INFORMATION ABOUT THE SCHOOL

Type of sShool:	Infant and junior
SShool categ1ry:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
SShool address:	Mixed

responded well and produced work of a high standard, explaining the process of photosynthesis, an electrical circuit or the structure of a flowering plant, incorporating glossaries and diagrams where appropriate.

15. Warm relationships are evident throughout the school. They are particularly important for the youngest children. Children in reception are flourishing partly because they feel well looked after in an affectionate environment. The confidence this brings is evident in older pupils in the way they try things out and engage in investigation. In Year 2, higher attaining pupils were arranging 24 pegs on a board in different arrays. The discussion at the end of the lesson resulted in the discovery of square numbers and their properties. In Year 6, pupils introduced to PowerPoint found their own way out of difficulties by trial and error exploring the tool bar.

16. Lessons are consistently well planned, resulting in clarity in the purpose of learning, well-prepared resources and good structure. Nearly all lessons are conducted at a brisk pace which maintains pupils' attention. Lessons open with a clear introduction, include opportunities for practising new skills and end with a useful discussion of what has been learned. Planning very often takes good account of the needs of pupils of different attainment so that all, including those with special educational needs, benefit and make good progress.

17. Pupils are encouraged to be very thoughtful. Questions are used very well and pupils are given ample opportunity to reflect before answering and on their answers through discussion. This does much to promote their spiritual development. In Year 3, pupils considered how to change the size and shape of a shadow by altering the relationship between the light source and the puppet. In Year 1, pupils considered places that were special to them and whether they would want to share them with others.

18. Teachers' subject knowledge is a strong feature of lessons enabling pupils to make good progress and build on their good starting points. In Year 4, the teacher was able to provide good demonstration in a dance lesson. Subject knowledge of those co-ordinators observed teaching their subjects was very strong and enables them to provide good guidance to other staff. It is evident in the foundation stage in the very good understanding staff have of the needs of young children. The outside is used well to support learning in active ways particularly beneficial to vigorous young boys. The reception classes are well organised to promote independence.

19. The use of resources and additional staff is very effective in supporting pupils' learning. Pupils with special educational needs and those of lower attainment are given good help and achieve well in their lessons. It is noticeable that pupils are not given the answers, but rather are given support, for example to reach conclusions for themselves or to spell independently. Teachers endeavour to provide pupils with resources which will help their understanding or stimulate their interest. In Year 5, pupils used aerial photographs of the Isle of Wight to consider its physical features before they went on their field trip. Texts are well chosen in English lessons to improve pupils' reading and writing. Information and communication technology is used well to support learning across the curriculum.

20. In the lessons which were only satisfactory rather than good, weaknesses were either related to behaviour management or lack of challenge in the task set. The behaviour policy, which outlines good practice, would benefit from also including a clear explanation of sanctions and rewards to guide staff.

The school leadership is very successful in improving the school.

21. Much has been quietly and determinedly improved since the last inspection. This is a product of effective teamwork of the senior management team, staff and governors, systematic planning and a determination to succeed. Achievements are broadly based and include improving national test results, providing a more secure and attractive new school building, better teaching and a curriculum which now meets statutory requirements.

22. The senior management team analyse test data very well. Strengths and weaknesses in the attainment of different groups of pupils are carefully identified. For example, pupils' attainment was not high enough in mathematics at the end of Year 2 and the proportion of pupils reaching above average standards in writing was too low across the school. Effective action has been taken,

including staff training, changing the curriculum, improved tracking of pupils' progress and supplementing resources. As a result, standards reached in national tests at the end of Year 2 in mathematics have moved from well below the national average in 1999 to the top five per cent of schools in 2002. This is an impressive achievement. This has not come as a result of rehearsing test papers frequently but through curriculum reform. Mathematics lessons provide many opportunities for problem solving and links to other subjects. In English, pupils have increased opportunities to write for an extensive range of different purposes.

23. The last inspection reported that the accommodation, which consisted of a number of buildings spread over a large area, posed problems of discomfort in cold weather, difficulties in sharing resources and loss of time as pupils moved about for different activities. Since that time the premises committee has overseen a large building project. They have worked hard to ensure the pupils now work in pleasant surroundings which keep them safe and secure. The committee is presently realising its plans for developing the outside area and engaging the support of the parents' association to achieve this.

24. The procedures for keeping teaching and learning under review have improved since the last inspection. Teaching is observed by co-ordinators, headteacher and the local education adviser where the subject is a focus of the school improvement plan. Recommendations are made to improve the provision and quality of teaching. Subjects under recent review have been literacy, numeracy, information and communication technology and geography. As a consequence, the senior management team has an accurate view of the quality of teaching and standards in these subjects are improving.

25. There are the usual range of governors' committees which include premises, staffing and curriculum. One of the most active of the committees is that which addresses future developments. It shows the school's determination to prepare for the future rather than reacting to circumstances as they arise. This forward thinking contributes significantly to the school's present level of success. For example, funds are targeted well to priorities for development. To this end sufficient reserves were maintained in the last year to cover the school's contributions to the refurbishment costs. These have now been spent. There is an effective school improvement plan with contributions from all co-ordinators. The increased use of success criteria relating to improvements in pupils' performance would make this an even more effective document. The involvement of all staff in the school improvement planning process provides for a strong shared commitment to the success of the school.

WHAT COULD BE IMPROVED

The parents' perception of the good work of the school needs to change.

26. Almost all parents believe their children like school and are making good progress. However, reservations were expressed about important aspects of the school at the parents' meeting, in letters to the inspection team and in the parental questionnaire. The criticisms concerned the information they receive on their children's progress, the school's response to bullying, the provision for special educational needs, the range of activities outside school and homework, the quality of leadership and management and the communication and partnership with parents.

27. In many respects the parents' perceptions were not matched by the findings of the inspection. Some aspects were better than those typically found in primary schools. Information parents receive about their children's progress is very good. The reports detail pupils' attainment and progress very well and provide specific targets to secure continuing development of skills and knowledge. There are three consultation evenings a year and other appointments can be made as needed. The involvement of parents in school is a positive feature. Their support in lessons and of homework and their contribution to clubs, school trips and workshops make a very positive contribution to standards and the quality of the curriculum. The provision for special educational needs is good, despite recent difficulties in appointing a special educational needs co-ordinator. The match of work to the range of pupils' capabilities in lessons is good. The individual educational plans successfully address the requirements of the statements of special needs. Pupils are well supported by additional staff in lessons. The range of activities, for example clubs, are comparable to those found in other schools. There is a wide range of trips to enrich the curriculum. The procedures to tackle bullying when it

occurs are appropriate.

28. The leadership of the school has been very successful in taking the school forward. The school has made significant progress since the last inspection. Results in national tests are impressive and have improved consistently over recent years. The building works have been well managed and the environment is much improved. However, the leadership is too modest in presenting the school's many successes, partly contributing to the mixed perceptions of the school.
29. Communication with parents needs improvement. Whilst the systems are comparable with the majority of schools, they clearly do not serve this school sufficiently well. The school does consult and value parents' views; for example it consulted widely on the building works and on planned improvements to the outside environment. The headteacher is available at the beginning of the day at the entrance of the school. However, staff and governors' need to achieve better success in persuading parents to take advantage of this channel, and others, which are open for communication, for example the governors presence at parents' meetings or responding to reply slips. Whilst there are information evenings for parents, for example on teaching of literacy, school policies are not known by some parents. For example, the policy for tackling bullying has not been shared with parents and this may be enough to alleviate some concerns.

Assessment of some National Curriculum subjects is limited.

30. Assessment procedures for English, mathematics and science are well developed. The information they provide is used well to inform planning of future lessons. Points for development are identified clearly and very effective action is taken to raise standards, for example to improve pupils' writing.

31. Assessment of the other subjects is a focus of the school improvement plan. Systems are being trialled this academic year for history, information and communication technology and geography. If the trials are successful the model will be applied to the other subjects. These systems meet the needs of the range of capabilities of the pupils, are manageable and will support teachers in providing a curriculum which serves their pupils well. They should provide a good template for all the other foundation subjects.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

32. To improve the school further, the governors, headteacher and staff should:

    i. change the parents' perception of the good work of the school and improve communication by:

    - publicising better its many achievements; and
    - by seeking and responding to parents' views on the quality of the school's provision.

    (paragraphs 26 - 29)

    ii. implement assessment procedures in all subjects by:

    - extending the successful models being trialled in history, geography and ICT to the other foundation subjects.

    (paragraphs 30 - 31)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	9

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	2	16	6	0	0	0
Percentage	4	8	64	24	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR - Y6
Number of pupils on the school's roll (FTE for part-time pupils)	342
Number of full-time pupils known to be eligible for free school meals	5

FTE means full-time equivalent.

Special educational needs	YR - Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	48

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	16
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	5.5
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
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	2002	28	25	53

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	26	28
	Girls	24	25	25
	Total	51	51	53
Percentage of pupils at NC level 2 or above	School	96 (86)	96 (86)	100 (95)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	28	28
	Girls	25	25	25
	Total	53	53	53
Percentage of pupils at NC level 2 or above	School	100 (89)	100 (95)	100 (93)
	National	85 (85)	89 (89)	89 (89)

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

Attainment at the end of Key Stage 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	19	27	46

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	18	19
	Girls	25	25	26
	Total	42	43	45
Percentage of pupils at NC level 4 or above	School	91 (90)	93 (88)	98 (98)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	16	18
	Girls	24	22	23
	Total	41	38	41
Percentage of pupils at NC level 4 or above	School	89 (86)	83 (86)	89 (88)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	327	0	0
White – Irish	1	0	0
White – any other White background	5	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	**0**	0
Any other ethnic group	2	0	0
No ethnic group recorded	4	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	15.04
Number of pupils per qualified teacher	22.7
Average class size	26.3

Education support staff: YR – Y6

Total number of education support staff	14
Total aggregate hours worked per week	186

FTE means full-time equivalent.

Financial information

Financial year	2001-2002

	£
Total income	606,627
Total expenditure	540,642
Expenditure per pupil	1,638
Balance brought forward from previous year	19,804
Balance carried forward to next year	65,985

Recruitment of teachers

Number of teachers who left the school during the last two years	5.08
Number of teachers appointed to the school during the last two years	5.48

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.4
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	342
Number of questionnaires returned	138

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	37	6	4	0
My child is making good progress in school.	40	50	5	4	0
Behaviour in the school is good.	31	53	9	1	6
My child gets the right amount of work to do at home.	26	52	14	6	2
The teaching is good.	41	46	4	1	6
I am kept well informed about how my child is getting on.	23	46	20	10	1
I would feel comfortable about approaching the school with questions or a problem.	29	40	20	10	0
The school expects my child to work hard and achieve his or her best.	50	44	4	0	3
The school works closely with parents.	16	38	27	17	2
The school is well led and managed.	16	36	21	14	11
The school is helping my child become mature and responsible.	41	49	4	1	4
The school provides an interesting range of activities outside lessons.	14	21	25	30	9