

# INSPECTION REPORT

## **CARISBROOKE C OF E PRIMARY SCHOOL**

Carisbrooke

LEA area: Isle of Wight

Unique reference number: 118183

Acting Headteacher: Wendy Gibbins

Reporting inspector: Terry Mortimer  
18849

Dates of inspection: 26 - 29 November 2001

Inspection number: 219103

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Voluntary controlled
Age range of pupils:	4 to 9
Gender of pupils:	Mixed
School address:	Wellington Road Newport Isle of Wight
Postcode:	PO30 5QT
Telephone number:	01983 522 348
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs Ann Smout
Date of previous inspection:	08-11-99

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18849	Terry Mortimer	Registered inspector	Mathematics Religious education Information and communication technology Equal opportunities	What sort of school is it? The school's results and achievements How well are pupils taught? What should the school do to improve further?
14324	Michael Hudson	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?
24805	Alison Cogher	Team inspector	Foundation Stage Geography History	How well is the school led and managed?
23917	Trevor Clarke	Team inspector	English Physical education Design and technology	
26519	Margaret Hatfield	Team inspector	Science Art and design Music Special educational needs	How good are curricular and other opportunities?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Carisbrooke Church of England Primary School is a slightly smaller than average sized primary school with 213 pupils on roll. This is less than at the time of the last inspection. The main characteristics are the same as at the time of the last inspection in 1999. The percentage of pupils who have English as an additional language is much less than most schools (one, which is 0.5 per cent). The number of pupils entitled to free school meals 26 (12.2 per cent) is broadly in line with the national average. Forty-nine pupils (23 per cent) are on the special educational needs register, which is above the national average, including eight pupils who have a Statement of Special Educational Need, which is above the national average. The school is located in the Newport Carisbrooke ward of the Isle of Wight. The majority of pupils are drawn from the catchment area, the village of Carisbrooke, in which houses are mainly owner occupied. The school does take a proportion of pupils from outside the area including some from families with a lower socio-economic status. Attainment on entry of the children aged four, as shown by baseline assessments is below that to be expected for children of that age.

### **HOW GOOD THE SCHOOL IS**

Carisbrooke C of E Primary School is an effective school where pupils achieve well in relation to their prior attainment. Children start school in the reception class with below average attainment overall, the range of ability is very wide including a few children that are more able and some with immature personal and social development. When pupils leave school at age nine they achieve standards in line with the expected level in English, mathematics and science. The quality of teaching is good and the school is very well led and managed. Despite the high pupil cost the school gives solidly sound value for money.

#### **What the school does well**

- The acting headteacher provides clear educational direction and with her deputy very good leadership.
- Teaching standards are good overall.
- Provision for children in the Foundation Stage is very good.
- Pupils' show very positive attitudes, behave well, form very good relationships and their personal development is very good.
- Staff, pupils, governors and parents have a very good sense of shared commitment to the school.
- The school is good at tracking pupils' progress and achievement.
- The governing body is effective in carrying out its duties.
- The school creates a very positive ethos, which encourages the very good parental views and relationships with the school.
- The contribution of the community to pupils' learning is very good.
- The school provides good quality support for all pupils through high quality support staff.
- The relationships between all pupils and pupils and staff are very good.
- The school develops very good social and moral attitudes.
- The provision for those pupils with special educational needs is very good.
- The school makes very good extra-curricular provision.
- Welfare provision and pastoral care for the pupils are very good.

### What could be improved

- Standards in the core subjects, English, mathematics and science (*addressed in the school improvement plan*).
- Increase the level of challenge for higher attainers (*addressed in the school improvement plan*).
- Improve information and communication technology (ICT) resources to support learning across the curriculum.
- Improve pupils' understanding of multicultural Britain (*addressed in the school improvement plan*).
- Health and safety issues as discussed with the governing body.

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

### HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1999 and was found to have serious weakness. The improvement since that inspection is good and the school no longer has serious weaknesses. The school has had an acting headteacher in post only since Easter 2001. This has created considerable difficulties in obtaining stability. The acting headteacher with her deputy have created a teaching staff, which is now stable, and the quality of teaching has improved. Issues arising in the last report have been dealt with systematically and rigorously. The initial focus on the core subjects has proved to be the right way and standards have risen in English, and science. The quality of teaching has improved significantly. Procedures for assessing pupils have improved and the data is used effectively to improve learning. The school has improved its numeracy strategy. The medium-term planning, which identifies what skills should be taught, has improved and had a positive effect on learning. The appointment of the acting headteacher has helped raise the effectiveness of the leadership and management in the school. Taking all things into consideration the school is well placed to bring about further improvements.

### STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
Reading	D	D	C	C
Writing	C	C	C	C
Mathematics	D	C	D	E

**Key**

well above average    A

above average        B

average                C

below average        D

well below average   E

The table shows that in 2001 the school's results in mathematics were well below average when compared to similar schools although compared to all schools nationally, they were just below average in mathematics and average in reading and writing.

The inspection finds that standards at the end of Year 4 have risen in the last year and the 2001 test results are much better with attainment in English, mathematics and science average. Standards at the end of the Foundation Stage are average at present but compared to the attainment of these children when they entered reception this represents good achievement. By the end of Year 2 standards are average in mathematics, reading and in writing. By the end of Year 4 standards are average in English and mathematics. Standards in science are slightly above average.

Standards are rising in line with the national trend over time. Challenging targets for improvement have been set and in the 2001 national assessments the school exceeded the targets set. Assessment results show that pupils with special educational needs are achieving well and there are no significant differences between groups of pupils. In relation to their prior attainment, all pupils are achieving well.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Very good. Pupils are very happy to learn, respond eagerly to challenge, sustain interest and enthusiasm, and most remain fully attentive in school.
Behaviour, in and out of classrooms	Good. Behaviour is good both in and out of classrooms. Pupils are taught to exercise self-discipline and, although a small number are slow to settle, most respond willingly to what is expected of them.
Personal development and relationships	Very good. Pupils' personal development and relationships have improved since the last inspection and are now very good. Pupils are self-assured, have high personal esteem and the ability to organise themselves effectively.
Attendance	Attendance is satisfactory.

### **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Nursery and Reception</b>	<b>Years 1 – 2</b>	<b>Years 3 – 4</b>
Quality of teaching	Very 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.*

Overall the quality of teaching is good with many strengths and some areas for improvement. In the lessons observed all were satisfactory or better, including seven out of ten that were good or better. All lessons were at least satisfactory with four out of ten good and three out of ten very good. There was a small amount of excellent teaching seen. In the Foundation Stage (reception) all lessons were at least good. In Years 1 to 4 almost two in three of the lessons were at least good.

The core skills of literacy and numeracy are effectively taught and teaching in English and mathematics is good. Some of the strengths of the teaching observed are: the good relationships that teachers develop with pupils; the good questioning that develops pupils' understanding; the good knowledge that teachers have of their pupils and the good behaviour



management; the good subject knowledge in the core subjects, and the very good learning support offered by the high quality support staff. In some instances expectations that the teachers have of their pupils and their ability especially the higher attainers are too low.

The school generally plans work which meets the needs of pupils including the potentially higher attaining well. The quality of teaching of pupils with special educational needs is good overall including when pupils are withdrawn for support. Taking all factors into consideration, the quality of learning is good in the core subjects. Learning in most other areas is good apart from religious education and design and technology where it is satisfactory.

### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Good. The school plans a broad and balanced curriculum, but limitations on equipment are currently limiting the delivery of information technology across the curriculum. A very good range of extra-curricular activities take place.
Provision for pupils with special educational needs	Very good. This is a strength of the school. Detailed assessments are carried out, parents are very involved and pupils are given good support by the high quality learning support assistants
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. This is a strength of the school. Good opportunities are planned for pupils' personal development. They have clear rules to guide their very good moral development and the school is very good at developing pupils' social development. Spiritual and cultural development is satisfactory.
How well the school cares for its pupils	Good. The school makes good use of information to track pupils' academic performance and give the necessary support. The school is a caring environment in which pupils are respected and cared for. Procedures for assessing pupils' progress are good. The school has a sound Christian ethos, staff know pupils very well and pastoral care has a high priority. Pupils feel taken care of and secure.

The school has a very good partnership with parents and works closely with them in many areas to support the learning of pupils.

### **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Good. The acting headteacher leads and manages the school very well. Responsibilities are effectively shared so that all staff make a positive contribution to improving the pupils' education.
How well the governors fulfil their responsibilities	Good. The governors are well informed and contribute effectively to the development of the school.

The school's evaluation of its performance	Very good. The data is carefully analysed and used well. The quality of teaching and learning is monitored rigorously and effective action is taken to secure improvements.
The strategic use of resources	Good use is made of funds to improve the quality of pupils' learning. Resources are sufficient apart from the number of computers in information technology for use in cross-curricular work. Teaching and support staff are sufficient to support the school's aims and are used very well. Accommodation is good, particularly the area for the Foundation Stage except for the lack of a covered play area.

The school applies the principles of best value in all of its business.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Children's behaviour is good.</li> <li>• Children like school.</li> <li>• Teaching is good.</li> <li>• Parents feel comfortable approaching school.</li> <li>• The school expects the children to work.</li> <li>• The school is well led and managed.</li> <li>• The school is helping the children mature.</li> </ul>	<ul style="list-style-type: none"> <li>• There were no issues that were raised by parents that needed to be included here.</li> </ul>

The inspection team wholeheartedly agrees with the positive views expressed by the parents in the above table.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. At the time of the last inspection, in 1999, attainment was judged to be a serious weakness of the school. Weaknesses were especially in English, mathematics, and information technology in Years 3 and 4. Since that time the school has focused initially upon raising standards in English, mathematics and science. The school has addressed the raising of standards in religious education. As at the time of the last report, this inspection took place very early in the school year. Due to the timetabling arrangements whereby certain subjects are taught at different times of the year, reliable judgements about standards can only be made in English, mathematics, science and information technology. Indications of standards in other subjects come from work seen, examination of planning and discussions with pupils.
2. Efforts to improve attainment have been hampered by the staffing difficulties that the school has experienced over the past two years. It is only since Easter that the school has had an acting headteacher who has worked hard to develop the teaching team. Through hard work and support, a systematic approach to the professional development of teachers has been established that could lead to an even greater improvement in standards of attainment. Appointments over the last two years have gradually enabled improvements in the quality of teaching that have improved standards of attainment. The professional development of teachers in information technology has proved difficult due to the changes in teaching staff and the school is only now in a position to enable this training to take place. This coupled with the decision to focus first upon English, mathematics and science has limited opportunities to improve standards in information technology to the same level.
3. The standards of achievement noted in the last report are being maintained. Children enter the reception class in the September of the year in which they are five and display wide variations of attainment, however the majority display standards that are overall below average. In particular, some children's development in aspects of speaking and listening, and personal, social and emotional development is well below average. Children respond enthusiastically, they learn very well and the majority reach the expected goals in all areas by the time they start Year 1.
4. By the end of Year 2 standards have been rising steadily in reading, stayed steady in writing and in mathematics they fluctuated over the past three years. In Year 4, standards in the core subjects of English, mathematics and science have steadily risen. Although standards had fallen at the time of the last report, the improvements since then mean that the trend in the school's results over time is broadly in line with national trend. Currently overall attainment at the end of Year 4 is broadly average. The tables below show how standards in Year 2 (Key Stage 1), in those areas tested in national assessments, have altered since the last inspection:

### For pupils in Year 2

Subject	1999 report	2001 national assessments	Current cohort of pupils judged by inspectors	Achievement in relation to prior attainment
<b>Reading</b>	Below average 78% achieved Level 2 <sup>1</sup> or better compared to national figure of 85%	Average at 88% Level 2 or better compared to national figure of 84%	Attainment is in line with national expectations	Good. Records show that this group of pupils was below average at the beginning of Year 1
<b>Writing</b>	Average 83% of pupils achieved Level 2 or better compared with national average of 86%	Average although 90% obtained a Level 2 or better compared with national average of 86%, 56% of these obtained a Level 2b. Nationally 59% obtained a Level 2B	Attainment is in line with national expectations	Good. This is a significant improvement from attainment at the beginning of Year 1
<b>Mathematics</b>	Below average 80% of pupils achieved Level 2 compared with a national average of 90%	Below average with 88% Level 2 or above compared with national average of 91%	Attainment is in line with national expectations	Good, Attainment was just below average at the beginning of Year 1
<b>Science</b>	Not applicable teacher assessment only	Not applicable teacher assessment only	Attainment is in line with national expectations	Pupils' investigative skills have clearly improved from the time of the last inspection

When the results are compared with similar schools then pupils' achievements are above average in reading and writing and well below in mathematics.

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<sup>1</sup> On Levels: By the end of Key Stage 1 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 Key Stage 2. Pupils who reach Level 5 are therefore attaining above the nationally expected level for their age.

#### Attainment at the end of Year 4

Subject	1999 report	No national assessments	Current cohort judged by inspectors	Achievement in relation to prior attainment at the end of Key Stage 1
<b>English</b>	In line with the expected level		Broadly in line with national expectations	Satisfactory Pupils have made appropriate gains in relation to their attainment at the end of Key Stage 1
<b>Mathematics</b>	Average Not reflected in the Optional Test results which are not nationally validated		In line with national expectations	Satisfactory The attainment of this group was below average at the end of Key Stage 1
<b>Science</b>	In line with the national average		Close to average Knowledge is above average <b>See below</b>	Not applicable as no national assessments are made at Key Stage 1

5. Attainment in speaking and listening is average at the end of Year 2 and Year 4. Speaking is stronger than the listening element. A significant number of pupils do not concentrate fully when listening to their teachers' explanations in class, and they sometimes find it difficult to listen for sustained periods, for example, in the first part of the literacy hour. When the below average attainment on entry to the Foundation Stage is taken into account, pupils, including those with special educational needs are achieving well.
6. Attainment in writing is broadly average at the end of Year 2 and Year 4. Standards are rising. Given their below average starting point, most pupils make good progress in relation to their prior attainment. However, the proportion of pupils achieving the higher Level 3 and above remains below the national figure reflecting a lack of expectation and challenge for the higher attaining pupils.
7. Attainment in science at the end of Year 4 is slightly above average. Pupils' knowledge and understanding of the investigative process have been improved and this has proved to be a vital key in improving pupils' standards.
8. When the achievements of the pupils who have been in the school from Key Stage 1 to Key Stage 2 are examined, the records show that this group achieved well. This is a very clear improvement from the time of the last inspection.
9. Inspectors found that all groups of pupils are making good progress over their time in the school and achievement is satisfactory. Children enter the school with below average attainment and leave with standards that are at least average. The 2001 national assessments showed no real significant difference in attainment between boys and girls at Year 2. This is against the national trend where girls outperform boys, except in mathematics. The school takes great care to ensure equal opportunities. The monitoring of attainment and the setting of realistic targets for each pupil reflect the way the school includes every pupil and makes sure that each pupil achieves as well as possible.

10. The achievement of the pupils on the school's special educational needs register is good, overall. These pupils are supported very well in the classrooms by the teaching staff and by a very good number of teaching assistants. The support is very effective in enabling these pupils to make good progress towards the targets on their individual education plans which identify small, specific, structured steps in learning.
11. Information technology was judged below average at the time of the last inspection in Year 4. Attainment in information technology is now in line with national expectations at Year 2 and Year 4. This is largely due to teachers' confidence and knowledge in this subject, and the increase in the support offered to the pupils at 'Mission Control'. Standards are starting to rise across the school where teachers are gaining confidence in this subject but more improvement is needed for this subject to have a great impact upon the other curriculum subjects. Currently information technology does not sufficiently support learning in many other subjects. The school has to rethink its hardware strategy.
12. Standards of attainment in religious education were judged satisfactory in the last report. Standards now are in line with the requirements of the locally agreed syllabus for religious education.
13. In all other subjects where it is possible to make a reliable judgement, standards attained meet national expectations and pupils' achievement is satisfactory.
14. A weakness in the standards of work observed across all subjects is the quality of presentation. Pupils' writing skills are below average as noted above and too few opportunities are taken in other subjects to use and practise these skills. For example, science books at Key Stage 2 were poorly presented and records of investigations were not set out well. Handwriting is inconsistent and in some cases the use of pen to draw diagrams results in work crossed out or badly smudged. The targets the school has set for the coming year are realistic and attainable.

### **Pupils' attitudes, values and personal development**

15. Since the last inspection pupils' attitudes have remained very good and a strength of the school. Pupils are very happy to learn, respond eagerly to challenge, sustain interest and enthusiasm, and most remain fully attentive in classes and assemblies. Pupils are very well motivated, show a high degree of commitment and stay closely focussed on task. They work very effectively both on their own as in programmed reading before registration, and in paired and group activities such as when doing word puzzles in literacy. Pupils take pride in their efforts and are pleased to share their joy in achievement. They offer constructive ideas, listen to what others have to say, and their contributions to discussions, for instance about children's rights and responsibilities, are thoughtful and imaginative. Parents confirm their children enjoy school and work hard. Pupils' very positive attitudes substantially enhance their learning.
16. Pupils' behaviour is good as it was at the last inspection, and parents are happy with the standards achieved. There were no exclusions during the last year. Both the behaviour policy and classroom codes of conduct are well understood by pupils and properly applied by staff. On entering school pupils are taught to exercise self-discipline and, although some are slow to settle, most respond willingly to what is expected of them. In some Key Stage 1 lessons pupils can become distracted and fidgety, but in Key Stage 2 lessons the atmosphere is calm, orderly and purposeful.

This difference is reflected too in behaviour during assemblies. At playtimes and around the school pupils behave well and they respect property such as computers and displays. When having lunch pupils are well mannered and friendly, making it an enjoyable social occasion. Pupils are polite and pleasantly inquisitive with visitors. During the inspection there were no signs of abuse, harassment or aggression. Pupils' good behaviour benefits their attainment and progress.

17. Pupils' personal development has improved since the last inspection and is now very good. Pupils are self-assured, have high personal esteem and the ability to organise themselves effectively. They enjoy responsibility and carry out any tasks they are given with enthusiasm and pride because "it makes them feel important". In lessons when pupils work on their own, they show some degree of independent thought, for example how a tornado might be drawn on a weather map. All pupils have classroom tasks, while older pupils undertake meaningful school duties such as supervising playtime snacks. Discussion of important issues such as conservation enhances pupils' social awareness and some volunteer to be "environmental protectors". Pupils are delighted when their efforts and achievements are recognised at celebratory assemblies. They appreciate the purpose of charities, benefit from visits and local events and have a strong sense of citizenship. Pupils noticeably mature as they progress through the school.
18. Relationships have also improved and are now very good and a strength of the school. Pupils are treated with respect and they flourish under the consistent and sensitive approach of staff. Pupils trust their teachers and readily confide in them when they are worried or upset. Relationships within peer groups are very positive and friendly, and the boys and girls get on well together. Pupils are caring and considerate and they cooperate very successfully. They have noticeable respect for the values and beliefs of others, and a good understanding of peer group feelings. There are many constructive and harmonious relationships. Playtimes are lively but congenial and older pupils help the younger ones to look after their big toys. At lunches pupils sit happily together and many choose to do so at mixed tables. Relationships are enhanced during extra-curricular activities and educational visits. Pupils with special educational needs are fully integrated into the school community.
19. Attendance is satisfactory. In the last school year it was in line with the national average while unauthorised absence in the same year was well below the average. Both rates are similar to those at the time of the last inspection. Punctuality is good and lessons start on time. Registration is prompt and efficient, pupils answer politely and there is an orderly start to the daily sessions. Pupils' attendance and punctuality have a positive impact on their learning.

## **HOW WELL ARE PUPILS TAUGHT?**

20. The last report found that the quality of teaching, with 12 per cent unsatisfactory, was a serious weakness especially in the teaching of mathematics and English affecting the attainment of pupils. Since the time of that report considerable effort has gone into appointing teachers and providing professional development for all teachers employed. This has led to a significant improvement in the quality of teaching. In the inspection all of the teaching was satisfactory or better. Four out of ten lessons were good and three out of ten lessons very good and a small number were excellent. The examination of pupils' previous work and examination of teachers' planning confirmed the evidence from the lesson observations.

21. Teaching in the Foundation Stage was very good and in Years 1 to 4 it was good. One lesson in two in the Foundation Stage was very good and one lesson out of four in Years 1 to 4 were very good. When all factors are taken into consideration teaching is good overall.
22. Strengths of the teaching observed are:
- The consistently very good teaching in the Foundation Stage and the good teaching in Years 1 to 4.
  - The teaching of the basic skills of literacy and numeracy. These make a significant difference to the quality of teaching in English and mathematics and reflect the professional development that has taken place in the school.
  - The way in which assessment information is used to identify the needs of pupils and focus teaching and set individual targets.
  - The way in which teachers and teaching assistants work together as a team well.
  - The good use of assessment information to plan work matched to the needs of the children, particularly in Foundation Stage and English and mathematics.
  - The very good support given for pupils with special educational needs.
  - The way in which teachers and teaching assistants manage behaviour well.
23. The result of the good teaching in the school is that children learn well and make good progress. Children from all groups learn well and there is no obvious difference in the learning of boys or girls. The teaching of pupils with special educational needs is good. Throughout the school, teachers work in partnership with teaching assistants who support pupils with special educational needs both within, and outside the classroom very well. Individual educational plans for pupils with special educational needs are drawn up by class teachers, supported well by the co-ordinator for special educational needs. Learning targets identify small, specific, structured steps in learning to enable good progress to be made, and the needs of these pupils to be fully met.
24. The factors above are the reason why standards in English, mathematics and science are improving. Teachers are now making good use of the National Literacy Strategy and the National Numeracy Strategy in English lessons and mathematics lessons and this is having a positive effect upon standards of attainment. Assessment information is used particularly effectively to plan work matched to the needs of the pupils in English and mathematics. Teachers set challenging targets for pupils and along with the teaching assistants, parents and pupils monitor their progress towards these targets.
25. Classroom management is good and despite the challenging nature of some of the pupils, teachers ensure that pupils remain engaged in lessons and learn effectively. Throughout the school the teachers continually challenge pupils to improve. However, the school recognises that it still has to work at providing challenge for its high attainers in all areas of the curriculum. In the reception classes, teachers employ a wide range of strategies to motivate and stimulate pupils. This makes a good contribution to learning. In Years 1 to 4 the range of strategies employed is less wide and although standards are rising some of the behaviour strategies are more effective than others. As a result, in some classes attainment is better than in others. However, throughout the school teachers do not plan enough opportunities for pupils to work independently, for example, researching material for history or geography or carrying out investigations.



26. The major areas for improvement in teaching are:
- The need for more challenge for the higher attainers.
  - Teachers' knowledge and expertise in information technology.
  - The use of information technology to support teaching and learning.

The school has already identified these as areas for improvement and suitable action is planned in the school improvement plan.

27. The steps taken by teachers to include all pupils of whatever background or ability help pupils learn well. In all classes teachers work very effectively with the good teaching assistants and this close partnership makes a significant difference to the attainment and progress of pupils with special educational needs. The detailed assessment procedures in the subjects of English, mathematics and science and in the Foundation Stage enable teachers to monitor the quality of learning and adapt their teaching accordingly. This was seen well in science lessons with the oldest pupils.
28. Homework is used effectively to reinforce what is learnt in school. The youngest pupils take books home to support their reading and teachers use this as an additional means of communication with parents to discuss and encourage progress.
29. Only a few pupils with special educational needs are withdrawn from class for teaching. In these instances, work is very well targeted to their needs and teaching methods and approaches to learning are carefully selected. In all classes teachers are aware of the range of special educational needs and the choice of strategies used, especially in group work, reflects these needs. Individual pupils' targets are taken into account in lessons.

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

30. The curriculum is appropriately broad and balanced for both Key Stage 1 and Key Stage 2 and meets statutory requirements for both the National Curriculum and the locally agreed syllabus for religious education. The quality and range of learning opportunities that the school provides for the pupils are good.
31. In the previous report, areas of concern highlighted were the need to improve medium and short-term planning. The school has made good progress overall, in planning and has made effective improvements. Another concern was to raise standards in mathematics by providing more opportunities to extend learning, and for pupils to use and apply mathematical skills. Although these aspects of mathematics have improved, further improvements are needed. Other concerns regarding the planning for music and art have been addressed appropriately and these are now satisfactory. The concern about increasing opportunities for learning about other cultures has been partly met but this aspect needs further improvement.
32. The school uses national schemes of work which provide effective guidelines for staff in planning continuity and progression. The school is planning to review these to further adapt them to meet its specific needs. To ensure continuity and progression, the school has developed a consistent format for planning. Year group teachers plan together, so that there is a consistent approach to medium and short-term planning. Detailed long and medium-term plans clearly reflect the schemes of work. They

relate appropriately to the requirements of the curriculum the school offers and are translated into appropriate weekly and daily plans. Medium-term plans now clearly identify key skills to be taught, and when they will be taught and these are used to guide short-term planning. These are all significant improvements since the last inspection. To help to raise standards, pupils are now taught in ability 'sets' for English and mathematics and targets are set in English, mathematics, science and information technology. The school provides extra support to improve attainment and to help pupils to catch up, by organising additional literacy and numeracy support groups. Springboard Mathematics, Early Literacy Support and extra literacy and numeracy sessions, are used to support the less able pupils. Although these initiatives are beginning to have a positive impact on pupils' standards, further improvements are needed to address the needs of more able pupils. School now sends curriculum information home in the form of a long-term planning grid, to encourage parents to become more involved in their children's education.

33. The school has responded effectively to the national strategy for the teaching of literacy and gives high priority to the teaching of reading and writing. Although some improvement is indicated which is beginning to raise standards, further improvements are needed to raise pupils' achievement in reading and writing, particularly for higher attaining pupils at both key stages. Overall, the school is implementing the National Numeracy Strategy effectively, a significant improvement since the previous inspection when the numeracy strategy was judged to be ineffective. However, further improvements are needed to address the needs of higher attaining pupils. Using and applying numeracy skills are still somewhat underdeveloped, although some good practice was seen in the use of tables and charts in science and symmetry and shape in art and design.
34. Provision for pupils with special educational needs is good and is a strength of the school. This is a significant improvement since the last inspection when this aspect was judged to be sound. The requirements of the Code of Practice are fully met. Individual educational plans are drawn up by teaching staff and checked by the co-ordinator for special educational needs. Learning targets identify small, specific, structured steps in learning to enable good progress to be made, and the needs of these pupils to be fully met. Pupils with special educational needs access the curriculum fully, and work at the level specified in the targets on their individual educational plans. Staff successfully promote equality of opportunity and equal access to the curriculum for all pupils. There is little difference in the progress that boys and girls make. Both boys and girls, and pupils of all abilities are encouraged to take part in all curricular and extra-curricular activities. School is fully committed to being an inclusive school. However, the building is not fully wheelchair accessible, because of various steps and stairs and there are no toilet facilities for disabled people.
35. The very good extra-curricular provision is a strength of the school. The school runs The 'Earlybirds' and the 'Latebirds' (before and after school clubs for pupils) which are very well attended and give the pupils who attend the effective support needed. A very wide range of extra-curricular activities is available for pupils, including sport, music, and information technology, art, cross stitch embroidery, cookery and board games. These are well attended and members of staff and parents are involved in their organisation. Sports teams take part in inter-school sport and competitions with local schools. Pupils participate in island activities, such as Kwik cricket, country dancing and Carisbrooke Millennium Volunteers Sports Festival. The school makes very good use of a wide range of visits, for example, to Portsmouth Dockyard, Osborne House, Newport Roman Villa, as well as providing residential visits for Year 4 pupils to Ventor,

East Dene Centre. Many visitors, including visiting theatre groups and story tellers extend pupils' learning experiences well. All these do much to enrich the curriculum for the pupils and enhance their personal development.

36. Overall, satisfactory provision is made for personal, social and health education. For the autumn term 2001, a teacher has been given responsibility for developing this aspect of the curriculum, including citizenship. It is currently at an early stage of development, with the policy and guidelines being in draft form. Appropriate provision is made for awareness of drugs misuse and sex education, through the science and personal, social and health education curricula. The understanding of citizenship is supported through planned 'circle time' at Key Stage 1 and 'discussion time' at Key Stage 2, when pupils are able to consider and talk about such issues as 'Should junk food be banned?' Opportunities for older pupils to sing at a senior citizens' home in December, and to take part in fundraising events for charities at Key Stage 2, for example, a Macmillan Morning and the Romanian 'shoe box appeal' also enhance awareness of 'citizenship'. Pupils of all abilities are confident and courteous and respond well to the school's positive strategies for behaviour management.
37. Since the last inspection the school has improved its community links. These are now very good and a strong feature which contributes markedly to pupils' learning. The school is very well integrated into all aspects of local life and pupils have a very good appreciation of social needs and community interests. Very close links are established with the parish church and the priest is a school governor who regularly takes assemblies. Pupils organise charitable days, for instance a coffee morning for the Macmillan nurses, and deliver Harvest Festival gifts to senior residents. The school takes part in town events such as the festival of sport and the country dance group and carol singers perform at local concerts. Educational visits are made to the museum and castle. Visitors to the school include emergency service officers, performing artists and story tellers. There are regular lettings to associations like the Rainbows and garden society.
38. Relationships with partner institutions are good. There are very strong links with the adjoining pre-school from which most pupils come. Induction arrangements are very well managed and include an information leaflet and pupils' and parents' visits which enable new pupils to settle in quickly. Transfer arrangements between the school and the middle schools to which most Year 4 pupils go are being strengthened. Academic links are in place and joint staff in-service training is planned. Some pupils from these schools already use the after-school care club run by the school. The school takes part in a number of sporting activities within its cluster group and local sports leaders are helping to develop pupils' sporting interests and skills. Students from two colleges undertake work experience attachments at the school. The close relationships the school has established with its partner institutions enrich pupils' education.
39. The overall provision for the pupils' spiritual, moral, social and cultural development is good. There are strengths in the very good provision for pupils' social and moral development. As a result, pupils have a clear understanding of the difference between right and wrong and most demonstrate this in their daily activities and relationships within the school.
40. The provision for pupils' social development is very good and all pupils are very well supported. Teachers demonstrate clearly respect for pupils, including those with special educational needs, and take every opportunity to promote a positive self-image. Pupils are encouraged to respect each other, to form constructive

relationships and to work together collaboratively. The school expects pupils to look after their own property and respect others' property. Pupils raise considerable amounts of money for a range of charities including UNICEF, Comic Relief, shoeboxes for Romania and the Macmillan nurses. Pupils will be carol singing at the local old people's home in the near future. These activities help pupils appreciate their responsibility to both the local and the wider community. Pupils' social confidence is further developed by welcoming visiting speakers and theatre groups to the school, and by visits to a variety of local places of interest. Year 4 pupils gain from an annual residential visit to Ventnor.

41. The provision for pupils' moral development is very good. The school has a strong 'Good Behaviour' policy. It places a high priority on equipping pupils with a clear set of moral values, and an effective approach fostering good behaviour ensures that teaching and all non teaching staff and parents have a consistent attitude and high expectations. The school has very clear procedures for ensuring that pupils know appropriate behaviour, and consequently develop independence and control. The adults in the school present very good models of behaviour and pupils learn by adult example that it is important to value and respect people and the environment. There is a caring ethos based upon mutual respect and concern for one another.
42. The provision for pupils' spiritual development is satisfactory. Collective worship meets statutory requirements and makes a positive contribution to pupils' spiritual development. The daily assemblies are thoughtfully prepared and delivered. The lighted candle provides a focal point for the pupils and moments of reflection and prayers are offered to the pupil. Pupils are given opportunities to consider the purpose and value of prayer and gain some knowledge and insight into the values and beliefs of others. However, there are limited, planned opportunities for pupils to reflect upon aspects of their own lives, different beliefs and the wonders of the world they live in.
43. The school is successful in promoting pupils' appreciation of their own cultural traditions through its planned provision in curricular areas such a history, art and geography. Art displays include examples of pupils' work in the style of different artists. Poetry is base on the styles of familiar poets and music lessons allow pupils to appreciate a number of composers. Pupils visit a variety of local places of interest and enjoy the visits of musical and theatre groups. Pupils' multicultural understanding is promoted through learning about festivals such as Eid, Diwali, and Easter and Christmas in religious education. Other opportunities are provided to learn about different cultures through studying African, Indian and Aboriginal art. However, lessons and displays do not provide pupils with sufficient opportunity to develop an appreciation of the rich and diverse cultures within their own native British Isles.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

44. Good procedures for assessing pupils' attainment and progress, particularly in the subjects of English, mathematics and science, have been established since the last inspection. A range of assessment is used to give a picture of each pupil's development in these subjects. The data from these assessments is analysed to track pupils' progress and overall attainment levels. This information is used effectively to inform teachers' planning and for the setting of pupils for literacy and numeracy. Targets for whole year groups, groups of pupils with similar abilities, and individual pupils are set. Parents are informed regularly of their children's targets and support them in their work at home. Pupils are aware of their own targets and talk

confidently about the progress they have made. They review their progress each half term, and in so doing are developing an understanding of their own learning. Pupils' attainment in the remaining subjects of the curriculum is also assessed regularly at the end of each block of work. These assessments are based on the Qualifications and Curriculum Authority guidelines and provide useful information about pupil progress. This information is used by teachers when planning to ensure that pupils make progress in the acquisition of skills and knowledge as they move through the school. However, these assessments are currently not rigorous enough to ensure that all pupils, and particularly higher attaining pupils, are sufficiently challenged. A whole-school marking policy has been introduced. This policy is in the early stages of implementation and is at present not used consistently across the school.

45. The assessment co-ordinator has carried out a thorough review of the assessment procedures used in the school. A clear action plan has been drawn up to ensure that the school continues to develop effective assessment procedures in all subjects. Very good procedures are in place for the early identification of pupils with learning difficulties. Statementing procedures are very effective. Individual education plans for pupils with special educational needs are regularly checked by class teachers, the co-ordinator for special educational needs and by the special educational needs teaching assistants. They are reviewed at least termly and are effectively shared with parents and pupils. The progress of these pupils is monitored regularly and their achievements carefully recorded. These assessments are used very well to guide the planning of new work. The school receives an adequate level of support from external agencies
46. Procedures for child protection and pupils' welfare are satisfactory overall, as they were at the last inspection. Since then the school has undertaken training for all its staff according to the area child protection team's guidance. It ensures that the procedures are known by the staff and that all incidents are recorded. The school has a sound Christian ethos, staff know pupils very well and pastoral care has a high priority. Pupils feel cared for and secure. Procedures for accidents, illnesses and medicines are good and sufficient staff have in-date first aid qualifications. The school now has a purpose-related medical room. The designated child protection officer is trained and known to staff, and good links are established with the requisite agencies.
47. Health and safety is satisfactory, but some important aspects need attention. Staff have a good awareness of health and safety matters, risk reviews are carried out and the fire alarm and emergency lighting systems are regularly tested. Cleanliness within the school is good and hazardous substances are well managed. The school health and safety policy is being revised to clarify responsibilities and procedures. Some fire extinguishers are free standing, which is a potential hazard. Emergency evacuations are practised and security arrangements are good.
48. Procedures for monitoring and supporting pupils' personal development are very good. The teaching of personal, social and health education is sensitive, well conceived and inclusive. It is designed to develop pupils' confidence, self-image and independent action. Pupils' efforts and achievements are recognised in merit certificates at celebratory assemblies. Circle time greatly enhances pupils' attitudes and relationships and discussions on moral and social topics such as community care broadens their worldly understanding. To help younger pupils become more responsible and mature they are given classroom duties, for example, tidying books and taking registers to the school office. Older pupils undertake progressively more challenging duties which enable them to play a significant role in the life of the school,

leading assembly prayers, answering the telephone and escorting visitors being examples. Pupils benefit considerably from extra-curricular activities, residential visits and community involvement.

49. Since the last inspection the school's procedures for monitoring and improving attendance have continued to be good. The school actively promotes good attendance and pupils' absences and punctuality are closely checked. Most parents observe the absence procedure and ensure their children arrive at school on time. The school keeps a late book and makes first day contact with parents who do not follow the proper procedures. Applications for pupils taking holidays in term time have to be approved by the school, however the educational disadvantages of such holidays are not clearly stated in the prospectus. Attendance registers are accurately maintained and meet statutory requirements.
50. Procedures for monitoring and promoting good behaviour have improved since the last inspection and are now very good. The behaviour policy suitably defines standards and expectations and reinforces the importance of positive behaviour. It includes a balanced range of rewards and sanctions which are implemented by staff with consistency and common sense. The policy is supplemented by classroom codes of conduct which are prominently displayed. Instances of unacceptable behaviour are closely monitored. Playtimes are very well supervised and wet weather arrangements are good. The school's procedures for monitoring and eliminating oppressive behaviour are very good and no groups or individuals are unfairly treated or disadvantaged. The equal opportunities policy is satisfactory and the behaviour policy includes clear rules on bullying and racism. Pupils are fully aware that any signs of abuse, harassment or aggression will be dealt with firmly.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

51. Parents' views of the school are very good. Opinions expressed at the parents' meeting, through the parents' questionnaires and before and after school indicate that parents strongly support the school's provision for their children. Parents say that the school is well led and managed, teaching is good, and their children work hard and make good progress. Parents confirm their children enjoy school, they are becoming more responsible and mature and their behaviour is good. Parents further state they are happy with home/school links and the information they receive about children's progress, and they find it easy to approach staff with questions and problems. Parents support the amount of homework their children are given and are content with the range of school activities outside lessons. Evidence gained during the inspection upheld these views.
52. Since the last inspection the school has worked hard to enhance its partnership with parents. The effectiveness of its links are now very good. Pupils' attainment and learning benefit accordingly. The quality of information provided for parents, including that on pupils' progress, is good. Parents receive half-termly curriculum plans and weekly newsletters and notices keep them up to date with school activities. There are two annual parents' evenings and an opportunity to discuss reports when they are sent out and staff are always available after school to speak to parents. The family centre and pre and after school care clubs provide further important links. Parents of pupils with special educational needs are well involved in reviewing individual education plans and in setting future targets for learning.

53. School reports give a very good commentary on pupils' efforts and achievements, and include targets for improvement but do not allow space for pupils' comments. The prospectus is comprehensive and clear and imparts very useful information. It meets statutory requirements. The governors' annual report is well structured, but has a number of omissions. It does not mention action on previous resolutions, contact details of the chair of governors or governors' clerk, election of parent governors or the professional development of staff. The school's complaint procedure is good and known to parents.
54. The impact of parents' involvement in the work of the school is excellent and a particularly strong feature of the school. The school greatly values the part parents play in pupils' education and constantly encourages their interest in all aspects of school life. Parents respond accordingly. Many assist in classes, accompany educational visits and take part in extra-curricular activities. Parents regularly attend assemblies and support school occasions. Home-school reading diaries are kept and parents help their children with homework. Parents of pupils with special educational needs work very closely with staff in drawing up and implementing their individual plans. The parent-teacher association is thriving and attracts wide support for its fund raising and social events. The home-school partnership agreement properly emphasises mutual commitment and most parents comply with their undertakings about attendance and punctuality. Parents fully understand the importance of their role in reinforcing the school's education of their children. The substantial majority are very happy to contribute both to the learning process and to the life of the school.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

55. The school is very well led and managed by the acting headteacher. She is very clear about what needs to be done to improve the education of pupils at the school, and has communicated this very clearly to all staff and governors. She has succeeded in inspiring and motivating staff, and establishing a shared vision for the improvement of the school. New initiatives, strategies and procedures have been efficiently implemented and resulted in a united approach to most aspects of the schools' work. For example, assessment procedures are now clearly defined and consistently applied throughout the school. Through a rigorous programme of monitoring, the quality of teaching throughout the school has been improved and standards are rising. The acting headteacher is skilled at giving feedback and encouragement, and evaluating the impact of action taken. Throughout the changes that have taken place the school has continued to provide a caring community in which pupils feel safe, and effective learning can take place. The acting headteacher has successfully addressed the key issues relating to leadership and management identified in the last report.
56. Management of the school has been strengthened through the creation of a new senior management team. The inclusion of key stage co-ordinators and the co-ordinator for special educational needs is effective in ensuring that agreed action is implemented across the whole school. The acting headteacher rigorously analyses the school's standards using a variety of measures. She knows the school's strengths and weaknesses and has taken action to secure improvements. Target setting is used effectively in many aspects of the school's work. The school improvement plan places appropriate emphasis on raising standards in English and mathematics. The role of subject co-ordinators is being developed well and they provide some good leadership for their subjects, especially in English, mathematics,

science, ICT, religious education and the Foundation Stage. The English and mathematics co-ordinators have developed a good overview of attainment and progress in their subjects. This now needs to be extended fully to other subjects. All staff and governors clearly understand their roles and responsibilities and share a strong commitment to improve the quality of education provided by the school. The school makes good use of information technology to enhance aspects of management.

57. The leadership and management of special educational needs are very good. The special educational needs co-ordinator has a very good overview of the classroom organisation of, and provision for special educational needs throughout the school, through regular release time of one day a week. She has an appropriate written job description, an improvement since the last inspection when there was none. Pupils with special educational needs are very well supported by a very good number of well qualified and experienced teaching assistants. Resources and accommodation for special educational needs are very good.
58. Good strategies are in place for monitoring the performance of the school. The quality of teaching and learning across the school is effectively monitored through classroom observation, the assessment of pupils' work and analysis of data. The implementation of whole-school schemes of work, joint planning by teachers and a programme of in-service training has already had a significant impact on the quality of teaching and learning overall. Targets for further improvements in teaching are closely linked to the raising of standards through the school improvement plan.
59. The school is committed to providing equality of opportunity for all its pupils and staff. The management and provision for pupils with special educational needs are good. However, in subjects other than English and mathematics higher attaining pupils are often insufficiently challenged. The school now places due emphasis on appropriate training for all staff.
60. Currently the school is led and managed by an acting headteacher. The school has a sufficient number of suitably qualified and experienced teachers to teach the National Curriculum. The very good number of appropriately qualified and experienced support staff provides very effective learning support for pupils, particularly for those with special educational needs. This is a strength of the school. Teachers and support staff are effectively deployed and work well together as a team. Professional development arrangements are based upon the needs of the school, and of the staff as identified through very effective performance management procedures, as well as personal staff needs. Local education authority guidelines are followed for the induction of newly qualified teachers who are very well supported. Teachers who are new to the school are well supported to help them settle in quickly and these procedures are under review. Administrative staff and lunchtime support staff contribute well to the smooth running of the school.
61. The accommodation is good and assists the effective delivery of the curriculum. The school is not fully accessible for pupils with special educational needs. The premises consist of a one-storey building with a central courtyard. The building is well maintained. There are large grassed and hard play areas which are suitably marked for leisure and team activities. The separate play area for the under-fives is safe and secure, but it is not directly accessible from the school building and has no overhead cover. The school has an interesting wild life area and pond. Some trespassing occurs on play areas out of school hours and creates deterioration in the provision for the pupils.



62. The interior of the building is airy, bright and cheerful and has many very good features and some issues. The classrooms are of good size and there are a generous number of resource and support rooms, as well as activity areas, offices and stores. The hall is spacious. The school has no separate office for the headteacher and there are insufficient toilets in Year 1/playground area. The atmosphere in the school is purposeful but friendly. Corridors and classrooms are interesting and colourful and there is a wide range of imaginative and exciting displays, mobiles and paintings. There are few long-term multicultural themes, pictures or artefacts. The balance between teaching aids, topic materials and the celebration of pupils' work is very good.
63. The governing body provides good support for the acting headteacher and staff, and overall carries out its' duties effectively. The various committees have clear terms of reference and the governing body as a whole is well led. Governors have received appropriate training and understand the importance of their role in bringing about school improvement. Overall they fulfil their statutory responsibilities well, except for a minor issue in relation to the governors annual report to parents. The governors are fully aware of the school's strengths and weaknesses. Through regular reports from the acting headteacher and co-ordinators, and analysis of data, they effectively monitor the school's performance and its progress towards the targets that have been set. Some governors work regularly in classrooms. However, monitoring and evaluating in classrooms are currently informal. It lacks an agreed focus and governors do not regularly report back to other governors. Governors ensure that the school's finances are used well to target areas identified in the school improvement plan as requiring improvement. They are well supported by the services of a bursar who ensures that governors receive high quality financial information and advice. Governors ensure that specific grants are used appropriately. The principles of best value are applied to many of the financial decisions made by the governors. The school provides satisfactory value for money.
64. Learning resources are good for the Foundation Stage and music, and adequate for all other subjects. The school has made a significant investment in additional human resources to support teachers in providing appropriate learning opportunities for all pupils.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. In order to build upon the improvements made the acting headteacher, staff and governors should now:

- (1) Improve standards of attainment in English, mathematics and science by:
  - creating greater opportunities for working at a more challenging level for all pupils especially the higher attaining pupils;
  - systematic opportunities for pupils to develop independent learning;
  - further developing information technology resources to help this process.(paragraphs 75-81, 84, 86-93)
  
- (2) Improve standards of attainment in ICT especially across the curriculum by:
  - increasing the number of computers to allow pupils more 'hands on time' than at present;
  - developing staff confidence in the subject.(paragraphs 124, 127, 129-130)
  
- (3) Prepare pupils more fully for the cultural diversity of British society by:
  - reviewing and systematically implementing the multicultural education policy;
  - building on the current initiatives in the personal, social and health education curriculum;
  - developing perspectives in a structured manner across the curriculum.(paragraphs 36-43)

A number of minor issues that the governors may wish to include in their action plan are identified in paragraphs 47, 53, 56, 61 and 63.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	55
Number of discussions with staff, governors, other adults and pupils	31

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	16	21	15	0	0	0
Percentage	2	30	40	28	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 more than one percentage point.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	213
Number of full-time pupils known to be eligible for free school meals	n/a	26

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y4
Number of pupils with statements of special educational needs	n/a	8
Number of pupils on the school's special educational needs register	n/a	49

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	11

### Attendance

#### Authorised absence

	%
School data	5.2

#### Unauthorised absence

	%
School data	0.0

National comparative data	5.2
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National comparative data	0.5
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*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	23	29	52

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	22	21
	Girls	24	25	25
	Total	46	47	46
Percentage of pupils at NC level 2 or above	School	88 (74)	90 (90)	88 ( 92)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	22	20
	Girls	25	26	26
	Total	47	48	46
Percentage of pupils at NC level 2 or above	School	90 (82)	92 (97)	88 (95)
	National	85 (84)	89 (88)	89 (88)

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

### Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	175
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

### Exclusions in the last school year

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

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

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y4**

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	20.5:1
Average class size	23.6

#### **Education support staff: YR – Y4**

Total number of education support staff	20
Total aggregate hours worked per week	380

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a
Total number of education support staff	n/a
Total aggregate hours worked per week	n/a
Number of pupils per FTE adult	n/a

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000-2001
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	£
Total income	623,030
Total expenditure	612,997
Expenditure per pupil	2502.03
Balance brought forward from previous year	11,028
Balance carried forward to next year	21,061

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	200
Number of questionnaires returned	55

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	38	4	0	0
My child is making good progress in school.	45	51	4	0	0
Behaviour in the school is good.	44	55	0	0	2
My child gets the right amount of work to do at home.	36	49	5	2	7
The teaching is good.	53	45	0	2	0
I am kept well informed about how my child is getting on.	45	47	4	0	4
I would feel comfortable about approaching the school with questions or a problem.	89	11	0	0	0
The school expects my child to work hard and achieve his or her best.	55	45	0	0	0
The school works closely with parents.	51	45	4	0	0
The school is well led and managed.	60	36	0	0	4
The school is helping my child become mature and responsible.	51	47	0	0	2
The school provides an interesting range of activities outside lessons.	56	29	4	0	11

## **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**

66. Children are admitted into the reception classes at the beginning of the year in which they are five. They are admitted on a part-time basis for the first two weeks. Before starting school most children attend local playgroups and many of the children have attended the playgroup that operates on the school site. Children are assessed on entry to school to find out what they can do. The results of these assessments show a wide range of attainment, but overall it is below average. In particular, some children's development in aspects of speaking and listening, and personal, social and emotional development is well below average. The reception classes are stimulating and caring places. Children respond enthusiastically, they learn very well and the majority reach the expected goals in all areas by the time they start Year 1.
67. Teaching is very good overall with some excellent features. Teachers have a very good understanding of the Foundation Stage curriculum and how young children learn. They are very competent in the teaching of phonics and other basic skills. Lessons move at a good pace. Teachers have very high expectations of children and plan activities that are very well matched to their learning needs. As a result, children's interest is maintained and all children, including those with special educational needs make good progress. Teachers plan very effectively for all areas of learning. Activities to develop children's literacy, numeracy and personal, social and emotional skills are emphasised strongly. Teachers use baseline and ongoing assessments very effectively, to monitor children's progress and inform their planning. Teachers establish targets for improvement for all children. Children know what their targets are and work hard to achieve them with the support of their teachers and parents.
68. Classrooms are stimulating and well organised. Resources are good, and used imaginatively to support the children's learning. Children are not able to play outside all year round due to the lack of a covered outdoor area. Teaching assistants are well deployed and make a significant and very valuable contribution to children's learning. Parents are very supportive of their children's learning. They help their children with reading at home, work regularly in school and become involved in specific topics. For example, as part of a topic on 'Clothes', they worked with their children to create a large colourful weaving using a wide variety of textured materials and ribbons.

### **Personal, social and emotional development**

69. A significant minority of children, have immature skills in this area when they start school. Children's skills develop quickly and are become good overall because teaching is very good. All relationships are very good. Children behave well and work hard. They concentrate well for appropriate periods of time and respond to activities with enthusiasm. Children take turns, share, and work well individually and in groups. A wide range of opportunities are provided, for children to work and play together. Activities encourage children to co-operate and talk purposefully to their teachers and each other. For example, role-play areas organised as shops provide situations in which children take on the roles of shopkeeper and customer. Children play constructively and demonstrate the ability to work independently and make choices. Children have good self-help skills. Most need little assistance when selecting activities and resources, and are able to make their own decisions about what to do



next. They are provided with many opportunities to take responsibility and demonstrate good levels of independence in a range of situations.

### **Communication, language and literacy**

70. Overall children's attainment in this aspect of their work is good, because teaching is very good. Most children attain the expectations of the Early Learning Goals by the end of their reception year. The wide range of activities provided encourage the development of children's skills in speaking, listening, reading and writing. In large group teaching sessions children listen well. They are keen to respond to their teacher's questions and use appropriate vocabulary. They show respect for each other's views. Children's conversational skills are less well developed. Through a well-structured programme, children learn the sounds that letters make and how to write them. They learn to identify the sounds at the beginning and end of words. Many children can write their own names. They are confident writers and make very good attempts to spell many words for themselves. They are provided with many opportunities to further develop these skills through play. For example, they write shopping lists and messages in role-play situations. Children enjoy listening to stories. They know how a book is organised and that the author is the person who wrote the book. They handle books with care. Some children recognise simple words and read simple texts accurately. Many children are not yet able to read text confidently but can talk about, and retell stories that are well known to them. Children take books home regularly to share with their parents and family. These well-established routines help children to gain confidence and enjoyment in reading.

### **Mathematical development**

71. Children are provided with a wide range of practical activities to support their learning in this area. Their overall attainment is satisfactory. Teaching is very good with some excellent features. The work planned covers all areas of mathematical development and children become fully engaged in all the activities provided. Very effective questioning by teachers and teaching assistants ensures that all children make very good progress in lessons. Most children reach the expected Early Learning Goals by the end of their reception year. Many children count confidently to 20, and can add one more to a given number up to ten. They learn and use appropriate mathematical language. For example, when printing they learn the vocabulary used to describe simple shapes. They compare, order, match and sort objects. Teachers plan the imaginative use of many activities to help children practise their mathematical skills. For example, they make purses and cut out pennies which they then use to buy items from the role-play shop, and hunt hidden pennies in the sand to help with money recognition, counting and addition skills. Children respond very well to mathematical activities and complete them successfully.

### **Knowledge and understanding of the world**

72. Teaching of this aspect is very good, because teachers plan lessons carefully to capture the children's imagination, and make very good use of resources to achieve their objectives. Most children reach the expected levels by the end of their reception year. Children use their senses to investigate objects and learn to describe similarities and differences. For example, children were captivated during a session where they looked closely at a range of different footwear, which they had carefully unpacked from a variety of carrier bags and parcels. They build and construct with a range of construction materials. They select resources and assemble and join materials to make models from found objects. Children have regular access to a

computer which they use to support their learning in mathematics and literacy. They use drawing and painting programs to generate their own clothes designs. Children confidently operate the computer and a listening centre. Very good use is made of topics to support children's understanding of their own and other people's cultures. Through their investigation of 'Clothes' they learn what people wear in different countries, and why their clothes are different. They learn how they have changed since they were babies, and what life was like when their grandmas were their age. Children learn about how things grow and develop by planting bulbs and studying the life cycles of frogs and chickens. Visits to places in the local area are used well to support children's understanding of their own culture and the local environment.

### **Physical development**

73. Children achieve the expected levels in this area because teaching is good. In structured lessons children move confidently and safely. They understand the importance of warming up and down before and after physical activity. Children are developing an awareness of each other and how to use space safely. For example, when working on apparatus they wait patiently while the child in front of them completes their move. Children play in a safe and secure space at playtimes. They confidently control sit on wheeled toys, and learn to roll hoops with increasing skill. A grassed area outside the classrooms includes a small garden and a large wooden playhouse. This area is used as a place for children to explore and play when the weather is fine. However, the potential of this area to allow children to develop their imaginative and creative skills freely is restricted by the lack of cover which prevents it being used all year round and in any weather. Children use a range of tools, equipment and materials competently. They show good control when using drawing and writing tools and playing with small and large construction equipment.

### **Creative development**

74. The teaching in this area is very good. Children meet the expectations in this area of learning and they make good progress. They sing a range of songs and rhymes from memory. They use their voices and bodies to make loud and quiet sounds and learn to play percussion instruments. Opportunities to learn about colour texture and shape are well linked to other areas of learning. They make colourful weavings when studying materials and print using shape blocks. Through painting, printing and collage work children develop the ability to express themselves, use their imagination and learn about design. For example, after observing a Japanese kimono, children designed one of their own. Good use is also made of role play to allow children to express their own ideas and feelings and develop their imaginations. For example, after making sock puppets children decided to put on a puppet show. They travelled to the show on an imaginary train and after negotiation took on the roles of passengers and driver.

### **ENGLISH**

75. Since the previous inspection, standards in English have improved overall and continue to be typical for seven and nine year olds. Results in the 2001 national tests show that standards were comparable with those in similar schools and that pupils achieve standards in line with national averages in speaking and listening and writing. Standards in reading were below the national average. Test results have risen since the last inspection at a similar rate to the national trend, with girls achieving higher standards than boys. Inspection findings indicate that that there has been a marked

improvement recently in the standards attained in reading and spelling, and that currently there is no significant difference between the performance of boys and girls.

76. Pupils enter the school with below average skills in speaking and listening, reading and writing. Many pupils are eager to speak but they have a limited vocabulary and they have not yet learned to listen appropriately. Effective teaching early on ensures that these limitations are addressed and pupils make good progress during the Foundation Stage. They consolidate their learning during Key Stage 1 and then continue to make steady progress in Key Stage 2 so that by the time they leave school standards are typical for their age.
77. The school has fully implemented the National Literacy Strategy, which has had a very positive impact upon the gains in standards in English. The structure of the literacy hour provides good opportunities for pupils to listen carefully and the emphasis that teachers place on encouraging active listening has a positive effect on this aspect. Many pupils appear to attend well when listening in small and class groups and are interested in what is being said. The shared reading aspects create much interest, instil confidence and encourage pupils to speak clearly when giving opinions or answering questions about the stories. However, whilst a number of pupils are keen to speak and do so with confidence and assurance, the limited vocabulary of many younger pupils restricts their responses. In Year 1 pupils respond with interest and enthusiasm to the stories 'Preston Pig' and 'Pig Gets Stuck' but the responses are noisy and a number of pupils do not wait to be asked before calling out their answers. In a Year 2 class pupils are very involved in the shared reading of 'Oscar Got the Blame' and the more confident speakers readily give their opinions on whether there really is another character doing all the naughty things. However, despite the class teachers best efforts quite a number of pupils are passive listeners whose involvement is restricted by their limited vocabulary. Clear gains in speaking and listening are made in Key Stage 2. Year 3/4 pupils confidently discuss the features of instructional writing and with carefully focused questioning increase their grammatical and subject specific vocabulary. As when pupils explain **imperative verbs, sequencing, connectives and chronological order**. One pupil aptly described the importance of the correct order of instructions by explaining that; 'You cannot put the roof on a house until you have put the walls up!' During the inspection pupils talked to inspectors about a number of topics including favourite books, interests and various aspects of school life. Whilst most appeared confident and interested in listening to different points of view, a number of pupils gave immature responses and did not appear to be interested in the opinions of others.
78. The school gives a high priority to the teaching of reading. The use of Progression in Phonics materials; the concentration on improving inference and deduction skills, along with the promotion of reading through the 'Reading Passports' scheme in Year 3, has had a very positive impact upon reading standards. As has the provision of the Oxford Reading Tree scheme for the Foundation Stage and the increase in guided reading books and books for boys. Standards in reading at the end of Key Stage 1 and Year 4 are broadly average. However, the latest tests results and inspection findings indicate a rate of improvement above that seen nationally.
79. Throughout Key Stage 1 as part of the literacy hour, pupils are introduced to a widening range of books through which phonic skills and other reading strategies are systematically introduced and reinforced. Many pupils at Key Stage 1 understand terms such as 'title', 'author' and 'illustrator'. Higher attaining younger pupils can read simple books with fluency and are able to draw upon their recognition of words, and knowledge of letter sounds to make sense of unknown words. Pupils enjoy reading

stories together in the shared text element of the literacy hour. They increase the range of frequently occurring words that they can recognise on sight and quickly learn to relate words to pictures in the Big Books. Pupils in Year 2 show great enthusiasm and enjoyment when reading 'Oscar Got the Blame'. When pupils increased the volume of the retort 'Oscar Got the Blame', the class teacher used the occasion well to point out that the text does not indicate any increase. Pupils then explain that the text should be in capitals or in bold print for any change in intonation. The guided reading sessions are used well to encourage pupils to talk about what they are reading. In Year 4 most pupils read independently and establish meaning through a range of well-established strategies. Most pupils appear to enjoy reading and the home-school diaries indicate that reading is regularly undertaken. Many pupils understand the function of the contents and index sections in books and many are developing the skills of scanning for information. There is some evidence from the analysis of exercise books and from displays, of information being gathered for a range of subjects across the curriculum. However, overall pupils have limited understanding of the library organisation and only a minority is able to describe accurately the processes of locating and retrieving information from non-fiction texts. The school has recognised the need to encourage independent research and develop higher order reading skills and specific library time has now been allocated to all classes to achieve this.

80. Attainment in writing is broadly average at the end of Key Stage 1 and Year 4. Standards are rising. Given their low starting point, most pupils make good progress in relation to their prior attainment. However, the proportion of pupils achieving the higher Level 3 and above remains below the national figure reflecting a lack of expectation and challenge for the more able pupils.
81. Most pupils enter Key Stage 1 with writing skills appropriate for their age and make satisfactory progress throughout the key stage. They continue to develop handwriting skills so that letters become increasingly more clearly formed and controlled. By the end of the key stage most pupils are able to convey meaning in their writing through short but clearly defined sentences. They can retell incidents in stories, which have a beginning middle and end. Spelling is given much attention and taught through structured phonic work linked to the literacy strategy which emphasises the connection between reading and writing. The spelling of most simple words is accurate and a number of more able pupils can spell well eg **beautiful, electricity, cheerful**. The use of capitals and full stops is well established and the use of speech marks is developing. In Key Stage 2 grammar, spelling and punctuation continue to be taught systematically and pupils extend their range of formal and informal writing across other subjects in the curriculum. As when reporting on a visit to the Mary Rose for history, writing up an experiment on insulation in science, reflecting on feelings following hearing Purcell's Trumpet and Air in music [**'Like I'm on a desert island'**] and when writing letters requesting re-cycling bins in a design and technology related exercise. Pupils write for a range of different purposes; as when composing newspaper articles, writing interviews with fictitious characters and writing personal histories. In Year 3/4 pupils use their growing vocabulary well and show an understanding of rhythm and rhyme when creating poems. As in The Snow Leopard: **'Fast as lightning - powerful biting, don't go in herds - but it purrs. Lives in the mountain - under the fountains.'** and: **'He's a big animal - as big as a camel. It's nearly extinct - perhaps we should think. It is rare - please care'**.
82. Information and communication technology is sometimes used effectively in the drafting process. By Year 4 many pupils write fluently and legibly in well-formed script as a result of regular practice.

83. Pupils with special educational needs make satisfactory progress in all aspects of English as a consequence of informed, well planned teaching and skilled support. The targeting of pupils using a range of assessments and carefully structured phonic work has a positive impact upon standards. Individual education plans are well structured and contain appropriately detailed targets.
84. The quality of teaching is good overall in Key Stage 1 and Key Stage 2. In over a half of lessons seen teaching was good or better. No unsatisfactory teaching was observed. Teachers have good knowledge and a secure grasp of the content and requirements of the English curriculum, and the National Literacy Strategy. They make good use of questioning to help pupils develop understanding and consolidate and extend their learning. Teachers pay good attention to using subject specific vocabulary such as phonemes, synonyms, imperative verbs, compound words, adverbs and connectives. All teachers show an enthusiasm for English, which has a positive effect on pupil confidence and interest. The planning of most lessons is detailed, with attention paid to providing suitably challenging work for pupils. The management of pupils and support staff is good. Teachers use praise well to reward pupils' efforts and to encourage achievement. This has a positive impact upon learning and progress particularly amongst the middle and lower attainers. A small amount of teaching observed in Year 3/4 was very good. In these lessons relationships are very good, teachers have high expectations, independence is encouraged and exciting teaching strategies were used. As when pupils were set the task of creating a fruit and custard dessert following their own instructions. However, the over use of worksheets and closed questions often leads to a lack of challenge for the higher attaining pupils. These pupils readily engage in oral activities and discussion of the tasks in hand, but are not nearly as enthusiastic about writing and recording their ideas. Consequently they do not make the progress that they are capable of. There are examples of good, supportive and analytical marking. However, the marking process is not used consistently and systematically to inform pupils of their learning or how they might progress.
85. The management of English is good. Currently the co-ordinator is on maternity leave, but the recently appointed Key Stage 2 co-ordinator is an enthusiastic and knowledgeable deputy. The co-ordinator provides very effective leadership through her monitoring of teaching and planning. She has been central in the development, planning, assessment and resourcing of English. The detailed analysis of periodic standard and national tests informs the long and medium-term planning to meet the needs of the pupils. For example, in the school's decision to introduce and extend the Reading Passport scheme, the focus on story and non-fiction writing, and the use of Progression in Phonics materials to raise standards in spelling. The good management and monitoring activities represent a significant improvement since the last inspection.

## **MATHEMATICS**

86. At the time of the last inspection in 1999, standards in mathematics were below average in both Year 2 and Year 4. The results of the 2001 national assessments indicate that attainment was below average at Year 2. There is no significant difference in attainment between boys and girls or between pupils of differing ethnic origins.
87. The numeracy strategy is taught well. In all classes the beginning of each lesson is successful in developing mental agility with numbers. Pupils are given good

opportunities to enhance their abilities to work with numbers quickly and accurately when solving mental calculations. Plenary sessions are used effectively to reinforce learning and pupils are given opportunities to reflect upon and discuss their work.

88. Throughout both Key Stage 1 and Years 3 and 4, all pupils are making good progress and achievement is good. Pupils with special educational needs, also make good progress as a result of the good support given by the co-ordinator of special educational needs and high quality teaching assistants.
89. In Key Stage 1, Year 1 pupils count to and from 20 accurately and they order numbers to ten correctly. The more able are able to add and subtract numbers to ten and make money to 20 pence. Pupils understand about measuring using string and are enthusiastic about it. Pupils know 'longest', 'shortest', etc. The majority of pupils in Year 2 have a secure understanding of numbers up to 100 and many can go beyond. They count confidently in sequences of ten up to 100 and back to zero. Pupils in Year 2 work hard in understanding estimation. They use standard units of centimetres to accurately measure lengths of lines and can distinguish between shortest and longest measurements. They have a very clear understanding of the language of mathematics, especially related to shape, space and measure. When challenged to talk about the difference between the hour hand and the minute hand pupils are able to use the appropriate words and have thought through the difference between the hands.
90. In Key Stage 2 Year 4 pupils are placed in ability sets. They understand that they need to examine addition and subtraction in vertical columns (algorithms) moving from their successful partitioning method. Pupils in Year 4 are competent at using fractions and are working hard on solving multiplication word problems. Year 4 pupils successfully recall times tables and use them accurately in their work on fractions. They respond very positively to the numeracy targets that are set weekly for them.
91. The quality of teaching in Key Stage 1 overall is good and is never less than satisfactory. This generally good teaching is having a positive impact on standards as teachers have high expectations of behaviour and ability and work is well matched to the needs of the pupils. Teachers' classroom management is also very good. Teachers encourage pupils to work collaboratively, helping and supporting each other. For example, in a Year 1 class the teacher used the pupils' errors constructively so that others could learn and without the pupils feeling that they were not able to carry out the work properly. In a Year 2 class during a lesson on measure using balance scales the teacher having demonstrated the use of the scales, then proceeded to show the class the much better way that two of the pupils managed. Pupils are quite clear about what they are to learn, show interest in the activity, concentrate hard and show a pride in their learning.
92. In Key Stage 2, overall, the teaching is again good and never less than satisfactory. In the best lessons pupils are well managed, resources are well used, and the pace of the lesson is brisk. Teachers' subject knowledge is good, enabling them to match work correctly to the pupils' varying abilities. In these lessons, pupils generally concentrate well and apply themselves well to the work set. In lessons where teaching is less successful, but still satisfactory, pupils are not well managed, expectations of behaviour and assessment of pupils' abilities are not high enough and inappropriate tasks are set. For example, during a Year 3/4 lesson on partitioning some pupils got very confused with the method and lost interest. As a result, pupils became bored and did not concentrate well. Very little disaffected behaviour interrupts the flow of the lesson due to the combination of the very good work of the

class teachers and the learning support assistants and so the learning opportunities for the rest of the class are not affected.

93. Throughout the school there are several areas for development:
- Higher attaining pupils are not challenged sufficiently.
  - School needs to make more use of investigation and using and applying.
  - Pupils' written work is seldom neatly presented and marking rarely draws attention to this.
  - More use needs to be made of information technology to support learning in mathematics.
  - These factors affect overall attainment and prevent achievement rising further.
94. The co-ordination of mathematics is well managed and the quality of teaching and learning is carefully monitored. The policy for mathematics is up to date and curriculum planning is detailed and well set out. Test scores are analysed and targets are adjusted to suit. Assessment procedures are fully in place to track pupils' progress and ensure they reach their predicted targets. Specialist training, targeting of higher attaining pupils, and the involvement of parents are all factors which have contributed to the progress made throughout the school. Homework is set regularly and assists in pupils' learning.

## SCIENCE

95. The good quality of the teaching, particularly at Key Stage 2 ensures that pupils make good progress throughout the school and that standards of attainment are slightly above those expected nationally by the age of nine.
96. Inspection found that most seven year olds are meeting expectations in scientific knowledge and their skills of enquiry are developing appropriately but few attain above expectations. Inspection found that the majority of nine year olds are meeting expectations, with a small number above average. At the time of the last inspection, Key Stage 1 standards were found to be slightly above average compared to those of other schools nationally and Key Stage 2 attainment was in line with national standards. In 2001 teachers assessed Key Stage 1 standards as broadly average compared to those of other schools nationally. In 2001, the percentage of Key Stage 1 pupils attaining the expected level (Level 2) was close to the national average, and the percentage attaining the higher level (Level 3) was well below average. Over the past few years there has been a decline in what pupils can do when they first join the school, and now, fewer seven year olds achieve the higher levels. Overall standards of Year 4 pupils have improved since the last inspection because of improved teaching, more effective planning, more emphasis given to scientific enquiry and the setting of targets in science.
97. Standards of pupils in the current Year 2 are average, overall. However, few pupils are attaining beyond expectations. For example, discussions with pupils indicate a satisfactory knowledge of materials and their properties and many describe how some materials are changed by bending and stretching them. In their work, pupils' knowledge and understanding of living things are average for their age. Most understand that exercise and eating the right kinds of food help humans to keep healthy and are beginning to classify and sort living things into groups. In work on electricity, most pupils understand how to make a simple circuit. Some begin to make predictions, and most use appropriate methods to record and communicate findings. By the age of nine, pupils' standards are slightly above average. In their

work on materials and on electricity, teachers challenge them well. They carry out fair tests to find out which materials are best for keeping an ice cube cold, and a jacket potato hot and have a good understanding of why some materials are more thermally insulative. Pupils' knowledge and understanding of electrical circuits are above average for their age. For example, through effective practical investigations, most know a switch makes and breaks an electrical circuit. They test materials and identify them as good conductors of electricity or good insulators. Many explain this in detail, using correct scientific terms, such as, 'conductor', 'insulator', 'resistor', 'current'. They record observations in a variety of ways, are secure in making predictions and are developing good understanding of what makes a 'fair test'.

98. An analysis of pupils' work shows that they make consistently good progress and achieve well throughout school, from initially, a below average level of understanding. Teachers place an increasing emphasis on pupils undertaking their own experiments and investigating for themselves. This is leading to improving enquiry skills, particularly at Key Stage 2 where many pupils achieve very well in this aspect of science. However, at Key Stage 1, pupils' studies show there is some lack of challenge for higher attainers in scientific enquiry. All enjoy investigative work, and this is especially beneficial to pupils with special educational needs, who receive very good quality support from teachers and the very good number of teaching assistants in classes.
99. At both key stages, pupils use a range of methods to record and communicate their findings, including written work, drawings, diagrams, simple charts and tables, appropriately using their literacy and numeracy skills. However, pupils across the school do not use computers often enough to support the recording of evidence and the presentation of results.
100. The quality of teaching is good overall. Examples of very good teaching were seen at both key stages. A number of strengths account for pupils' good progress. These include good subject knowledge, very good deployment of support staff, effective use of resources and good management of pupils, especially at Key Stage 2. Teachers' planning is effective, with clear learning objectives, an improvement since the previous inspection. Teachers plan together well in year group teams, so they regularly share ideas about what works well in lessons. Some of the best teaching, built on good subject knowledge, is where teachers enable pupils to demonstrate their findings. They encourage pupils to explain their thinking to others to help clarify their understanding and emphasise important aspects of a scientific approach, as well as fostering personal development. This occurred in a Year 4 lesson on electricity, where the teacher's probing questions made pupils think. This resulted in very good levels of discussion and very good progress and learning. Teaching is less effective where levels of challenge are inappropriate. This reduces the progress the high attaining pupils make, and they could achieve more. Where introductions to lessons are over-long, pace is lost and pupils lose interest. Although work presentation is mainly good, marking is inconsistent and does not always show pupils how to improve. At both key stages, good group work ensures all pupils have equal access to the curriculum, and experience all activities. Very good relationships motivate pupils well, resulting in very good attitudes.
101. The curriculum is broad, balanced and meets statutory requirements. The school uses a national scheme of work to plan appropriately for progression and continuity and is planning to further adapt it to meet the specific needs of the school. Pupils are assessed regularly in a variety of ways and the school is currently trialling pupils' self-assessment sheets in science investigations. Records are kept and this works



effectively for the most part in influencing what they do next. Co-ordination of the subject is good, marked by the joint planning that occurs within year groups. The monitoring of teaching and learning, and of the effectiveness with which plans are implemented across the year groups, is developing positively. Science resources are adequate and accessible to all. Good use made of visits, for example, to Marwell Zoo, to enrich the curriculum. The grounds and wild life area are used effectively as a resource for investigative work. Since the previous inspection the school has made good progress in improving its provision for science, particularly in the aspect of scientific enquiry at Key Stage 2.

## **ART AND DESIGN**

102. Due to timetabling arrangements it was not possible to observe art being taught at either key stage, during the inspection. Therefore no judgement can be made about the overall quality of teaching. Judgements about attainment and progress are based on scrutiny of pupils' displayed work, sketch books and teachers' plans, and discussions with pupils and teachers.
103. Pupils, including those with special educational needs, achieve well and attain standards expected for their age across the school, with some attaining higher standards by Year 4. These are similar to those found at the time of the last inspection.
104. Teachers' planning is effective, with clear learning objectives, an improvement since the last inspection. Pupils' skills, knowledge and understanding are built on and extended appropriately as they move through school. At both key stages, pupils explore and record ideas in a range of media, in two and three dimensional work. They make good creative efforts to explore the art elements, using many techniques, including making effective clay and papier mâché models. By the age of seven, pupils make string and leaf prints, silhouettes, animal paintings and work in the style of Jackson Pollack. By the age of nine, pupils represent things with increasing accuracy, They make 'End of Summer' collage pictures, 'Tudor rose' stencilling prints and create very effective, imaginative black and white patterns in the style of Bridget Riley. In a display 'Here we all are', all pupils made self-portraits, using various techniques, including information technology. Art well supports learning in other subjects. For example, in history, Key Stage 1 pupils' marbled pictures illustrate the 'Great Fire of London' and older pupils make detailed drawings of Tudor people. Key Stage 2 pupils use sketch books effectively to practise skills and develop ideas. Talking to pupils reveals that they enjoy art, take pride in their work and have positive attitudes.
105. The curriculum is broad, balanced and meets statutory requirements. A national scheme of work provides appropriate guidance for planning, progression and continuity. The school plans to further adapt this to meet its specific needs. A well-attended extra-curricular art club, and visits, for example, to Quay Arts Centre enrich the curriculum. High quality displays of art in other cultures, including eastern art, have been produced for the theme 'Christmas around the world'. These provide a good opportunity to contribute to pupils' multicultural education. However, apart from this event, discussions with pupils reveal limited experience of non-western art, similar to that at the time of the last inspection. Assessment procedures are good but are not sufficiently embedded into present practice to ensure they guide the planning of new work. The co-ordinator has good subject knowledge, but her monitoring role is underdeveloped. Resources are adequate and accessible to all. Accommodation for

art is good, with a pottery room, that is well used. The quality of display is effective, enhancing the learning environment well.

## **DESIGN AND TECHNOLOGY**

106. On the basis of a small sample of lessons observed during the inspection, discussions with teachers and pupils and an analysis of displays, photographic evidence and teachers' planning, attainment in design and technology is as expected at Key Stage 1 and Key Stage 2. Pupils, including those with special educational needs make satisfactory progress overall.
107. At Key Stage 1 pupils are able to draw simple designs and make a variety of models using mainly card and paper. In a Year 1 lesson observed on food technology, pupils chose well between good and bad foods when considering a healthy diet. They had previously made up fruit kebabs. In another Year 1 class pupils showed good learning when, following a visit to Carisbrooke Castle toy museum, they made and decorated paper owls, peg dollies and paper cone and ball toys. They showed sound skills in cutting and gluing and assembling and were able to describe clearly their models and the construction process. Year 2 pupils designed a fire engine, and included details of materials, methods and evaluations. Other pupils in Year 2 demonstrate sound skills in cutting and sewing when making colourful fabric hangings. In Key Stage 2 pupils demonstrate good techniques in designing, making and decorating when creating a variety of money containers. In a Year 3/4 lesson pupils showed sound design skills and a good understanding of Aboriginal culture when making and decorating models of boomerangs. Others in the class showed expected skills when designing and making Christmas lanterns and clay pottery tiles. In the hall a most attractive and colourful display of North American Indian headdresses, Aboriginal style artefacts, folded paper Chinese dragons and papier mâché 'African' bowls are testimony to a wide range of designing and making activities linked to cultural awareness. However, pupils have limited experience in the designing and use of electrical and mechanical products, and have limited experience of using information technology to refine and extend design ideas. These are weaknesses, which restrict both attainment and progress. Pupils with special educational needs take a full part in design and technology lessons and make good progress in relation to their prior attainment.
108. Pupils' attitudes to work in design and technology are good. They are keen and enthusiastic and concentrate well in lessons. They work well co-operatively and use tools sensibly and appropriately. During the inspection pupils were keen to talk about their work and proud to show the results of their efforts.
109. It was not possible to observe many lessons during the inspection. Consequently it is not possible to make a valid judgement upon the quality of teaching. It is clear from teacher's plans and discussions with pupils that, overall a suitable range of activities is provided and that the importance of encouraging pupils to evaluate and improve their work is understood.
110. The subject benefits from the energetic and knowledgeable leadership of the head teacher who is the co-ordinator. Both the policy and scheme of work have been recently reviewed to comply with Curriculum 2000 orders.

## **GEOGRAPHY**

111. No lessons were observed in Key Stage 1 during the inspection. On the basis of samples of work, displays around the school, discussions with pupils and staff and lessons observed in Key Stage 2, it is evident that standards of attainment for pupils aged seven and nine are broadly in line with national expectations. All pupils make at

least satisfactory progress. This indicates that standards have been maintained since the last inspection.

112. Pupils in Year 1 investigate routes by detailing their own journeys to school. They record through a sequence of drawings, the buildings they see on the way. Using construction kits they make models of them paying close attention to floor plans. In Year 2 pupils develop their knowledge of the wider world appropriately as they follow the travels of a Bernie bear. Good use is made of visits to support pupils' learning.
113. In Years 3 and 4 pupils continue to develop their knowledge and understanding of places and environmental issues. They visit the local civic amenities centre and learn about the importance of recycling. Pupils talk, with understanding about the impact humans have on their environment. They know how the greenhouse effect is generated and the impact that acid rain has on forests and buildings. Pupils learn about weather symbols and use their knowledge to make their own weather forecast for the British Isles. They learn, and use appropriate geographical vocabulary. Pupils enjoy geography and respond well overall in lessons.
114. As no lessons were observed at Key Stage 1, it is not possible to comment upon teaching quality at this stage. In Key Stage 2 lessons the quality of teaching is good overall. Yearly plans ensure that over time pupils' experience all aspects of the geography curriculum as they move through the school. This is an improvement since the last inspection. Lessons are well planned and move at a good pace. Teachers are knowledgeable and use a range of teaching strategies. In the best lessons activities provide sufficient challenge for pupils of all abilities. Effective use is made of varied resources including videos, books and maps. Learning through enquiry is well promoted through class activities and fieldtrips.
115. Teachers make good links with some areas of the curriculum. For example, pupils write information leaflets and design posters warning of the effects of global warming. They also design and make rubbish bins, to encourage people to dispose of their rubbish responsibly. However, insufficient use is made of information technology to support pupils' learning. Teachers assess pupils through key questions linked to topics, and in this way pupils' progress is recorded. However, these assessments are not linked closely enough to teachers' planning to ensure that higher attaining pupils are always sufficiently challenged.
116. The co-ordinator is knowledgeable and has carried out some monitoring of teachers planning, to ensure that pupils' experience progression in acquiring knowledge and skills as they move through the school. A small amount of pupils' work has been collected and evaluated against national standards. An action plan for the development of geography has been drawn up and is in the early stages of implementation. Resources are adequate and are used effectively in lessons.

## **HISTORY**

117. Although there were only two lessons seen during the inspection, evidence from the sample of work, displays and talking to pupils indicates that standards are broadly in line with expectations for pupils aged seven and nine. Standards have been maintained since the last inspection and all pupils make at least satisfactory progress. Pupils enjoy history and talk enthusiastically about what they know and have found out.

118. Year 1 pupils develop a sense of chronology by comparing and contrasting toys from Victorian times with toys of today. A visit to Carisbrooke Castle Toy Museum supported pupils' learning by providing them with the opportunity to handle real old toys. Year 2 pupils have a good understanding of how events in the past started and the effect that they had on the lives of ordinary people. For example, when studying the Great Fire of London pupils clearly understand how and why the fire started, and how different groups of people were affected. They deepen their knowledge of change over time in work on Florence Nightingale. Most pupils can recall factual knowledge and work hard to imagine what it must have felt like to be alive at different times in the past. They understand how historians have used artefacts and diaries to reconstruct the past.
119. Pupils in Year 3 and 4 compare and contrast the past and present and recognise similarities and differences between people in the same era. For example, they list the differences between the lives of the rich and poor in Tudor times. Their knowledge of significant people in history is supported through their work on Henry VIII. They know how he came to be king, about each of his wives and how he changed from the time he came to throne until he died. A visit to the Mary Rose museum allowed pupils to handle real artefacts. This visit had a significant impact on pupils' learning. They are able to talk very knowledgeably about life as a sailor in Tudor times and the possible reasons why the Mary Rose sank. Pupils also have ample opportunity to use secondary sources of evidence such as books and videos. However, the use of information technology is not sufficiently used to support pupils' learning.
120. Only two history lessons were observed, one in each key stage. These observations do not provide sufficient evidence to make a judgement on teaching throughout the school. However, the lessons seen were well organised and resources were used effectively to support pupils' learning. Teachers displayed good subject knowledge and used a range of teaching strategies. Visits, and resources supplied by the local museum service are used particularly well to support pupils learning. Links to other areas of the curriculum, are explored. For example, Year 2 pupils write diaries of their own, recalling the Great Fire of London, after studying the diaries of Samuel Pepys and John Evelyn. In addition to the facts of the event, pupils are able to write about how they would have felt to wake up to the sight and smell of the fire in their street. Teachers promote learning in history through the use, and development of enquiry skills. Pupils respond well and have an enthusiasm for the subject. Teachers assess pupils and monitor their progress at the end of each unit of work. However, these assessments are not sufficiently focused to ensure challenge in all lessons for higher attaining pupils.
121. The co-ordinator has very good subject knowledge and regularly monitors planning and gives advice to teachers. The action plan for history sets out what improvements are to be made with regard to planning and assessment in order to develop the subject further. Pupils' standards are not monitored sufficiently to help guide improvements. School resources for history are adequate and are supplemented very well through visits and accessing the museum and library service.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

122. At the time of the last inspection the improvement of teacher expertise in this subject was part of a key issue. Standards at the end of Year 4 were deemed unsatisfactory. Since that time, the situation has improved and although this remains an area for development the key issue of the last report has been met.

123. Standards in ICT are currently in line with national expectations at the end of Year 2 and Year 4. Pupils are achieving well in this subject. By the end of Year 2, pupils enter text using a keyboard and most alter the size and colour of the font. Pupils print their own work and many save to folders on the hard drive. Pupils are very confident in the use of a keyboard and make some use of the computer to support their learning in other subjects, for example, data graphs on shoe size, hair colour, etc. Pupils use simple, programmable toys but do not make enough use of ICT to present information in a range of forms.
124. By the end of Year 4, pupils are working at a satisfactory level in their use of text. Many can enter and amend text using word processors, and are competent in using the keyboard and some use is made of word processing to support writing in other areas of the curriculum such as English, science, history, geography and religious education. The low level of use in classrooms to support writing is limiting pupils' learning in English.
125. Pupils use spreadsheets to present the results of surveys, such as comparing the height and age of different children. Some can enter simple formula accurately and most understand the use of menus and some access the Internet for information on a theme. For example, some Year 4 pupils have used the Internet to find out more about Paul Klee as part of their art education. Year 4 pupils know how to use other search engines and understand email. Pupils know how to use information technology to control equipment and to measure such things as the temperature in a classroom as part of their science. Pupils use desktop publishing effectively to produce news incorporating text and pictures and they use software on both hard disk and CD-ROM for specific subjects.
126. Work was available to examine during the inspection looking at pupils' disks on which they store their work. The majority of the classrooms have some display of pupils' work in ICT, even if it is only labels work. Standards vary between classes. This appears to be due to:
- The way in which the overall curriculum is constructed not allowing enough time for information technology to be used in sufficient depth.
  - Teachers' knowledge and understanding of ICT is variable.
  - The school does not have enough resources, in terms of hardware and software, to support learning effectively across the curriculum.
  - The subject leader is new in post and has just begun to take the opportunity to develop the role.
127. Teachers' knowledge and understanding are a major factor in the development of this subject. Some of the teachers, particularly some of those who have joined the school recently, are more confident in the subject. These teachers are already having an impact upon the standards. However, improvements are happening. Most teachers are now using computers to make labels and lists for their classrooms.
128. Teaching of computers takes place both in the classroom and in 'Mission Control' – where the bank of five computers is held. The school has chosen to employ a technician to support the subject manager in maintaining the hardware and enabling the pupils to gain wider experience on the computers. Record keeping is an area that the new co-ordinator has targeted for later this year, so that she is able to ensure pupils' progress is closely monitored.

129. The timetabling of the 'Mission Control' is difficult and classes only have a short time there on a weekly basis. The co-ordinator is aware of this, but has not had the opportunity to meet with other subject managers to discuss how best 'the suite' might be used for sustained periods of learning, or improved. The other subject leaders have not all identified how ICT might fully support the development of their subjects. In particular, pupils with special educational needs are not given enough access to computers to support their learning effectively.
130. Although improvement in the subject was an issue at the time of the last inspection, the school still does not have enough equipment or a wide enough range of programmes to support learning in all subjects. The computers in the classrooms are underused. The subject leader does not have enough time to monitor the learning in this subject or to assess the standards attained.

## **MUSIC**

131. During the inspection, only one music lesson was observed at Key Stage 2. Evidence was also gathered from singing in assemblies, teachers' planning documents and discussions with teachers and pupils. However, this is insufficient to make secure judgements about overall standards of attainment and the quality of teaching and learning at Key Stage 2.
132. By the age of seven pupils attain the standards expected for their age and enjoy music-making activities. These standards are similar to those found at the time of the last inspection.
133. Singing at both key stages is similar to that of most pupils of this age. In assemblies it is tuneful and expressive, an improvement since the last inspection. Most pupils follow and maintain the beat, with improving control of diction and phrasing. They sing songs from memory and are developing an appropriate repertoire of songs. They sing such hymns as 'Colours of day' with enjoyment and enthusiasm and a growing understanding of tempo, pitch and duration. Year 4 pupils play recorders in assembly, performing simple tunes, with confidence and improving skill.
134. The quality of teaching is consistently good at Key Stage 1 where pupils are taught by the music co-ordinator. Key Stage 2, pupils are taught by their class teachers. At both key stages, teachers' planning is effective, with clear learning objectives, an improvement since the last inspection. At Key Stage 1, the teacher's good subject knowledge enables her to ask probing questions to make pupils think, contributing well to their understanding. This occurred in a Year 2 lesson where the teacher stressed the importance of listening carefully to the 'steady beat' and the differences in rhythm patterns in pieces of music. This led to sound understanding of these elements and how pulse and rhythm can be combined. Effective use of resources, a brisk pace and very good relationships motivate pupils well, having a positive impact upon their very good attitudes, behaviour and creative efforts. In the Key Stage 2 lesson seen, teaching and learning were satisfactory. Pupils listened to 'Omutugwa' music and appraised it appropriately. Through effective group work, they composed rhythms, following simple notation, with growing understanding of ostinato and structure. Good opportunities to talk about feelings enhance spiritual development.
135. The curriculum is broad, balanced and meets requirements. A national scheme of work is used to plan appropriately for continuity and progression. School plans to review this to further adapt it to meet its specific needs. Assessment procedures are good but are not yet sufficiently embedded into present practice to ensure they guide

the planning of new work. The co-ordinator has good subject knowledge, however, her monitoring role is underdeveloped. The curriculum is enriched by effective extra-curricular recorder activities, concert performances and by visiting musicians. A number of pupils are taught to play the keyboard, violin, guitar and brass instruments by peripatetic teachers, supporting the curriculum well. Music enhances pupils' spiritual and cultural development appropriately. Literacy skills are used effectively, in reading songs and developing a musical vocabulary. Numeracy skills are used, counting in beats to keep in time. Little use of ICT was seen in music during the inspection. All pupils are included in all activities and have equal opportunity and access to the curriculum. Resources are good, with a wide variety of instruments that are well-organised and accessible to all. Accommodation is good, with a dedicated music room.

## **PHYSICAL EDUCATION**

136. During the week of the inspection pupils were observed taking part in dance, gymnastics and games lessons. Inspection evidence is drawn from the observation of these lessons and from discussions with pupils and from observations of pupils at play.
137. Standards in physical education are in line with those expected at the end of Key Stage 1 and Year 4. Many pupils reach the standard in swimming expected of pupils at the end of Key Stage 2 [to swim 25 metres]. Pupils make expected progress in developing control and co-ordination, in creating movement sequences, moving in response to different stimuli, in running and jumping activities and in games activities. Pupils with special educational needs are well supported and achieve good results that enhance their self-esteem.
138. Year 1 pupils show imaginative sequences when moving as a clockwork toy and then as a floppy rag doll. In most cases movements are considered and controlled and pupils are aware of the image they are creating. Year 2 pupils respond well to a musical stimulus when creating movement patterns based on the motions of snowflakes. They use space well and their sequences include twists, turns, effective use of hands and arms and movements through different levels.
139. In a gymnastics lesson Year 2 pupils showed good control and co-ordination when creating sequences of movements linking balances. They were clearly aware of good body positions and paid particular attention to starting and finishing the sequences well. The overall quality of the movements shown at the end of the lesson was above average.
140. At Key Stage 2 pupils show average skills in games lessons – throwing, catching, and dribbling with a hockey stick - appropriately for their age. In gymnastics, overall pupils show expected control and creativity. However, some pupils, as a result of informed and enthusiastic teaching produce movement sequences involving jumps, rolls and balances that are above expectations. They pay good attention to linking movements and show an awareness of good starting and finishing positions
141. Pupils with special educational needs are well supported. They make good progress and achieve results that enhance their self-esteem. For example one Year 3/4 pupil with Downs' Syndrome created a good sequence of controlled movements with her partner and another pupil with behaviour problems remained very focused and creative with sympathetic and enthusiastic support from a teaching assistant.



142. The quality of teaching observed was good overall, and at times very good. In the best lessons teachers have good subject knowledge and place a great emphasis on pupils achieving high standards. They make their expectations very clear, for example by expecting with hand and foot positions and pupils paying due attention to starting and finishing movements correctly. Good use is made of demonstrations where attention is focused on quality movement. Pupils are encouraged to observe, evaluate and comment upon the movements and how they might be improved.
143. Where teaching is less successful but still satisfactory too much time is spent on organising the class. Pupils have to wait for access to the apparatus and expectations are not clear. Consequently pupils become restless and the pace of learning is not sufficiently challenging.
144. The subject is managed satisfactorily with an appropriate policy and a scheme of work based upon the local education authority and Qualifications and Curriculum Authority documents. The experience gained by pupils on residential visits enhances the physical education curriculum, and the very good provision of a wide range of extra-curricular activities gives the pupils many opportunities to improve their skills.

## **RELIGIOUS EDUCATION**

145. Standards at the end of Year 2 and Year 4 are in line with the requirements of the locally agreed syllabus for religious education and pupils achievement is satisfactory. There are no significant differences in attainment between boys and girls or between different groups in the school. This maintains the standards noted in the last inspection report.
146. By the end of Year 2, pupils know that all religions have some factors in common. They know about places of worship such as churches and mosques and that people go to these places to worship together. They visit the local church in Carisbrooke, where they study the various items in the church. Pupils know that religions have special books that are important. They know about some of the major festivals such as Easter, Rosh Hashanah, Hanukkah, Christmas and Diwali. They know what it means to belong, and to understand such things as 'why Christians give gifts at Christmas'.
147. By the end of Year 4, pupils build on their experiences and start to study in more detail. They study Christianity, Islam and Judaism and begin to learn more about the traditions of the various religions. Little written work was available for examination, but discussions with pupils indicated that, by the age of nine, pupils know the basic facts of these three religions. For example, pupils know about the five pillars of Islam and they begin to appreciate that people's beliefs affect the way in which they live. For example, as part of their study on Christianity, pupils in Year 4 study the lives of monks and nuns in the monasteries, and the reasons for monks and nuns being there. Some of the pupils use the Internet to find out about these people.
148. Teaching is generally satisfactory in both key stages, although only one lesson in each key stage was seen. Much of the work that pupils do is oral and little written evidence is available. This does allow pupils from all groups including those with special educational needs to contribute although some pupils do not contribute as much to discussions as others. However, good use is made of photographs and videos and pupils talk freely about their experiences although many do not have a full understanding. The lack of opportunities to write at length in religious education affects pupils' learning in two ways. Firstly, pupils are unable to consolidate their

knowledge by sharing it. Secondly, literacy skills are not practised enough in religious education. The limited amount of written work available restricts teachers' opportunities for assessing pupils' progress in this subject.

149. The subject leader is committed to the subject and is aware that more use needs to be made of religious education to support the development of pupils' literacy skills and also that more use can be made of ICT to support learning in this subject. She is also aware that the artefacts for teaching pupils about multi-faith work other than Christianity are still insufficient.