasm, walking forwards, sideways and backwards, skipping and balancing on benches. They were very aware of the space around them and the value of physical exercise and worked very hard to improve their performance. The high expectations and enthusiasm of the teacher were mirrored in the children's obvious enjoyment of the lesson and their appreciation of each other's efforts.
62. In the reception class, the teacher tries to ensure that children have daily opportunities for physical exercise, but the timetable shows these are not available to children in the mixed-year class. The reception class has a small adjoining outside play area, but being grassed and poorly drained, this is inaccessible for most of the year and is consequently not a useful resource to promote children's co-ordination and physical development. As a result, opportunities for children in both classes to develop skills in controlling wheeled toys and using apparatus such as hoops, ropes and balls are, overall, too limited.

Creative development

63. Children's creative development is in line with expectations for their age. Teachers' own enthusiasm for music is shared effectively; children sing spontaneously, with great enthusiasm and reasonably tunefully and know many songs by heart. They name and play a range of instruments carefully and sensibly. They enjoy modelling and painting, and choose materials and colours with care. In an excellent lesson, the exciting range of relevant activities and high expectations from adults produce impressive results from children, painting in the style of Paul Klee. Children play imaginatively in the home corner in the reception class, but sadly have too few opportunities for this in the mixed year class.

ENGLISH

64. In the 2000 tests the percentage of seven-year-old pupils attaining the expected standard was below the national average for reading and well below average for writing. When compared with similar schools, standards were average for reading and below average for writing. In reading, one fifth of pupils achieved the higher Level 3. The variations in performance over the past few years make it difficult to identify any overall trends in performance. The high and variable numbers of pupils with special educational needs in both key stages has had a significant impact on results over time.
65. Inspection evidence confirms that, for current pupils in Year 2, standards in speaking and listening, reading and writing are all in line with what is expected by the age of seven. By the age of nine, attainment is average for speaking and listening and reading, but is below average for writing. When asked searching questions, pupils show greater

understanding and knowledge than their written work suggests. They have difficulty in recording their ideas for independent writing and completing extended written work.

66. The school has made extensive, successful efforts to improve standards in English in recent years. The National Literacy Strategy has been implemented effectively; teachers have a good level of subject expertise and apply the elements of the literacy hour to meet the pupils' needs well. Teaching is good in Key Stage 1 and satisfactory in Key Stage 2. Teachers' planning is good; learning objectives are clearly identified and tasks are well matched to the needs of the pupils. Teachers are skilful in their questioning to ensure that their pupils know and understand what they are expected to do. Learning support staff are used successfully to support and extend pupils' learning in a very positive manner. All pupils are positively encouraged to make contributions to class and group discussions. Provision for pupils with special educational needs is good and, as a result, their progress is good. Homework is used effectively to support and extend pupils' reading skills in particular.
67. Most teachers provide positive oral feedback for pupils as they work. A minority of teachers' marking is supportive and written comments in pupils' books are appropriately focussed on how they can improve their work to meet their targets, but this is not consistently applied throughout the school. Overall, however, teachers have low expectations of presentation, which does not encourage pupils to take a sense of pride in their work.
68. By the age of seven, pupils enjoy a whole range of stories, poems and information books. They make good use of the school's resources to foster their enjoyment of reading. They make good use of phonics and pictures to decode new vocabulary. More able pupils read very fluently and with good expression, showing a real understanding of the text. All pupils are keen readers and make valiant efforts to understand the meaning of unfamiliar words. They are confident when reading their own work, particularly their writing about their bedroom. They enjoyed hearing *Pepys' Diary* in its original form and their answers to their teacher's questions demonstrated that they were listening very carefully. They are familiar with finding books in the library using the 'Junior Dewey' system and use lists of contents and indexes to locate information. Pupils enjoy writing. They understand terms such as 'verb' and 'adjective' and the main features of punctuation. In their excellent writing lesson, pupils in Year 2 recalled the settings for stories they have read such as *The Unhappy Bear* on the rubbish tip. They applied these skills well when discussing *Tidy Titch* and when they began writing independently about their own bedrooms. They worked diligently to produce descriptions that were in a sequence of sentences using interesting words. Handwriting is mostly joined and consistently well formed.
69. By the age of nine, pupils' reading is fluent and they use their skills well to research information. They understand how to use the library and the more able pupils make comparisons between the different styles of authors they have read. For example, a pupil in Year 4 named fantasy books as his favourite reading and discussed sensibly the excitement and humour he enjoyed when reading J.K. Rowling, C.S. Lewis and J.R.R. Tolkien. Teachers' imaginative use of books stimulates interest and the desire to read for enjoyment and information. This was evident in the choice of the *Alligator Poem* for the less able set in Year 3/4, where pupils read with expression and lots of enjoyment, which they then translated into their alliterative number poems.
70. The weaknesses in English are frequently related to writing skills. Pupils of all ages find it hard to use 'Standard English' in their writing and require consistent adult support to apply their knowledge. In the Year 4 group, the teacher made good use of the Internet to access the *Harry Potter* stories, capture pupils' interest in reading and promote reading

skills such as scanning. An episode from a *Harry Potter* story was used as an effective stimulus for writing. The arrival of the train by the lake was the beginning of descriptive writing that alternated rough and smooth actions. More able pupils produced clear, imaginative sentences of description and most developed their ideas in a sequence of sentences employing some interesting words of description. Pupils join their letters when writing from an early age and their handwriting is usually well formed, but there is room for improvement in the presentation of their work in exercise books.

71. The school's analysis of test results has identified writing, particularly for boys, as a weakness. The introduction of additional opportunities to reinforce basic skills and to provide time for independent writing has proved to be successful in Year 2. The adjustment of the timetable to provide additional opportunities for writing, the identification of writing links across the curriculum and the revision of teaching and assessment strategies to address boys' underachievement, are all issues the school must address to achieve improvement in writing standards.
72. The co-ordinator leads and manages the development of literacy well. She monitors teaching and learning, supports staff and ensures governors are well informed about the school's provision. Test results are analysed, targets are set and the pupils' progress is tracked by an effective system introduced since the previous inspection. All pupils are provided with literacy targets for the half term, in the case of younger pupils, and weekly for those in Key Stage 2. The library makes a positive impact on standards of reading. The area is attractive and used well at all times of the day and a good range of information books supports independent research effectively.

MATHEMATICS

73. A considerable percentage of pupils start school with a very basic understanding of numeracy. Although pupils receive effective teaching, it is unlikely that they will achieve average standards by the time they take the seven-year-old tests or leave the school at the age of nine. The results of the national tests taken in 2000 were below average, but demonstrate that pupils make good progress in Key Stage 1. When compared to similar schools, standards are average. Standards have improved since 1997, with a small drop in 1999 caused by a high number of pupils with special educational needs in the year group taking the tests. There is no significant difference between the performance of girls and boys in this subject. Pupils with special educational needs are well supported and make good progress.
74. By the age of seven, many pupils have satisfactory knowledge of place value to 100, but few can use that knowledge to carry out investigations. They know some of the properties of two- and three-dimensional shapes. Many use measuring instruments accurately, for instance they draw lines carefully to the nearest centimetre. By the age of nine, pupils carry out mental calculations quickly using four-, five- and 10-times tables. More able pupils record equivalent fractions and reduce them to their lowest terms. Teaching in groups organised by ability means that pupils from the age of eight receive appropriate challenges in mathematics lessons, although real life problem solving is not regularly used. Little data handling was in evidence in pupils' work.
75. The quality of teaching and learning is good at Key Stage 1 and satisfactory at Key Stage 2. The best teaching demonstrates a high level of teacher subject knowledge, which results in pupils learning how to split numbers up so that addition is easier. Effective learning methods are used when teachers display key vocabulary for pupils, for example, when pupils learn how to identify axes of symmetry. On the whole, teachers' behaviour management is positive and accounts for pupils' good behaviour and attitudes to learning. Classroom assistants and resources are used well to support all pupils, but especially

those with special educational needs. Basic skills are developed well when pupils learn how to estimate time in seconds, checking their ideas using a stopwatch. Some teachers keep pupils listening carefully to them by used humour effectively.

76. Teachers are familiar and secure with the National Numeracy Strategy, which they apply effectively. The three-part lesson structure is well established. Planning clearly defines what is to be learnt in the lesson, but only a few teachers are sharing this with the pupils when lessons begin. Oral and mental starters are used well apart from in two Years 3 and 4 classes. In one Year 3 class, the teacher's weaknesses in mental mathematics resulted in some unsatisfactory teaching. Some teachers would benefit from further training in mental and oral numeracy skills. The main teaching activities involve pupils practising their skills and teachers circulate well, asking challenging questions such as in a Year 1 class where pupils were asked to analyse the properties of cylinders. Many activities are based on work sheets, but books are occasionally used to record pupils' calculations. In at least one Key Stage 2 class pupils did not record the date and title regularly before starting work. Marking is not consistently used to help pupils improve in the future. Final discussion sessions are used satisfactorily to revisit the main learning objective.
77. Throughout the school, pupils' ability to use information and communication technology to develop their mathematical knowledge and skills is not well developed. This is because there are only a limited number of computers in the school's ICT suite and those in classrooms are under-used. Pupils, however, use mathematics to support learning in other subjects satisfactorily. For example, pupils use their measuring skills in design technology tasks, cutting card accurately.
78. The school has made satisfactory progress since the last inspection. The curriculum has been reviewed and the co-ordinator leads this area well. There is a detailed action plan for the subject and resources have improved. However, the curriculum is not monitored regularly by the co-ordinator and some teachers do not regularly mark pupils' books. Teachers use informal observations and assessment weeks to evaluate pupils' attainment. These assessments are used appropriately to organise numeracy groups, but are not yet used to formulate personal pupil targets. The school uses appropriate non-statutory test materials and has started to track pupils' progress on a termly basis.

SCIENCE

79. The previous inspection found standards in science to be good throughout the school and teacher assessments in the 2000 standard assessment tasks also judged attainment to be above average. Current inspection findings show standards in science are at least average by the age of seven and when pupils leave the school at the age of nine. However, whilst discussion with pupils shows they cover all aspects of the subject and have a clear understanding of many scientific principles, their written record does not truly reflect their knowledge and skills in the subject.
80. Younger pupils investigate the magnetic properties of materials with serious interest, predicting, then testing whether objects will be attracted to a magnet. However, the activity is closely controlled by an adult. Appropriate questions guide pupils to sort materials and record both prediction and result, but within the restrictions imposed, pupils' natural curiosity is suppressed and many lose interest in what they are doing. In a parallel activity, pupils investigate the best material to make an umbrella to keep the wolf dry. Pupils understand the need to make their test fair, although some feel this is more to do with everyone having a turn rather than controlling conditions! With careful adult guidance, pupils experiment enthusiastically and provide reasoned arguments why the material for an umbrella needs to be both waterproof and strong. Pupils in Year 2 work

as a class to discover the warmest place in the room by placing ice cubes at strategic points to observe how quickly they melt. The teacher's enthusiasm and good scientific knowledge means that pupils understand clearly what they are doing and are closely involved in predicting and testing, although results are disappointing because the radiators are not on.

81. At Key Stage 2, pupils also investigate the properties of materials. In one lesson, pupils predict temperatures and read thermometers accurately; in another they investigate which materials will keep a container of water warm. In both, good scientific principles are explained clearly and pupils work hard at conducting their experiments. Good resourcing means all pupils are fully engaged in practical activity. They are interested in science, work co-operatively and explain confidently what they are doing and why. In both lessons, however, the activity is the same for all pupils, regardless of age or ability, and the emphasis is on completing the instructions, rather than designing and conducting their own investigations. Whilst this supports younger, less able pupils well, it does not encourage the 'budding scientists' to develop and extend their thinking.
82. The quality of teaching is satisfactory. Teachers have a satisfactory knowledge of science and plan lessons carefully, including clear objectives to be achieved and good resources to complete the activities. They explain these clearly so that pupils are confident about what they are expected to do. They consistently involve pupils in discussion as they work; pupils consequently enjoy the lessons and make steady progress in developing their scientific thinking. However, the work is invariably the same for all pupils and opportunities for extending work for more able pupils are not identified or provided. Presentation of completed work is scrappy. The science folders in all classes are untidy and incomplete. When asked, older pupils said their work was in 'the black hole', referring to work sheets in a folder in their classrooms! This does not encourage pupils to take pride in their work, support work in literacy and numeracy or provide the school with a useful record of what pupils have done and how well they have done it. Whilst a few pieces of work are kept in pupils' records, assessment in science is unsatisfactory, being too dependent on teachers' memories.
83. The co-ordinator has been responsible for science since September. Resources are satisfactory and planning is based appropriately on national guidelines, which ensures all elements are covered. Monitoring of both planning and pupils' work, however, is conducted through discussions, which means the school does not have a clear picture of whether parallel classes have similar experiences or of the progress pupils are making. Science is not a current focus for development in the school and there is no action plan to show how it will be developed in the future.

ART AND DESIGN

84. Attainment in art and design is above expectations for pupils' ages throughout the school. This is an improvement since the last inspection when attainment was judged satisfactory. Only one lesson was seen during the inspection, but the school is filled with beautiful artist displays, which demonstrate pupils' considerable skills in drawing and sketching, painting and modelling with clay and various materials.
85. A strength of the work lies in the use of the local environment; particularly effective in the beautiful sculptures of Colwell Bay, using natural resources. Attractive sculptures of shapes covered in tissue paper and wools adorn the library area. Fabric is also well used to produce stimulating three-dimensional fish. Clay is effectively used to make and combine materials to create tiles. Collages of sea creatures and farming use fabric to bring the scene to life.

86. The school benefits from an artist in residence, who works annually with older pupils to produce sketches and water colour paintings. Pencil drawing is carefully developed to use shading effectively, such as when pupils sketch wooden objects. Famous artists form the basis of pastel pictures of people drawn in the style of J. Eardley, pupils having drawn preliminary sketches beforehand. Pastels are also confidently used when pupils draw portraits of a friend. Trees are very creatively painted incorporating the blowing of coloured dyes. However, there are no sketch books for pupils to record their initial ideas and evaluations in. Information and communication technology is under used at present to support this subject. Pupils' attitudes to art are good. They enjoy collecting natural autumn leaves and combine them to make a collage. They concentrate well and share tools fairly when modelling in clay.
87. The school has developed a useful scheme of work since the previous inspection. Teachers have worked hard to maintain all aspects of art teaching. There is little monitoring of the curriculum, but focused analysis of displays has occurred. The co-ordinator is not given time or resources to monitor teacher's planning at present.

DESIGN AND TECHNOLOGY

88. Standards in design and technology are in line with expectations for pupils' aged seven and nine years, although little evidence was found in Years 3 and 4 of pupils carrying out evaluations. All pupils take a full part in the curriculum; those with special educational needs achieve satisfactory standards. Only one lesson was seen due to the school's timetabling and evidence was taken from examining completed work and discussion with pupils. In Year 4, teaching promotes satisfactory designing skills. This was evident from the labelled designs of clocks that pupils had created. However, there are no design books to record pupils' planning so evidence was limited for this aspect.
89. The final products made by Year 4 pupils were of a satisfactory standard and demonstrated accurate measuring, cutting and joining skills. Finishing skills were used carefully to decorate their picture frames and mechanisms were well thought out to create an effective stand for this product. In Year 2, pupils produced working models for the rhyme *Incy Wincy Spider*, where mechanisms and materials were incorporated well to make the spider climb the waterspout. A discussion with Year 4 pupils revealed that they have made cakes, modelled clay heads and sewn cross-stitch butterflies in the past, although they had used wood rarely.
90. Evaluation of finished products is not a prominent part of pupils' work. There was no evidence of written evaluations by pupils, but their writing skills hamper them in recording. Information and communication technology was under used during the inspection to support pupils in this subject. In the lesson seen, teaching was good. The teacher used effective learning methods when they ask pupils to describe what was good about their model house, which has a hinged door. Pupils enjoy the practical activities in this subject, work sensibly and safely together when they handle tools. This reflects the teaching well. However, pupils do not always receive the feedback they need to improve because teachers are inconsistent in their use of assessment.
91. Since the previous inspection, when no judgement was made on standards through too little evidence, a scheme of work has been developed and a long-term plan of topics means pupils have the opportunity to develop skills appropriately throughout the school. The co-ordinator works hard to encourage and support other teachers and has been influential in establishing satisfactory standards in the subject. The school does not, however, share the most effective practice in this subject and there is little monitoring of the curriculum by the co-ordinator.

GEOGRAPHY AND HISTORY

92. Standards in geography and history are in line with those usually expected of seven and nine-year-old pupils, which maintains the picture found by the previous inspection. Few lessons were seen, but judgements on standards have been made from these, analysis of pupils' work and teachers' planning and discussions with pupils.
93. Pupils in Year 1 were invited to discuss the differences between past and present when inspecting Victorian artefacts such as an iron, a meat-mincer and shoes. With the teacher's assistance and encouragement they were able to decide that using an iron or mincer, for example, would be much harder than the appliances available in the present day. In a good lesson in Year 2, pupils were very knowledgeable when discussing the Great Fire of London, drawing on the knowledge and understanding they had gained in previous lessons. Their teacher used the text of *Samuel Pepys' Diary* very effectively to provide an eye witness account of the spread of the fire and some of the incidents that occurred; not only were the pupils keen to gain further information, they were fascinated by the written language of the time. Pupils also contributed their own research to the discussion, for example the relationship between the tip of the Monument and the location of the baker's shop in Pudding Lane. In geography, pupils maintain a record of the weather using the accepted symbols and pupils in Year 2 linked their visit to the beach, that included watching the effects of wind on waves, to their movement in physical education.
94. In Years 3 and 4 pupils are linking geographical skills with those of information and communication technology to build up a database for choosing holidays. Pupils were using a variety of resource opportunities, including the Internet, reference books and brochures, to gather data and information about a whole range of locations that may be chosen for holidays. It was expected that this information would then be entered into fields in a database that would allow enquirers to access holiday information.
95. Pupils' response to the subjects is good. They collaborate well together when researching information. They are enthusiastic and keen to learn and share their knowledge and understanding. Their ability to record their findings is, however, less well developed. Teaching in the five lessons observed was satisfactory overall and occasionally good. In good lessons, teachers consolidate previous learning well and use appropriate questioning to develop pupils' thinking and knowledge. This was illustrated in the Year 2 lesson about the Fire of London. Lessons are well organised and planned, using well-chosen resources that enrich the pupils' learning.
96. The co-ordinators for geography and history have recognised the need for the present 'West Wight Foundation Topics' approach to the delivery of the curriculum to be revised, and plans are in hand to bring this and other improvements about. At present the co-ordinators' monitoring of the curriculum is restricted to evaluating the teachers' planning. Resources are adequate and these and the locality are well used.

INFORMATION AND COMMUNICATION TECHNOLOGY

97. The school has made some progress in raising standards in information and communication technology (ICT), identified as a key issue in the last inspection. A newly opened ICT suite provides a valuable resource to improve pupils' knowledge and skills in the subject, but teachers are not yet making full use of this, or of the computers available in the classrooms. Progress is hampered further by the range of different systems in both suite and classrooms and by a lack of colour printers to encourage pupils to take pride in their work. Evidence shows all required elements are covered in the curriculum, but opportunities are missed to expand the use of ICT in other subject areas such as art

using graphics programs and mathematics and science using data handling and control technology. Pupils' skills are below expectations for their age throughout the school, although most appreciate the value of using ICT to support their work.

98. The youngest pupils successfully produce labels for a classroom display using different fonts, although they work slowly and do not fully understand what they are doing when they change the font style. Pupils in Year 2 understand how to edit text on screen using the mouse appropriately to move around the screen and 'backspace' to delete and are pleased with the printed results. This supports their literacy work well. Older pupils use pre-entered web sites to research information for their holiday topic and attempt to set up fields to enter information into a database. In all these activities, teachers' planning shows clear intentions, but some of these are over-ambitious and too wide-ranging in view of pupils' level of skill. Introductory discussions are too long and waste valuable time in the suite, although careful involvement of all the class in these ensures pupils are clear about what they are expected to do. Pupils are excited by the opportunity to use the computers and settle willingly to work. However, their lack of prior experience hampers their efforts to complete each task. Older pupils, for example, are not sure how to negotiate the web sites to find the specific information they require. Teachers have to spend too much time resolving technical problems, many caused by pupils inadvertently using the wrong keys or icons, which further limits progress in lessons.
99. Teaching is satisfactory overall. Teachers understand the requirements of Curriculum 2000 to incorporate the use of ICT across the curriculum and are determined to implement these, but have not received training in how to accomplish this fully. Teaching is not satisfactory, however, when too many activities are provided in the session, given pupils' level of skill and understanding, so that effective teaching points cannot be made as the lesson proceeds and the pace of learning is slow.
100. The co-ordinator has written a clear action plan to support development of the subject and works hard to improve his colleagues' confidence. Too much of his time, however, is spent on trouble-shooting with hardware problems, rather than monitoring and supporting improvement in pupils' skills and understanding. He has produced a very useful 'I can do' booklet to record pupils' attainment and hence monitor their progress, but this is not in full use throughout the school. ICT remains a priority for development in the school improvement plan and the school recognises much work remains to be done to raise standards to an acceptable level.

MUSIC

101. Standards in music are above the expectations for pupils' ages throughout the school. The quality of singing, in particular, is high and is a strength of the school. This maintains the positive picture seen at the time of the previous inspection, when standards were also judged to be good. Music continues to make a very significant contribution to the cultural life of the school and to pupils' personal development.
102. The standard of singing is impressive, both in lessons, during assemblies and on recorded school productions. Pupils know many songs by heart and sing spontaneously in lessons and walking around the school, showing a clear enjoyment in this. In assemblies, they greet favourites enthusiastically. In one assembly observed, they identified accurately, before beginning, which song they would sing from the story told by the headteacher. This shows clearly that they consider carefully the words they are singing as well as the tune. Singing is confident, expressive and tuneful and often accompanied by actions. Teachers' own talent has a significant impact on the quality of pupils' singing. They lead by example, expect and achieve high standards and their own

enthusiasm is infectious. The quality is further enhanced by having live accompaniment, although pupils sing equally well when unaccompanied.

103. The quality of teaching in lessons is good overall. Lessons are well planned; clear objectives are shared with pupils effectively and achieved successfully. Teachers make good use of extensive, good quality resources to encourage and promote pupils' practical music making. They work hard to ensure all pupils, whatever their ability or talent, are fully involved in the lesson. Pupils respond positively, handle the instruments with care, enjoy their lessons and make good progress. They know the names of these and the quality of sound they make. In Year 2, for example, they play different instruments to demonstrate loud and soft notes with a reasonable degree of accuracy. In a very good lesson in Year 4, pupils worked with great concentration in pairs to produce 'echo sounds' using similar instruments. The teacher carefully ensured all pairs demonstrated their composition and pupils made sensible and pertinent observations when evaluating each other's performance. As a result, they made very good progress in both practical composition and in musical appreciation. One lesson for the younger pupils, however, was less successful in promoting these high standards. Whilst pupils competently maintained a steady beat listening to *Estampie* the objective to recognise and explore sounds was not achieved. Too few instruments were used and, as a result, very few pupils had the opportunity to play.
104. Music has a high profile in the school. The co-ordinator is talented and enthusiastic and all staff share his determination to maintain high standards. He has a clear idea of these standards through listening to public performances, but does not at present have a formal structure for monitoring teachers' work. He is also aware the policy and scheme of work need reviewing and updating in line with new curriculum requirements. Pupils achieve a high standard of recorder playing in clubs run by a talented learning support assistant and other opportunities for pupils to learn brass and violin are provided by peripatetic instrument teachers.

PHYSICAL EDUCATION

105. Attainment at the ages of seven and nine is in line with expectations and this maintains the standards seen at the previous inspection. Teaching is good and brings about good rates of progress. Over time, pupils receive a wide range of sporting activities and the school's provision of country dancing is of particular note.
106. In Year 1, good planning made skilful links with other areas of the curriculum, so that pupils continue their mathematics lesson by giving movement instructions for their robot partners during the warm-up session. They moved their apparatus carefully and safely and then practised their 'over and under' activities industriously to produce sequences of good quality. In Year 2, the teacher reminded the pupils of their recent seaside visit when the waves were rolling and crashing onto the beach. Pupils enthusiastically practised and improved rolling, stretching and twisting movements to produce a sequence of crashing waves. At the end of an energetic lesson, pairs of pupils performed a good sequence of symmetrical movements. A key feature in both lessons was the manner in which teachers encouraged the pupils to think about their movements carefully before attempting them.
107. In mixed-age classes, pupils in Years 3 and 4 responded very positively to the enormous enthusiasm and high expectations of the learning support assistant leading their country dancing lessons. They warmed up to the *Flying Scotsman* showing control and co-ordination in their movements. They concentrated well when being introduced to *Brighton Camp*, performing single and double casts with a practised ease. Maintaining their energy and involvement, pupils rehearsed their *Israeli Wedding Dance* showing a pride in

their movements. Finally, they worked well together in pairs and groups to perform the *Durham Reel*. The lessons had many good features including the pupils' enthusiasm and enjoyment, high teacher expectation and good quality performance and the pupils' familiarity with the vocabulary of country dancing.

108. Pupils in Year 4 understand the need for warming up before physical exercise. They commented sensibly on some of the sophisticated balances that their classmates performed and good suggestions were made to aid improvement. Although the pupils were over-excited at times, they practised hard to improve their sequence of balances. As a result, satisfactory progress was made during the lesson.
109. The co-ordinator plans to increase the range of extra-curricular activities and matches organised by the school through the *West Wight Top Sports* initiative, which help pupils develop teamwork and provide them with opportunities to represent their school. The country-dance group successfully represents the school in competitions around the island.

RELIGIOUS EDUCATION

110. Standards in religious education were not judged at the time of the last inspection, so no areas of development were raised. Recently the school has developed a whole-school planning overview for teaching this subject, which will ensure pupils have opportunities to develop deeper knowledge of areas such as the differences between Christmas and Epiphany. All pupils are included in every aspect of this subject.
111. By the age of seven years, pupils' knowledge of religious education is in line with expectations in the locally agreed syllabus. By the time pupils are nine years old, however, standards are only just in line. This reflects the fact that religious education has a lower profile in the classrooms at the top of the school. Much of pupils' knowledge is gained from assemblies. Year 4 are knowledgeable about Christian beliefs to a satisfactory level, for instance they know about Jesus' First Miracle and how he turned water into wine. Pupils understand the symbolism of food, the orange and the Christingle, made at Christmas, although they do not develop a deep understanding of the world's leading faiths, Islam or Judaism, that the school has chosen to study. Pupils do not record their work in a book and so written evidence for this subject is limited. Their writing skills hold back their recording at present and teachers do not use marking to assist pupils to improve their skills.
112. Pupils take pride in discussing how they acted out the birth of Jesus. Year 4 are particularly proud of the poems they have written which are produced in a book titled 'I'm Going Away'. Some pupils read out their poems to the class during a lesson with great sensitivity and enjoyment.
113. The quality of teaching is satisfactory overall. The best teaching is well planned with identified assessment opportunities. Very effective learning methods and questioning give pupils opportunities to discuss topics such as 'What makes a good leader?' Teachers' good subject knowledge means that pupils in Year 2 learn about Moses and his life. On the whole teachers have high expectations of behaviour and manage pupils well so that they concentrate and listen to others carefully in lessons, although in one Key Stage 2 class pupils did not listen carefully to the teacher and their attitudes to studying were unsatisfactory. Praise is used effectively by most staff to reinforce positive attitudes from pupils. Information and communication technology is not used to enrich the teaching of this subject.

114. Co-ordination of this subject is satisfactory. The co-ordinator has ensured her planning corresponds to the current locally agreed syllabus and staff come to ask for advice and help. However, there is no action plan to develop this subject and, as with other subjects, the curriculum is not monitored consistently at present.