

INSPECTION REPORT

SHALFLEET CE PRIMARY SCHOOL

Newport

LEA area: Isle of Wight

Unique reference number: 118188

Headteacher: Mrs Viv Collins

Reporting inspector: Mr Brian Gosling
22453

Dates of inspection: 1 – 3 July 2002

Inspection number: 198820

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	First school
School category:	Voluntary controlled
Age range of pupils:	4 to 9
Gender of pupils:	Mixed
School address:	Ningwood Newport Isle of Wight
Postcode:	PO30 4NN
Telephone number:	01983 760269
Fax number:	01983 760269
Appropriate authority:	Governing body
Name of chair of governors:	Mrs P Osborne
Date of previous inspection:	November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
22453	Brian Gosling Registered inspector	English Science History Geography Information and communication technology Physical education Equal opportunities	The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
9614	Carolyn Webb Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
26519	Margaret Hatfield Team inspector	Mathematics Art and design Design and technology Music Religious education Foundation Stage Special educational needs	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Full Circle division of Parkman
The Brow
35 Trewartha Park
Weston-Super-Mare
North Somerset
BS23 2RT

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London
WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	20
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	21
HOW WELL IS THE SCHOOL LED AND MANAGED?	22
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	24
PART C: SCHOOL DATA AND INDICATORS	25
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	29

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Shalfleet CE Primary is a small school in a rural setting on the west of the Isle of Wight. It was originally built in the mid nineteenth century, and additions were made in the 1960s. Since the last inspection the accommodation has been much improved, with a new teaching block for children in Key Stage 2. The school enjoys spacious grounds for its size, with a playing field, gardens and an adventure playground that provide good opportunities for pupils to learn and play. The pupils come from a variety of social backgrounds and travel to school by local authority and private transport from many villages and hamlets in the area.

The number of pupils has been rising over recent years due to the school's popularity with parents, and there are currently 50 pupils, 22 boys and 28 girls, including 12 children in the Foundation Stage. Due to the small number of pupils, percentages or proportions can be greatly affected by a single pupil, so it is necessary to exercise caution when making comparisons with other schools. Pupils are taught in two classes, although the children in the Foundation Stage are often taught separately in a third class. Although no pupil has a Statement of Special Educational Need, there is a large proportion of pupils with special educational needs. There is a significant amount of pupil mobility and a quarter of the pupils arrived at the school later than reception, three quarters of whom have special educational needs. This is because the school has a growing reputation for addressing well the needs of these pupils. This situation is also having an impact on the attainment of children on entry to the school. When they start school, children have variable levels of attainment, but a significant proportion have low standards of attainment. The proportion of pupils who are eligible for free school meals is below average. However, this does not accurately reflect the socio-economic backgrounds of some pupils whose parents do low-paid seasonal work in the tourist industry. There are no pupils from minority ethnic backgrounds and no pupil has English as an additional language.

HOW GOOD THE SCHOOL IS

This is an effective school. Almost all pupils make good progress and many leave with high standards that exceed national expectations. This is because the teaching is good and focuses on their individual needs. The high quality of the leadership and management of the school monitors each pupil's progress carefully and takes quick and effective action when it is necessary. Consequently, despite a high unit cost per pupil, the school gives good value for money.

What the school does well

- Pupils achieve well and many attain high standards, particularly in English and mathematics.
- The provision for pupils' spiritual, moral and social development is very good and results in good attitudes and behaviour throughout the school.
- The quality of teaching is good throughout the school.
- The curriculum is enhanced by a wealth of learning opportunities outside the classroom.
- The school cares well for its pupils, and the provision for those with special educational needs is carefully matched to their learning needs. This is a strength of the school.
- The headteacher leads by example, inspiring colleagues in her commitment to the highest possible standards. The governors fulfil their strategic role well.
- Parents are virtually totally supportive of all aspects of the school's work.

Although the school's results compare favourably with those in similar schools, they appear to be falling in 2001. However, it is necessary to be cautious with small groups of pupils as the performance of a single pupil can have a big effect on averages. This group of pupils, who took the national tests in 2001, also contained a high proportion of pupils with special educational needs. Consequently, this is another factor that depressed results in that year. Furthermore, a few pupils have poor attendance, as low as 82 per cent, and this has a further detrimental effect on their attainment. The school monitors pupils' progress very carefully and this shows that, when they attend school regularly, their progress is satisfactory and often good, with a significant number attaining above the nationally expected level.

Standards at the end of Year 4, when pupils leave the school, are high, but once more caution is advisable as there are only eight pupils. This group of pupils entered school with good standards of attainment, and their attainment at the end of Year 2 in the year 2000 was very high; ie in the top five per cent nationally in mathematics and above average in reading and writing. Good teaching that is focused on the particular learning needs of these pupils has ensured that they have maintained high standards throughout the school.

The current Year 2 group of pupils is even smaller and, although more than a quarter attained above the nationally expected standard in 2002, one pupil did not attain the nationally expected standard. One pupil is a large percentage and this may imply a fall in standards. This is misleading and the trend in the school's results, which is generally falling, is more accurately a reflection of the increasing proportion of pupils with special educational needs at the school.

Pupils generally achieve well based on their prior attainment, and more-able pupils attain high standards, particularly in English, mathematics, science, art and design, information and communication technology, history, geography, and design and technology.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to learn and they work hard in lessons.
Behaviour, in and out of classrooms	Good. Pupils play together sociably. They know what is expected of them and respond well to the rewards and sanctions, which are clear to them.
Personal development and relationships	Very good. Pupils develop very positive relationships within a close-knit community. They willingly help and support others in lessons and at play.
Attendance	Unsatisfactory. Although the attendance of most pupils is satisfactory, the attendance rate is significantly below the national average because a few pupils have a very poor attendance record.

TEACHING AND LEARNING

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

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

The quality of teaching is good throughout the school. Four out of five lessons seen were good or better and there was no unsatisfactory teaching. Some teaching of a high quality was observed, particularly in Years 1 to 2, where one third of the lessons seen were very good or excellent. The quality of teaching in English and mathematics is good and the skills of literacy and numeracy are taught well. Teachers plan lessons well to meet the range of learning needs within their classes. Tasks are matched to pupils' ages and abilities, and teachers have high expectations of their work and behaviour. Very good relationships are maintained in all classes and teachers manage the pupils well. Consequently, pupils develop good attitudes to lessons and work enthusiastically at the practical tasks they are given. There are a good number of teaching assistants who work closely with teachers. This enables groups of pupils to work at an appropriate level with effective support from a skilled adult.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good range of learning activities that are enhanced by a very good variety of extra-curricular activities.
Provision for pupils with special educational needs	The school provides for these pupils very well and this is a strength of the school. Parents and pupils are fully involved in setting targets and reviewing their progress.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Very good. The provision for pupils' spiritual, moral and social development is very good. The provision for their cultural development is good within their own culture, but there are insufficient planned opportunities for pupils to fully develop an awareness and understanding of the cultural richness and variety of modern Britain.
How well the school cares for its pupils	The school cares well for its pupils, ensuring that they are safe and happy. Pupils' learning and their personal development are monitored well.

The school works very well in partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher teaches for a large part of the week and inspires colleagues through her professional commitment to the pupils. The role of subject co-ordinators has been developed well despite the limited number of teachers, who are all committed to high standards.
How well the governors fulfil their responsibilities	The governors have developed their strategic role well and play an active role in school improvement.
The school's evaluation of its performance	Very good. The school evaluates its performance well, identifying areas that can be improved and taking swift and effective action to secure improvements.
The strategic use of resources	Very good. The school makes particularly good use of both teaching and support staff to ensure that all pupils, including the children in the Foundation Stage, have appropriate learning opportunities. The school spends its money wisely and it observes the principles of best value.

The school has a good level of staffing that includes a good number of capable, well-trained teaching assistants. It benefits from good and spacious accommodation, and resources are satisfactory for most subjects and good for art and design, design and technology, information and communication technology, and music.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ▪ Parents are virtually totally supportive of all aspects of the school's work including the attitudes, behaviour and achievements of their children. 	<ul style="list-style-type: none"> ▪ There are no areas of concern to parents.

Inspectors agree with parents very positive views of the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children enter the reception year, their attainment varies greatly because there are only small groups of children, but it is generally low, particularly in personal and social development, and language and number skills. Children make good progress, particularly in personal and social development, where almost all attain the Early Learning Goals¹ by the time they enter Year 1. However, many children do not attain the Early Learning Goals in many of the other areas of learning, including language and mathematical development.
2. This is a small school and consequently it is necessary to exercise caution when comparing the average of the school's results² with that of other schools. For example, at the time of the inspection there were only eight pupils in Year 2 and Year 4, and the performance of a single pupil, representing 12 per cent of the total, has a significant effect on the average of the results of the national tests. Further factors affect a comparison of the school's results. For example, one third of all pupils have special educational needs and this proportion is higher in some year groups. There is a considerable proportion of pupil mobility and many pupils arrive after the reception year. Additionally a few pupils have very low attendance and this has a significant effect not only their own attainment but also on the school's overall comparative scores.
3. In 2001, the results of the national tests at the end of Year 2 were broadly in line with the national average in reading and writing but below the national average in mathematics. However, when compared to those in similar schools, the school's results were well above average in writing, above average in reading and close to the average in mathematics. This was a comparatively large group for the school and 15 pupils took the national tests in 2001. Consequently, these results appear disappointing, especially as they indicate a drop in standards from previous years. However, half of these pupils had special educational needs and one third were receiving support from agencies outside the school. When the proportion of pupils with special educational needs is reduced to a level similar to the national average, an analysis of the school's results in 2001 shows that they are well above the national average in reading and writing and close to the national average in mathematics.

¹ On Early Learning Goals: QCA (Qualifications and Curriculum Authority) has produced a set of Early Learning Goals for children in the Foundation Stage of education. These are a set of skills, knowledge and understanding that children might be expected to achieve by the time they start the National Curriculum in Year 1 in six areas of learning: communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development; physical development; and personal, social and emotional development. The Foundation Stage continues until pupils enter Year 1, when they begin Key Stage 1 of the National Curriculum.

² On the school's results: an average points score provides schools with a single statistic with which to compare the overall grades attained by their pupils with the grades attained by pupils in other schools. At Key Stage 1 the National Curriculum levels of attainment are given a score. For example, in mathematics Level 1=9 points and Level 2=15 points, and so on. The average test score achieved by a school is calculated by adding up all the scores achieved by the pupils and then dividing by the number who took the test. These comparisons are the ones used in the figures printed in the summary of the report. When the percentage of pupils attaining a particular level is compared to that in other schools, it is stated clearly in the text.

Additionally, two pupils had very low attendance rates (as low as 82 per cent in one instance) and this also has a very detrimental effect on the attainment of these pupils and on the school's results.

4. In the national tests at the end of Year 2 in 2001, all but two pupils attained the nationally expected Level 2³ in reading, mathematics and science and all but one pupil did so in writing. (This is sufficient for the school's results for pupils attaining Level 2 or better to be well below the national average in mathematics, below the average in science, close to the average in reading and above the average in writing.) However, the high proportion of pupils with special educational needs should be borne in mind, as the performance of a single pupil is sufficient to move the school's results up or down a grade and, consequently, these results indicate a downward trend. Although the proportion of pupils who attained the higher Level 3 in mathematics was well below the national average, it was above the average in reading and writing, and close to the average in science. This is because the school focuses on the particular, individual learning needs of each pupil, and those pupils with high attainment are suitably challenged to ensure that they achieve the standards of which they are capable.
5. Early indications of the recently taken national tests at the end of Year 2 in 2002 show that all but one pupil attained the nationally expected Level 2 in each of the three tests. This may be sufficient for the school's results to appear to fall further because only seven pupils took the tests in this year group and one pupil represents almost 15 per cent. Furthermore, only four pupils have benefited from the school's provision since the reception year, the other pupils arriving during Year 1 and Year 2, and a very high proportion of these had special educational needs. The school keeps detailed records of pupils' progress, which show that, despite the low attainment of a significant proportion of pupils when they start at the school, all make good progress. This is because of the good teaching and learning, and the planning of work for the pupils that is based closely on what they have (or have not) already learned. When pupils show high attainment, teachers ensure that they are suitably challenged and their high attainment is maintained. This is the case with the pupils currently in Year 4.
6. The pupils currently in Year 4 are unusual as a group in that they entered the school with above average standards of attainment overall. Their attainment at the end of Year 2 in 2000 was above average in reading and writing and very high in mathematics. ('Very high' indicates that the school's results were in the top five per cent of schools in the country.) These pupils continue to maintain high standards and, currently, at the end of Year 4 a significant number of these pupils exceed national expectations in English, mathematics and science as well as many other subjects.
7. The school successfully ensures that all pupils are fully included in the school's educational provision. Gifted and talented pupils are identified and their learning needs are effectively catered for, as are those of pupils who experience difficulties in their learning. For example, more than three quarters of the current Year 2 pupils

³ On Levels: The National Curriculum has been written on the basis that, by the end of Year 2, pupils are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above nationally expected levels. It is a national expectation that all pupils should reach Level 4 by the end of Year 6. Pupils who reach Level 5 are therefore attaining above the nationally expected level for their age.

were identified with special educational needs. Early in the current school year the school temporarily employed a retired teacher to work with these pupils in order to address their learning needs fully. This has been very successful because, as is noted above, almost all of them attained the nationally expected standard in the national tests this year. Clear and suitable targets are set for each year group which inform the teachers' planning of work for their pupils. The number of pupils in each year group is too small to identify securely any difference between the attainment of boys and girls.

8. The achievement of pupils on the school's register of special educational needs is very good overall in relation to their prior attainment. They are supported very well by teachers, by the teaching assistants and by extra support provided by the school in the form of specialist learning support teachers provided by the county. This very focused and well-planned support enables them to make very good progress towards the learning targets on their individual education plans which clearly identify the small, specific and structured steps necessary for them to learn effectively.
9. Although standards can vary from year to year, they currently exceed national expectations at the end of Year 2 in art and design, design and technology, history and geography, and satisfactory in all other subjects. At the end of Year 4 currently, inspection evidence shows that standards exceed expectations in English, mathematics, science, art and design, design and technology, history and geography, and meet national expectations in information and communication technology, music, physical education and religious education. Taking into account their attainment on entry to the school, pupils achieve well in all subjects by the time they leave.

Pupils' attitudes, values and personal development

10. As noted at the last inspection, the school continues to instil in its pupils positive attitudes to work, and good moral and social values. Within the Christian ethos and welcoming family atmosphere found in this church school, children and pupils enjoy their education and develop mature and responsible attitudes by the time they leave.
11. Children like their school and almost all arrive on or before time in the mornings. Registration provides a calm start to the day and any latecomers are well known to office staff. Statistics show that the school's attendance figures are well below the national averages. However, the number of pupils in a small school skews this data, but the poor attendance of a small group of pupils contributes to an unsatisfactory situation. Furthermore, when pupils are taken for holidays in term time, and the headteacher is generous in authorising absences, the position looks worse. Consequently, absences have a detrimental effect on the achievement of some pupils. This is unsatisfactory. The school does its best to advise parents against absences in term time but it has yet to seek further strategies to encourage pupils to think about the importance of regular attendance.
12. All pupils are enthusiastic about school and want to learn. They are eager to please their teachers and try hard to do so. Reception children enjoy sorting common shapes and are proud that they can recognise and correctly name them. One created very creditable shape patterns in the sand, whilst others worked hard at their tables. At the end of a design and technology lesson, when all had enjoyed making pulleys in Class 1, pupils were very keen to see the headteacher demonstrate again a 'self-sealing mat'. They thought it 'magic' that, although it was cut by a craft knife, no

sign remained. Year 3 pupils created imaginative switches using silver foil and paper clips when making their electrical circuits and eagerly shared their ideas.

13. Pupils' behaviour is good overall. They quickly learn the difference between right and wrong and how to play sociably together in the reception class. They settle well into school life as a result of the close liaison established with the pre-school that shares the school building. All know the school rules and what is expected of them, and what will happen if they do not behave. Pupils value the rewards in the form of the stamps, stickers and certificates. "You never know when you might get a gold," commented one pupil. All recognise the sanctions as fair and are aware that bad behaviour that stops others from learning is not tolerated. For example, sanctions are immediately applied for inappropriate behaviour in the playground. In assemblies, pupils enjoy celebrating their own and others' achievements. There have been no exclusions.
14. Lunch is a sociable occasion, with 'family' seating at each table and vigilant supervisors ready to help cut up food if this is proving too difficult for the youngest children. Two pupils, chosen by the lunchtime supervisors, invite a friend each and the four sit at the 'top' table. They are proud of this privilege. Outside, pupils enjoy the large field where they can let off steam. All are keen to take their turn on the adventure climbing structure and use it with great pleasure and considerable gymnastic skill. Play is exuberant, but few incidents occur and pupils are concerned if one of their number is hurt.
15. Pupils' personal development is good. Teachers know them well and provide good role models for all to follow. The school is an inclusive community, relationships are very good and pupils, aware that others may have difficulties, help where they can. The 'buddy' stop on the field is manned by two yellow-hatted pupils, ready to play with any child who cannot immediately find friends. The elected representatives of the school council are proud to give their class views and to discuss changes they would like to see. Through assemblies, personal, social and health education lessons and circle time⁴, all pupils learn why rules are necessary and how democracy works. Thoughtful discussions in the latter resolve immediate problems. Pupils evaluate their own work and recognise where they need to improve. Those at the top of the school are pleased and proud to carry out such duties as being in charge of the playground equipment. They enjoy their residential visits, which boost their self-esteem and confidence. Pupils are well prepared for their transfer to middle school.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching is good throughout the school. Good teaching was seen in all classes and four out of five lessons were good or better, with no unsatisfactory teaching. Some of the lessons seen were of high quality, particularly in Years 1 and 2, where one third of the lessons seen were very good or excellent. The headteacher has a large teaching commitment and leads by example, demonstrating teaching of a high quality. There is good support for teachers new to the profession and it is noticeable how well teachers and teaching assistants work as a team.
17. The particular challenge for teachers is the wide range of age and ability in the two classes. This challenge is met well. A third, reception class is created in the

⁴ On 'Circle time' - this is the provision of a discussion period which provides good opportunities for pupils to talk about issues that face them in everyday life.

mornings for the children in the Foundation Stage. This ensures that they benefit from a good start in the school with learning activities that are focused on their particular needs. All lessons are planned to ensure that activities and tasks are sufficiently different to reflect the learning needs of various groups of pupils. This is achieved by the good use of assessments of pupils' previous learning and the effective support of teaching assistants, who permit a number of groups to benefit from guidance and stimulation from an informed adult. For example, a science lesson for pupils in Years 1 and 2 as well as children in the Foundation Stage focused on a simple but enjoyable investigation into the relative benefits of different-sized rollers to move a crate containing a weight. Two experienced teaching assistants supported the teacher by working with two year groups. Whilst the reception children took turns sitting in the crate to see which size rollers they could go faster with, the older pupils ensured that the weight remained consistent in order to achieve a fair test.

18. The quality of teaching in the Foundation Stage is good in all areas of learning and very good for personal, social and emotional development. The good teaching results in all children achieving well, including those with special educational needs. Staff work well together and successful teamwork is evident, promoting equal opportunities and continuity in children's learning. Very good relationships have a significant impact on the quality of learning. Lesson planning is effective with clear learning objectives which build on children's learning in a structured way, identifying the small steps necessary to enable children of all abilities to make good progress.
19. Teachers have a good understanding of the progressive element of the National Curriculum. This has been supported by the development of portfolios of pupils' work in all subjects. These detail and example the standard of work that is required to meet each, successive attainment level and they are a good reference point for teachers when planning future work. These portfolios also support them well in teaching the basic skills.
20. Teachers meet the needs of pupils with special educational needs very well. They work in close partnership with teaching assistants, who help to record the progress of pupils with special educational needs, and provide very good support in and outside the classroom. These pupils also receive very focused support from specialist learning support staff provided by the county. Very detailed individual educational plans for pupils with special educational needs are drawn up by class teachers, supported very well by the co-ordinator for special educational needs, and these provide good information for teachers when they are planning lessons.
21. It is noticeable that lessons are happy affairs. This is because very good relationships are maintained throughout the school, which are the basis of teachers' very good management of the pupils. When one pupil failed to maintain the usually very high standards of co-operation, the teacher asked him what he should do. He immediately went to the other pupil and apologised. It is clear that pupils respond well to the teachers' guidance and demonstrate positive attitudes to learning. They are enthusiastic and maintain concentration well on their tasks.
22. Lessons are organised well and resources are used effectively. There is generally a brisk pace to lessons, although some are long in the afternoons, which is particularly challenging for the less experienced members of staff. Teaching assistants are used very effectively. They work well with teachers and make a significant contribution to pupils' learning. Good use is made of information and communication technology in

other subjects of the curriculum. Pupils use a word processor extensively to present their work, exploring different fonts and font sizes that suit their purpose, and they combine text and images when designing posters or recording their experiments in science using a digital camera. Data handling is also used well to create graphs for use in mathematics and science.

23. Pupils are generally aware of what they are learning and why because teachers ensure that lessons are planned with clear learning intentions that are usually, but not always, shared explicitly with the pupils. Each half term pupils evaluate their own progress in English, mathematics, and information and communication technology. This encourages them to take responsibility for their own learning and helps them to focus their efforts on what they are learning. Homework is given regularly and, with the good support from parents, makes a positive contribution to pupils' learning.
24. The quality of teaching is good for the children in the Foundation Stage, and in both key stages for English, mathematics, science, and design and technology. Teaching is satisfactory in both key stages for information and communication technology, music and religious education, as well as for physical education in Years 3 and 4. It is not possible to make a secure judgement on the quality of teaching in art and design, geography and history, although the standards that pupils attain in these subjects indicate that it is likely to be good, and no judgement is possible for physical education in Years 1 and 2.

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

25. The curriculum is broad and balanced and meets the requirements for the National Curriculum, the locally agreed syllabus for religious education, and the curriculum for children in the Foundation Stage. The quality and range of learning opportunities that the school provides are good. The curriculum promotes pupils' intellectual, physical and personal development and prepares them well for the next stage of education.
26. The previous report highlighted the need to implement fully the National Curriculum Programmes of Study for information and communication technology, to improve the individual education plans for pupils with special educational needs and to evaluate provision for children in the Foundation Stage, taking account of the areas of learning and providing suitable provision in the mixed-age class. The school has made good progress overall in addressing these areas and has made significant improvements. Information and communication technology Programmes of Study have been fully and effectively implemented, individual education plans for pupils with special educational needs are very good, and good provision is now made for children in the Foundation Stage.
27. The curriculum for children in the Foundation Stage is broad and balanced and covers all the recommended areas of learning, linking smoothly with the National Curriculum for Key Stage 1. Detailed planning effectively takes into account the small, structured steps in learning that help children towards achieving the Early Learning Goals by the end of the Foundation Stage. Learning is successfully promoted through purposeful play and practical experiences. There is a good balance between activities chosen by the children that lead to greater independence and activities guided by the teacher. The staff in the Foundation Stage work closely together and good teamwork is clearly in evidence. Excellent liaison between the reception class and the playgroup that

- shares the same building ensures a smooth entry into school, and both have received local awards that recognise the good quality of their provision.
28. In Key Stage 1 and Key Stage 2 the introduction of national schemes of work provides effective guidelines for staff when planning work for pupils. Comprehensive and detailed long- and medium-term plans clearly reflect the schemes of work. They relate appropriately to the curriculum the school offers and are translated into effective weekly and daily plans. Long-term planning includes topics on a two-year cycle, effectively addressing the needs of mixed-age classes. When Foundation Stage children and Key Stage 1 pupils are taught as a single class, planning effectively takes into account the different needs of Foundation Stage children and pupils in Year 1 and Year 2, which is an improvement since the last inspection. To help raise standards, targets are set in English and mathematics with the involvement of pupils and their parents. With their teachers, pupils evaluate their work and their success in meeting their targets. This helps them to understand what they are doing, how well they have done and how they can improve their work. The school provides extra support for pupils by organising early literacy support groups, additional literacy support groups and extra support to challenge more-able pupils, as well as after-school study groups. The school sends curriculum information home for parents to become more involved in their children's education. Good use is made of the National Literacy and Numeracy Strategies, and the school places a high priority on raising standards in these subjects, which is well addressed in the school improvement plan. Daily well-organised literacy and numeracy sessions, which adhere closely to the national framework, are taught in each class. Pupils' use their literacy skills appropriately across the curriculum throughout the school and numeracy skills are used; for instance, when pupils measure materials in design and technology.
29. Provision for pupils with special educational needs is very good and is a strength of the school, having improved significantly since the last inspection. The school has adapted its procedures to comply with the new Code of Practice⁵ for special educational needs. Pupils with special educational needs benefit from very focused support provided by teachers and teaching assistants, and also from the support of extra specialist staff financed by the school. Class teachers are fully involved in drawing up individual educational plans, which are regularly checked by the co-ordinator for special educational needs and by the learning support teacher provided by the county. Parents and pupils are also fully involved. Individual education plans have improved since the last inspection and now include learning targets for literacy, numeracy, communication and behaviour. These identify small, specific, structured steps in learning, enabling pupils to achieve very well and their needs to be fully met. Pupils with special educational needs have full access to the curriculum.
30. Staff successfully promote equality of opportunity and access to the curriculum, which is assured for all pupils. The school is fully committed to being an inclusive school. Pupils are withdrawn from lessons for learning support groups at different times to ensure that they do not miss the same lessons.
31. The involvement of the community is very good and has improved since the last inspection. The school is highly regarded as a focus for the local community. Many community members participate regularly in daily class activities to support reading,

⁵ On SEN 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.

art and design, and technology, for example. The school is highly committed to promoting community links and has identified the need to enable pupils to feel part of the 'local, wider and world-wide community' as a priority in the school improvement plan. Governors are involved in the Shalfleet Community Project, which provides an after-school club and a holiday club for pupils as well as computer classes for adults. The school appreciates these links and further enhances these very positive relationships by holding an open day for members of the community. Links with the church are strong and pupils participate in celebrations such as Harvest Festivals, Christingle and Easter services. Pupils benefit from visitors to school, such as the local vicar and officers from the local police liaison team and the traffic education department. There are excellent links with the pre-school playgroup on site, which most children attend before starting school. Links with a French primary school and a French club raise pupils' awareness of the wider world community.

32. The school has very constructive relationships with partner middle schools. For example, local middle-school teachers work with Year 4 pupils before they transfer and pupils' records are transferred with them to ensure that transition arrangements are smooth. The school maintains very positive links with other local schools through cluster meetings and the 'Wight Association of Small Primary Schools'. Effective pre-school home visits by the reception staff and excellent links with the 'Little Explorers' playgroup facilitate a smooth introduction to school. Weekly meetings of the 'Parents and Toddlers' group effectively enable children from as young as twelve months to benefit from the good educational opportunities provided by the school. The school welcomes work-experience students from the local high school and college, and has effective links with the University of the West of England for professional development opportunities. Strong links with outside agencies such as the educational psychologist and the learning support services of the county strengthen pupils' very positive attitudes towards school. The very good relationships with parents and the active Parent, Teacher and Friends' Association support the school very effectively.
33. The school provides a wealth of extra-curricular activities. These include a very good range of after-school clubs, study support and 'catch up' groups, and sporting and musical activities organised by staff, parents and members of the community. They are very well attended by pupils from reception to Year 4. Pupils take part in sporting competitions with other small schools and in many sports activities such as Kwik' cricket, sailing and country dancing. Pupils enjoy a range of visits, such as those to the local library, Osborne House and Portsmouth Cathedral, as well as residential visits for older pupils, and visitors include artists and musicians.
34. Good provision is made for pupils' personal, social and health education. A helpful policy, guidelines and a well-planned programme of work ensure that this aspect is well addressed. Effective provision is made for pupils' awareness of drugs' misuse and sex education through science and the curriculum for personal, social and health education. Opportunities for pupils to be involved in the school council, take part in visits, and perform to senior citizens in school concerts, together with the very good community links, effectively support pupils' personal development and their understanding of citizenship. Consequently, pupils of all abilities are confident and courteous.
35. The provision for pupils' spiritual development is very good and has improved since the last inspection. The school's Christian ethos pervades every aspect of school life. Parents are happy with the attitudes and values the school promotes. With very good parental support, the school has created a 'scented' garden as a quiet area for pupils.

Opportunities for pupils to appreciate the wonders of various events are provided. For example, they expressed wonder and delight in a Key Stage 2 design and technology lesson when the teacher switched on an unusual lamp. Teachers build pupils' self-esteem, including those with special educational needs, by valuing their ideas. For example, in a Year 2 mathematics lesson the teacher demonstrated great respect for pupils' ideas when working on simple graphs. Pupils are given insight into different values and qualities in assemblies and lessons. For example, the teacher encourages them to think about qualities of 'friendship' in a Key Stage 2 personal, social and health education lesson. Opportunities for reflection are given in assemblies, circle time and lessons; for example, in revision time at the end of literacy lessons. Personal, social and health education lessons provide very good planned opportunities for pupils to express their feelings, and pupils write about occasions when they feel happy or nervous. Children in the reception year have very good opportunities for reflection in lessons and circle time.

36. Very good provision is made for pupils' moral development, which is an improvement since the last inspection. The school's clear and positive approach to managing good behaviour ensures that teachers and teaching assistants have a consistent attitude towards, and high expectations of, pupils' involvement in lessons and of their behaviour. As a result, pupils clearly understand the difference between right and wrong, and they behave well. Displays of school rules and celebrations of pupils' good work and efforts, rewarding good behaviour with 'golden time', motivate pupils well and contribute effectively to their very positive attitudes to learning and good behaviour. The school promotes the values of caring, fairness, respect, justice and tolerance. Many activities and stories teach children from the reception year to show respect for others and to know the difference between right and wrong.
37. Provision for pupils' social development has improved since the last inspection and is very good. Adults provide very good role models, consistently showing respect for pupils and fostering their self-esteem. This contributes very well to pupils' very good relationships with each other and with adults. Very effective opportunities are provided for pupils to think of others through fundraising for charities, such as the 'Christmas Toy Appeal' and the 'Shoe Box Appeal'. Community awareness is effectively promoted through very positive links with the police, the fire service, the church and the Shalfleet community project. A wealth of extra-curricular activities enables pupils to develop very good social skills. They co-operate and compete in team games and experience out-of-school visits, including residential visits for older pupils. Staff encourage collaboration in games and lessons. Very positive strategies for pupils to develop responsibility include preparing chairs for lunch, organising music for assemblies, putting out and putting away playtime equipment, the school council and the very effective 'buddy' system through which older pupils help younger ones at break times. Children in the reception year are taught to take turns and to share equipment.
38. Provision for pupils' cultural development is satisfactory, overall. Their appreciation of their own culture is developed effectively through literature, drama, music, art, history, religious education, assemblies, stories and a wealth of extra-curricular activities, as well as an arts week. It is enhanced through visitors to school, such as musicians, artists and a local history re-enactment group, and through visits to places such as the local library, theatres and a Roman villa, and links with a school in France. However, there are too few books relating to other cultures in the library. Some provision is made for multicultural education through studying religious beliefs, such as Islam and Judaism in religious education, and a display of 'welcome' in other

languages, and reception children are introduced to the festival of Divali. However, there are insufficient planned opportunities to promote pupils' awareness of other cultures and to develop their understanding of the richness and cultural diversity of British society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The school places a high priority on pupils' welfare, health and safety, and effective procedures ensure that these are good. Risk assessments are carried out regularly and security is reviewed. Staff who are trained in first aid are always on site and practice is good. The headteacher, as the designated teacher for child protection, updates her training regularly and all staff took part in a training day at the end of last year. Good procedures are followed when concerns are raised.
40. The systems for assessing and tracking pupils' attainment and progress are good. The results of the national tests and other optional tests are analysed. The wealth of data collected is used well to plan the curriculum. Individual pupil-assessment interviews are carried out by the senior teaching assistant, and sessions to challenge and extend the more able are arranged as a result. Agreed targets are set for each pupil in the core subjects, monitored regularly and discussed and reviewed at parent consultation meetings. Pupils are well aware of their own targets; for example, these are attached to the front of their mathematics books and ticked when achieved. Pupils' own evaluations of what they think they have done well and where they believe they need to improve are attached to their annual reports. Marking of their written work is good, and the verbal comments made by teachers and teaching assistants recognise pupils' achievements during lessons and encourage them to greater effort.
41. In the reception class, staff know the children very well, and recognise and respond to their needs very effectively. Assessment and recording procedures are good. They cover all areas of learning in detail and assessment is used effectively to guide curriculum planning. Children are assessed on entry to school and these assessments are used well to plan suitable programmes of work. All staff are fully involved in assessment and recording. Careful records are kept, enabling progress towards achieving the Early Learning Goals to be tracked.
42. Very good procedures are in place for the early identification of pupils with learning difficulties. Individual education plans for pupils with special educational needs are reviewed at least termly and effectively shared with parents and pupils. Pupils' progress is tracked and monitored regularly and their achievements are carefully recorded so that assessment can be used effectively to guide the planning of new work. The school has strong links with external agencies; for example, the educational psychologist and the County Learning Support team.
43. The school has good procedures to monitor attendance. First-day-absence telephone calls are made when no explanation has been received from parents. The home-school liaison officer monitors the registers every fortnight. The education welfare officer visits twice a term, and is appropriately involved with families where a pupil's attendance or punctuality is causing concern. Certificates are awarded annually for good attendance, but there are too few incentives to encourage individual pupils' attendance and punctuality, and too many parents take their children on holiday or allow them days off during the term. The latter contributes to the below-average

attendance rate and has an adverse effect on these pupils' education and the standards they attain.

44. Very good procedures have been established to promote and monitor behaviour. All staff are aware of the recently-reviewed policy and consistently implement the positive pupil management techniques. Pupils are aware of the school's expectations of their behaviour and what will follow if these are not met. Good use is made of the local behaviour support team to create strategies to improve and support the behaviour of those needing this additional assistance. Behaviour support books are effective, not only for the pupil needing this support but also to encourage the whole class to help. An observation book is kept in the rare event of a pupil having a serious behaviour problem.
45. All staff know the pupils well and their personal development is encouraged through the school's careful, though largely informal, planning. Social needs and moral values are highlighted in assemblies. When asked what rewards could be given for friendship, 'Love' and 'Us' were volunteered by pupils. Although the new policy for personal, social and health education, that includes citizenship, has not yet been approved by the governors, the clear expectations are already embedded within the school's Christian ethos and promoted through the circle time and personal, social and health education sessions. The school council representatives are proud to give their class opinions, and monitors appointed in Years 3 and 4 take their responsibilities seriously. They get the hall ready for assemblies and look after the library and shed, where the physical education and playground equipment is kept. Appointed 'buddies' actively search for pupils left alone in the playground and involve them in their games. Residential visits boost pupils' self-reliance and confidence, and talks from the school nurse and local community policeman on 'Getting It Right' alert them to the difficulties and dangers they may find outside the caring school environment. They are well prepared for the next stage in their education.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. The school has established effective links with and enjoys a very good relationship with parents, who hold the work of the school in high regard. Parents, in turn, are highly supportive of the school's aims and ambitions for their children and they demonstrate this through their active involvement in life at school. For example, a large number of parents help in the classroom and other activities, and almost all parents attend consultation meetings. The school provides a room for parents, who are very pleased that their children can attend this caring, village, church school, and grandparents as well as parents volunteer their help. When school productions take place, the hall is filled to overflowing with proud parents and relatives eager to appreciate the children's performance. All parents have signed the home/school agreement, signifying their strong support for the school, but unfortunately this does not extend to all parents ensuring that their children achieve high levels of attendance. Holidays are arranged during the term and too many 'odd' days' absence are condoned, which is detrimental to their children's education.
47. As a result of the excellent links between the reception class and the playgroup that shares the same building, admission and induction arrangements to the school are smooth and very effective. Relationships between staff and parents of children in the Foundation Stage are very positive and parents are encouraged to be closely involved

as partners in the education of their children. A number of very well briefed parents are committed to supporting the reception classes as parent helpers.

48. Individual education plans for pupils with special educational needs are reviewed at least once each term and effectively shared with parents and pupils.
49. The information the school provides for parents is good. Interesting and useful information is included in the school prospectus and the governors' annual report to parents. Regular news and other letters ensure not only that parents are made aware of what is going on in school, but that they also know of future events that are planned. Home-school diaries/reading records are used well as an effective means of communication between parents and teachers. Parents whose children have special educational needs are fully involved with individual programmes to support them and are well informed by the school. Consultation meetings are used well to review the targets agreed with their children and to set new ones, and parents are pleased with the detail contained within their children's annual reports. These are pertinent to the individual child, although not all contain clearly-focused and useful targets to show how and where their children can improve their work. Friendly office staff are always ready to help parents if this is needed, and parents' views are sought through the school's annual questionnaire on a variety of subjects.
50. The enthusiastic Parent, Teacher and Friends' Association, organised by dedicated committee members, runs successful fund-raising events, such as the Christmas and summer fayres. They are currently developing the old swimming pool area where an attractive garden and quiet area are being created. Their efforts contribute substantially each year to school funds. Parents support the school's aims for their children in practical ways which make a considerable contribution to their children's academic achievements and personal development.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The leadership of the school is very good. The headteacher maintains a large teaching commitment to ensure that effective provision is made for the children in the Foundation Stage. She leads by example and her commitment to providing the very best for the pupils inspires others to high standards. She has established a very good working partnership with both teaching and support colleagues, and together they form an effective team that is committed to school improvement. Despite her large teaching commitment, the headteacher works tirelessly to ensure that the management of the school is very good. She enjoys a good professional relationship with the chair of governors and her senior teaching colleague, and she is supported well by the school administration officer.
52. Although the leadership role for all subjects is shared between just two teachers currently as no responsibility is given to the newly qualified teacher, a carefully planned programme of curriculum development ensures that each subject is reviewed regularly. Each subject is reviewed and assessed in turn and then included in the school improvement plan, with priority given to English, mathematics and science. Portfolios of pupils' work have been established for all subjects that demonstrate the quality of work required for pupils to progress through the National Curriculum. Subject co-ordinators monitor standards, teachers' planning and the quality of teaching on a three-year cycle. The Foundation Stage curriculum is co-ordinated well and the co-ordination of special educational needs is very good. The headteacher is the co-ordinator for special educational needs and she maintains a

very clear overview, through weekly release time, of all aspects of provision for this area across the school.

53. The school monitors its performance very well and takes effective action when weaknesses are identified. The results of the national tests are analysed carefully and, in 2001, this showed the need to provide further challenge for pupils who showed the potential to attain the higher Level 3. The school has addressed this issue in its planning, whilst school assessments identified that most of the pupils in the current Year 2 were experiencing learning difficulties in literacy and numeracy. Consequently, the school provided additional support for these pupils from its budget that enabled all but one to attain the nationally expected standard. The headteacher monitors teaching daily through working alongside colleagues but also formally on a regular basis with written feedback provided which highlights areas for improvement.
54. The governing body fulfils its responsibilities well and statutory requirements are met fully. The governors have developed their role effectively since the last inspection. They have a good, shared understanding of the strengths and weaknesses of the school's provision that is established by regular monitoring visits to the school and reports from the curriculum co-ordinators. Governors also have responsibility for specific subject areas and visit the school to observe the pupils at work. The governor designated for special educational needs liaises closely with the co-ordinator for special educational needs and is involved in the provision for all aspects of this area. The governing body spent a day in Cowes at the beginning of the summer term to consider their strategic role. They considered the strengths and weaknesses of the school and prioritised four areas for inclusion in the school improvement plan. These priorities are appropriate and focus on the learning needs of all pupils, their wellbeing in school and the development of links with the community. The governing body is represented on the pre-school management committee and the Shalfleet community project. The governors' committed involvement in the life of the school has a positive effect on the quality of the management of the school.
55. Financial planning is very good. The financial implications of the school improvement plan are considered carefully when planning the budget. The finance committee meets twice each term and all members receive budget statements that enable them to be fully informed when monitoring budget spending. The school employs a local management schools' officer who visits the school weekly and offers advice to the governors at meetings of the finance committee. The headteacher's teaching commitment is amended each year in response to the variation in pupil numbers, and some members of staff have voluntarily reduced their hours when action was necessary to balance the budget. This is indicative of the strong and shared responsibility shown by all members of the school community. The addition of a newly qualified teacher on the staff this year has created some budgetary opportunities and the school has used the available funds well to provide additional support to enable teachers to fully address the identified learning needs of individual pupils. Budgetary constraints do not, however, affect those funds that are provided for specific purposes, which are spent appropriately. In the last financial year, the governors carried forward a larger amount than is recommended. The reason for this was to maintain teaching levels during a period of changing pupil numbers. This is understandable and the carry forward figure for the current year has been reduced to within recommended limits. The average cost for each pupil is higher than average, but, considering the achievement of the pupils and the good educational provision that

is very well led and managed, the school continues to give the good value for money noted in the last inspection report.

56. There are a suitable number of teachers and a good number of teaching assistants for the number of pupils in the school. Five teaching assistants, with a full-time equivalent of 2.5, are well qualified in nursery provision, childcare and special educational needs. They are well led by a senior teaching assistant and work well both as a team and with teachers to support pupils effectively in lessons. Professional development is managed thoughtfully and good support is provided for teachers new to the school and also those new to the profession. Resources are good for art and design, design and technology, information and communication technology, and music. Resources are satisfactory for all other subjects.
57. The accommodation is much improved since the last inspection with the addition of a new teaching block. This provides the school with additional teaching space, a library and computer suite, a technology area and access for the disabled. There is also a parents' room. Externally, the school enjoys a large playing field, an adventure playground, a quiet shaded area, a pleasant garden that once belonged to the headteacher's house, and secure, fenced play areas for both the Foundation Stage and the playgroup. The parents and the local community have been active in developing these areas, which is indicative of the benefits the school enjoys from its good partnership with the local community.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. In order to raise standards, the headteacher, governors and staff should:
- (1) establish methods to promote high attendance, focusing on short periods that can be appreciated by young pupils as well as annual attendance; (Paragraphs 2, 3, 11, 43, 46)
 - (2) identify and explore opportunities in the school curriculum to raise pupils' understanding of other cultures and increase their awareness of the variety of cultural life in modern Britain. (Paragraphs 38, 67, 89, 104, 111)
The school has identified this as an area for development in the current school improvement plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

	Excellent	Very Good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	3	16	5	0	0	0
Percentage	4	12	64	20	0	0	0

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

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)	50
Number of full-time pupils known to be eligible for free school meals	4

FTE means full-time equivalent.

Special educational needs	YR – Y4
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	16

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	8.3

Unauthorised absence

	%
School data	0.1

National comparative data	5.6
---------------------------	-----

National comparative data	0.5
---------------------------	-----

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	6	9	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	--	--	--
	Girls	--	--	--
	Total	13	14	13
Percentage of pupils at NC level 2 or above	School	87 (100)	93 (100)	87 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	--	--	--
	Girls	--	--	--
	Total	14	13	13
Percentage of pupils at NC level 2 or above	School	93 (100)	87 (100)	87 (100)
	National	85 (84)	89 (88)	89 (88)

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

The figures for boys and girls have been omitted as there were fewer than ten boys or girls.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	38
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)	2.8
Number of pupils per qualified teacher	17.5
Average class size	16.3

Education support staff: YR – Y4

Total number of education support staff	4
Total aggregate hours worked per week	62

FTE means full-time equivalent.

Recruitment of teachers

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

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	2000/2001
	£
Total income	168,159
Total expenditure	167,111
Expenditure per pupil	3,481
Balance brought forward from previous year	26,839
Balance carried forward to next year	27,887

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	50
Number of questionnaires returned	22

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	95	5	0	0	0
My child is making good progress in school.	68	32	0	0	0
Behaviour in the school is good.	50	45	5	0	0
My child gets the right amount of work to do at home.	50	45	5	0	0
The teaching is good.	77	23	0	0	0
I am kept well informed about how my child is getting on.	77	23	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	91	9	0	0	0
The school expects my child to work hard and achieve his or her best.	77	23	0	0	0
The school works closely with parents.	68	32	0	0	0
The school is well led and managed.	77	18	0	0	5
The school is helping my child become mature and responsible.	50	50	0	0	0
The school provides an interesting range of activities outside lessons.	91	9	0	0	0

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

59. Provision for children in the Foundation Stage is good, which is an improvement since the previous inspection. The quality of teaching is good and, as a result, children achieve well.
60. At the time of the inspection, 12 children were attending the school on a full-time basis. Children are admitted into the reception class at the beginning of the year in which they are five. Most of the children have had pre-school experience, the majority having attended the playgroup that operates in the same building. These children are taught as a separate reception class for most of the time and in a mixed class with pupils in Years 1 and 2 for some of the week. Children are well supported by teaching assistants.
61. Children enter school with a wide range of attainment that is, overall, well below expectations, particularly in speaking and listening, mathematics, and personal and social development. This is confirmed by the school's initial assessments conducted with these children when they start school and also by observations of children who will begin school at the start of next term. They make good progress as a result of good teaching and good provision, and several attain many of the Early Learning Goals recommended for children of this age in the areas of learning of communication, language and literacy, mathematical development, knowledge and understanding of the world, and creative and physical development. However, a significant number do not attain the Early Learning Goals, particularly in communication, language and literacy, mathematical development, and knowledge and understanding of the world. In personal, social and emotional development they attain the expected Early Learning Goals as a result of the good teaching in this area. A significant number of children have speech and language problems, affecting not only language development but general development in other areas of learning.

Personal, social and emotional development

62. Nearly all the children enter the reception class with immature skills in personal and social development. When pre-school children, who will start in reception next term, attend on an induction visit, some exhibit very immature behaviour and show very limited awareness of the effect of their actions on others. For instance, on seeing a large model built with bricks by a reception class child, two pre-school children immediately sought to destroy it. Another pre-school child attempted to communicate with a reception child by trying to hit him before being restrained by the very alert teaching assistants. However, children attain the Early Learning Goals by the end of the Foundation Stage. This shows impressive achievement, reflecting the skilful teaching in the reception class, where staff value children, constantly encouraging them to feel confident about what they can achieve. Children behave well and most understand the difference between right and wrong. Staff encourage children to be aware of other people's feelings and needs. Children are enthusiastic about learning, enjoy school, and play and work well together, sharing constructional apparatus fairly, learning to take turns and playing 'shape' games. Staff use 'snack times' effectively to develop children's social skills and to encourage listening and conversation. Adults provide very good role models, treating each other and the children with courtesy and respect. This leads to very good relationships between children and staff, contributing

effectively to positive attitudes to learning and very good response to well-established routines. Adults promote children's personal development and independence very well through ensuring that resources are easily accessible to them.

Communication, language and literacy

63. As a result of good teaching, children make good progress from a low starting point. Many attain the Early Learning Goals, with the more able exceeding them. However, a significant proportion of children do not attain the Early Learning Goals and overall standards are, therefore, below expectations by the end of the Foundation Stage. It is evident, from observing a visit by pre-school children, that a significant number start school unable to communicate clearly. Many children use body language to communicate, and many are reluctant to respond verbally, often using single, familiar words to identify their needs. They gain confidence through very good adult support and effective teaching, and talk to visitors with increasing ability.
64. Children enjoy listening to stories and rhymes, but some have limited listening skills. The provision for children's language development is good. Staff use elements of the National Literacy Strategy and planning is effective. The teacher has appropriately high expectations of children, and the good levels of challenge in activities enable those of all abilities to achieve well. Teaching of the basic skills is effective and encourages children to try hard and work at a brisk pace. Many become aware of story structure and sequences of events, through sharing books such as 'The Wobbly Tooth' with the teacher. With very good support, they join in 'reading' the story with the teacher and, with encouragement, a few become aware of full stops. A more-able child noticed an exclamation mark in the story. Children soon pick up the main features of the story and most can put events into the right sequence. Most are aware that print tells them what the story is about and are aware of rhyming words and alliteration. Many continue a sequence of rhyming words, and hear and repeat the initial sound in words. More-able children read a range of familiar words and simple sentences with growing independence.
65. Most children develop confidence in beginning early writing by making marks in a variety of ways, such as finger painting. They know that marks have meaning. They write over and under the teacher's writing with some success. Through very effective deployment of nursery nurses, children are very well supported and many make good progress in beginning to form identifiable letters through the effective use of individual, small writing boards and regular practise at holding pencils correctly. More-able children work independently, using their phonic skills with growing ability.

Mathematical development

66. From a low level of attainment on entry to the school, children make good progress as a direct result of good teaching. It is evident, from observing a visit of pre-school children who will start school in September, that they have very limited mathematical skills. For example, only one child knew the primary colours and the shape of a circle. They are interested in numbers and count with very good support, but they find it difficult to concentrate for more than short periods and lose interest. By the end of the reception year, more-able children achieve the Early Learning Goals, but overall attainment is below expectations, as there are a significant proportion who do not attain these goals. Elements of the National Numeracy Strategy are used effectively, with a good balance between activities and games that children choose themselves and those guided by adults. Children are enthusiastic about numbers, develop

confidence and achieve well in attempting to count, order and match through well-planned provision and use of practical experiences, structured number games and activities. They order numbers to ten with very effective support, and more-able children order beyond ten. Staff make regular day-to-day assessments, which are used effectively to guide the planning of new work. Through using shapes, structured apparatus, water and sand trays, and singing songs like 'I'm a little triangle', they develop a basic understanding of space, shape and measures. Nursery nurses are very well deployed and give very focused support to children who find learning difficult.

Knowledge and understanding of the world

67. Most children achieve well in this area of learning, reflecting good teaching. Children enter school with very limited general knowledge. They build on this knowledge to help them understand more about the world. By the end of the reception year more-able children achieve the Early Learning Goals, but overall attainment is below expectations, as there is a significant proportion of children who do not attain the goals. Planning is effective, noting specific details of what children should learn. Members of staff build in a structured way on what children already know and can do, enabling them to make good progress. Effective use of a good range of well-prepared, interesting resources and purposeful play activities encourage children to learn about the world, fostering their curiosity and interest. For example, staff capture children's interest through effective use of toy cars to investigate using ramps, and children are enthusiastic about identifying shapes in a 'feely' bag, using their sense of touch. Through practical activities, working with sand and water, they learn about different materials. They explore constructional apparatus, and join and balance equipment with growing skill and awareness of safety. Children show an interest in using the computer and, with support, begin to develop basic information-technology skills. Many become aware of where they live and some willingly talk about family and friends with a developing understanding of place and time, although with limited speaking skills. Good use is made of visits; for example, to Carisbrooke Castle, for children to become aware of the wider world. They develop cultural awareness through celebrating festivals such as Divali, dressing up as Indian or Ghanaian children and listening to such stories as 'Handa's Surprise'.

Physical development

68. Teaching is good and, as a result, most children achieve well by the end of the Foundation Stage. Attainment overall is slightly below the expected outcomes for their age. The outdoor secure play area and sharing the additional play area of the playgroup provide very good resources for children to make good progress in the development of their large body skills of running, jumping, balancing and climbing. Children use a good range of equipment, including wheeled toys, with increasing skill to support the development of their body control and co-ordination. Many children lack imagination, although this is developing through good provision of dance activities, for example. Children develop a growing awareness of space. They begin to move confidently and safely around the hall with increasing co-ordination and growing confidence. Adults encourage the understanding of positional language, such as 'next', 'down', 'along' and 'across'. Good opportunities are provided to promote the development of children's fine physical skills. Staff teach well skills such as cutting, sewing, lacing, weaving and handling small tools. Children are encouraged to handle paintbrushes, glue sticks, writing tools, scissors and 'small world' activity apparatus, and begin to gain safe control of their finer movements. Many find this difficult, but they are very well supported by adults.

Creative development

69. Teaching is good overall and children achieve well. Many attain the Early Learning Goals by the end of the Foundation Stage, but overall attainment is below expectations. To encourage creative development and independence, staff plan a good balance of activities that adults teach directly, and also activities that children choose themselves. Most children enjoy creative activities, gain confidence, begin to differentiate colours and explore texture, colour and shape. With good support, they create effective tissue paper collage pictures and make string pictures after looking at plant roots. They experience lacing and weaving, and create a large class picture of 'Jack and the Beanstalk'. Good group work ensures that all are included and have equal opportunities to work at all activities. Children join in singing familiar action songs and rhymes, such as 'The Song of Welcome', which they sing from memory, but many lack confidence and need support. Children happily explore making musical sounds by using a variety of untuned musical instruments. Staff make regular ongoing assessments that are used effectively to guide the planning of what children should do next. The 'Construction Site' and the 'Site Office' encourage role play, but there is less intervention by adults than in other creative areas and opportunities to develop children's imaginative play and sustained conversation are missed.

ENGLISH

70. At the time of the inspection there were only eight pupils in Year 2 and Year 4. This makes judgements of overall standards difficult as a single pupil represents a high proportion of the year group. However, all pupils achieve well and standards are satisfactory at the end of Year 2 because almost all pupils attain standards that meet national expectations, and some exceed these expectations. At the end of Year 4, currently, standards are good, with a significant proportion of pupils exceeding national expectations. However, the group of pupils currently in Year 4 were unusual in that they entered the school with above average standards of attainment. They attained high standards at the end of Year 2 and these have been maintained in Key Stage 2. Consequently, standards have improved since the last inspection.
71. Standards in speaking and listening are satisfactory at the end of Year 2 and good at the end of Year 4. Some children enter the school with only limited confidence in speaking, preferring to gesture or communicate in single words. The school provides many good opportunities for pupils to develop their speaking and listening skills, and there is a focus on planned opportunities for pupils to speak to groups in lessons. They speak to larger groups in circle time and assemblies. There are also class assemblies, attended by parents, and mini-productions, such as 'Walking in the Jungle', that give pupils in Class 1 the opportunity for choral speaking. School productions and the school council provide good opportunities for pupils to develop their speaking and listening skills further. Standards of attainment vary within a year group and, at the end of Year 2, the pronunciation of some pupils remains poor and comments such as 'I done it' indicate their poor grasp of grammatical structure. However, more-able pupils in Year 2 speak confidently and very clearly with good pronunciation, while most pupils in Year 4 attain good standards of speaking and listening, and their clear and accurate pronunciation supports their reading and writing.
72. Standards of reading are satisfactory at the end of Year 2 and good at the end of Year 4. Class teachers are supported well by teaching assistants and voluntary helpers

who listen to pupils read. For example, an ex-headteacher visited the school during the inspection to share her expertise with pupils who were experiencing difficulty in reading. Good reading records are completed to inform the teacher of the pupils' progress, and parents also add their comments to the home/school reading diaries. Most pupils in Year 2 read confidently and employ good strategies to read unfamiliar words. The better readers read fluently and are beginning to introduce expression in their reading. They show good understanding and express preferences in the material they read. One pupil was able to discuss a poem confidently. They are secure in their understanding and use of contents and indexes, and they explain the differences fully. Pupils use the school library and locate books well. By Year 4, pupils show enthusiasm for reading and read a range of books, including stories, poems and non-fiction, by choice. They use phonic skills and context clues well to read unfamiliar words and employ suitable expression in their reading. They write reviews of the books they have read and use inference skills well to re-tell a story. Pupils are developing clear preferences in their reading and report that they like poetry, especially that of Spike Milligan and Lewis Carroll.

73. Standards in writing are satisfactory at the end of Year 2 and good at the end of Year 4. Pupils write in a range of forms and for a variety of purposes, using information and communication technology well to improve and present their writing. In Year 2, pupils develop their writing skills well and write in a clear, joined and legible style. They begin to use capital letters and full stops correctly. Indeed, in one assembly the headteacher was placing captions on a poster when a pupil raised his hand and politely pointed out that the headteacher was not using capital letters and full stops! Spellings, such as 'afternoon', 'children' and 'teacher', are usually correct, but some pupils are restricted when spelling phonetically due to their poor pronunciation. In Year 4, pupils' writing is imaginative and clear, and they take pleasure in using alliteration. For example, one pupil began a story with, 'Once, on a misty mysterious morning...', whilst another wrote, 'Later that day they came to a dark and dingey (sic) forest'. Pupils' spelling is good, with words such as 'suddenly' spelt correctly, whilst improvements in reading and pronunciation allow the less-able pupils to spell phonetically. This includes 'forist', 'prinse' and 'scream'. Their good use of punctuation includes commas and speech marks, and some pupils are beginning to use paragraphs. Standards of handwriting are good and many pupils write very neatly with a fluent, joined and cursive style.
74. There is good support for pupils with special educational needs. Teaching assistants focus effectively on pupils' individual learning needs in additional literacy support and in lessons. The learning of all pupils is monitored closely and this provides good assessment information for teachers, who know their pupils very well. For example, the school identified six pupils in Year 2 as having special educational needs at the beginning of the current year and, due to effective intervention and the additional support of an experienced teacher, they achieved well and almost all attained the nationally expected Level 2 in the national tests. The school was then able to remove these pupils from the list of pupils with special educational needs.
75. The quality of teaching is good in both key stages. Teachers have a good understanding of the subject and they teach the basic skills well. The learning objectives for the lesson are clearly noted, although these are not always shared with the pupils as effectively as they could be. Pupils are set individual targets and each half term they evaluate their own progress towards their targets. Lessons are planned well, using the guidance of the National Literacy Strategy, and the learning needs of individual pupils are addressed well by providing different tasks that meet

their specific learning needs. Lessons are happy occasions and this is because teachers plan interesting tasks that capture pupils' imagination, and the very good relationships that are maintained throughout the school ensure that pupils maintain concentration well. Teachers prepare lessons well with good resources to illustrate the teaching points clearly. They have high expectations of behaviour and also of what pupils can achieve. Consequently, pupils behave well in lessons and they work hard to achieve their best. Teachers' expectations and the clear purposes of lessons result in pupils demonstrating very good attitudes to their learning. They are enthusiastic and willingly support other pupils in their shared tasks. The quality of the support provided by teaching assistants has a significant impact on the progress that pupils make because teaching assistants work very closely with teachers and are very clear about the intended learning in lessons and how this can best be achieved. Literacy skills are developed in many other subjects. For example, in writing accounts of their experiments in science, labelling diagrams and writing evaluations in design and technology, and writing about their work in history, geography and religious education. The good skills of the pupils in using a word processor are also employed well in developing their writing skills.

MATHEMATICS

76. Pupils currently in Year 2 achieve well and almost all attain standards expected for their ages in numeracy and all areas of mathematics. By the end of Year 4, standards exceed national expectations and pupils' achievement is good. These pupils attained above average standards of attainment at the end of Year 2, and the overall good teaching has maintained these good standards. All pupils achieve well or very well, particularly those pupils with special educational needs. Given that these pupils entered school in the reception year with low standards of attainment, they have made good progress. Inspection evidence shows that the very good special educational needs provision, very good focused support from high quality teaching assistants and overall good teaching are enabling these pupils to achieve very well. Standards have improved since the last inspection and are improving as a result of the very focused additional support provided for pupils of all abilities and good teaching. All pupils are included in all activities, with very good provision made for individual pupils' differing abilities.
77. By the end of Year 2, pupils develop a sound knowledge of place value to 100 and many children can solve problems using numbers to 1000. Many pupils recognise odd and even numbers. They use rulers accurately to measure in centimetres and they identify and know the properties of common two and three-dimensional shapes. Many understand symmetry and the more-able pupils know what reflective symmetry means. Pupils create simple bar charts, collecting and using data about rates of attendance in their class, for example. Most pupils extract and interpret information from charts and graphs with developing confidence.
78. By the end of Year 4, pupils work out calculations in their heads quickly, order a set of positive and negative whole numbers, develop their measuring skills and use a range of diagrams, graphs and charts, such as Venn and Carroll diagrams, with good understanding. They are secure in checking their results and making sensible estimations because teachers encourage this approach. Throughout the school, pupils gain confidence in applying their mathematical knowledge to problems because the setting of work involving real-life problem-solving is well addressed at both key stages.

79. The overall quality of teaching and learning throughout the school is good, with some very good teaching observed at Key Stage 1. This has improved since the last inspection. The pace of learning for pupils in all years is generally brisk and they make at least good progress. The analysis of pupils' work reveals that the demands made of pupils of all abilities over time enable most to make good or very good progress, particularly when taking into account the high proportion of pupils with special educational needs. Where teaching is very good in Year 1 and Year 2, the teacher has high expectations of pupils, who are well challenged and are encouraged to build on what they already know, understand and can do, to apply their skills to use large numbers. The teacher's clear explanations and probing questions enable pupils to use their understanding of adding numbers to ten to work out problems using multiples of ten that make 100, going on to using multiples of 100 that make 1,000. For example: $6+4=10$, $60+?=100$, so $600+?=1,000$. Where the mental session is lively and exciting, pupils, including those with special educational needs, are enthused, very well motivated and try hard to do their best. In another effective lesson, Year 4 pupils were suitably challenged to order positive and negative whole numbers. Pupils are encouraged to solve problems in their own way, they use practical apparatus and the tasks made them think hard. For example, when pupils in Years 3 and 4 solve real-life 'word' problems, they apply and explore the use of all four number operations to estimate, calculate and check the reasonableness of their answers. Work is effectively planned to address the pupils' different levels of understanding and homework is well addressed to reinforce pupils' skills. Less effective teaching occurs when lessons lose pace so that pupils lose interest and noise distracts other pupils.
80. Teachers are secure in their understanding of the National Numeracy Strategy, which they apply effectively. The three-part lesson structure is well established and planning is very effective. The use of clear questions at the end of sessions to assess what pupils have understood is a strong feature of teaching. Teachers use a good range of mathematical vocabulary and this results in pupils being able to explain their work using the correct language. Oral and mental sessions are delivered with enthusiasm and, consequently, pupils learn quickly and show good mental agility. The main teaching activities involve pupils practising their skills and in this part of the lesson teachers manage pupils and resources efficiently. Pupils are encouraged to use and apply their mathematical knowledge and understanding to solving real-life problems. This is a significant factor in assisting pupils of all abilities to achieve well. Teachers use informal observations and regular tests to assess pupils' attainment and to monitor their progress. Assessments are used effectively to guide the planning of new work and to set sufficiently challenging targets for pupils.
81. Pupils' ability to use information and communication technology to develop their mathematical knowledge, skills and understanding is developing well. Pupils' literacy skills are enhanced effectively in reading 'word problems' and in extending their mathematical vocabulary. Pupils use mathematics to support learning in other subjects. For example, pupils are involved in numerical work when measuring materials in designing and making products. The co-ordinator has developed a portfolio of examples of pupils' mathematics work from the reception year to Year 4 that is annotated with the standard it demonstrates. This is a useful development to help staff to come to consistent judgements about the different levels of pupils' work. The school has carried out a very detailed analysis of the results of national tests to improve pupils' performance and provides information to governors and parents.

SCIENCE

82. Pupils achieve well in science. Standards generally meet national expectations at the end of Year 2 and exceed national expectations at the end of Year 4. This is an improvement since the last inspection. The pupils in Year 4 attained well in the national tests when they were in Year 2 and high standards have been maintained.
83. Pupils in Years 1 and 2 find out about different environments by reading simple texts. They recognise that different creatures are found in different places, such as tundra, forests and mountains. Pupils recognise that living things grow and reproduce, and they study the life cycles of butterflies and birds. They investigate materials, classifying them according to various properties, such as 'shiny' or 'bendy'. There is a strong investigative and practical element to pupils' work in science. For example, in a lesson investigating 'forces' that was going on during the inspection week, pupils experimented with different sized rollers to move weights. They made predictions, and sensibly discussed their expectations with each other well. They were reminded to use the same weight with different rollers and this helped them to realise the need to ensure a fair test. Pupils conducted the investigation with an enthusiasm and pleasure that was maintained when they wrote about their findings.
84. In Years 3 and 4, pupils conduct experiments to discover which rocks, such as sandstone and marble are easiest to grind down, and which types of soil, such as clay and sand, water flows through easiest. They predict what will happen first and they understand the requirements of a fair test. They understand the difference between 'transparent', 'translucent' and 'opaque' materials, and they use magnets to separate paper clips from sand and a tea strainer to separate rice from flour. Pupils are aware of natural and manufactured sources of light and they investigate shadows by predicting and then measuring shadows at different times of the day. By carrying out experiments they develop a good understanding of the needs of plants for sunlight and water. Pupils enjoy their investigations and work together happily when constructing simple circuits and experimenting with different ways to add a switch to the circuit.
85. Teaching is good in both key stages and this results in all pupils, including those with special educational needs, making good progress. Teachers plan the lessons well, ensuring that resources are plentiful and readily available. Careful attention is paid to the different needs of pupils with varying abilities and age to ensure that they are all fully involved and engaged in tasks that are focused on the next stage of their learning. This is supported by portfolios of pupils' work that provide examples of the standards of work that are required as pupils progress through the National Curriculum. Lessons are well organised and pupils are managed well with apparent ease that results from very good relationships. Teaching assistants provide good support for pupils and make a significant impact on their learning. This was very clear in a lesson with pupils in Years 1 and 2, as well as children in the reception year that experimented with moving weights with rollers of different sizes. Teaching assistants worked with the youngest pupils and children, and understood clearly the learning intentions for the age group they were working with. All pupils maintain concentration and work together happily because the tasks they are set are appropriate to their age and ability and provide a suitable amount of challenge.

ART AND DESIGN

86. Pupils' standards of attainment at the end of both Year 2 and Year 4 exceed national expectations, which is an improvement since the last inspection. All pupils, including those with special educational needs, achieve well. No art and design lessons were seen during the inspection. Judgements are based on discussions with pupils and staff, scrutiny of sketch books, displays and teachers' planning. No judgement can be made on the quality of teaching. However, teachers' plans show that they provide a balanced art and design programme based on secure subject knowledge, and the standards pupils' attain indicate that teaching is likely to be good.
87. At both key stages, pupils explore ideas, working with a wide variety of materials and tools, recording investigations in a range of media with increasing confidence. Pupils' creative skills, knowledge and understanding are built on and extended appropriately as they move through the school. All pupils have sketch books and these are used effectively at both key stages. By the end of Year 2, pupils explore colour, texture, shape, line, form and pattern and use a range of media to make a high quality collage of a large tree, demonstrating very effective use of textiles, printing techniques and painting. They study the work of Vincent Van Gogh and paint pictures of 'A Starry Night' in his style. These link well with pictures of 'Twinkle, twinkle, little star' created using information technology. They investigate pattern and make collage pictures of symmetrical patterns, effectively using their numeracy skills. There are examples of good clay work where pupils have created a variety of tiles, as well as using more unusual materials to make pictures and patterns made of twigs, glue and paint. By the end of Year 4, pupils study the work of Paul Klee and work in his style, painting pictures about 'journeys' that link effectively with religious education. Consequently, art and design contributes very well to pupils' spiritual and cultural development. Sketch books are used well for pupils to sketch out of doors, providing good opportunities for them to make observational drawings, practise their drawing skills and record ideas from direct observation. The more-able pupils work with a developing understanding of perspective.
88. The school has benefited from an arts week when artists visited the school to work with pupils. This resulted in some very effective 'Jungle' displays of two and three-dimensional work. Textiles are well developed with a high quality felt mat on display, made by Key Stage 2 pupils, working with one of the artists in residence. This work shows pupils considered different colours and have used patterning to create a pleasing effect. Pupils at both key stages experience many techniques in different media, using a variety of materials and produce a wide range of effective art work of birds, insects and animals, for example, in papier-mâché, tissue paper pictures, montage, collage, prints and paintings. Pupils use their information and communication technology skills effectively in developing art work.
89. Visitors to school, such as a sculptor, artists in residence, parents and community members who support art, enrich the curriculum. All pupils are included in all activities and have equal access to the curriculum. Although art contributes well to pupils' spiritual and cultural development, opportunities are missed for pupils to explore art in other cultures. Teachers use art well to support learning in other subjects, such as geography, after visiting a farm.

DESIGN AND TECHNOLOGY

90. Pupils' standards of attainment exceed national expectations at the end of both Year 2 and Year 4, which is an improvement since the previous inspection. All pupils, including those with special educational needs, achieve well, as a result of the overall good teaching.
91. By the end of Year 2, pupils make labelled sketches and models to clarify their designs. They evaluate their designs and mechanisms with very effective support from the teacher, teaching assistants, and well-informed parent and volunteer helpers. For instance, when designing and making a container, drain-pipe and winding mechanism to illustrate the rhyme of 'Incey Wincey Spider', they discuss their ideas and identify ways to improve them. They are aware of safety and use a good degree of accuracy in measuring when both designing and making models. They consolidate and extend their skills in cutting, assembling and joining materials. They use a good range of materials, fabrics and components, for example, when they design and make effective 'coats of many colours' for Joseph. By the end of Year 4, pupils design lamps, using and applying their knowledge about electricity very effectively when considering the safety aspect of their designs and finished products. The more-able pupils achieve very well in selecting and using various information sources to clarify their ideas and designs for lamps. Pupils measure accurately and recognise that the quality of their design depends on its suitability for purpose, for example, in their designs for an 'air-powered monster'. Information technology is used well to research their designs for a chair. Pupils design and make healthy sandwiches in food technology. They carefully sequence their method of making sandwiches, make evaluations and show detailed ways of improving their work. Pupils use their literacy skills effectively in their own detailed designs, using writing and labelled diagrams, and written evaluations. They reinforce their numeracy skills in measuring materials, using various shapes in their designing, making and recording work in charts. Pupils discuss their work confidently and they have very good attitudes to the subject.
92. The quality of teaching is good throughout the school. Pupils are taught the full range of designing and making skills, including food technology. Teachers' plans show that they provide a balanced design and technology programme, based on secure subject knowledge. Good emphasis is placed on safety. The good standards at both key stages result from good teaching which encourages pupils to design. This was evident when Key Stage 1 pupils shared ideas well to make plans, in both pictures and words, to design a drainpipe and winding mechanism to illustrate the rhyme of 'Incey Wincey Spider'. It is also seen when Key Stage 2 pupils are encouraged to use a range of sources of information to create designs for electric lamps. Very good relationships, appropriately high expectations and effective class management motivate pupils to talk about their designs before selecting materials and making lever, pivot and pulley mechanisms to allow the spider to 'climb up' the drain pipe. Pupils enjoy the subject, work sensibly and safely together, supporting one another effectively when they work as part of a group. However, inspection evidence shows that sometimes, when lessons are too long, pupils get tired, interest wanes and pace is lost. This has an adverse effect on the quality of pupils' learning.

GEOGRAPHY and HISTORY

93. Geography and history are often taught together in a single topic and, at other times, in separate studies. It was not possible to observe any lessons in these subjects during

the inspection. Judgements are made from a scrutiny of pupils' work, teachers' planning and talking to teachers and pupils. Standards meet national expectations at the end of Year 2 and Year 4 and, with the low numbers of pupils in these year groups, a significant proportion of pupils exceed these expectations. This indicates that the good standards noted in the last inspection report have been maintained. Given the standards that pupils attain and the quality of teachers' planning, it is likely that teaching is good.

94. In geography, pupils in Years 1 and 2 develop a good understanding of physical and human features of different localities. Pupils create simple maps of imaginary places, such as the 'wizard's island', and they also draw maps showing their route to school. In Years 3 and 4, they develop their understanding of maps by including compass directions, grid references and Ordnance Survey symbols. They use this knowledge to find the quickest route to different places on the Isle of Wight.
95. In history, pupils in Years 1 and 2 develop a good understanding of change over time by considering improvements in lighting in the home. They are aware of some aspects of local history and they sequence the events leading up to and following the imprisonment of King Charles on the island. They are beginning to ask why certain events took place and, when writing about the voyage of the Mayflower, one pupil writes, 'One day they were fed up with the King being bossy so they went strait (sic) to America'. In Years 3 and 4, pupils identify some characteristics of past societies by considering Saxon villages, clothes and jewellery. In a study of World War II, pupils begin to identify 'cause and effect' as they create quite complex diagrams to link certain events, such as the blitz, air-raid shelters and evacuees.
96. A study of the local environment links the two subjects well. Pupils create a chart of the land use in Shalfleet. They identify the differences in the services available in Shalfleet (village), Yarmouth (small town) and Newport (island capital). They also compare old and modern maps of the local area, identifying the features that have changed. On a local walk, they recognise that the church and the mill offer evidence of local history. On a visit to Yarmouth to compare a small town with their village, they follow a town trail and also seek historical evidence. They identify evidence that the church tower was added to at some point in time and the bars on the old police station as well as cottages close by that are called 'Peelers'. Many pupils present their work very well with clear, well-drawn diagrams. Information technology is used effectively to show, for example, the main changes in schools, and a lot of work is produced by using a word processor. Teachers mark pupils' work well. They comment frequently on how the pupils can improve their work and note additional information or further analysis they might include or consider. Stimulating visits, such as that to Carisbrooke Castle and Branstone Farm, further enhance pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

97. Standards meet national expectations at the end of Year 2 and Year 4. Pupils also use information and communication technology skills well in other subjects. This is an improvement since the last inspection when there were weaknesses in the subject. This has been achieved by good leadership of the subject that has secured training for all teachers, and the improvements to the resources for the subject, which are now good. The importance of the subject in the school is indicated by the fact that pupils are set individual targets in this subject as well as English and mathematics, and each half term they evaluate their own progress towards their targets.

98. Pupils in Years 1 and 2 develop good skills in using a word processor. They start by organising a nursery rhyme that has been written without punctuation or spaces between the words. They quickly advance to using a word processor to write accounts of their work in other subjects, such as an experiment in growing cress from seeds in science. Pupils combine text with images when designing a poster for a lost cat, and when creating a map of an island in geography. They create graphs of their pets, interpret the information accurately and learn to find and print information using CD-ROMs. Pupils enjoy using a programmable toy as they improve their knowledge and understanding of control technology. They use their skills in using a word processor to sequence instructions for planting and growing plants in science.
99. In Years 3 and 4, pupils experiment with different fonts and font sizes as they consider which are best suited to different purposes and audiences. They use their data-handling skills when creating graphs of a science experiment to investigate how many paper clips can be picked up with different magnets. They learn to use a digital camera and the resulting photographs add to their record of the experiment. Pupils learn how to send and receive electronic mail. In geography, they also create block and pie charts to show land use in Shalfleet. Pupils develop their skills in using the Internet and they download various maps for use in their geographical studies. They improve their use of control technology when using Logo to carefully identify the specific instructions necessary to draw letters of the alphabet.
100. Teaching is satisfactory in both key stages. Lessons are well organised to ensure that all pupils are fully involved when using the computers. Good relationships are maintained and this allows pupils to work co-operatively at the computers. Teachers have a good understanding of the National Curriculum Programmes of Study. This is aided by a portfolio which provides examples of pupils' work that illustrate the various levels of attainment that pupils can achieve. Consequently, information and communication technology is used well in other subjects. Word processors are used well to present pupils' work, graphs are created in mathematics and science, and pupils also use digital cameras to record their experiments. The subject has been well led and managed with the result that teachers' confidence and expertise have improved since the last inspection.

MUSIC

101. At the end of both Year 2 and Year 4, pupils' attainment meets national expectations. These standards are similar to those found at the time of the last inspection. The quality of singing is above that expected of most pupils of this age. All pupils, including those with special educational needs, achieve satisfactorily.
102. Teaching and learning are satisfactory, overall, in both key stages with some very good teaching seen in a whole-school singing lesson. Singing is taught to the whole school by the headteacher, who is also music co-ordinator, and all the pupils benefit from her very secure subject knowledge. By the end of Year 2, singing is tuneful and expressive and shows an appreciation of the melody. Pupils develop an appropriate repertoire of songs and enjoy singing songs from memory, such as 'Jesus is a friend of mine', with enthusiasm. Appropriate opportunities are given for pupils to explore sounds and to experiment with untuned instruments. The teacher's expectations are appropriate and pupils acquire sound skills. Effective use of a good range of instruments maintains pupils' attention and keeps them on task. Pupils choose and

order sounds to create the effect of different kinds of weather, such as rain, thunder and wind, in response to the story 'Don't worry, Grandpa'. They respond appropriately, rehearsing and performing the story to reception year children with developing confidence.

103. By the end of Year 4, the pupils sing and perform confidently. They sing very tunefully, expressively and rhythmically with good control of diction and phrasing. They show good understanding of how different elements of music are combined to create different moods through varying the tempo and the timbre. This is reinforced through singing contrasting songs, such as 'Have you seen a pussy cat sitting on the wall?' and 'When Jesus one day went down to the shore'. Pupils enjoy listening to 'Jesu, joy of man's desiring' by Bach and they listen attentively and with developing appreciation. Teachers use, and encourage pupils to use, correct language, such as 'rhythm', 'tempo', 'beat', enhancing literacy skills and extending their vocabulary. Effective teaching is seen when good class management and very good relationships motivate pupils to try hard, enabling them to make good progress. When teachers are enthusiastic, with very secure subject knowledge and high expectations, a very brisk pace of learning is generated, enabling pupils to achieve well and develop very positive attitudes. Less effective teaching is seen where pace is lost, pupils lose interest and where pupils' behaviour varies.
104. The curriculum is enriched by visiting musicians, strings and brass groups, by pupils' involvement in school performances and in the choir. During 'arts week', older pupils learn to play African drums and younger pupils perform 'Walking through the jungle' using a variety of instruments to interpret the sounds of the jungle. A number of pupils are taught to play the recorder and violin by a peripatetic teacher. Music enhances pupils' spiritual and cultural development very well but opportunities are missed for pupils to explore music in other cultures and thereby enhance their multicultural development. Subject co-ordination is good and the co-ordinator has very good subject knowledge. She has been instrumental in improving standards in singing.

PHYSICAL EDUCATION

105. Standards meet national expectations at the end of Year 4. Only one lesson in Key Stage 2 was observed during the inspection and, therefore, it is not possible to make a secure judgement about standards of attainment and teaching at the end of Year 2.
106. Pupils are aware of the importance of physical activity and they change into suitable clothing for physical education lessons. They warm up sensibly, demonstrating satisfactory co-ordination and control. Pupils concentrate well and seek ways to improve their performance. They willingly discuss the merits of each other's performance and seek ways to improve their own.
107. Teaching is satisfactory in Years 3 and 4. In the lesson observed, the teacher set a good example to pupils by changing into suitable clothing for the lesson. Pupils were managed well with high expectations of their behaviour and, consequently, pupils demonstrated good attitudes to the subject with a good deal of concentration and effort. The lesson was organised suitably so that all pupils were involved in the activity. However, a few pupils found it difficult to maintain concentration when they were waiting for their turn. The teacher focused on how pupils could improve their performance and they listened carefully to the teachers' suggestions, willingly offering suggestions of their own. This is effective in enabling pupils to improve their skills.

RELIGIOUS EDUCATION

108. At the end of Year 2 and Year 4, standards in religious education meet the expectations of the locally agreed syllabus, which is similar to those found at the time of the last inspection. Pupils, including those with special educational needs, achieve satisfactorily.
109. A scrutiny of pupils' work in Key Stage 1 reveals that, by the end of Year 2, they gain a sound understanding of Christianity. Pupils are familiar with the features of a church and recognise and sketch; for example, a steeple, bell, stained glass windows and the font. They identify and name church artefacts such as a crucifix, the Bible and candle. They learn about some of the stories that Jesus told, such as 'The Prodigal Son', using a chart to record and sequence events. Pupils know about events in the life of Jesus and create an effective display about Ascension Day. Pupils hear Old Testament stories, for instance, about Moses. Other faiths are suitably introduced and pupils display a sound knowledge of aspects of Judaism and Islam when writing about what is special to these faiths. By the end of Year 4, most pupils develop satisfactory knowledge of Christianity and of its signs and symbols. They recognise key figures in the Old Testament, such as Noah, and learn about God's promise that He would never flood the earth again. They acquire sound knowledge about the life of Jesus and events leading up to the Easter story. They begin to understand the needs of others through studying the inspirational sayings of Mother Theresa. Pupils write about their feelings at different times; for example, when they feel happy or nervous, and this contributes very well to their spiritual development. Pupils study Islam and Judaism, gain sound insight into other cultures and faiths, and begin to appreciate that others' beliefs are important to them. They learn that major faiths have similarities; for example, that Ramadan is an Islamic festival and that Shabbat is the special day in Judaism.
110. The quality of teaching is satisfactory at both key stages. Teachers' plans show that they provide a balanced religious education programme, based on secure subject knowledge. A scrutiny of pupils' work reveals that resources are used effectively and that the teacher's expectations of pupils are appropriate, enabling them to make satisfactory progress over time. Effective class management and good relationships with pupils result in positive attitudes and pupils try hard to do well. Teachers' expectations of pupils are appropriate and most pupils achieve satisfactorily. Good revision builds on pupils' previous learning; for example, when pupils study Shabbat, they go on to learn about Hardella. Effective use of artefacts, such as special candles, contribute well to their understanding. Teaching is less effective when, for example, pupils are not enthused and lose interest, and when pace is lost and progress is slower. Teachers make effective links with literacy, enhancing pupils' writing skills; for example, when they compose effective 'Thank You' prayers, and research Islam.
111. Good use is made of visits to local places of worship, for example, Wellow Baptist Church, and of visitors, such as the local vicar, to enrich the curriculum. However, opportunities to promote cultural development and links with other religions are missed.