

# INSPECTION REPORT

## WOOTTON PRIMARY SCHOOL

Ryde

LEA area: Isle of Wight

Unique reference number: 118172

Headteacher: Mrs Margaret Henshaw

Reporting inspector: Rob Crompton  
7230

Dates of inspection: 11<sup>th</sup> – 13<sup>th</sup> June 2002

Inspection number: 230905

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 – 9

Gender of pupils: Mixed

School address: Church Road  
Wootton Bridge  
Ryde  
Isle of Wight

Postcode: PO33 4PT

Telephone number: 01983 882505

Fax number: 01983 882505

Appropriate authority: The Governing Body

Name of chair of governors: Mrs Lisa Thompson

Date of previous inspection: 16<sup>th</sup> June 1999

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members |               |                      | Subject responsibilities   | Aspect responsibilities   |
|--------------|---------------|----------------------|--|---|
| 7230         | Rob Crompton  | Registered inspector | The Foundation Stage<br>Science<br>Art and design<br>Music<br>Physical education   | What sort of school is it?<br>How high are standards?<br><i>The school's results and pupils' achievements</i><br>How well are pupils taught?<br>How well is the school led and managed?             |
| 8933         | John Chapman  | Lay inspector        |  | How high are standards?<br><i>Pupils' attitudes, values and personal development</i><br>How well does the school care for its pupils?<br>How well does the school work in partnership with parents? |
| 22990        | Chris Furniss | Team inspector       | English<br>English as an additional language<br>Religious education<br>History<br>Art and design                           |   |
| 14509        | Philip Mann   | Team inspector       | Special educational needs<br>Mathematics<br>Information and communication technology<br>Design and technology<br>Geography | How good are the curricular and other opportunities offered to pupils?  |

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

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

### **INFORMATION ABOUT THE SCHOOL**

The school is smaller than other primary schools nationally, with 140 pupils on roll aged between four and nine. There is one class for each year group from reception to Year 4. Numbers have remained stable during the last few years. The large majority of pupils are white, with a very small number from ethnic minorities. When the children start school, their social skills, language development and mathematical understanding are broadly as expected. Twenty-six pupils are on the school's register of special educational needs – a similar proportion to that found in most schools. The majority demonstrate a range of difficulties with language and reading development. A small number have difficulties relating to behaviour, visual and auditory impairment. Eleven pupils receive support from outside school, and two have statements of educational need. The proportion of pupils known to be eligible for free school meals is broadly average, reflecting the local social and economic circumstances. The headteacher took up her post in April 2001 and a deputy head has been appointed to start in September.

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

This is a good school. It is extremely well led by the headteacher, working in close partnership with the governing body. Pupils benefit from consistently good teaching; they progress well and achieve well above average standards. Very good relationships throughout the school contribute to pupils' personal development and positive attitudes. Parents hold the school in high regard. It gives good value for money.

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

- Excellent leadership by the headteacher gives clear educational direction for the school
- Challenging teaching leads to very good standards
- Teaching assistants provide very good support for teachers and pupils
- Pupils' progress is carefully assessed so that new work is at the right level
- Very good relationships and a strong focus on pupils' personal development boost their confidence to learn
- The high level of care means that pupils are happy and safe
- Governors know the school well and play an important role in monitoring performance and strategic planning

#### **What could be improved**

- Standards in information and communication technology (ICT) by pupils using it more widely in different subjects

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

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

Improvement since the last inspection has been good. Provision for higher attaining pupils is now very good. Marking is more effective. Standards have continued to rise and are now well above average. The quality of teaching has significantly improved, with teaching assistants making a significant contribution to pupils' learning. School development planning is much more strategic.

## STANDARDS

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

| Performance in: | compared with |      |      |                 |
|-----------------|---------------|------|------|-----------------|
|                 | all schools   |      |      | similar schools |
|                 | 1999          | 2000 | 2001 | 2001            |
| Reading         | B             | A*   | A    | A               |
| Writing         | A             | A    | A    | A               |
| Mathematics     | A*            | B    | A    | A               |

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

These are impressive results. They have been consistently either high or well above the national average for the last three years. Children enter the school with broadly average levels of attainment; to achieve well above average standards by the age of seven represents very good progress.

Children make a good start in the reception class and, by the end of the year, most meet or exceed the targets set for children at this age. Pupils in Years 1 and 2 build very well on this foundation, achieving very good standards in the key subjects of English, mathematics and science.

Pupils continue to progress very well in Years 3 and 4 so that, by the time they are nine, their attainment is well above that expected at this age.

The school sets ambitious targets and works very hard to meet them. Standards have greatly improved in the last five years and results now indicate that, compared to national results and those of similar schools, pupils are about two terms ahead in English, mathematics and science. Good standards are achieved in art and design and physical education, and attainment in all other subjects is at least in line with national expectations

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment   |
|--|---|
| Attitudes to the school                | Pupils enjoy school and have very good attitudes; they are keen and enthusiastic.   |
| Behaviour, in and out of classrooms    | Behaviour is generally good and often very good in lessons.   |
| Personal development and relationships | Relationships throughout the school are very good. The school is a harmonious community where the atmosphere is relaxed but purposeful. |
| Attendance                             | Attendance is in line with the national average.  |

## TEACHING AND LEARNING

| Teaching of pupils in: | Reception | Years 1 – 2 | Years 3 – 4 |
|------------------------|-----------|-------------|-------------|
| Quality of teaching    | Very good | Good        | Very good   |

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

Challenging teaching leads to high standards. Teachers successfully motivate pupils to work hard and try their best to improve. The teaching of English, mathematics and science is particularly effective. Lessons are planned carefully to enable all pupils to make progress. Teachers manage behaviour well and move lessons on at a brisk pace. Skilful questioning is a strong feature of teaching in all classes.

## OTHER ASPECTS OF THE SCHOOL

| Aspect   | Comment  |
|--|--|
| The quality and range of the curriculum  | The curriculum is well balanced, providing pupils with a good variety of experiences.  |
| Provision for pupils with special educational needs  | Good. Pupils who need extra support are identified early and their progress is carefully tracked. Teachers provide work at different levels in the classroom and are ably assisted by the learning support staff   |
| Provision for pupils with English as an additional language                                  | Good. The small number of pupils with English as an additional language make good progress.  |
| Provision for pupils' personal, including spiritual, moral, social and cultural, development | Very good. Lessons provide opportunities for pupils to think about meaning and purpose in the natural world and in human achievement.<br><br>Moral and social development is promoted very well through the day-to-day life of the school and more formally through the school council, the support of charities and visits. Pupils have good opportunities to take on responsibilities and do so willingly and efficiently.<br><br>Art, drama, religious education and literature are used well to promote pupils' awareness of cultural diversity. |
| How well the school cares for its pupils   | Good. Child protection procedures are very well established and the school has due regard for pupils' health and safety.   |

The school does all it can to involve parents as partners in their children's education. Parents support the work of the school by helping their own children and some help out in lessons. Parents find the school open and welcoming. They are kept well informed through newsletters and consultation evenings. Annual reports to parents, however, do not provide parents with a clear enough idea of how their children are getting on.



## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment  |
|--|--|
| Leadership and management by the headteacher and other key staff | The headteacher has a clear vision for the school and provides excellent leadership. She is very well supported by senior staff.   |
| How well the governors fulfil their responsibilities             | Governors are well informed and committed, and have a good level of day-to-day contact with the school. The headteacher and governors work well together to promote the school's aims. |
| The school's evaluation of its performance                       | Governors have a strong monitoring role and use a range of data to track performance. They are very well aware of the school's strengths and areas for development.                    |
| The strategic use of resources                                   | Resources are used well and the principles of best value are applied effectively.  |

The school's strategy for monitoring and support has led to improvements in the quality of teaching. Teachers are mutually supportive and teamwork is strong. Learning assistants provide very good support. Accommodation is good, particularly for learning outdoors, and resources are more than adequate.

## 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, behave well and make good progress.</li> <li>• The school is well led and managed.</li> <li>• Teachers are very effective and expect pupils to work hard.</li> <li>• The school keeps parents well informed about how their children are doing.</li> <li>• The school is open and welcoming and works in close partnership with parents.</li> <li>• An interesting range of activities outside lessons is provided.</li> </ul> | There were no common issues. A few parents raised concerns about behaviour and homework. |

The inspection strongly endorsed parents' positive views. The concerns about behaviour and homework are not well founded. Behaviour is good and often very good and homework is used effectively to support pupils' learning

## **PART B: COMMENTARY**

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

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

1. Children in the reception class make good progress in all areas of learning. By the end of the year, most achieve the national targets in all areas of learning and many exceed them. This means that they get off to a good start as they enter Year 1.
2. Standards are very good in Years 1 to 4. Seven year olds have achieved well above average results in national tests in reading, writing and mathematics for the last three years. In 2001, over half of the pupils achieved the higher level 3 in all three areas, well above the national average, indicating that the school provides a good level of challenge to enable all pupils to reach their potential. This is a very significant improvement since the last inspection, when the provision for higher attaining pupils was inadequate. A register of gifted and talented pupils has been established and they achieve the very good standards expected of them.
3. The results of the 2001 teacher assessments in science were above average. Again, the number of pupils achieving the higher levels was well above average, with a very high proportion reaching excellent standards in experimental and investigative work. This practical approach to science continues to feature strongly in lessons and is a significant factor in the very good progress made by most pupils.
4. Results have fluctuated a little from year to year due to the difference in the prior attainment of each year group but the overall picture is one of high standards. Results of the 2002 national tests are not yet confirmed but early indications suggest that they are similar to those in recent years.
5. Standards of work seen during the inspection reflect the above average test results. Pupils' listening and speaking skills are developed well; they express themselves thoughtfully and clearly. Year 2 pupils read and write very well and have a very good grasp of mathematics. Skills in literacy and numeracy are very well developed and this contributes to achievement in other subjects.
6. Although statutory tests are not applicable in Year 4, the school assesses pupils using similar standardised methods. The results of these tests in English, mathematics and science indicate that pupils continue to achieve very well. The work seen during the inspection showed that standards are well above those normally found at this age.
7. Attainment in all other subjects is broadly in line with that expected at seven and nine years of age, with above average standards being achieved in art and design and physical education. Now that pupils are achieving well in the key subjects of English and mathematics, there is potential for improvement in most other subjects.
8. In each class, a number of pupils experience degrees of learning difficulty, usually characterised by needs in some basic reading skills and, often, a problem in coping with writing and mathematics. The high quality of the support provided in reading and phonic work means that the progress of these pupils is usually good. Although some pupils continue to find problems understanding complicated ideas and writing down their thoughts, they develop an increased confidence in participating in classroom activities, speaking to adults and working in groups. They develop well in reading and language skills and this helps them to complete tasks in other subjects.
9. There is no significant difference in the attainment of boys and girls. The very small number of children with English as an additional language are well supported and achieve good standards.

10. Pupils' progress within each year and through the school is carefully monitored. Targets with an appropriate degree of challenge are set and adjusted as more assessment information becomes available. Given the consistently effective teaching and pupils' positive attitudes to learning, the school is well on course to meet them.

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

11. Pupils' attitudes are very good. They enjoy coming to school and participate in school activities with enthusiasm. Pupils participate well in classroom discussions and settle down to their own work with very good concentration.
12. Behaviour is good and often very good. There is a small minority of pupils who find it difficult to concentrate; but with very good class control by teachers and classroom assistants, and good support from fellow pupils, their behaviour is not allowed to deteriorate or adversely affect the learning of their classmates. Pupils move around the school quietly and with purpose, saving their energies for the playground where they play with vigour, making good use of the grounds and especially facilities such as the adventure playground, which is much appreciated by all the pupils. No evidence of oppressive behaviour was noted.
13. Relationships are very good. Pupils are polite, saying 'excuse me' and 'thank you' at appropriate times and they demonstrate considerable care and respect for others. They are friendly towards adults and most are unafraid of expressing themselves and enjoying a mature relationship. They respond well to teachers and other staff who treat them with respect and are particularly good at supporting fellow pupils with problems, giving them encouragement and support. Achievements are celebrated in class by applause and congratulations and everyone conspires to make learning a fun activity. Many children from the youngest to the oldest were observed taking on small tasks unasked, such as setting out chairs or tidying up at the end of lessons. Year 4 pupils have shown considerable initiative in organising support for a boy in Zambia. They have collected considerable sums and have been thoughtful in making enquiries as to how to spend the money to best effect. As a by-product they have made valuable contributions to their own learning by their use of electronic communication, keeping accounts and marketing their joke book.
14. The school has a strong commitment to inclusive education, which allows pupils with special educational needs to be well integrated within classrooms. Additionally, there is no stigma attached to receiving this help. The effective resources provided, the good support and the high quality of adult-pupil relationships mean that pupils enjoy the support work and, as a result, there is a secure atmosphere for learning for these pupils.
15. Pupils respond very well to the school's provision for personal development. They take on responsibilities willingly. They absorb the ideas promoted in personal, social and health education lessons and develop an obvious care and concern for everyone and for the environment. Pupils are sensitive and responsive to the needs of others.
16. Attendance is satisfactory. Holidays during term time accounted for the majority of absences and although the school actively discourages this, it has to accept it as an almost inevitable consequence of so many parents being unable to take their own holidays during the peak tourist season. There are a small number of pupils who are occasionally late, but as they are hardly ever later than the cut-off time of 9.15 am, and as most days begin with an assembly, the effect upon lessons is negligible.

## HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching has improved significantly since the last inspection, when it was found to be consistently sound and often good. It is now consistently good in every class, with very good teaching in every year group. Of the 30 lessons observed, about half were good and half very good. This highly effective teaching is the main reason that standards have risen since the last inspection. In almost all lessons, pupils are keen to work; teachers explain what they need to do to improve and pupils make every effort to do so. Teaching assistants are well informed and play a significant role in most lessons.
18. In the reception class, excellent planning ensures all aspects of the Foundation Stage<sup>1</sup> curriculum are covered well. Very effective teaching of literacy and numeracy gives children a good start in English and mathematics. Relationships are warm and expectations are high. The nursery nurse and other teaching assistant make a valuable contribution to learning, often playing the lead teaching role with small groups. Because the environment is stimulating and the resources are attractive, children's interest is sustained and their independence develops well.
19. Careful planning and consistently challenging teaching feature strongly in Years 1 and 2. Teachers use questions very effectively to build on what pupils already know to extend their understanding. This is especially evident in literacy lessons, which move at a brisk pace so that pupils' learning moves forward as quickly as possible. First hand experiences are use well in science and an appropriate proportion of work in mathematics is practical. Assessment is used well to decide what to teach next; in most lessons, pupils are given work at different levels so that they can all make good progress. As pupils are fully involved in their learning, they are motivated and behave well.
20. Similar characteristics are evident in Years 3 and 4 where the teaching is very good. Pupils are aware of the learning objectives for each lesson because the teachers share these with them and review the extent to which they have been met at the end of lessons. Aware that pupils do well in the Year 2 tests, teachers ensure that they build on this good foundation. Pupils are set challenging work and most rise to these high expectations. As a result, their learning moves on apace and they achieve very well by the end of Year 4. Teachers' enthusiasm is picked up by the pupils, particularly in science, music and physical education.
21. Across the school, pupils who have learning difficulties are taught well in areas relating to literacy and speaking and listening. The work within the classroom and in small group settings in reading is good. Those with the greatest difficulties receive good teaching from teachers and teaching assistants who are experienced and sensitive and have a good professional knowledge of special educational needs. Teaching assistants have benefited from training in a variety of support techniques. Class teachers match pupils to appropriate tasks and use language and questions effectively to ensure understanding. They also provide clear and consistent boundaries for pupils who display problem behaviour. Teachers know their pupils well and activities are well matched to individual needs. Gifted and talented pupils are also well supported. They are frequently set harder work than the rest of the class and are withdrawn regularly for special sessions.
22. All pupils have equal opportunities to learn. Boys and girls do identical work and teachers promote their participation in all school activities, such as cooking and sewing in design and technology and football in physical education. The small number of pupils with English as an additional language do as well as other pupils and achieve good standards.
23. Literacy and numeracy are taught well. Teaching in all subjects is at least satisfactory, with very good teaching in science and good teaching in English, mathematics, art and design, history and physical education.

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<sup>1</sup> The Foundation Stage is from a child's third birthday to the end of the reception year.

24. There are no significant weaknesses in teaching. Marking has improved since it was identified as a weakness in the last inspection report. Written comments frequently relate to pupils' individual targets, and often provide clear guidance to enable the pupil to improve. Where teachers make regular comments on pupils' presentation, this has a good effect, but some accept rather carelessly presented work. Homework is used well to support learning. Parents hear pupils read at home, spelling is usually a part of weekly homework and pupils have other tasks set such as research and mathematics.

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

25. The school has maintained the good quality and range of learning opportunities since the last inspection. The curriculum is broad and balanced and meets statutory requirements. A high priority is given to English and mathematics and the school has rightly given these two subjects prominence. Teachers use the national literacy and numeracy frameworks well to set progressively more demanding work and to ensure the needs of all pupils are met. Work in the reception class is securely based around national guidelines for the Foundation Stage. Children enjoy a stimulating and varied programme of activities focused on the six areas of learning.
26. Since the last inspection, the school has addressed the need for ensuring the higher attaining pupils are well catered for. There is a register of gifted and talented pupils and teachers set them more challenging work in lessons. Additionally, there are regular sessions for these pupils where, as a group, they are taught aspects of the curriculum to greater depth. As a result of these initiatives, these pupils now achieve very well.
27. Planning is good. At the beginning of lessons, the learning objectives are posted for pupils to see and discuss. Literacy and numeracy lessons follow their respective strategies and progress is good. Planning does not, however, systematically develop pupils' skills in ICT. Although ICT is used satisfactorily to support learning in some classes, it makes an insufficient contribution to support learning across the curriculum as a whole.
28. The school works hard to ensure that all pupils have equal opportunities to succeed in learning. This is reflected very clearly in its policies and practices. The school has made use of a local education authority consultant to provide excellent support in the management and organisation of the teaching of pupils with special educational needs. All pupils with special educational needs have access to all curriculum activities. A range of effective resources and work matched to their needs enables them to be taught effectively in class. Teaching assistants give very good support to make sure that all pupils have full access to the curriculum. This helps them to make good progress.
29. The school makes good provision for pupils' personal, social and health education through its daily life and routines. It is extending provision in this, for example, by working towards the national healthy schools standard. There is a current focus on improving pupils' personal development. Examples of this include the 'buddy' system where the older pupils have a responsibility for a particular reception pupil, and the setting up of a school council with representatives from Year 2, Year 3 and Year 4 which meets monthly and helps pupils to understand more about citizenship. The local community policeman visits the school regularly and talks to Year 4 pupils on aspects of citizenship. A sex education and drugs awareness programme has been agreed by the governing body and is to start under the healthy schools initiative in September 2002. Weekly circle time lessons (lessons in which pupils learn to listen to and respect other pupils' views and to offer their own) are timetabled throughout the school, providing good opportunities for pupils to explore personal feelings. In Year 1, circle time consisted of exploring personal fears; pupils shared their worst fears and made suggestions to each other as to how to reduce or overcome these.

30. There is a good programme of extra-curricular activities including football, art, dance and computer clubs. The school also hosts breakfast, after-school and holiday clubs. These provide pupils with opportunities to become involved in a wide range of activities such as cooking, painting and games and to extend opportunities for pupils to develop their social skills. The school gives good opportunities to take part in a wide variety of educational visits that help to enrich the curriculum. The reception class visited a local farm to support class work and Year 1 went to Carisbrooke Castle in connection with their history work. Year 2, Year 3 and Year 4 have visited local schools to listen to and take part in music activities and the school hosted a guitar concert and workshop which all the pupils attended. Year 4 have made use of the Coastal Visitors' Centre and Botanic Gardens in Ventnor to support geography and science activities and more recently they enjoyed their residential visit to a local farm. Further curriculum enrichment is achieved through inviting visitors to school. Year 3 pupils were enjoying learning about a Roman archaeological dig from a visitor from Newport Museum during the inspection week. The 'Puppet Man' came to give a performance centred on numeracy and a World Book Day was held where parents and friends came to visit the school.
31. The quality of the curriculum is enhanced by good links with the community. The school's computer suite provides a centre for members of the community to learn to use ICT and weekly training sessions take place. The parish council, the University of Portsmouth and a keep fit club use the school on a regular basis. The school demonstrates a high degree of tolerance as the grounds, being so close to the recreational area, provide a useful environment for local youngsters to play in after school and in the evenings. There are good relationships with the pre-school which shares the same building.
32. The school has good connections with partner institutions. For example, it is involved in an initiative with local schools to develop the role of subject co-ordinators. There is regular liaison with middle schools and teachers of Year 3 and Year 4 are involved with the Middle School Partnership Initiative. Good links between local pre-school settings and the reception teacher enable a smooth transition of children into the reception class.
33. The school makes good provision for pupils' spiritual development. Well-planned school assemblies include music, an act of worship, hymns and prayers – sometimes written by the pupils. There is opportunity for pupils to reflect and a candle is sometimes used to focus pupils, though more could be done to make this a 'special' occasion. Pupils are encouraged to reflect on their own experiences and explore feelings and emotions in religious education lessons and circle times are used to develop knowledge and insight into other values and beliefs.
34. Moral concerns are very well integrated into the ethos of the school, with the physical and emotional well-being of others considered an important part of school life. Adults promote values of honesty, fairness and truthfulness in their extremely caring relationships with pupils. Teachers manage behaviour through encouragement, stressing principles of fairness and self-respect and encouraging pupils to think about the consequences of their actions. Pupils all know the 'Golden Rules'. There is a very strong sense that pupils know and care about right and wrong and issues are dealt with sensitively by teachers and in personal, social and health education.
35. Pupils are encouraged to develop very good social skills in the positive working atmosphere in lessons, where they learn to work alongside each other and in collaboration. Pupils take turns in helping with routine classroom tasks and initiatives such as the school council are of great value in helping pupils become aware of shared responsibilities. Pupils develop wider understanding of citizenship through taking part in charitable fund-raising, and the sponsorship of a Zambian boy by the school is one very good example of this. The personal, social and health education session observed, where they were encouraged to think about how the more than £200 raised could be best directed, showed how well their sense of responsibility is being developed.

36. The curriculum makes a good contribution to pupils' understanding of British and other cultures. The school is aware that there are few pupils from other faiths to broaden and enrich its cultural mix. The study of the principles and practices of other faiths in religious education helps to develop pupils' wider cultural awareness. The school also seeks to broaden the cultural awareness by providing a range of appropriate books, and different cultures are looked at through art and music.
37. In seeking to better understand and promote the spiritual, moral, social and cultural development of all pupils, the school recently produced a discussion paper focusing on how these elements 'stretch across the whole curriculum and all aspects of school life'. This is a clear indication that the school wishes to improve its already very good provision.

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

38. The arrangements for child protection and children's welfare are very good with some excellent features. The head is the nominated child protection officer and has had appropriate training which she shares with all staff. The school has had several 'looked after' children and has given them the best possible support both emotionally and practically. The school is set to become a nut-free zone to make it a safe place for the impending arrival of children with severe nut allergies. The care and consideration that has gone into preparations and training for their admission is an outstanding example of good practice.
39. Procedures and arrangements for personal support and guidance are consistently very good. Attendance is monitored closely and there are special arrangements to monitor the arrival of children who walk unaccompanied to school, including the taking of swift action should they fail to appear. This is a particularly noteworthy example of good practice. There is close collaboration with the educational welfare service and good use is made of newsletters to remind parents of the need to ensure children arrive in time.
40. The procedures for monitoring and promoting good behaviour are also very good. They are well thought out and produce good outcomes with very little apparent effort. This is a reflection of sound professionalism and good practice on the part of all the staff and is a great strength of the school. The good behaviour shown by the pupils as a consequence enables teachers to concentrate on teaching and thereby to raise standards. There was no sign of oppressive behaviour – evidence that the procedures in place for eliminating it are very effective.
41. The school has a caring ethos that values every pupil. It provides security for pupils who experience learning difficulties. The procedures for assessing their needs, reviewing their individual education plans and providing realistic targets are good. Pupils who experience behaviour and emotional difficulties receive good personal support. Individual education plans have sharp targets, which are reviewed by the co-ordinator and support staff on a regular basis. The special needs development programme includes training for the teaching assistant that identifies roles and responsibilities for everyone involved with pupil support. As a result, pupils with special educational needs progress well.
42. Very good procedures for assessing progress through the school ensure that each pupil's progress is tracked and their needs are met: a positive factor in the school's inclusive approach. Entry profiles and links with pre-school settings enable children's needs to be identified early. Assessment in reception is systematic and thorough which means that staff can provide appropriate learning opportunities at the right time.
43. Across the school, careful assessment helps teachers to provide work at different levels in most lessons. All pupils benefit from this, including the higher attainers and those with specific gifts or talents. Individual records of achievement are completed using a system developed by the school to track the learning of key elements of each subject. The comprehensive assessment and record keeping

procedures mean that the school is well aware of pupils' achievements and can build systematically on their prior attainment. The arrangements have a very positive impact on attainment.

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

44. Parents have a positive view of the school. In the questionnaire there was very little negative opinion expressed and all were appreciative of the efforts the school makes to give their children the best possible education. At the meeting with parents, there was a consensus that standards have improved and that the school takes great care of their children. Meetings with parents at the start and end of day confirmed these views. The inspectors agreed with the parents.
45. There is a weekly newsletter, which is well written and informative, and there are three parents' meetings each year which are generally well attended. The annual reports to parents do not give adequate information on where children stand relative to national expectations. Parents feel free to meet teachers at any time to discuss their children's progress and have a good rapport with all staff. The secretary greets all visitors warmly and is a real asset to the school/home partnership. The Parent-Teacher and Friends Association is very active and promotes good relations as well as providing funds for extras such as the adventure playground and the reading folders. It also provides a good range of social events for both parents and pupils, which help build teamwork within the school community.
46. Parents support their children well, especially in the early years where they comment on their children's homework. Many parents have volunteered to help with classes and have received appropriate training to become classroom assistants, making a very positive contribution to lessons and the learning process.
47. Class teachers and the special educational needs co-ordinator maintain good parental contact. For pupils with learning difficulties this close contact with parents is particularly beneficial. The school welcomes parents who have concerns about their pupils. Every opportunity is taken to involve parents in the reviews of individual educational programmes and in providing additional help at home.

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

48. The headteacher provides excellent leadership. Her drive towards maintaining and improving standards is pivotal in moving the school forward. She has the support of the whole school in this; there is a common sense of purpose and commitment to giving all pupils the best possible opportunities to succeed. Subject managers, many of whom are new to the role, play an increasing part in this by keeping a careful eye on planning and looking at pupils' work to ensure that they are sufficiently challenged. This continuous focus on raising attainment bears fruit. Pupils rise to the challenge of doing their best and the school's efforts on their behalf are clearly evident in the good standards achieved. The school's aims – *to ensure a first class education for all within a challenging, secure and happy environment for learning* – are reflected in its day-to-day life.
49. The school is managed very well. Working closely with the headteacher, governors play an active role in monitoring performance. Ably led by the chair, they find out how effectively the school is working by visiting classes and feeding back to colleagues. Subject leaders keep governors informed about developments by briefing them when policies are reviewed or when significant changes are planned. Some governors play an active role in supporting specific areas of the school's work, such as special educational needs, literacy and numeracy. The regular review of performance provides a focus for the professional development of every member of staff. They welcome the chance to review and discuss their work and to establish individual targets relating to their own professional development and whole-school priorities.



50. The headteacher carefully analyses test results and provides very detailed information for governors, which enables them to compare achievements with those of other schools. This means that they can take a strategic approach to planning. The school development plan is drawn up after wide consultation and provides an excellent basis for allocating funds in accordance with the school's priorities. The finance officer provides very good administrative support when the governors are setting the annual budget and her regular monthly updates enable them to monitor spending closely through the year.
51. The school has invested much time and effort in the management and organisation of support for pupils with special educational needs and provision for those with specific gifts or talents. The special educational needs co-ordinator is well informed and is an effective manager of both special needs provision and provision for the gifted and talented. The school carried out a special needs self-evaluation in autumn 2001, which was led by the local education authority learning support consultant and the headteacher. This was a comprehensive review covering all aspects of provision and has enabled the school to refine their practice. The chair of the governing body takes a particular interest in special educational needs. She has a very clear and incisive understanding of the pupils, their families and the ways in which the school assists. Money has been made available to provide good quality resources, training and a good level of teaching assistants. The assistants provide very good support and this has a positive impact on pupils' progress.
52. Good use is made of additional grants, which benefit the areas for which they are intended. Unforeseen staffing changes and unexpected additional grants meant that the school has carried forward a significant proportion of its funds into the last two financial years. Now that staffing is more stable, this money has been allocated and the amount set aside this year for contingencies is appropriate. The principles of best value are applied carefully. In particular, the school's inclusive approach to decision making means that all members of the school community, from pupils to governors, are regularly consulted over issues which affect them.
53. The school has a good number of teachers and support staff whose skills are well matched to the roles they undertake. Staff turnover has been quite high for a school of this size but the impact of this has been managed very well. Effective teamwork is part of the school's culture. Support staff assigned to work with pupils with statements of educational needs are skilled and effective. As a result of the good provision for professional development, staff are well motivated and keen to do their best for the school. Procedures for the induction of teachers new to the school are good.
54. The school's accommodation is good. High quality outdoor facilities are a special feature, providing very good opportunities for pupils' personal, social and physical development. Standards of display are high. The school buildings and grounds are well maintained, very clean and hazard free. This means that the children enjoy a bright and stimulating environment, which is conducive to good learning and where their work is seen to be valued. The paving of the courtyard for the under fives is very hard and, although not unsatisfactory, could be improved. Resources for most subjects are good, enabling teachers to cover all areas of the curriculum well.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

55. In order to improve standards the school should:

Further develop work in ICT to ensure that it features appropriately in other subjects (Paragraphs 91, 96, 99, 104, 109, 114 and 120) by:

- a. identifying where ICT could support specific aspects of each subject;
- b. ensuring that planning includes references to the use of ICT in each subject where appropriate;
- c. developing a curriculum map to identify how aspects of ICT will be linked to other subjects;
- d. raising the confidence of teachers by further training;
- e. considering the provision of resources in the computer suite to facilitate demonstrations to the whole class.

In addition to the points above, the school should consider the following minor weaknesses:

- Reports do not provide a clear picture for parents about how their children are getting on in relation to the expectations for each age group. (Paragraph 45)
- Planning in design and technology does not identify the key skills pupils should acquire as they progress through the school. Teachers are unclear about the distinctive aspects of art and design, and design and technology. (Paragraphs 99 and 100)

## PART C: SCHOOL DATA AND INDICATORS

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

|  |    |
|--|----|
| Number of lessons observed   | 30 |
| Number of discussions with staff, governors, other adults and pupils | 26 |

### *Summary of teaching observed during the inspection*

|            | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number     | 0         | 13        | 16   | 1            | 0              | 0    | 0         |
| Percentage | 0         | 43        | 53   | 3            | 0              | 0    | 0         |

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

### *Information about the school's pupils*

#### **Pupils on the school's roll**

|   | YR- Y4 |
|---|--------|
| Number of pupils on the school's roll (FTE for part-time pupils)      | 140    |
| Number of full-time pupils known to be eligible for free school meals | 17     |

*FTE means full-time equivalent.*

#### **Special educational needs**

|   | YR – Y4 |
|---|---------|
| Number of pupils with statements of special educational needs       | 2       |
| Number of pupils on the school's special educational needs register | 26      |

#### **English as an additional language**

|   | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 2            |

#### **Pupil mobility in the last school year**

|  | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 10           |
| Pupils who left the school other than at the usual time of leaving           | 15           |

### *Attendance*

#### **Authorised absence**

|                           | %   |
|---------------------------|-----|
| School data               | 4.2 |
| National comparative data | 5.6 |

#### **Unauthorised absence**

|                           | %   |
|---------------------------|-----|
| School data               | 0.2 |
| National comparative data | 0.5 |

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

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

|  | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | 2001 | 8    | 13    | 21    |

| <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*    |                |                |                    |
|  | Girls    | 12             | 12             | 13                 |
|  | Total*   |                |                |                    |
| Percentage of pupils at NC level 2 or above  | School   | 90 (96)        | 90 (92)        | 100 (100)          |
|  | National | 80 (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*    |                |                    |                |
|   | Girls    | 12             | 13                 | 12             |
|   | Total*   |                |                    |                |
| Percentage of pupils at NC level 2 or above | School   | 90 (88)        | 100 (96)           | 95 (100)       |
|   | National | 85 (84)        | 89 (88)            | 89 (88)        |

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

*\* As the number of boys was below ten, the results are not published.*

### ***Ethnic background of pupils***

|                                 | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage      | 0            |
| Black – African heritage        | 0            |
| Black – other                   | 0            |
| Indian                          | 0            |
| Pakistani                       | 0            |
| Bangladeshi                     | 2            |
| Chinese                         | 0            |
| White                           | 129          |
| Any other minority ethnic group | 0            |

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

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

|                              | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage   | 0            | 0         |
| Black – African heritage     | 0            | 0         |
| Black – other                | 0            | 0         |
| Indian                       | 0            | 0         |
| Pakistani                    | 0            | 0         |
| Bangladeshi                  | 0            | 0         |
| Chinese                      | 0            | 0         |
| White                        | 1            | 0         |
| Other minority ethnic groups | 0            | 0         |

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

### ***Teachers and classes***

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

|  |    |
|--|----|
| Total number of qualified teachers (FTE) | 6  |
| Number of pupils per qualified teacher   | 23 |
| Average class size                       | 28 |

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

|   |     |
|---|-----|
| Total number of education support staff | 9   |
| Total aggregate hours worked per week   | 195 |

*FTE means full-time equivalent.*

### ***Financial information***

| Financial year                             | 2000-2001 |
|--|-----------|
|  | £         |
| Total income                               | 329529    |
| Total expenditure                          | 309546    |
| Expenditure per pupil                      | 2211      |
| Balance brought forward from previous year | 31910     |
| Balance carried forward to next year       | 51893     |

### ***Recruitment of teachers***

|  |   |
|--|---|
| Number of teachers who left the school during the last two years   | 4 |
| Number of teachers appointed to the school during the last two years   | 7 |
| Total number of vacant teaching posts (FTE)  | 1 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE)                           | 1 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

*FTE means full-time equivalent.*

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

|                                   |     |
|-----------------------------------|-----|
| Number of questionnaires sent out | 140 |
| Number of questionnaires returned | 61  |

### **Percentage of responses in each category**

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 57             | 38            | 2                | 2                 | 1          |
| My child is making good progress in school.  | 57             | 39            | 2                | 0                 | 1          |
| Behaviour in the school is good.   | 30             | 57            | 10               | 0                 | 2          |
| My child gets the right amount of work to do at home.                              | 33             | 54            | 10               | 0                 | 3          |
| The teaching is good.  | 62             | 36            | 0                | 0                 | 1          |
| I am kept well informed about how my child is getting on.                          | 46             | 51            | 3                | 0                 | 0          |
| I would feel comfortable about approaching the school with questions or a problem. | 56             | 41            | 0                | 2                 | 2          |
| The school expects my child to work hard and achieve his or her best.              | 54             | 43            | 2                | 0                 | 2          |
| The school works closely with parents.   | 38             | 56            | 3                | 0                 | 3          |
| The school is well led and managed.  | 49             | 46            | 2                | 2                 | 2          |
| The school is helping my child become mature and responsible.                      | 44             | 54            | 2                | 0                 | 0          |
| The school provides an interesting range of activities outside lessons.            | 41             | 49            | 3                | 0                 | 7          |

## **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**

56. Provision for the children in the Foundation Stage has improved considerably since the last inspection and is now a strength of the school. Since then, there have been changes in national guidance for teaching young children, and the school has responded well, making positive changes to ensure that children learn in a very interesting, exciting and caring environment. Teaching is now very good in all areas of learning. Staff are very knowledgeable about the needs of young children. Sessions are very well planned to provide a wide range of experiences. Daily activities and high quality support successfully encourage the development of personal and social skills, positive attitudes and enthusiasm for learning.
57. As children enter the school, their language and mathematical skills and level of personal development are broadly as expected at this age. Patient support, exciting activities and the positive challenge in the reception class ensure that children make good progress in all areas of learning. By the time they reach the end of reception, most children have achieved national targets in personal and social development, communication, language and literacy, mathematics, knowledge and understanding of the world, and personal and creative development.

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

58. When children enter the reception class, some are shy and lacking in confidence. Encouragement and high expectations regarding behaviour and co-operation quickly increase children's confidence and their ability to relate to and join in with others. Very good teaching helps children to develop awareness of how to behave in different situations. Their behaviour during all the lessons observed was good, showing understanding of the need to follow rules about taking turns and listening to each other.
59. Many children prefer to work alone when they enter reception. However, as they work in pairs and small groups, their social skills increase. The teacher and nursery nurse support children well, encouraging conversation and co-operation. This was evident when children chose from a wide range of activities. Some played imaginatively in the 'café'; others painted, built with construction blocks and explored the water and sand trays. The teacher made a 'den' by covering a table with a blanket and several children hid under it and enjoyed the adventure. They were confident to try new activities and sustained concentration.
60. Children respond well to adults and other children, in a variety of situations. Fairness is expected and discussed appropriately so that by the end of the reception year, they work together very well and make relationships easily.
61. A very positive and supportive atmosphere surrounds children and they know their achievement is valued. Praise and encouragement ensure that children try hard to do things for themselves and consider others when they play. Opportunities to take part in a range of whole-group activities, for example singing together and listening to stories, ensure that children learn the rules that underpin a caring and happy school. This was clear during a morning registration when children settled calmly and paid close attention to the teacher. Children are on course to achieve the early learning goals related to living in a community and some will exceed them by the end of the year.

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

62. Children make good progress in speaking and listening, and in developing early reading and writing skills. Due to the many opportunities for them to speak and listen, standards are above national expectations by the end of the reception year.
63. Frequent opportunities to talk during play help children to think about and explain what they are doing. Adults nurture their growing confidence in speaking, asking interesting questions that require more than a one-word answer and giving children time to think and respond. Whole-class sessions provide good opportunities for children to speak to a larger audience and they do this confidently
64. Most children make a good start in reading and writing. The National Literacy Strategy is used to good effect, with children having more formal English lessons towards the end of the reception year. Activities in developing reading skills are frequent and varied. Children are encouraged to enjoy books by joining in with familiar words in regular use. Adults use facial expression and different voices effectively to hold children's attention and enhance their joy in reading. During a very successful lesson, children demonstrated a strong awareness of the sounds of letters. Most were able to sound out words such as ship, tack and tap. They made up their own words – for example, log, dog, and leg – using letter 'fans'. Their confidence in reading new words was also evident as the teacher read *The Bear and the Picnic Lunch*. Children quickly sounded out the first letter of box, cake and ham and the teacher skilfully guided them towards reading whole sentences as the story progressed. Children then went off to write their own sentences and demonstrated a good level of skill when reading their work to the whole class at the end. Good standards of writing are evident in children's books. Sentences such as, 'I had candy when I went to the May fair.', illustrate a good knowledge of sentence construction and the use of capital letters and full stops – skills which are not typically found until Year 1.
65. Teachers ensure that technical skills like holding pencils and brushes, as well as shaping letters are taught systematically. Work on letter formation builds on early skills, and children regularly practise writing words.

### ***Mathematics***

66. Children are encouraged to use mathematical language and to sing rhymes to extend their knowledge of counting. Games like snakes and ladders and counting 'how many children?' ensure that a few understand bigger numbers. 'Writing' numbers in the class 'café' familiarises children with the concept of numbers being used in other ways than for counting. Shape work, positional language and the comparison of size also feature in the daily programme. Teaching focuses very clearly on children's developing needs in mathematics and elements of the National Numeracy Strategy are used. Very good teaching helps children to form numerals and count to ten and beyond, and group activities set good challenges linked to the numbers 1 to 10 and to pattern work. Children recognise squares, triangles, rectangles and circles and can describe the differences between the shapes using mathematical words like sides, curves and corners accurately, and their mathematical language is developing well.
67. During a highly successful lesson, children were learning about addition. Everyone was set a task based on his or her level of understanding. Higher attaining children combined two sets of objects and used conventional equations to record their results, others found ways of adding two numbers to make five, while less confident children worked with a teaching assistant in the 'shop' using 1p coins to buy and sell items. Regular activities such as this enable most children to meet or exceed the targets for mathematical development and provide a very secure base for later work. Children are on course to achieve the early learning goals in this area and some will exceed them by the end of the year.

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



68. Children engage in a wide range of activities, which broadens their knowledge and understanding of the world. Their everyday experiences are used to introduce early scientific ideas. They identify similarities and differences amongst one another – ‘Rachel has red hair and I have black hair’ – and draw pictures to illustrate them. Objects are sorted into those that are ‘alive’ and those that are not. One child identified his favourite living thing as a gorilla! Family life is drawn on to develop ideas of change over time. Pictures of themselves as babies lead to lively discussions and children sequence them to indicate chronological order. The seasons are appropriately linked to the passage of time and good links are made through the Christian festivals of Christmas and Easter. Children develop a sense of place by drawing simple maps of their journey to school and learn about directions when using a programmable floor robot, and when reading stories such as *Rosie’s Walk* and *Goldilocks* with the teacher.
69. Children design and make a variety of structures using construction kits, some exhibiting a good level of skill. They fold and glue papers, textiles and card to make items like sun hats. Most children are confident when using computers and are developing appropriate ICT skills. They use a painting program to create patterns and self-portraits, and regularly work on programs that reinforce early language and mathematical skills. Children are on course to achieve the early learning goals in this area and some will exceed them by the end of the year.

### ***Physical development***

70. Regular sessions in the hall together with access to a wide range of equipment outside provide very good opportunities for children’s physical development. They work very well during physical education lessons. They follow the teacher’s instructions carefully and demonstrate a good awareness of the space around them. Children share equipment and show high regard for the safety of others, demonstrating a range of skills at a higher level than is normally seen at this age. Outdoor equipment provides very good opportunities to climb, slide and jump with a safe soft landing area. Activities are carefully planned with a generous range of resources to teach careful and safe use of wheeled vehicles. During an outdoor session, children rode bikes and scooters confidently and played very well together, climbing, hopping, jumping, running and skipping. They tackled obstacles with confidence, learning to move over, under and through the apparatus. Some boys tidied up carefully without prompting.
71. The majority of children move around the classroom with due regard for others and children line up appropriately. When building with construction kits, they lock pieces together skilfully and take them apart, adapting and changing their constructions as they wish to, with dexterity and care. Two children were especially proud of the zoo they had made, complete with toy animals and were keen to point out how they had modified their model over a few days. When painting, cutting, the range of small tools like brushes, scissors and pencils ensures that fine motor skills can be safely developed. Children are on course to achieve the early learning goals in this area and some will exceed them by the end of the year.

### ***Creative development***

72. Many of the children’s small pieces of artwork are taken home each day but other examples are displayed to enhance the lively and attractive environment. Teachers give a wide range of opportunities for experimentation. Children paint, draw and make collages and take a pride in their work. When painting with different brushes, children use colour boldly, and are beginning to experiment with mixing colours.
73. Music is a strong aspect of provision. Children sing well and have a good sense of rhythm. They experiment with a wide variety of instruments, which are used confidently and with a very high level of concentration. During a very successful music lesson, children were set the challenging task of recording a sequence of sounds graphically on prepared paper strips. They later played various percussion instruments by following the symbols and the teacher conducted. Children rose to the challenge, demonstrating skills that are way above those usually found at this age. Children are on

course to achieve the early learning goals in this area and some will exceed them by the end of the year.

## ENGLISH

74. Seven year olds achieve very good standards, particularly in reading. Pupils also achieve very well by the end of Year 4. All pupils, including those with special educational needs, those for whom English is an additional language and higher attaining pupils, are well supported and make consistently good progress throughout the school. There has been good improvement since the last inspection.
75. Pupils' listening and speaking skills are developed well as teachers promote good listening habits and encourage pupils to express themselves thoughtfully and clearly. This is seen as early as Year 1, where pupils talked confidently about which of the 'words' made up from the rolling of two dice are real words. As well as recognising real words, several pupils also noticed an emerging pattern, explaining, '...the first one wasn't a word, and then the next one was. Then it was a word again and then the next one wasn't, so it's a pattern.' Observations and conversations with pupils in all classes showed that these skills are used and built upon. In Year 3, pupils learn about homonyms and are able to think up and explain clearly a number of different meanings to words such as 'jam' and 'book'. When looking at a text they quite naturally used words such as 'thrilled', 'delighted' and 'proud' when describing how the writer of a letter may have felt.
76. Reading skills progress consistently and well through the school. Pupils develop phonic skills through well-planned teaching and learning experiences. Year 2 pupils looked at different phonemes that make the same sound, 'a', 'ay', 'ey' and 'eigh' and most were correctly able to use the correct letters in the correct word. The uncertainties of the English language created an interesting problem with the word 'sleigh' but this was used to good advantage by the teacher, as she was able to boost a boy's confidence by pointing out that his choice of 'slay' was the correct way of spelling another word with the same sound. By Year 4, pupils read confidently and fluently, including those who were much less confident beforehand. The better readers read expressively and with good understanding and pupils talk confidently about characterisation and the setting of the story. Year 1 pupils know about contents pages, an index and what encyclopaedias are used for. These skills are consistently developed throughout the school and pupils are encouraged to use books and the Internet to develop research skills. Effective use is made of the school library, with all pupils using it regularly. Pupils from Years 2 to 4 explained how to use the library effectively and to make use of the catalogue to find a book on a given topic. Reading records are good and pupils regularly take books home to read to parents and brothers and sisters, as well as reading to adults in school.
77. Several pupils in Year 1 are already writing sentences with well-formed letters without support. They are beginning to use capital letters and full stops with some consistency. Year 2 pupils are able to work independently and many do extended pieces of written work. Most Year 3 pupils use a fluent cursive script as they write for a variety of purposes. For example, they write expressive and imaginative letters. Pupils in Year 4 are highly motivated and use a wide range of vocabulary to produce interesting work. They demonstrated very high standards as they wrote a range of imaginative complex phrases such as, '...mysteriously crept up towards the beautiful pond swarming with scaly fish.' Punctuation is good and although presentation could be improved, handwriting is generally well formed.

78. Pupils' attitudes towards English are very good. They work together well and support one another. This was evident in a number of lessons where pupils worked in pairs or groups and was also seen in the support given to a new pupil and to two others who had just returned to school after several months abroad.
79. The quality of teaching is consistently good and several highly effective lessons were seen. The analysis of work over the course of the year indicated a consistently high standard of teaching. Planning is very good. Learning objectives are shared with pupils and referred to frequently during lessons so that pupils and teachers are clear about those being addressed and those achieved. Teachers have a rapport with pupils, often use humour to good effect and motivate pupils well. There is a strong sense of teamwork and staff, including classroom assistants, work well together during literacy lessons. This teamwork is part of the good provision for pupils with special educational needs who make good progress towards their individual English targets. A classroom assistant taking a group of Year 1 pupils for early literacy skills put her training to good use in helping them to blend sounds, to make up complex sentences and to remember how capital letters and full stops are used. Higher attaining pupils are well catered for as teachers routinely provide work at different levels, challenging all pupils. The most confident Year 2 pupils are supported very effectively in small groups. In a very well paced session, they examined non-fiction texts and identified a range of features, including titles, sub-headings, different font colours, sizes and styles, and bullet points. Using the library catalogue, they selected books on a chosen topic with the aim of producing an information sheet using the techniques discussed. After a short time, they were already beginning to use what they had learned to format the information gained.
80. This good use of summary sessions to consolidate learning is another strength of the good teaching in the school. Towards the end of a Year 4 lesson, the atmosphere was one of almost palpable concentration as the teacher and three other supporting adults worked with the pupils to produce interesting and exciting written work. Everyone knew what to do, and everyone was focused on producing work of as high a quality as possible. Staff supported and shared ideas with pupils and pupils shared ideas with each other.
81. Leadership and management of English are very good. Teaching is carefully monitored and a close eye is kept on standards. The progress of pupils is very well tracked through the school and appropriate targets are set. Test results are analysed and strengths and weaknesses identified. The very well thought out action plan identifies priorities for further development and outlines strategies for achieving improvement. A good example of this is the marking, which is not always as consistent and useful in helping pupils to identify their strengths and weaknesses. The school has recognised this and a new marking and response policy has been put into effect recently. Resources are plentiful and used effectively.

## **MATHEMATICS**

82. Pupils in Year 2 and Year 4 exceed the standards expected for their ages in numeracy in all aspects of the mathematics curriculum. Pupils with special educational needs make good progress because they are supported well in their learning by challenging work and effective teaching assistants. Higher attaining pupils fulfil their potential and there are no significant differences in the performance of boys and girls.
83. Since the last inspection the school has adopted fully the National Numeracy Strategy. The high standards noted during the last inspection have been maintained. Pupils are confident in their use of number and are articulate in explaining their strategies when working out calculations. Very good learning and rapid progress was evident in a Year 1 lesson where pupils were carrying out money activities. The majority of pupils could recognise all the coins, and about half knew that £1.00 = 100p

and that this was the same as  $10 \times 10p$ . About a quarter of the pupils knew that 80p was twice 40p and were able to add two or three sets of money up to £60. In a Year 2 lesson during the mental starter, pupils were shown three digits and had to manipulate them to reach a number closest to a given target number. They were able to discuss their strategies from a confident knowledge of place value and gave correct answers repeatedly. Almost a third of Year 2 are high attaining pupils. Challenging activities are given to them and they make good progress.

84. Pupils in Year 3 make good progress also. Work is well matched to pupils' abilities and the higher achievers again achieve well. The presentation of pupils' work is variable; Year 3 pupils' work is tidier and good use is made of the squared paper to set out their calculations. Pupils' presentation is unsatisfactory in Year 4 however, and restricts development of their number and calculation skills. During the mental warm-up session in the Year 4 lesson, pupils demonstrated above average knowledge and understanding. They added and subtracted three-digit numbers mentally and could multiply three-digit numbers by a single digit using a range of methods. The more confident ones could explain clearly what strategies they used to carry out these tasks.
85. The quality of teaching is good. In the best lessons, teachers maintain a good pace, drawing pupils into the activities. As a result, pupils are well motivated and show very good levels of interest. Resources such as individual white boards are used effectively to help pupils learn, especially during the mental mathematics starting session. Pupils also make use of rulers as simple number lines to help them with their calculations. Teachers promote basic number skills well; they explain clearly and carefully using effective questioning techniques. Teachers also expect clear descriptions of pupils' strategies in return. Such shared techniques help clarify pupils' learning. One of the strengths of the teaching is the matching of work to prior attainment. Appropriate tasks are set to meet the needs of different groups, including those with special educational needs and higher attaining pupils. The final part of each lesson is used well to summarise and assess learning and often to raise the self-esteem of those pupils who benefit by explaining or presenting their work. Understanding of numeracy is enhanced through the use of ICT when pupils are involved in data-handling activities.
86. The management of mathematics is satisfactory. The present co-ordinator has only been responsible for the subject for a short period of time and is carrying out a caretaking role. Routines for the numeracy hour are well established across the school. The school has developed good systems to monitor and track pupils' progress. A good range of assessment data provides useful information about curriculum coverage and areas of relative weakness; it also enables individual pupils to be tracked and placed within appropriate groups. The school makes very effective use of teaching assistants, many of whom have received specific training to support the lower achievers and pupils with special educational needs. They make an important contribution to pupils' learning.

## SCIENCE

87. Seven year olds achieve above average standards. Year 4 pupils also do better than expected for their age, achieving well above average standards in some areas. The very good progress that pupils make is the result of lively and challenging teaching, with a strong emphasis on first hand experiences that helps pupils to understand scientific ideas.
88. Pupils in Year 1 were thoroughly absorbed when investigating various sources of sound. Groups took turns at: taped sound quizzes featuring everyday sounds and the voices of adults in the school; exploring the sounds made by musical instruments; finding information for books and labelling a diagram of the ear; and tapping a 'bottle organ' to investigate changes in pitch. During the teacher's excellent review of progress with the whole class, pupils responded remarkably well to her highly challenging questions. Many pupils had an idea of sound being produced 'through vibrations in the air' while others knew about the 'nerve going to the brain'. This good level of scientific knowledge and understanding was

evident also in a very successful lesson in Year 2. Pupils sorted and classified living things by their characteristics – for example, those that swim, fly or have long noses, including a hedgehog, seahorse and stingray. Higher attaining pupils, supported by a teaching assistant, went to the ICT suite and used the Internet to find information, returning with questions for the class, such as, ‘How fast can a cheetah run?’ and ‘How long is a baby shark?’ As in all science lessons observed, the teacher’s skilful questioning and positive approach to managing behaviour ensured that pupils’ learning moved on apace.

89. Highly effective questioning at the start of a Year 4 lesson enabled pupils to build on their extensive knowledge of forces as they started work on friction. Their knowledge of gravity, of the distinction between weight and mass, and of the forces existing at the poles of magnets, was way beyond the level usually found at this age. Following some simple but effective demonstrations by the teacher, pupils worked extremely well in groups to design investigations about friction. They were co-operative, interested, full of ideas and well aware of the need to design a fair test.
90. Work in pupils’ books indicated consistently good standards through the school. Pupils use various ways of recording practical work; in Year 4 they need little prompting to draw tables for recording results. Most work is neatly presented, with bullet points and labels used appropriately. This systematic approach to recording gives pupils a very good basis for future work.
91. The subject is very well led. Good progress has been made since the last inspection. Improvements in assessment have enabled teachers to identify the key skills to be learnt during each unit of work. This means that work can be set at the right level for pupils with various level of prior attainment; as a result, all have equal chances to make progress. The co-ordinator has undertaken further study and additional training, and provides very good support for colleagues. Future plans are appropriate and relate clearly to the school’s overall development cycle. ICT is used occasionally in science, but is not fully integrated in the subject.

## ART AND DESIGN

92. Seven year olds achieve good standards and pupils in Year 4 also attain well. Lively art features around the school and in most classrooms, reflecting a good range of opportunities for pupils to build up their skills progressively.
93. Pupils in Year 1 were fascinated when the teacher showed them a variety of portraits and pointed out how the artists had used various techniques when painting the subjects’ hair. They then worked extremely well on their own portraits. Stimulated by the rich variety of resources, they used wool, string, tissue paper, straw and paint to create bold images. Pupils worked well together, sharing ideas and resources and drawing inspiration from each other. During a lesson in Year 2, pupils were equally motivated. They were completing appliqué cushions, having studied William Morris’s designs. Some pupils were writing booklets, explaining the design process and making evaluative comments about how they could improve their work. They discussed ideas sensibly, offering suggestions such as, ‘I could stitch rather than use Velcro’ and ‘I could use fewer buttons’.
94. Year 3 pupils responded well to the challenge of designing sculptures for the school grounds. Although there was a little confusion at first, most could distinguish between a *sculpture* and a *sculptor*. Pupils worked well in small groups, discussing and planning maquettes. Good skills were evident as they produced prototypes and revised and improved them. Year 4 pupils had produced colourful papier-mâché models, during a recent whole-school project, *Around the World in 80 Minutes*, set up to enhance understanding of cultural diversity.
95. The good standards achieved are the result of effective teaching, such as that described above. Guidelines help teachers to cover all aspects of the curriculum. They know the specific skills that pupils

are to learn during each art and design project and focus on these throughout lessons. Teachers use a wide range of resources which stimulate pupils' ideas and motivate them to explore a variety of techniques. Teachers carefully record pupils' progress towards the key skills for each year.

96. The recently appointed co-ordinator has drawn up a comprehensive development plan. Arrangements are in hand for a sculptor to work with pupils next term to create sculptures for the school grounds, a project linked to 'healthy schools' work. An invitation to exhibit at a local arts exhibition in the autumn term has been accepted. Although pupils use ICT to create patterns and pictures, and digital cameras are frequently used to record aspects of school life, older children do not have sufficient opportunities to extend their skills in manipulating digital images.

## **DESIGN AND TECHNOLOGY**

97. Only one lesson of design and technology was observed during the inspection and so judgements are based on the scrutiny of previous work, the displays around the school, teachers' plans and discussions with the subject co-ordinator. Standards are in line with national expectations by the time pupils are seven and nine years old.
98. Since the last inspection, the school has adopted the nationally recommended guidelines from which teachers plan their lessons. Pupils cover a unit of work each term and where possible design and technology activities are linked to other areas of the curriculum. For example, Year 4 pupils were studying ancient Egypt in history and their design and technology activity was based on the moving of a large stone across water and up a slope. From the pupils' written accounts, good progress is made in their ability to communicate ideas. In Year 2, designs for 'vehicles for the future' contained good detail and were clearly labelled. Year 3 pupils had designed sandwich snacks and their staged accounts of how they were to be made were clearly laid out with detailed labels. They had also made photograph frames and their designs were chosen to suit a specific person. The planned sequences of construction were good and the finished products met the design brief. Year 4 pupils do not build on the good progress made within Year 2 and Year 3 with respect to design, construction and the presentation of work. The Year 4 pupils showed good abilities at working collaboratively, however. They used resources productively and they were able to make useful links with their learning in science.
99. The quality of teaching is satisfactory. Teachers are not always clear about the distinction between art and design and design and technology, and need to ensure that their pupils are offered both activities regularly. There is an imbalance between the time allocated to making products, the time allocated to design, and evaluation. Pupils' making skills are constrained by a narrow range of materials and tools. Although most pupils make reasonable progress, the teaching does not always get the best from them. Opportunities to link ICT and design and technology through joint projects are missed.
100. The co-ordinator is building up a portfolio of work to help teachers to assess and moderate their pupils' activities more effectively but there are weaknesses in the management of the subject. Teachers' planning is not monitored to ensure that greater attention is paid to the balance of designing, making and evaluating, within the subject. Only a limited range of materials is available and pupils' development of skills in the use of tools, adhesives and joining techniques is limited.

## **GEOGRAPHY**

101. No geography lessons were observed during the inspection and so judgements are based on the scrutiny of previous work, the displays around the school, teachers' plans and discussions with the subject co-ordinator. From this evidence, standards in geography are in line with national expectations for both the seven year old and nine year old pupils. Since the last inspection, the school has adopted the nationally recommended scheme of work from which teachers plan their lessons. This ensures that pupils cover all aspects of the subject.
102. As part of their work on places, the Year 1 class had brought in labels from a wide variety of food packets which contained their country of origin. These labels had been placed onto a large map of the world showing, for example, that kidney beans had come from Italy and oranges from Spain. Year 1 pupils also made use of a street map of the local area to trace out their journey to and from school, listing the streets that they travelled along. Year 2 pupils learn about geographical terms such as cliff, wood, river and beach from their work on *An Island Home*. They compare life and the geographical features on the make-believe island of Struay with their life and environment back home. Some well-drawn maps had been produced and pupils were beginning to use a key to identify geographical features.
103. Year 3 pupils use the local environment to investigate what jobs there are locally and how the village of Wootton has developed over time. These activities offered pupils good opportunities to develop their writing skills and work was well presented. As part of their study on the local environment and how to improve it, Year 4 pupils had carried out a detailed litter survey. Computers were used to graph the different types of litter found and this activity provided good opportunities for the development of numeracy skills.
104. The quality of work seen and the progress the pupils make suggest that teaching is at least satisfactory. Pupils enjoy the work they undertake in geography and appreciate the educational visits that are a key part of it. Key objectives are identified and used to track the progress of individual pupils. This information, together with the monitoring of teachers' planning, enables the co-ordinator to identify strengths and weaknesses. The school makes good use of the local village environment, and trips to other localities enable pupils to see geographical features first hand and to identify similarities and differences between places. For example, Year 4 had recently visited the Coastal Visitors' Centre at Ventnor. There is limited use of ICT in the subject.

## **HISTORY**

105. Standards across the school are at least satisfactory, with attainment in some aspects of the subject being above that expected at the ages of seven and nine. All pupils, including those with special educational needs and those for whom English is an additional language, make good progress.
106. Year 2 were observed beginning a new theme of looking at seaside holidays past and present. They thought about questions such as, 'Where might I go on holiday, what might I see and when might I go?' Pupils put together a list of what to take on holiday to the seaside by drawing and labelling the various items. When asked whether a deck chair was a good thing to take, two pupils thought for a few moments and then, sensibly, decided they would hire one when they got there, as it was too big for their suitcase! Generally the pupils showed sound understanding of what a seaside holiday is like today and are well poised to move on to consider seaside holidays in the past.
107. Year 3 pupils were very engrossed in a lesson, which involved a Roman case study. With the help of a very enthusiastic and well-informed visitor from Newport Museum, they learned about archaeological techniques and skills and many of them were inspired to want to become archaeologists as they actually performed a 'mini-dig' in the sand, finding and recording the various artefacts that had been strategically placed there. Pupils showed good research skills and knowledge of how to look for

historical evidence as they used a wide range of books, artefacts and pictures to think about Roman life in the Isle of Wight. Year 4 pupils were researching into life in ancient Egypt. They too were making effective use of atlases, books, artefacts and a CD-ROM and showed sound understanding of the use of primary sources of historical evidence. Pupils were not very clear about a time line or how long ago the ancient Egyptians lived and their ability to draw conclusions from the information they found was limited.

108. Teaching ranges from satisfactory to very good and is good overall. Lessons are consistently well planned and prepared, with good use of resources, the Year 3 lesson on the Romans being a particularly good example. Marking is not always as effective as it might be; often it does not show how the pupils might improve their historical skills, knowledge and understanding but merely gives a fairly bland comment such as, 'Well done'. Presentation could be improved and this is something not always picked up by teachers who sometimes accept work that is clearly not a pupil's best.
109. Monitoring is done by checking planning and sampling work, so the co-ordinator has a clear picture of what is happening in the school but there is no actual monitoring of teaching yet. Resources are good and are well used, including good use of outside resources, visits and visitors to enhance the learning opportunities of the pupils. There is insufficient use of ICT in the subject, however, so the school does not meet National Curriculum requirements in this respect.

#### **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

110. Standards in ICT are broadly in line with national averages for both the seven year old and nine year old pupils. Since the last inspection, a computer suite has been developed as an excellent resource for the school and community. This is used increasingly by groups of pupils and there are plans make it available to community groups. Computers within all classrooms are used effectively to enhance learning opportunities, especially in literacy and numeracy. Pupils are confident in their use of ICT; they are highly motivated and make satisfactory progress, including those with special educational needs.
111. Pupils develop satisfactory skills and general confidence in the use of ICT from their early experiences in the reception class. Year 1 pupils build on this, making use of simple word processing to describe a favourite toy or to describe what is in a church. Year 2 pupils make progress with graphics software and use paint tools such as colour fill and spray to produce pictures. They are beginning to edit text – for example by amending the story of the Three Little Pigs. They were learning to sequence commands to move a robot along a particular path. Having placed various towns onto an on-screen map of the Isle of Wight, they drew a path from Wootton to Sandown going around Newport. Distances and turns were then estimated and written onto their printed maps. Out on the playground the pupils made use of a large painted map of the island and, in turn, they entered their sequence for the journey into the robot. Their estimates were good and they made good progress with this activity. During a science lesson a group of higher achieving pupils accessed the Internet to find out about different animals. They used the Internet browser with confidence and returned to the classroom with useful information.
112. Year 3 pupils make satisfactory progress with word processing and are able to make changes to font colour and size. They can mix clip art graphics and text and are beginning to understand how to write and receive emails. By Year 4, pupils use simple spreadsheets to compare the length of their arms with their legs in support of science work on the body. Recently used ICT to graph quantities of litter found around the school grounds as part of their geography studies. There are certain areas within the ICT provision which are not as well covered, however, such as the use of databases, exploring sound and using simulations. This means that pupils cannot achieve as broad a range of skills as they should and restricts overall achievement in the subject.



113. All lessons observed during the inspection week were taken by the teaching assistant. As the school's ICT facilitator, she has responsibility for supporting ICT and does this very well. All teachers have undergone recent training but lack confidence in the wider use of software. Judged mainly by its outcomes, the overall quality of teaching is satisfactory.
114. Good headway has been made since the previous inspection with respect to resources, monitoring and tracking of pupils' progress. The school recognises that, in order to accelerate learning and improve standards, pupils need access to a wider range of software and to use ICT more frequently with other subjects, as required by the National Curriculum. A system allowing large groups to observe a single screen would provide better facilities for whole-class teaching.

## MUSIC

115. Due to timetable arrangements, there were few opportunities to observe musical activities. Children were observed in one music lesson and when singing in assemblies. This evidence, together with discussions with pupils, indicates that teaching is sound and that seven year olds achieve standards that are at least in line with expectations at this age. Pupils in Year 3 attain well, and are likely to maintain this good standard during their last year at the school.
116. Pupils sing well. They join in enthusiastically with hymns and action songs during assemblies. Year 4 pupils often take a lead, helping younger ones to keep in tune and occasionally singing in harmony. Good singing was heard during a successful lesson in Year 3. The teacher encouraged pupils to listen to each other as several children accompanied a song using xylophones and glockenspiels. Most pupils were able to interpret standard musical notation and understood time signatures, indicating effective previous teaching. Teaching assistants played an important role in the lesson; one supported the higher attaining pupils as they practised the melody while the other helped pupils who found it difficult to concentrate to sustain their attention.
117. Several pupils attend violin and recorder lessons. Their presence in class lessons helps to sustain standards, as teachers can draw on them to demonstrate to other children and to lead group composition work.
118. Pupils are developing good listening skills. A very good range of recorded music is used to introduce them to a wide range of music. For example, Year 3 pupils listened carefully to contrasting extracts from *Gau de te*, *Nessum Dorma* and *Cotton-eyed Joe* and responded well to the teacher's skilful questioning.
119. Every half term, music in assemblies has a different focus and this contributes to pupils' understanding of traditional, popular and classical music, and introduces them to less familiar forms from a variety of cultures. During the inspection, music played on the Indian gamelan featured in assemblies, pupils having had a previous opportunity to hear this instrument played by a visiting musician.
120. Pupils have good opportunities to perform in assemblies and in concerts for parents. They compose simple percussion pieces and use graphic notation (pictures and squiggles) to record their efforts. ICT has been used in music, but the software needs to be updated for use on the school's more recent computers.
121. Standards have been maintained since the previous inspection. Although only one class lesson was observed, the level of pupils' attainment suggests that teaching is at least satisfactory. The subject is managed well. The recent introduction of a published scheme provides very good guidance for teachers and is helping non-specialists to structure lessons well. Appropriate developments are planned, including extended opportunities for ensemble playing through links with a neighbouring school.

## **PHYSICAL EDUCATION**

122. Standards in physical education are good. Seven and nine year old pupils develop skills quickly because of the good teaching through the school. They are encouraged to evaluate one another's work in lessons and this helps all pupils to improve their performance. This was evident in a Year 1 lesson, as pupils followed a recorded lesson and interpreted music through moving as beetles, snails and butterflies. The teacher stopped the tape at appropriate times, inviting pupils to watch those children who responded particularly well to the music and asking them to comment. This resulted in immediate improvement all round. When necessary, the teacher offered specific guidance by demonstrating herself. The pace of the lesson ensured that pupils were constantly challenged to improve. The collective 'Yeah!' when the teacher suggested repeating the 'butterfly' music reflected pupils' enthusiasm.
123. There was a similar positive response during a very good Year 4 lesson. Building on earlier work, the teacher motivated the pupils to make every effort to improve their skills in the hop, step and jump. During a brisk warm up, he provided a continuous running commentary, asking the pupils what effect it was having on their bodies. Their very good understanding of respiration and circulation was clear from their responses – 'What's happening to your heart?' ...'It's beating faster and pumping harder' ...'We're breathing in oxygen'. The teacher's demonstration brought spontaneous applause and pupils were motivated to try harder themselves. They worked in pairs, helping each other to improve. The teacher circulated, offering advice and encouragement to individuals, constantly reinforcing the idea that they could learn from their mistakes and teaching them specific ways to evaluate performance. One pupil with physical disabilities was fully involved. The high quality relationships amongst pupils and their sensitivity to the feelings of others were movingly demonstrated when his partner offered entirely positive comments: 'This was good because...'.
124. Pupils have good opportunities to take part in sporting activities through clubs and local competitions. All teams are open to boys and to girls, with girls playing regularly in school football teams. Physical education offers pupils who lack confidence in classroom lessons the opportunity to excel and develop their talents.
125. The subject is led and managed well. Careful planning ensures that all aspects of physical education are covered and that skills are taught progressively as pupils move through the school. The hall and the spacious grounds, with hard-play areas, field and adventure playground, offer opportunities for pupils to take part in a wide range of activities.

## **RELIGIOUS EDUCATION**

126. Due to timetable arrangements, it was possible to observe only one lesson during the inspection week. Although the amount of written work available is limited, the evidence from it, from planning and from pupils' work used in display shows that standards are satisfactory throughout the school with some good work being done at all levels.
127. In the Year 2 lesson observed, pupils showed a good understanding of Christianity. They were involved and interested in the lesson and answered questions well, listening to the teacher and to each other as a number of different Christian artefacts were displayed and discussed. In the questions asked and clear explanations given when talking about the artefacts, such as the crucifix and the rosary, the teacher showed good understanding of the subject. Discussion points and questions were well thought out and challenging. The lesson was the first on a new theme about places of worship, which is to include visits to a local church and to a monastery. Previously, pupils have considered what makes each individual special. They have learned about special days such as anniversaries and religious celebrations, such as Harvest, Advent, Christmas, Diwali and the Jewish Festival of Light.

128. Recent work in Year 3 includes the study of signs and symbols, with particular reference to exploring the meaning of Christian signs and symbols. Pupils have looked at how Hindus celebrate Diwali. In Year 4, they have looked at the different religious groups found on the Isle of Wight as well as thinking about those not represented in any great numbers on the island. The work has centred on Christianity but has also included work on Hinduism, Judaism, Islam, Sikhism and Buddhism. Pupils have been encouraged to do their own useful research into different religions and have set themselves specific things to discover.
129. The work seen suggests that pupils are occasionally set undemanding work which does not challenge them sufficiently. Marking is sometimes rather perfunctory and does not really show the pupils how well they have achieved or how their work could be improved. Nevertheless, the evidence indicates that teaching and learning are at least satisfactory throughout the school.
130. The subject co-ordinator is knowledgeable about the subject and gives good leadership, with a clear vision of how the subject needs to be developed. Satisfactory monitoring of standards is done through checking the planning and by sampling work, and the co-ordinator has a good picture of what is happening in religious education through the school. There is no classroom monitoring to check that pupils are consistently being challenged in the work they are given. Resources are good and are well supplemented by access to outside sources and by visits and visitors.