

# INSPECTION REPORT

## **HUNNYHILL PRIMARY SCHOOL**

Newport, Isle of Wight

LEA area: Isle of Wight

Unique reference number: 118167

Headteacher: Mrs Marilyn Davis

Reporting inspector: Mr Peter Mathias  
21945

Dates of inspection: 12 - 15 November 2001

Inspection number: 230322

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 9
Gender of pupils:	Mixed
School address:	Albany Road Newport Isle of Wight
Postcode:	PO30 5HZ
Telephone number:	01983 522506
Fax number:	01983 522506
Appropriate authority:	The governing body
Name of chair of governors:	Mr Adrian Smith
Date of previous inspection:	29 November 1999

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21945	P Mathias	Registered inspector	English Geography History Physical education Equal opportunities	What sort of school is it? The school's results and achievements How well are pupils taught? How well is the school led and managed?
9614	C M Webb	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
21351	P J Lewis	Team inspector	Science Design and technology Religious education Information and communication technology Special educational needs	How well does the school care for its pupils?
12997	C Cheong	Team inspector	Mathematics Art and design Music Foundation Stage	How good are the curriculum and other opportunities offered to pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

With 182 pupils on roll the school is smaller than most primary schools. It is for boys and girls between the ages of four and nine years of age. In the last year, 23 pupils joined and 22 pupils left the school at times other than the normal, which is high. Children's attainment on entry to the reception class is on the whole below that usually found amongst children of this age. By the time they start Year 1 nearly all are ready to begin the National Curriculum.

Overall there are 40 pupils who are considered by the school to have some degree of special educational need, including three with Statements of Special Educational Need. These are above average figures. The majority of these pupils have moderate learning difficulties. Most pupils come from backgrounds with a range of social and economic disadvantage. About 25 per cent of pupils are known to be eligible for free school meals which is above the national average. Some 3.4 per cent of pupils speak English as an additional language which is higher than most schools.

In 1997 the school was deemed to be failing with improvement needed in a wide variety of areas. There was a subsequent re-inspection in 1999 and as a result the school was taken out of special measures. Since then there has been a high turnover of staff. Of the nine full-time teachers, five are new to the school this term and only one of the other four has been in post for longer than two years. Since 1999 22 teachers have left and 26 have been appointed. There have been six headteachers since 1997, four of whom were temporary. The current headteacher has been in post for just over two terms.

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

Hunnyhill is a school which provides a sound education. It is improving rapidly and is very well placed to improve further. The quality of teaching and the provision for children in the reception classes are good where children are now achieving well from a below average base. The headteacher, staff and governing body are very committed to the school and there is a very strong sense of direction from the new headteacher. While results in the national assessments in 2000 for pupils age seven were well below average for schools nationally and below average for similar schools, in 2001 results are higher although still below the national average. The school is currently working hard to improve these again in 2002. Standards in classes currently at the end of Key Stage 1 are below average in English and average in mathematics and science. Standards in Year 4 are below those usually found amongst nine year olds in English and mathematics. Standards are at those usually found in science. The headteacher provides a very strong lead to the work of the school and has established very appropriate priorities for development.

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

- The quality of teaching for those children in the reception classes is good and they receive a good start to their education.
- Pupils with special educational needs make good progress and are well supported.
- Pupils generally behave well and act responsibly.
- Procedures for child protection and for ensuring pupils' welfare and personal development are good.
- There are very close links and effective support for parents who rightly have positive views of the school.
- Headteacher, staff and governors are all very committed to raising standards.
- There are very good levels of staffing, which is helping to raise standards.

- The school environment is attractive and clearly reflects the values teachers place on pupils' work.

### What could be improved

- Standards of handwriting and presentation of pupils' work are not high enough.
- The results in English and mathematics in the national assessments are too low.
- The school day is shorter than that kept by the majority of schools nationally.
- Standards in Key Stage 2 in information and communication technology are below those expected and usually found amongst children of this age.

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

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

When the school was inspected in November 1999 it was considered that the school no longer required special measures and was providing an acceptable standard of education for its pupils. The key issues for action were to raise standards and the rate of pupils' progress in English, mathematics and science, improve the quality of teaching and raise teachers' expectations of what pupils should achieve and improve and strengthen assessment procedures to set targets and inform teachers' planning.

Since then the school has had some success in raising standards in classes in reading in English and in mathematics and science, although in speaking and listening and in writing standards in English are still below average. In the national assessments in 2000 standards were well below average for schools nationally in English and science. In the most recent assessment in 2001 standards have risen although they are still below the national average. Since a low point in 1999 the school has improved faster than the national trend of improvement. Currently the quality of teaching is satisfactory across the school and good in the reception classes. Because of the high turnover of teachers and headteachers, progress towards putting together thorough and useful assessment procedures to set targets and to inform planning have not been completed. The school is now addressing this as a matter of urgency in order to raise standards.

The newly appointed headteacher has worked hard with the support of the governing body to review the school development plan and to set appropriate priorities for the longer term. These are beginning to have an effect and the school is very well placed to improve further.

### 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				Key
	all schools			similar schools	
	1999	2000	2001	2000	
Reading	E*	E	D	E	well above average A above average B average C below average D well below average E very low E*
Writing	E	E	D	E	
Mathematics	E*	E	D	D	



This shows that standards in the assessments in the last three years in reading, writing and mathematics have been well below the national average and below average for similar schools. There is strong evidence to suggest that results in the most recent assessments in 2001 are higher and close to but below national averages in reading and writing and above in mathematics. At the end of Year 4 pupils attain below the levels usually found amongst nine year olds. In science pupils' attainment is average of nine year olds. Standards at the end of Key Stage 1 in English are below average. In mathematics, science, information and communication technology, design and technology, art, history, geography, music, physical education and religious education standards are in line with those expected of seven year olds. Pupils achieve appropriately in swimming and are well on the way to being able to swim confidently and competently unaided by the age of 11. The school is on target to meet the standards it is setting for itself.

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

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Satisfactory - pupils generally enjoy coming to school.
Behaviour, in and out of classrooms	Good - pupils are eager to please and work sensibly together.
Personal development and relationships	Good - pupils accept responsibilities readily and show maturity when discharging them. Relationships between pupils and between pupils and adults are good.
Attendance	Unsatisfactory - below the national average, although the school's procedures are thorough.

### **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Reception</b>	<b>Years 1 – 2</b>	<b>Years 3 – 4</b>
Quality of teaching	Good	Satisfactory	Satisfactory

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

The overall quality of teaching is satisfactory. The quality of teaching in English, mathematics and science is satisfactory. Teaching is good in the reception classes where teachers have a good understanding of what and how to teach their pupils. The good teaching here gives these pupils good and appropriate experiences to enable them to traverse the stepping stones for learning for children of this age and many are ready to begin the National Curriculum by the age of six. Teaching of pupils with special educational needs is good and these pupils are well supported. Particular strengths in the teaching observed were the energy and enthusiasm of the teachers, very good subject knowledge, warm and supportive relationships between the teachers and pupils, good questioning skills, high expectations and increasing levels of challenge so that pupils are stretched.

Areas for improvement are - lack of pace because pupils spend too much time listening to instructions and not enough time working on the tasks set for them. Sometimes these tasks are not carefully matched to the different abilities of pupils. The importance of neat

handwriting and good presentation of pupils' work is underemphasised, and the available resources are not always well used to help pupils learn.

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

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Good in reception and satisfactory in Key Stage 1 and Key Stage 2 where it is now appropriately wide and interesting although the curriculum for information and communication technology has only recently been fully in place. There is good provision for clubs and sporting activities for pupils of this age.
Provision for pupils with special educational needs	Very well organised - staff are well aware of the Code of Practice.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for moral and social development is good, provision for spiritual and cultural development is satisfactory.
How well the school cares for its pupils	Procedures for child protection and ensuring pupils' welfare are good. Procedures for monitoring academic performance are unsatisfactory because teachers do not have a clear picture of the standards they should be trying to reach, ways of judging if these expectations are being met and systems to adjust their plans to reflect this. The school is beginning to address these shortcomings.

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

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	The headteacher has a clear sense of direction of the work of the school and is providing strong leadership to raise standards generally. In a short space of time staff have developed an ambition for the school to be successful and to work hard together to achieve this goal. Systems have recently been in place to strengthen the roles of co-ordinators to enable them to work closely with other teachers and to ensure that agreed policies and practices are followed across the school. This has yet to be completed.
How well the governors fulfil their responsibilities	The governing body is effective, well led and informed.
The school's evaluation of its performance	There are thorough procedures to judge the progress of different initiatives and of the school development plan.
The strategic use of resources	The school has good procedures to ensure that grants are appropriately used and that spending is closely linked to the school's long term needs. There is a good understanding of the

	principles of best value which are carefully applied.
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## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Children like school.</li><li>• The progress made.</li><li>• Standards of behaviour.</li><li>• Quality of teaching.</li><li>• The school's expectations.</li><li>• The way the school is led.</li><li>• The support the school gives.</li></ul>	<ul style="list-style-type: none"><li>• The amount of work set.</li><li>• Information about progress.</li><li>• Links with parents.</li><li>• The range of out of school activities.</li></ul>

In response to 193 questionnaires sent out 83 were returned. The evidence of the inspection confirms the positive views expressed by the majority of parents who responded. The school is now setting an appropriate amount of regular homework. Information about pupils' progress is given in reports and at open evenings. Links with parents are being strengthened and are now good. This term there is a good range of clubs and out of school activities.

A meeting was held with the registered inspector and parents, 12 parents attended. On the whole they expressed positive views of the school and felt that standards had risen of late.

## **PART B: COMMENTARY**

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

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

1. Standards within the school are generally average by the end of Key Stage 1 and pupils in Year 4 attain in line with most nine year olds in some but not all subjects. In English, mathematics and information and communication technology pupils in Year 4 attain below the levels reached by most nine year olds. During the inspection there was no significant variation in the performance of boys and girls at either key stage. This is also apparent in the most recent national assessments for seven year olds.
2. In the 2001 national assessments at the end of Key Stage 1 standards were below the national average in reading, writing and mathematics. When compared to schools considered broadly similar, results in were below the average for similar schools, but were well below in reading and writing.
3. Since 1996 results in reading fell steadily from above average in 1996 to very low in 1999. In 2000 they began to rise and in 2001 are higher again although still below average. In writing standards dropped from above in 1996 and 1999 to well below in 1998 and 1999. In 2000 they rose slightly. In 2001 standards in writing have improved so that they are near but just below the national average. In mathematics standards fell and rose in the similar way that they did in reading. They are now below but much closer to the national average.
4. Pupils enter the reception classes with levels of basic skills, which are below those typically found amongst children of this age. Currently they make good progress because of the good teaching they are now receiving and many by the time they reach Year 1 are on their way to completing the stepping stones to the Early Learning Goals for children of this age.
5. Currently standards in English at the end of Key Stage 1 are below average in speaking and listening and in writing. In reading they are average. This picture is the same for pupils who are in Year 1. Standards are much the same as at the time of the last inspection. Pupils listen carefully but generally have limited vocabulary and pupils do not know how to use extended sentences when speaking to adults. Evidence from the inspection indicates that at the age of seven the majority reach standards in reading, which are in line with those expected nationally. This reflects the recent emphasis teachers have given to teaching the skills of reading systematically. The majority of pupils read accurately and use their knowledge of the sounds letters make to read unfamiliar words confidently.
6. Standards in writing are below average at the end of Key Stage 1 and Key Stage 2 although there are some good examples of extended writing in other subjects such as in history. Pupils have not learnt systematically from an early age how to write neatly. Currently this weakness is beginning to be addressed. By the end of Key Stage 1 pupils have some knowledge of simple punctuation and how to begin and end sentences. Standards in literacy are the same as in other areas of English.
7. In mathematics standards are average at the end of Key Stage 1 but in Year 4 are below those usually found amongst nine year olds. Standards in mathematics at the end of Key Stage 1 have risen since the time of the last inspection. Within Key Stage 2 they remain the same.

8. By the age of seven, pupils have made sound progress in acquiring basic numeracy skills and have a satisfactory understanding of numbers to 20. They count, read, write and order numbers, and are generally confident in solving a satisfactory range of simple sums unaided. Many pupils demonstrate knowledge of basic written computation methods and their mental arithmetic knowledge is as expected for their age. Most pupils have an understanding of numbers to 100, but few of higher numbers. They have a reasonable sense of place value, and of odd and even numbers.
9. Higher up the school, many pupils are developing some sound mental mathematics skills that they demonstrate in whole-class sessions. Many pupils in Year 4 can multiply two-digit numbers by a one-digit number. Lower attaining pupils have little understanding of simple fractions. Above average pupils can successfully play a game where they have to recognise when two fractions have the same value quickly.
10. In science standards are average at the end of Key Stage 1 and within Key Stage 2 pupils are on the way to attaining average standards at the age of 11. This also is an improvement since the time of the last inspection and is due to the increased emphasis given recently to the teaching of the skills of scientific enquiry.
11. In Key Stage 1, pupils accurately describe the way in which objects are more easily seen when there is light. They record their observations in different ways with higher attaining pupils using sentences well to describe their observations and some pupils making effective use of block graphs to record variations in eye colour. They have an appropriate knowledge about themselves and of keeping healthy, for example, about the effect of exercise on their bodies. Pupils investigate materials and, although some show a degree of uncertainty when comparing natural and made materials, most make appropriate classifications of common materials.
12. In Key Stage 1 pupils investigating light and shadow describe accurately that shadows are caused by something blocking the light and many make the connection between this and the fact of light moving from a source. Some correctly identify the characteristics of materials that are good conductors.
13. Standards in information and communication technology are in line with expected levels at the end of Key Stage 1 and below those expected within Key Stage 2. This is because the full curriculum in this subject has only recently been taught and older pupils as yet have not had the opportunity to achieve the appropriate levels of skills, knowledge and competence.
14. Standards in history, geography, art, music, physical education and religious education are at expected levels at the end of Key Stage 1 and within Key Stage 2. The school is on target to meet the standards it is setting for itself.
15. Across the school, pupils with special educational needs make good progress in their learning. They are supported effectively by their teachers and by the good quality support they receive from learning support assistants. Pupils achieve well as measured against the targets that are set within individual education plans.

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

16. Pupils' attitudes to school are positive. They are expected to help each other, to take turns and to work hard. All in reception are proud of their reward stickers and demand

replacements if these fall off in the playground! 'Bumble bee' stickers are eagerly sought and when enough cards have been completed eventually result in bronze, silver and gold certificates. All achievements, academic and personal, are celebrated with the whole school in the Friday Golden Assembly to which parents are also invited.

17. Children and pupils like coming to school and the majority arrive on or before time in the morning. The few regular latecomers are well known to both the school and the educational welfare officer, who is appropriately involved with families when necessary. Registration provides a calm start to the day. Children in one reception class sign as well as answer politely to their names, and in the other they self-register. However, despite the school's efforts to improve the percentage, attendance is well below the national average and is therefore unsatisfactory. This is due in part to the seasonal work some parents are doing but mainly because some parents take their children on holiday during term time.
18. Behaviour is good overall, pupils and children know how they are expected to behave and what will happen if the 'Golden Rules' are not followed. Sanctions are fair. The school makes sure that bullying and racist comments are not tolerated. There have been no recent exclusions.
19. Pupils' relationships between pupils and adults are good, personal development is good. Teachers encourage all to be responsible for their actions. Pupils care for each other and try to help those who need it, and are aware of those less fortunate than themselves. All are well integrated into the school community. Once they reach Year 4, a rota of pupils' duties is displayed in the assembly hall; these include helping younger children, and a particular favourite is answering the office telephone during the school administrator's lunch hour.
20. Through talks from the police, fire brigade and charity representatives pupils are carefully alerted to problems they may face outside their school. They learn of their responsibilities to their fellows and the environment. Although assembly themes and circle time sessions are not yet linked the latter provide good opportunities for everyday problems to be debated and resolved. Year 4 pupils gain confidence and their self-esteem increases during their time at camp in the summer term. Pupils are well prepared for the next stage of their education.

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

21. The quality of teaching is satisfactory overall. In the school over nine out of ten lessons are satisfactory. In about four out of ten lessons teaching is good and in a small number of lessons it is very good. This is an improvement in comparison to the last inspection. In an equally small number of lessons teaching is unsatisfactory. The quality of teaching in the reception class is consistently good and is a strength of the school. The impact of the good teaching currently going on is yet to have its full impact because many of the teaching staff have only recently been appointed.
22. The teaching of literacy is satisfactory. Teachers have a thorough understanding of how to teach reading and there is now a clear focus on teaching the National Literacy Strategy consistently across the school. Teachers place heavy emphasis on the systematic development of the skills of reading from an early age. The teaching of writing has been highlighted as an area for improvement and as part of this initiative, teachers are in the process of developing a policy and of having consistently high expectations for pupils in this area.

23. Parents are appropriately involved in a newly established home/school reading link. The National Numeracy Strategy is in place and all pupils, including those with special educational needs are well supported. A recent initiative in setting individual targets for improvement is beginning to help raise standards.
24. Teaching assistants are generally effectively deployed and give well targeted help. However, occasionally arrangements for these staff members are not clearly conveyed and as a result their time is not well used, for example when sitting observing a specific pupil instead of supporting the learning.
25. The teaching of pupils with special educational needs is good. Teachers ensure that teaching methods and resources meet the needs of these pupils as specified in the good quality individual education plans. Assessment is used effectively to modify the tasks in which they are involved to meet individual needs and they learn well alongside their fellow pupils as a result of the good levels of support they receive from learning support assistants and the special educational needs co-ordinator. For example, pupils with learning difficulties in literacy successfully discuss drama activities with their support assistants and, as a result, are fully included in the task and complete it to a good standard. This good level of support enables them to be fully included in work undertaken by the majority of the class.
26. All pupils are carefully included in all aspects of the lessons. Staff are well aware of ensuring that boys and girls receive equal opportunity to be involved in activities and to contribute to their lessons. Teachers are watchful of differences in levels of attainment between boys and girls. Teachers have recently begun the process of analysing results carefully and are looking into the future to predict likely levels of attainment for individual pupils. There is now a strong emphasis on raising standards by having high expectations of pupils in all areas of school life. This is beginning to work.
27. Across the school where teaching was good, lessons began energetically with a good pace because of the enthusiasm and interest in the subject shown by the teacher, for example in a lesson in physical education where the expectations of the lesson was set from the moment the lesson began. Teachers have very good subject knowledge and use this well when framing questions to encourage pupils to think things out for themselves. Pupils are increasingly challenged and because relationships between teachers and their pupils are warm and supportive, pupils try hard to do better. Teachers make their lessons interesting by the novel way information is presented and by the wide range of materials which are used, for example in a history lesson to illustrate a point. Pupils are reminded quietly but firmly of the high standards of behaviour expected of them and as a result pupils are polite and respond willingly.
28. Where teaching is unsatisfactory, the lessons lack pace because tasks are drawn out unnecessarily to fill the time available. Pupils spend over-long listening to instructions and not enough time is set aside for them to carry out the tasks which sometimes are either too easy or too demanding for them. Resources are not well used to support pupils' learning in these lessons.
29. Teachers are beginning to plan together systematically and to share their particular strong points and expertise well so that teachers work effectively together in similar ways. The quality of marking is satisfactory and in the best examples give pupils a clear idea what to do to improve. This is beginning to be linked to individual targets for pupils to aim towards.



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

30. The curriculum is broad and reasonably balanced. It meets the requirements of the National Curriculum. The statutory requirements including those for religious education and the National Curriculum are fully met and daily collective worship takes place in line with requirements. However, the overall teaching time is low compared with the national average, and time is not always used well, with assemblies being over-long and time being lost during the important first part of the morning. Also, some classes that contain the same age groups have some variation in the time given to individual subjects such as mathematics.
31. The quality and range of learning opportunities provided for the children in the Foundation Stage are good. Good use is made of the information gained from the baseline assessments made quickly during the children's first few weeks of school to form a curriculum well matched to their needs. The curriculum is planned effectively to promote the six required areas of learning. Staff provide good opportunities for the learning of literacy and numeracy, and children receive much encouragement from staff to read and write for themselves.
32. The school has responded satisfactorily to the implementing the national strategies for literacy and numeracy, and this is gradually helping to improve basic skills. They have recently developed a useful whole-school agreed format for short-term planning, and this is satisfactory. However, there are inconsistencies in the way staff identify and express the levels they are aiming at in their lessons, so it is difficult for them to evaluate the effectiveness of their teaching. Also, it makes it difficult for them to express clearly the learning objectives for the lesson in such a way that pupils know exactly what it is they have to learn. The school is currently reviewing long-term planning and policies for individual subjects, and areas such as marking.
33. The school provides a satisfactory range of extra-curricular activities, including clubs for sports, art, computing and music. The clubs take place after school and about ten pupils take part in each. They are open to pupils in Years 3 and 4. Pupils also take part in local sporting fixtures including 'Kwik Cricket', athletics, a football tournament and country dancing. Good use is made of resources within the island community, with visits to local historic buildings and sites. Visitors, such as the police and the RSPCA, make a satisfactory contribution to pupils' learning. The Year 4 pupils go on a residential visit during the spring term. All these activities have a positive effect on the pupils' education and social skills.
34. The provision for pupils' spiritual development is satisfactory. They are encouraged to reflect, albeit briefly, in assembly after the short prayer and do so quietly and reverently, as was seen during Year 3/4's celebration of Divali. However, the Indian music played before and after this assembly was not mentioned and an opportunity was missed for all to appreciate the music of another culture. Pupils are aware of the wonders of nature and marvelled on learning the height of the world's highest waterfall. They were fascinated to follow a river from its small spring source in the mountains to the wide mouth where it joined the sea, amazed at its eventual size. In a another lesson a genuine sense of awe was evident when the lights went out, candles were lit and the music of Albinoni was played. Pupils in Years 3 and 4 spoke of their delight in seeing the patterns and trceries made when moving the Thai shadow puppets against the light.

35. The school's provision for pupils' moral and social development is good. Pupils quickly learn right from wrong as soon as they arrive in reception and develop a sense of natural justice. School rules are reinforced through teachers' daily reminders and high expectations, and the ethos of caring for others underpins life at school. Pupils are encouraged to talk about and resolve their differences as soon as these arise, and social skills are well promoted through assemblies and circle time sessions.
36. Provision for pupils' cultural development is satisfactory. They are introduced to the island's cultural heritage through visits to the Roman villa at Newport and to Carisbrooke Castle, where they also take part in the country dancing festival. The book week is enjoyed by all, and an artist will be in residence for a week in January. Theatre groups, including the puppet theatre, visit every term. Interesting displays around the school, for example the artefacts from India, prompt discussions about other cultures and traditions. Through celebration of Harvest Festival, and Christmas at school pupils gain an understanding of the Christian religion, and religious festivals of other faiths are celebrated in assemblies. The music club was busy rehearsing Christmas carols during the inspection. Unfortunately pupils have few opportunities to visit any religious buildings, and visiting speakers have not included members of any religion.
37. The school offers good levels of provision and support for all pupils with special educational needs. It provides them with an appropriate curriculum, through an effective mix of withdrawal and in-class activities, and fully meets the requirements of the nationally agreed Code of Practice. Through the good management of the special needs co-ordinator, supported by class teachers and support staff, individual education plans describe pupils' individual needs well. These plans are appropriately reviewed, and are supported by a good level of involvement from parents and specialists from agencies outside the school.

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

38. The school's procedures for assessing pupils' attainment and progress are unsatisfactory and have been adversely affected by many changes of headteacher and teachers. Although progress since the last inspection is unsatisfactory, recent procedures have now been introduced so that the school is well placed to move forward. Testing of pupils on entry to the school in the reception class is used to plan appropriate work and assist effectively in the early identification of pupils with special educational needs. The school now uses the results from a range of appropriate tests to help it in assessing attainment at the end of Years 2 and 4. A good start has also been made in collecting and analysing data from Years 1, 3, and 4. This has the potential to provide the school with a good range of information against which it can be assured that teachers plan work that is accurately matched to pupils' needs and abilities and to set targets for individual pupils. Data has recently been shared with staff and they have been given appropriate levels of support in making use of this in analysing trends in performance and in target-setting. The school is planning to undertake a full review of the targets that have been set in order to ensure that they are as challenging as possible. Until recently, the school has been hampered by the lack of comparative data from the local education authority. Because of these features, although the school has access to a considerable range of data, the fact that it is incomplete means that the school cannot as yet accurately monitor its overall performance nor fully analyse trends in performance and between different groups.
39. Teachers' planning, particularly in English and mathematics, sometimes reflects the information that is gained from assessments but practice is inconsistent. Marking of

pupils' work is usually undertaken but too frequently fails to indicate where improvement is required or how success may be achieved. Assessments have begun to lead to individual target-setting which, although only recently established, is beginning to help pupils to understand the small steps which must be taken in order to make improvement.

40. The planning of work for pupils with special educational needs is based well on assessment information, and closely linked to the progress that they make against targets. As individual education plans are reviewed, the special educational needs co-ordinator and staff evaluate pupils' success in reaching targets and set new ones that are accurately based on their progress.
41. The school provides a supportive, caring and stimulating environment for the whole school community and pastoral care is good. Health and safety issues are carefully handled. Trained first aiders are on site at all times and practice of first aid is good. A full risk assessment took place during the summer term. Effective child protection procedures are followed and staff are aware of these issues.
42. The school has good systems to promote and monitor attendance. Because these have not been effective in raising the percentage the headteacher has begun to be more rigorous about authorising absence. Registers are scrutinised every day. The school administrator contacts parents if neither note nor telephone call has been received within 48 hours to explain their child's absence. The education welfare officer visits the school every fortnight to discuss attendance and is appropriately involved with persistent lateness or individual pupils' poor attendance.
43. Good procedures encourage pupils to behave well and the school monitors all behaviour effectively. Strategies for behaviour management vary slightly from class to class but are appropriate and effective for pupils. School rules are known and understood and pupils believe that sanctions such as standing on the carpet, 'time out' in other classrooms and as a final step, being sent to the headteacher are fair and effective. Parents are contacted when necessary but this is not often needed. Exclusions are rare.
44. The school's procedures for pupils' personal development are effective but monitoring is less secure because little is written down. Few duties are formally allocated until pupils reach Year 4 but mature and sensible attitudes develop naturally as a result of the school's ethos and expectations. For instance, the youngest children, proud to take charge of the registers, sometimes look lost and are quickly pointed in the right direction by an older pupil. The school seeks pupils' views on such matters as developing the playground. Citizenship and how to cope with problems to be found outside the school environment are discussed when representatives from the police and fire services visit the school. Although pupils have few opportunities to meet those of other ethnicity and from other cultures they are made aware of the multicultural nature of society in Britain today. They are well prepared for transfer and look forward with confidence to the next stage of their education.

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

45. Since the arrival of the new headteacher just two terms ago a good relationship is developing and very good links are being established with parents, who in their turn are pleased with the changes the headteacher has introduced. Parents are welcomed to take part in their children's lives at school and a number help regularly in the classroom for example, in the 'messy' afternoon. Some parents and

grandparents have become very involved in the literacy activities through a local initiative based at the school. The room provided for parents' use at school is well utilised.

46. Parents are keen to see their children perform in the Golden Assemblies and school productions. Attendance at the Class 3/4 assembly was very good. All were caught up in the story of Rama and Sita, whilst also appreciating the difficulty she had in walking in an over-tight sari! Parents help their children with work at home and there is a reading record.
47. The general information parents receive is useful and of good quality. The prospectus, governors' annual report to parents, regular news and other letters ensure that parents are well informed about events and happenings at school, and how well their children are doing. The school administrator is always willing to explain documentation or to help with form-filling. Annual reports record not only what has been studied during the year but also pupils' individual achievement and parents value this information although not all the reports contain targets to help children improve. Parents of pupils with special educational or other needs are regularly consulted about their child's individual education plan, and are well informed and supported by the staff.
48. The parent/teacher association, though small, organises fun and successful fund-raising events, enjoyed by families and members of the local community. The money raised makes a valuable contribution to school funds.

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

49. The quality of leadership and management is good; there has been a continuing pattern of change of headteacher and staff, which was also the case at the time of the last inspection. This has prevented the school from making significant progress in raising standards which was a key issue at the time of the last inspection. However, the current headteacher is very experienced and hardworking and has been in post for just over two terms. In this short time, effective action has been taken to ensure that there is now a well motivated and committed teaching staff who share with the headteacher a strong determination to raise standards through co-operative efforts. For example, this term several new staff have been appointed and co-ordinators are beginning to evaluate effectively what needs to be achieved in their areas of responsibility. Most have made a good start although the mathematics co-ordinator does not review the quality of teaching. However, this is planned to occur in the future. The school has not appointed a deputy headteacher as it had intended because of a lack of suitable candidates.
50. Parents rightly feel that the school is well led and that there are high expectations for their children. The provision for pupils with special educational needs is well managed by the co-ordinator in collaboration with the headteacher. There is a good team approach amongst staff that supports the good provision for identified pupils. A key feature of this team work is the shared commitment to raising standards against very specific targets so, for example, pupils on the 'Steps Programme' work to an achievement schedule that can be as short as one week. Governors are fully aware of the school's special educational needs policy, and report appropriately on its provision in the annual report to parents. Funding for special educational needs is prudently and well used. For example, the decision to pay for identified time for a special educational needs co-ordinator is having a positive impact on the good levels of assessment of these pupils.

51. The headteacher has made some very good long-term strategic decisions which are now addressing the key issues of the last inspection well, for example to establish a settled teaching staff and to agree with them the standards they should expect from their pupils. The school is beginning to put in place thorough ways of judging the progress pupils make through assessing pupils' work carefully and accurately and by evaluating the information available from national tests and assessments to identify areas of relative strength and weakness in pupils' achievements. These initiatives are beginning to bear fruit, for example, standards in the 2001 assessments for seven year olds have improved. While they remain below the average for schools nationally, teachers are already working hard to ensure that this improvement continues in subsequent years. However, the length of the school day is currently shorter than that recommended and kept by most schools, which limits the amount of time available to raise standards.
52. The governing body fulfils its statutory duties and is well led. There is a positive and constructive attitude amongst governors who are well informed and eager to play their full part in the school's improvement. Committees of the governing body are effective, for example the finance committee is very well informed and kept up to date on the school's finances. Governors have a good understanding of the principles of best value and consider them when making decisions. They have reviewed the school development plan effectively and now play an active part in deciding the long-term needs of the school. They have put together appropriate ways of judging the school's progress towards the targets they are setting. Grants set aside for specific purposes are well used and there are sound arrangements to reduce the large surplus which has arisen. There is a clear sense of purpose and a willingness to work hard to make the school very successful. The school is very well placed to improve further.
53. Day-to-day administration is unobtrusive and effective. It is helped by a high level of support from a local authority finance support team. A recent audit was positive. Newly qualified teachers and those returning to teaching after a long absence receive good support and are given suitable help to settle into the routines and expectations held for them.
54. The school is a bright and purposeful place. Classrooms are well decorated and the colourful displays that they contain reflect the positive way teachers value their pupils' efforts. Class sizes are below average and teachers are able to call upon the help of a generous number of support assistants who on the whole give good support. Resources are generally at least adequate in number and quality and all are well stored, except in information and communication technology in Key Stage 2, which are unsatisfactory.
55. Pupils enter the school with levels of basic skills which on the whole are below average. At the age of nine pupils reach below average standards in English, mathematics and information and communication technology. In other subjects they reach standards expected of these age pupils. However, there is evidence to suggest that in the reception class Key Stage 1 standards are rising. Currently pupils are making at least satisfactory progress. In the reception class, children are making good progress and are capable of attaining higher results. Taking overall sound progress, satisfactory teaching and the very positive way in which the school is now being led and managed, it provides satisfactory value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. The headteacher, staff and governors should:

- (1) Raise standards in the national assessments in English and mathematics by:
  - a) using the information the school is assembling about individual pupils' attainment in these subjects to set individual targets and predictions for pupils to achieve;
  - b) reviewing pupils' progress towards these targets and predictions regularly and taking appropriate action to address any areas of weakness;
  - c) raising teachers' expectations of what pupils are able to attain through setting out examples of what standards in each subject teachers should aim for in each year.(paragraphs 2, 22, 23, 26, 29, 32, 38, 39, 51, 72, 80, 87)
- (2) Review the length of the school day so that it is in line with the time recommended and kept by the majority of schools nationally.  
(paragraph 51)
- (3) Raise standards in information and communication technology in Key Stage 2 by improving the range of resources available for them to use and by providing all teachers with the necessary training to teach effectively the Programmes of Study for information and communication technology.  
(paragraphs 13, 54, 76, 84, 102, 116, 117)
- (4) Improve the quality of handwriting across the school and the presentation of pupils' work by:
  - a) establishing agreed school policies and practices for handwriting and presentation; and by
  - b) regularly reviewing pupils' work to ensure that these policies are effective.(paragraphs 6, 75, 76)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	51
Number of discussions with staff, governors, other adults and pupils	33

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	19	26	3	0	0
Percentage	0	6	37	51	6	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	182
Number of full-time pupils known to be eligible for free school meals	n/a	45

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y4
Number of pupils with statements of special educational needs	n/a	3
Number of pupils on the school's special educational needs register	n/a	40

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	6

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	23
Pupils who left the school other than at the usual time of leaving	22

### Attendance

#### Authorised absence

	%
School data	4.4

#### Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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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)**

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	20	16	36

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC level 2 and above	Boys	15	15	20
	Girls	14	15	16
	Total	29	30	36
Percentage of pupils at NC level 2 or above	School	81 (70)	83 (70)	100 (93)
	National	84 (83)	86 (84)	91 (90)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 2 and above	Boys	15	20	20
	Girls	15	16	16
	Total	30	36	36
Percentage of pupils at NC level 2 or above	School	83 (70)	100 (89)	100 (96)
	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	8
Black – other	8
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	165
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	9.4
Number of pupils per qualified teacher	19.4
Average class size	20

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

Total number of education support staff	9.0
Total aggregate hours worked per week	177

#### **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	22
Number of teachers appointed to the school during the last two years	26
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

### **Exclusions in the last school year**

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

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

### **Financial information**

Financial year	2000 - 2001
	£
Total income	415,950
Total expenditure	398,849
Expenditure per pupil	2,462
Balance brought forward from previous year	27,231
Balance carried forward to next year	44,332

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	193
Number of questionnaires returned	83

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	45	5	1	0
My child is making good progress in school.	45	49	4	1	1
Behaviour in the school is good.	29	58	4	6	4
My child gets the right amount of work to do at home.	25	52	14	5	4
The teaching is good.	48	48	1	0	2
I am kept well informed about how my child is getting on.	39	45	16	0	1
I would feel comfortable about approaching the school with questions or a problem.	57	28	12	1	2
The school expects my child to work hard and achieve his or her best.	39	57	2	0	2
The school works closely with parents.	28	55	11	1	5
The school is well led and managed.	39	57	1	0	4
The school is helping my child become mature and responsible.	35	58	2	0	5
The school provides an interesting range of activities outside lessons.	20	43	20	5	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**

57. Good teaching in the reception classes is leading to a gradual rise in standards. At the time of the last inspection, provision was found to be sound with the majority of children making steady progress and reaching the Early Learning Goals, (the targets for children this age group), by the time that start Year 1. Now many will reach the Early Learning Goals and a few children will exceed them by the end of the year. Good teaching methods and high expectations, coupled with good use of support staff, ensure that the needs of the youngest children in the school are well met.
58. Many children enter the reception classes at the beginning of the year, with an overall level of attainment lower than that found generally. This is confirmed by an initial assessment of what children can do. By the time they transfer to the Year 1 classes many children will have made good progress in the areas of mathematical development, creative development and physical development and satisfactory progress in personal, social and emotional development, communication, language and literacy and knowledge and understanding of the world.
59. The current teams of adults working in the reception classes provide a safe, happy, very stimulating and caring environment for children in their first years of schooling where the needs of all children, including those with special educational needs, are met well.

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

60. Nearly all the children enter the reception classes with immature skills in personal and social development. By the time they enter Year 1 they have improved their skills and made sound progress. The teaching team, members of which encourage children to be proud of their achievements and to work hard, promotes this area of development satisfactorily. In both classes, children are mostly keen to learn, and take part willingly in the life of the classroom. They are learning to work together and share equipment well, such as when doing a large floor alphabet jigsaw or taking turns with the computer mouse. Thoughtful interventions and reminders from staff help this. Children are developing self-confidence, which was demonstrated well in children suggesting words beginning with a particular initial sound in a large group activity.
61. Children demonstrate satisfactory level of independence; for example, in putting on coats to go outside to play, and in personal hygiene. Adults promote children's personal development effectively, by ensuring that some equipment and resources are labelled and easily accessible for children to get out and put away for themselves. Children more often are asked to select toys and activities from a range put out by the teachers, which they do successfully.
62. The adults, teachers and teaching assistants, provide good role models for the children, which in turn generally leads children in both classes to show consideration to each other and to treat both adults and other children with respect and friendship. Overall, relationships are very good. The awareness of right and wrong is well promoted by staff. The children's behaviour is generally good. They usually treat their own and other people's property satisfactorily, and are beginning to help in picking up toys from the floor and clearing away when asked.

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

63. Adults give good attention to the teaching of communication, language and literacy development and children make satisfactory progress. At the end of the reception year, it is likely that children's attainment in communication, language and literacy development will be below that found normally. Teachers provide many good opportunities for children to listen to and enjoy stories by reading a wide range of books such as 'Handa's surprise' and the 'Avocado baby'. These stories are then used well by the teachers to teach understanding of letter sounds and sentences and to draw attention to the way that printed text is written and what new words mean.
64. By the time children end their reception year, many but not all are able to communicate successfully about a range of topics. A few are able to negotiate, and successfully participate verbally in the wide range of role-play situations that the staff provide, such as a shop or post office.
65. Staff provide regular opportunities for children to write, such as labelling envelopes in the post office, and children use their whiteboards well to practise letter formation. Each morning, children practise their writing while they wait for all the other children to arrive, and while this is a useful few minutes not to be wasted, adults do not consistently reinforce correct formation and direction of letters at this time. Consequently, many pupils enter Year 1 unable to write with any gaps between their words and with many letters still formed incorrectly.
66. Elements of the literacy framework are well used by both teachers and teaching assistants to promote reading, with children being given regular opportunities in small groups to talk about books and begin to use picture clues to understand and later read the text. Children are appropriately encouraged to take books home, and reading is well taught.

### **Mathematical development**

67. The quality of teaching is good and this leads to children making good progress in their mathematical development. By the end of the reception year, many pupils will have achieved the Early Learning Goals, and a minority will have exceeded them. Teachers and support staff provide a wide range of good opportunities for children to develop mathematical skills and vocabulary. They do this through the use of rhymes, games and songs such as 'Five currant buns'. As a result, some children can already count objects to ten, and a few know some numbers beyond ten. Planning is effective, with appropriate learning objectives. Staff continually check the children's understanding, through questioning and observation, and expectations are generally high for this area of the curriculum. The adults are good at including appropriate number challenges for higher attaining children and through this practice children are beginning to show an awareness of number operations such as "What number comes after six?" and 'one more' or 'two more'.
68. Pupils are learning to use mathematical language well to describe amount, measures, position and shapes. The teachers use exciting and attention-holding methods to teach mathematics, such as making shapes with play dough, or placing furniture in the dolls' house to practise positional language. A very good example of this was a lesson on number where the teacher gave pairs of children small buckets in which to place cubes and estimate how many they were able to fit in the bucket. Not only was there good practice in counting small numbers from this activity, but also there were very good opportunities for children to talk together and jointly solve the problem of how to get as many in their bucket as possible.

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

69. The teaching of knowledge and understanding of the world is good overall. Children enter the class with limited experience of the world around them. Children's attainment by the time they leave the reception year is likely to be below that generally found although their progress is satisfactory. They are given a wide variety of interesting experiences to enable them to learn more about the world in which they live. Children work in pairs with the computer and are able to follow simple instructions and click on an icon to make the floor robot move with little adult help. Children learn about the local environment and shops by playing with the post office set up for them. They enjoy posting and retrieving the letters with good interventions from staff to move their understanding forward. Some can talk about how to build a strong brick wall as part of their work on 'Humpty Dumpy' and can point out the real piece of wall that they helped to build in their classroom. They talk happily about their past experiences, homes and families and the different ways they come to school, although many have very limited awareness of direction, distance or time.

## **Physical development**

70. In the area of physical development, children are likely to demonstrate attainment levels in line with those found in schools generally by the end of the year. The development of physical play provided by the staff is good, with a wide range of activities offered to support fine skill development. They handle small apparatus and pencils and crayons with increasing but limited skill and control. The classes use the school hall regularly for physical education and movement activities, where the children can run and try hard to form their bodies into different shapes. The staff encourage reluctant children to join in well, and enable all the pupils to take part fully. The outdoor play area has wheeled toys and is used regularly.

## **Creative development**

71. The teaching of the creative areas of development is good, and children make good progress. They are likely to have attained the Early Learning Goals for this area by the end of the school year, and attainment in this area of development is in line with that normally found. There is a good range of activities including art, craft, music, and imaginative play. Children sing to a satisfactory standard and get suitably involved at times, singing with enthusiasm. Most children express their ideas satisfactorily in painting and drawing, and in modelling, where they look closely at pieces of fruit and try to draw them and model them in clay. Sometimes opportunities are missed to give children enough choice over the materials and then expectations are too low. Classroom displays, such as an octopus hanging from the ceiling, enliven the classroom and contribute to children's learning. Children enjoy role play and are provided with suitable opportunities in this area of the curriculum, and they are well supported by adults.

## **ENGLISH**

72. Standards of attainment are below average in speaking and listening and in writing and average in reading. This is broadly the same picture as at the time of the last inspection although standards in reading are now higher than they were. This reflects the emphasis given recently to the teaching of the skills of reading in a systematic and regular way. In the 2000 national assessments for seven year olds, the results were well below average in reading and writing. When compared to schools considered broadly similar, standards were below average for these similar schools. In the most

recent assessment in 2001, standards have risen but remained below average when compared to schools nationally and well below schools considered similar. Pupils in Year 4 attain levels below those usually found amongst nine year olds. Boys and girls achieve about the same.

73. Pupils in Key Stage 1 listen carefully to their teachers and respond confidently to questions. However on the whole, pupils' vocabulary is limited and they rarely speak using extended sentences. They do not understand how to adjust their speaking for different audiences. Older pupils in Key Stage 2 are beginning to understand how and why to do this but do not talk or listen with assurance.
74. Standards in reading are average at the end of Key Stage 1. Reading schemes have recently been reviewed and re-organised so that teachers and pupils are able to use them well. The above average and average readers read accurately and use their knowledge of the sound letters make to read unfamiliar words. Many read with expression and have their own favourite authors and stories and are able to predict what will happen next. Within Key Stage 2, pupils are becoming increasingly independent readers and have a sound understanding of how to locate information within books.
75. Standards of writing are below average at the end of Key Stage 1 and within Key Stage 2. Pupils within Key Stage 1 are beginning to appreciate the importance of punctuation and know that sentences begin with capital letters and full stops. They are able to write in a time sequence so that their stories have a beginning, middle and end. Older pupils in Key Stage 2 produce extended pieces of writing linked to their work in other subjects for example in history when they pretend to be a Roman soldier. Standards in handwriting are generally below average. Pupils learn how to form letters correctly but insufficient emphasis is given to the systematic development of legible, joined handwriting. As a result, currently many older pupils' writing is untidy and laborious.
76. The quality of teaching is satisfactory. In the best lessons teachers have a very thorough understanding of the needs of the National Literacy Strategy and plan clearly and carefully to meet it. Short-term objectives for the lessons are identified which are taught energetically and reviewed thoroughly at the end of the lessons. Work is well matched to the different abilities of pupils and pupils are encouraged to think hard by the way questions are put. Pupils are successfully encouraged to plan and to discuss their work together. The teacher ensures, by keeping a close eye on what is happening, that all pupils are fully involved in the lessons. Pupils with some degree of special educational need are well supported for example, in using their knowledge of the sounds letters make to pronounce unfamiliar words. Where teaching is satisfactory but has some weaknesses, opportunities are missed to make pupils fully aware of the teachers' expectations of the amount and quality of work pupils should complete in the time available. Insufficient emphasis is placed on teaching pupils to write neatly. Opportunities are lost to develop skills in information and communication technology. In some lessons the teaching assistants are not always appropriately deployed to work effectively with individuals or groups of pupils. In the less successful lessons pupils lose concentration and do not give of their best.
77. Teachers mark pupils' work carefully and constructively and there are new procedures in place for teachers to set, in consultation with individual pupils, the targets they should aim to achieve in the shorter term. As a result now pupils work hard at this because they know that their targets are important. An appropriate amount of homework which includes an effective home/school reading link is set



regularly. The role of co-ordinating English is shared by two teachers. Good progress has been made recently in ensuring a settled teaching staff, and that all teachers have high expectations of what can be achieved. A detailed analysis of relative strengths and weaknesses in the teaching and learning of English has recently been completed. As part of this procedure lessons have been observed at Key Stage 1 and there are plans to extend this shortly into Key Stage 2.

78. The school's resources for English and literacy are good in quality and quantity and have been carefully catalogued and organised thoughtfully. As a result they are always readily available to support individual lessons. The co-ordinators have also, in a short time, begun the process of reviewing pupils' work across the school to help in the process of setting the standards pupils should at least attain at the end of specific years. There are effective links with the literacy governor and with specialist teachers from outside the school. All these initiatives are beginning to raise standards but have yet to have their full impact. Priorities for improvement for example to raise standards in handwriting are appropriate and action is in hand to address this shortcoming.

## **MATHEMATICS**

79. Standards in mathematics have improved from a low base since the last inspection. Pupils in Year 2 attain the average standards. When they leave the school at the age of nine, standards overall are below that normally found.
80. In the national tests in 2000, the standard reached by Year 2 pupils was well below the national average. Over recent years, the school's results have deteriorated, with a very low dip in 1999 and a rise since then. In the most recent tests in 2001 the number of pupils achieving the higher grade has improved. Standards are now gradually improving and it seems likely that a few more pupils will achieve Level 3 this year. There are no marked differences between the performance of boys and girls.
81. By the age of seven, pupils have made sound progress in acquiring basic numeracy skills and have a satisfactory understanding of numbers to 20. They count, read, write and order numbers, and are generally confident in solving a satisfactory range of simple sums unaided. Many pupils demonstrate knowledge of basic written computation methods and their mental arithmetic knowledge is as expected for their age. Most pupils have an understanding of numbers to 100, but few of higher numbers. They have a reasonable sense of place value, and of odd and even numbers. They measure in centimetres, weigh in kilograms, and display data on a simple block graph. In Year 1 most pupils confidently count objects higher than 20 and make sensible estimations, but there is a significant minority unable to do this. A large proportion of pupils have poor recording skills. While teachers provide many suitable learning opportunities for the average and below average pupils in these age groups, they sometimes underestimate the correct level of challenge for the higher attaining pupils and this is hampering their progress.
82. In Years 3 and 4 many pupils are developing some sound mental mathematics skills that they demonstrate in numeracy sessions. Number facts are reasonably secure, as is the reading of larger numbers from the written vocabulary. Many pupils in Year 4 can multiply two-digit numbers by a one-digit number. Their understanding of mathematical vocabulary is not strong, with some average and lower ability pupils in Year 4 still unsure of simple terms. Lower ability pupils have little understanding of simple fractions. Above average pupils can successfully play a game where they have to recognise quickly when two fractions have the same value. However, average and below average pupils have difficulty solving problems and in knowing the

appropriate strategy to use. Pupils identify common shapes and some of their properties. They work out the perimeter and area of a rectangle by counting squares and measuring, and a few pupils explain how to do this. Those with special educational needs are provided with suitable work in mainstream classes, are well supported and make satisfactory progress. Some pupils are given extra help through 'Spring board' groups and this is beginning to have a positive effect.

83. In the mixed Years 3 and 4 classes, Year 3 pupils' attainment is similar to that of Year 4 pupils, and they work in groups alongside them. In Year 3, more pupils are in line with the expected level. Concentration in lessons is generally satisfactory, especially when lesson objectives are clearly explained and work is suitably adapted to match the different ability groups.
84. Throughout the school, little use is made of information and communication technology to develop pupils' mathematical knowledge, skills and understanding. Teachers provide little work in this area. Other subjects make a sound contribution to the enhancement of numeracy skills; for instance, in Year 3 science, where pupils use graphs to displays the range of heights of all the class.
85. The quality of teaching overall is satisfactory. Most teachers have sound subject knowledge and their planning of individual lessons is satisfactory. Most lessons have learning objectives that are shared with the pupils, but these are sometimes too all-encompassing, and pupils are often unsure of what they are really trying to get better at. Teachers generally start the lesson with mental mathematics, but sometimes teachers do not ensure that all pupils take part in this section of the lesson, and not all pupils attend well to the teaching. Where teaching is at its best, there is a brisk pace, both within the lesson and across a series of lessons, to push the learning forward. There is a good level of challenge, activities are varied, strong connections are formed with previous learning with no time wasted, and each ability group is well targeted. In the more effective lessons, ways are found to ensure that many pupils have opportunities to articulate their understanding and methods, and the mathematical vocabulary is well taught. When teaching is less satisfactory, expectations are too low, tasks and learning materials are not well matched to the pupils' needs, the pace of the lesson is too slow and the teachers' explanations are unclear.
86. Pupils are generally well managed by staff and consequently behave properly and show a sound level of interest and enthusiasm. Pupils are taught some strategies for making mental calculation easier. However, too few reminders are given or challenge set by teachers to encourage pupils to learn arithmetic facts or to practise at home. Some pupils still use their fingers to calculate, and are not sufficiently reminded of better methods or challenged to try without. Too few opportunities are given for pupils to apply their knowledge to solve problems, and teachers offer too little direct teaching to help this. Marking does not consistently help all pupils understand how they can improve.
87. Pupils' progress is beginning to be monitored through a thorough tracking system. Teachers use the data gained well to predict individual pupils' progress over the year but do not set precise achievable targets that pupils can understand and use in the short term. Regular monitoring of planning is undertaken and staff jointly evaluate and level pupils' work. There has been some good improvement since the last inspection. Standards are starting to rise. The assessment procedures are now being improved and strengthened. The school is starting to administer optional national assessments annually, and half-termly use of assessment is firmly in place. The resulting

information is now being used well to follow pupils' progress and to set, and adjust, end-of-year targets. However, it is not yet being used consistently to analyse detailed weaknesses and trends, or to guide teachers' planning and target setting with groups of pupils. The role of the co-ordinator is underdeveloped and the co-ordinator does not formally review the quality of teaching.

## SCIENCE

88. Standards at age seven and age nine are broadly in line with the national average. In 2000, teachers assessed pupils by the age of seven as having standards above those in schools nationally, although below for Level 3. Pupils with special educational needs are well supported in the majority of lessons and, as a result, make good progress in relation to their prior attainment.
89. Standards at the end of Key Stage 1 are in line with those expected nationally and by Year 4, the majority of pupils have made satisfactory progress and reach expected levels for nine year olds. This reflects the standards found in the last inspection.
90. In Year 1, pupils accurately describe the way in which objects are more easily seen when there is light. They record their observations in different ways with higher attaining pupils using sentences well to describe their observations and some pupils making effective use of block graphs to record variations in eye colour. They have an appropriate knowledge about themselves and of keeping healthy and describe, for example, the way in which they become tired and out of breath after exercise. Year 2 pupils investigate materials and, although some show a degree of uncertainty when comparing natural and man-made materials, most make appropriate classifications of common materials.
91. Pupils investigating light and shadow, in Years 3 and 4, describe accurately that shadows are caused by something blocking the light and many make the connection between this and the fact of light moving from a source. Some higher attaining pupils understand the link between this and eclipses, while lower attaining pupils in both year groups frequently describe a shadow as a 'reflection'. Most recall key features of their work on electricity and use appropriate vocabulary, such as circuit, switch, and power source without prompting. Pupils in Year 4 and higher attaining pupils in Year 3 correctly identify the characteristics of materials that are good conductors.
92. Pupils at both key stages enjoy their work in science. They listen attentively to instructions, use materials carefully, and collaborate effectively when working in groups. Many, however are reticent when asked to describe why they think something is happening as, for example, when pupils noticed that an object cast three distinct shadows from the different classroom lights.
93. The quality of teaching, at both key stages is satisfactory. In the more effective lessons, teachers plan appropriate tasks and link these well to previous work. Good lesson structures balance instruction and discussion well, with questioning being well linked to different pupils' knowledge of the subject. In these lessons, teachers take care to describe the objectives planned within each lesson. Resources are generally used effectively, and appropriate scientific vocabulary used consistently. All of these features enable pupils to learn well and support good progress in the acquisition of new knowledge, skills, and understanding. In the small proportion of lessons where there are shortcomings in teaching, at Key Stage 1, a key weakness was that planned activities failed to support the learning objectives that were set. In these lessons, pupils were interested in the work that was set but had too little opportunity to predict

or to record their findings. As a result, the pace of learning was slow, and particularly so for higher attainers and for pupils with special educational needs. In all lessons, teachers and learning support assistants work well together, supporting identified groups well through a clear knowledge of planning and what is to be learned.

94. Teachers' assessment of pupils' knowledge, skills, and understanding is unsatisfactory which the school has identified as a priority. While teachers have a clear awareness of what has previously been taught, there are inconsistencies in their understanding of what has been learned. Marking rewards pupils' effort, but rarely helps them to understand what they need to do in order to improve their work. As a result, pupils are not always sufficiently challenged at appropriate levels, particularly in investigation, prediction, and recording. This is also an area that the school has recognised as a priority for improvement, and plans are in place to improve teachers' knowledge of how well their pupils are performing and their ability to set consistently appropriate targets.
95. The curriculum meets statutory requirements. It is well balanced and makes an effective contribution to pupils' knowledge and understanding in English, mathematics, and some elements of design and technology. In contrast, although some opportunities are planned for pupils to use information and communication technology in their work, there is little evidence that this takes place consistently or with sufficient frequency for pupils to benefit fully.
96. The co-ordinator is keen to see standards rise and provision in the subject improve further. Following an evaluation of the subject, the co-ordinator has drawn up a detailed action plan which identifies an appropriate range of actions designed to improve provision. The co-ordinator has observed colleagues teaching and used this information, as well as that gained from a scrutiny of teachers' planning and a review of resources, to inform development needs. The co-ordinator is aware that a clearer understanding of standards in science across the school would be appropriate in evaluating the effectiveness of the subject and, to this end, has begun to analyse available data in line with priorities identified within the school development plan. The allocated budget is used wisely in identifying and rectifying resource needs and the co-ordinator has been active in promoting science through participation in a range of local events and competitions at which pupils from the school have been successful.

## **ART AND DESIGN**

97. The attainment of Year 2 pupils is in line with expected standards. At the end of Year 4 attainment is in line with that generally found, and progress is satisfactory throughout the school.
98. At both key stages pupils are given opportunities to use a satisfactory range of techniques and a variety of media to express their feeling and ideas. By the end of Key Stage 1, pupils have made sound progress and are able to draw and paint satisfactorily. When illustrating stories they have jointly written, or when painting pictures, most pupils represent the human figure with satisfactory proportions and use materials with acceptable skills. When encouraged, they are able to evaluate their work and suggest improvements. In the one very good lesson seen, good teaching directly led Year 1 pupils to be able to use mirrors very successfully to study the proportions of their own faces and record with a wax-resist wash.
99. At Key Stage 2, pupils make sound progress. In the autumn term the emphasis is on printmaking. Pupils are beginning to understand and use an acceptable range of

methods, and are developing a satisfactory set of skills in that technique. Pupils in some classes are rightly encouraged to choose the type of printing they want to use for the effect they want to achieve. Teachers' expectations are sometimes too low, so the work lacks challenge.

100. Teaching is satisfactory overall. In the very good lesson, pupils were encouraged by skilful and knowledgeable teaching to look closely, experiment with materials, and develop their abilities to appraise their own work and make improvements, thus raising standards. Where there are shortcomings insufficient systematic consideration is given to consolidating and extending pupils' skills and techniques in drawing. While most pupils have sketchbooks, they are not being taught how to sketch and the work of famous artists is under represented. As a result, pupils know very little of famous artists or about the possible effects gained from a particular technique at which they excel.
101. Throughout the school, links with other subjects such as history and geography provide good opportunities for pupils to practise artistic skills; for example, making mosaic patterns as part of a history topic on the Romans. Much of the art curriculum supports other subjects, and sometimes too little attention is given to the development of artistic skills and knowledge. Pupils with special educational needs are integrated well in lessons, and the practical nature of the learning objectives helps ensure that all pupils have the opportunities to make progress at the same rate as their peers.
102. The school is in the process of reviewing their whole-school policy and planning documents to ensure that all areas of the National Curriculum are being covered well. The school uses visits as part of the learning, but have no visiting artists. The school has a satisfactory range of art materials and postcards, but too few books or reproductions of artists' work. Art is displayed well in the school and helps to enliven the buildings. However, information and communication technology is not regularly used to enhance learning.

## **DESIGN AND TECHNOLOGY**

103. Only one lesson in design and technology was seen during the inspection. Judgements are therefore based on the scrutiny of planning and pupils' work and on discussions with staff and pupils from which it is apparent that standards are in line with those expected at the end of Key Stage 1, and by Year 4.
104. The scheme of work builds effectively on pupils' prior knowledge, skills and understanding. Pupils find the tasks interesting and, in the lesson seen, where teaching was good, a good level of questioning and discussion enabled them to explain effectively how materials can be joined together. Pupils in Year 1 use scissors carefully in cutting card to make moving figures and models of scissors while, by Year 4, pupils apply a much broader range of cutting and shaping skills in making their models.
105. Pupils use a range of materials, including paper and card, air-dried clay card and food in making their products. They accurately describe different methods of joining materials and older pupils describe story books with moving parts that have been made, although none recall opportunities for designing their products using labelled sketches. Their descriptions demonstrate that satisfactory progress is made in their learning.

106. In discussion and in the lesson seen, pupils show enjoyment of the subject. They work effectively in groups, sharing materials and ideas well. The examples of work on display demonstrate that pupils take care in cutting, shaping and joining their models and, in the lesson seen, worked seriously and purposefully.
107. The curriculum is appropriately supported by a scheme of work derived from the national guidance. Some elements of the subject are appropriately used to support learning in other subjects, such as the photo frames made as part of an art project in Year 2, and faces with illuminated eyes and shadow puppets planned to support science in Year 2 and in Years 3 and 4. Although pupils have the adequate opportunities to design key elements of their products their evaluations are relatively undeveloped, especially at the upper end of the school.
108. The co-ordinator works effectively to support the subject although she has as yet had no time to monitor teaching and standards across the school. The co-ordinator has, however, undertaken a review of provision and resources and is aware that a clearer view of standards would assist the subject's development considerably. Resources for design and technology are satisfactory.

## **GEOGRAPHY**

109. Only a small number of lessons were seen during the inspection. However from a scrutiny of pupils' previous work and by looking at teachers' plans and by talking to teachers and pupils, it is clear that standards are at those expected at the end of Key Stage 1. By the end of Year 4 pupils attain at expected levels for nine year olds.
110. Within Key Stage 1 pupils are able to recognise their routes to school and draw them simply. They know the important features of their own island and can place significant natural and made features on an imaginary island. They are able to recognise and describe the different characteristics of these features. Pupils in Key Stage 1 are able to look for similarities and differences between the Isle of Wight and the 'Isle of Struay' where 'Katie Morag' lives. They know who lives on her island and how they travel about it. They are able to draw simple graphs of surveys they have conducted, for example about visits to the seaside. Within Key Stage 2 pupils are able to recognise similarities and differences in their way of life compared to children living in an Indian village.
111. The co-ordinator has been in post for a short time and has made a purposeful start carrying out a thorough audit of the school's resources for this subject, which are adequate. The co-ordinator has also begun a process of collecting examples of pupils' work to identify what standards teachers should aim for their pupils to achieve. The policy and scheme of work are currently being reviewed and brought up to date using recent national guidance. Plans are in place for the co-ordinator to begin to visit classes next term to look at the way teachers teach and pupils learn.

## **HISTORY**

112. Standards are in line with those expected at the end of Key Stage 1 and pupils in Year 4 achieve expected standards for their age. Within Key Stage 1 pupils know that games children played 'long ago' were often significantly different from their own. They know how they themselves have changed as they have grown. They know that events long ago are recorded and can be found in newspapers of the time. They know something of the artefacts that were used during a period in history, for example through studying ration books and gas masks they know something of what life was

like in Britain during World War II. They know that special occasions are often marked by the production of commemorative memorabilia and they can place some of these events in chronological order. They know something of the Great Fire of London. Older pupils in Key Stage 1 have a thorough understanding of the daily life of a Roman legionary and "most had to stay in the army for 25 years". They know about the way of life in a Roman villa basing their work on nearby remains which they have studied at first hand.

113. The quality of teaching is satisfactory. In the best lessons the teachers have a thorough understanding of the subject and are enthusiastic. As a result the teachers draw out from the pupils by careful questioning, how materials were used in previous times. The lessons are carefully planned so that a good range of artefacts are at hand for pupils to study and to discuss. These hold pupils' interests and maintain levels of concentration well.
114. Where teaching has some weaknesses the teachers place too much emphasis on simply imparting large amounts of information without explaining, for example by ignoring causes and effects. Teachers do not question sufficiently to establish what pupils have learnt.
115. The co-ordinator has recently assumed responsibility for this subject and has worked hard in a short time to bring the curriculum up to date. Recently the curriculum has been enriched by the introduction of visits to places of interest and by the invitation of visitors to the school, for example in the study of the Roman invasion. The co-ordinator has reviewed the range and appropriateness of resources and is beginning to address areas of need. Overall resources are adequate in quality and quantity.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

116. By the age of seven, standards meet national expectations. However, by the age of nine, standards are below those expected nationally as a result of gaps in pupils' previous learning. Until recently, information and communication technology was neglected within the school and money was not invested effectively in updating resources or in training teachers to teach the subject. Currently, although provision is improving, pupils still have insufficient opportunities to use computers in their learning, both in the acquisition of skills and in applying those skills in other subjects. Progress in learning is satisfactory in Years 1 and 2, but unsatisfactory in Years 3 and 4. Pupils with special educational needs make similar progress to their peers.
117. The school is fully aware of the weaknesses within the subject and resources are beginning to be updated. Teachers have not yet received training under the New Opportunities Fund scheme but appropriate plans are in place to develop a staff training programme in the near future.
118. Pupils at Year 1 use the computer to access images to illustrate their work and develop keyboard skills to label and annotate their work, and to record some short stories. Their skills progress appropriately into Year 2 where they use more complicated keyboard functions, for example, inserting line breaks and selecting appropriate text from word-banks to describe their work. In Years 3 and 4, pupils have some experience of manipulating text and graphics handling data and some design work using repeat patterns.
119. There is very little recorded evidence of work done by pupils, and particularly those at Years 3 and 4 and this confirms that standards are below those expected as the

result of insufficient opportunities and resources to use computers to support their learning. Currently, at Key Stage 2, pupils have too few opportunities to use and apply their literacy and numeracy skills when using computers and this hampers the progress that they are able to make. Skills in word processing are underdeveloped. Although there is some evidence that pupils are using computers successfully to support the data handling aspect of mathematics, their confidence in choosing and operating specific applications unaided is limited.

120. No teaching of the subject was seen during the inspection. Teachers' planning includes appropriate references to information and communication technology at the long term level, but this becomes much less consistent in short-term planning. The curriculum, as planned, includes all elements required by the National Curriculum.
121. The newly appointed co-ordinator is enthusiastic and knowledgeable about the subject. She is very aware of the weaknesses in the subject and knows what needs to be done in order to secure improvement. Following a detailed audit of the subject, an effective action plan has been developed focused on resources and staff training. The school recognises that the profile of the subject needs to be raised in order to improve standards and, to that end, has revised the allocation and distribution of software, developed an informal network of staff support and advice and has begun to monitor teachers' planning to ensure appropriate coverage. The computer club, which she runs regularly after school, is successful in enthusing the pupils who attend and supports and extends their learning well.

## **MUSIC**

122. At the end of Years 2 and 4, standards will be in line with national expectations. Progress throughout the school is satisfactory.
123. In Years 1 and 2 pupils sing a satisfactory range of songs to a sound standard. They sing tunefully, often unaccompanied, with satisfactory diction and ability to control their pitch and volume. In music lessons, pupils practise different rhythmic patterns, such as clapping the patterns of syllables in their names and favourite objects. They hold a rhythm by using unpitched percussion instruments satisfactorily to accompany familiar songs like 'The Grand Old Duke of York'. Pupils name some of the instruments and describe the sounds they make well. In one good lesson seen in Year 1 pupils, made a great variety of sounds from individual instruments. They put these sounds into words, which the teacher scribed for them to form a display, supporting the development of literacy skills. Pupils are starting to evaluate their efforts with their teachers' help, although this area is underdeveloped.
124. At Key Stage 2, and in whole-school situations, pupils sing enthusiastically and to a satisfactory standard. They sing with good pitch and sound diction. Pupils do not regularly sing songs in parts. In lessons, pupils are given good opportunities to practise and improve their performance on tuned percussion instruments. However, the use of tuned percussion has only recently been introduced, so pupils still lack any real skill. Pupils follow simple musical notation and maintain a regular pulse and different tempos and rhythms well when given clear guidance by the teachers.
125. The quality of learning and teaching throughout the school is satisfactory overall. Although many teachers lack subject knowledge and personal musical skills a new scheme has been put in place this term and is helping to rectify this problem. However, teachers rarely record pupils on tape to assess the progress of skills. The



monitoring and development of the subject have begun but needs to be strengthened by creating the role of the co-ordinator.

126. Pupils with special educational needs are integrated well in lessons, and the practical nature of the learning objectives helps ensure that all pupils have the opportunities to make progress. Six pupils at Key Stage 2 learn the violin, and a few learn the recorder. There is a recently introduced music club for the older pupils who are going to perform for parents soon. Information and communication technology is not currently used in the subject.

## **PHYSICAL EDUCATION**

127. Standards at the end of Key Stage 1 are in line with expected levels for seven year olds. In Year 1 pupils reach standards usually found amongst nine year olds. Standards in swimming are the same as in other aspects of physical education and all pupils are on track to swim confidently, safely and unaided by the age of 11.
128. By the end of Key Stage 1 pupils are able to develop a series of movements using space well so that they are able to build a gymnastic sequence. They are able to modify their movements as a result of evaluating their own and others' efforts. They are able to imitate the movements for example, of a caterpillar, moving expressively and confidently. They have a secure understanding of the importance of 'warming up' and 'cooling down' and of the effect of exercise on their bodies. Within Key Stage 2 pupils are able to catch and throw small balls accurately. They are able to improve their techniques by practising carefully in pairs and in small groups. There are good opportunities, many of which have been recently introduced, for pupils to learn how to play a range of team games for example, netball and football. There is also a provision for pupils to learn how to play golf and to sail. There are well supported after school clubs for these and other activities which help to enrich the curriculum for pupils.
129. The quality of teaching is good. As many teachers are relatively newly appointed, this good teaching has yet to have its full impact on the standards pupils are currently achieving. Where the teaching is particularly good the lessons begin very purposefully and pupils copy the energetic and enthusiastic way the teachers demonstrate what they should do. The teacher has a very good subject knowledge and hold high expectations of what pupils should achieve. Pupils are warmly praised when they reach these standards, as when a pupil performs a difficult movement well and the teacher draws this to the attention of the other pupils. The teacher questions well so that pupils are encouraged to think for themselves and are challenged to exceed their previous best by statements such as "I don't know if you can do this - I wonder?" The pupils try particularly hard to succeed, which most do. They work sensibly and co-operatively with each other when putting out and putting away equipment independently. The teacher ensures that boys and girls are equally involved in this and in working together in the lesson.
130. The co-ordinator is well qualified and has worked hard since her recent appointment to carry out a careful audit of the resources and equipment for this subject. An action plan is in place which identifies appropriate areas for development and this is beginning to have an impact on the quality of teaching and learning. For example, links with national sporting initiatives such as 'Top Play' and 'Top Sport' have recently been made and a programme of in-service training for teachers has begun so that the co-ordinator can pass on to teachers ways of teaching this subject well.

## RELIGIOUS EDUCATION

131. As at the last inspection, pupils' attainment was in line with the expectations of the locally agreed syllabus at the end of Key Stage 1 and at Year 4.
132. Pupils in Year 1 describe that "Jesus died on The Cross", and that this is a symbol of Christianity. Their knowledge of the Christian faith enables them to describe key elements of the Christmas story. They know that different religions have celebrations, for example when discussing weddings in the Christian faith. Pupils in Year 2 describe accurately some features of Hinduism, such as the lighting of candles for Divali. They know that there are different religions and that celebrations are an important feature of them. By Year 4, pupils know that there are other religions, such as Judaism and Hinduism, and many can identify places of worship and some of the symbols of these faiths. Most of these pupils understand that prayer is "talking to God", and is important in all faiths, for example, when discussing 'The Shepherds' reaction to meeting 'The Angel' in the Christmas story.
133. Pupils show a good level of interest in the subject. They join willingly in discussion, offer considered suggestions in class and in assemblies and, by the time they reach Key Stage 2, take part in role play sensibly. They show an understanding of others' feelings and beliefs as, for example, when they are listening to pupils' describing elements of celebration within their own faith.
134. The curriculum is effectively planned in relation to the locally agreed syllabus. A new agreed syllabus is going to be introduced next term which the school feels will enable the subject to be taught in a way that reflects pupils' needs more effectively.
135. The co-ordinator has evaluated standards and provision in the subject and, as a result has developed an effective action plan for improvement. The plan currently focuses predominantly on provision and resources although the co-ordinator is aware that an increased focus on standards would be appropriate. Resources are adequate to meet the requirements of the agreed syllabus, but the school recognises that they will need to be reviewed when the new agreed syllabus is in place. Religious education plays an important part in developing pupils' spirituality and the school plans to extend this further by, for example, arranging visits to places of worship representing different faiths on the island and by inviting representatives of those faith communities to visit the school.