

INSPECTION REPORT

**ARRETON ST GEORGE'S
CHURCH of ENGLAND PRIMARY SCHOOL**

Arreton, Isle of Wight

LEA area: Isle of Wight

Unique reference number: 118180

Acting Headteacher: Mrs. Jessica Mead

Lead inspector: Mr. George Crowther

Dates of inspection: 1st – 3rd December 2003

Inspection number: 255366

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 - 9
Gender of pupils:	Mixed
Number on roll:	65
School address:	School Lane Arreton Newport Isle of Wight
Postcode:	PO30 3AD
Telephone and fax number:	01983 528429
Appropriate authority:	The governing body
Name of chair of governors:	Mrs. Diana O'Grady
Date of previous inspection:	27 th April 1998

CHARACTERISTICS OF THE SCHOOL

Arreton St George's is a very small primary school for boys and girls who are 4-9 years old. It has 65 pupils organised in three classes. The school is situated in a rural part of the Isle of Wight about five miles to the south-east of Newport. About half of the pupils live in the area close to the school, and others come from further away. The school serves families from a range of social circumstances but, taken together, these are more favourable than the national picture. The proportion of pupils eligible for free school meals is broadly average. Overall, pupils' attainment when they start school is rather better than expected for their ages, though there is a range of ability within each age group that varies from year to year. Eight pupils, a below average proportion, have been identified as having special educational needs, for a variety of learning and behavioural difficulties, but none has a statement to outline specific needs. All the pupils are from white ethnic backgrounds and none is learning English as an additional language. The school has had an acting headteacher for the past 18 months.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18814	George Crowther	Lead inspector	Foundation Stage, mathematics, science, art and design, design and technology, music
9646	Geraldine Osment	Lay inspector	
27225	Anna Sketchley	Team inspector	English, geography, history, information and communication technology, physical education, religious education, special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Arreton St George's is a good and effective school. When children start school, overall standards of attainment are better than those expected for their ages. They achieve well in the reception year and very well in Years 1 and 2 so that, by the end of Year 2, standards in reading, writing and mathematics are well above average. In Years 3 and 4, pupils' achievements are satisfactory. The quality of teaching is good overall and best for the younger pupils. Very good leadership by the acting headteacher, well supported by the staff team and the governors, has ensured that standards have been maintained over the past few years, even though the school has been without a permanent headteacher. The friendly, family atmosphere, underpinned by excellent relationships, supports pupils' learning very well. The school provides good value for money.

The school's main strengths and weaknesses are

- Children get a good start to school in the reception year
- Pupils' achievements are very good in Years 1 and 2, but satisfactory in Years 3 and 4
- Pupils' very good attitudes to school and their very good behaviour are fostered well by adults
- Teaching is good overall, ranging from very good in Years 1 and 2 to satisfactory in Years 3 and 4
- Very good leadership by the acting headteacher has ensured that the school has maintained the strengths in many aspects of its work
- A very strong emphasis on caring for the pupils supports their learning very well

Since the school was inspected in 1998, improvement has been good. Standards are higher than at the last inspection, and results of national tests have been sustained at a high level. The points for development from the last inspection have largely been dealt with effectively. Better use is made of information about pupils' attainment to plan work for them. The library now supports pupils' learning well. Although the quality of teaching and learning is now monitored, the information gathered is not used systematically enough to identify and tackle weaknesses. The more able, younger pupils are challenged well in science and information and communication technology (ICT), but the older, more able pupils are still not challenged enough in science.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	B	A	A	A
writing	A	A	A	A
mathematics	B	A	A	A

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those with similar percentages of pupils eligible for free school meals*

Pupils' achievements are good overall. In the Foundation Stage (reception year), children achieve well because a good range of activities and good teaching develop their skills in all areas of their learning. By the time they join Year 1, almost all of the children have reached the expected standards and many have exceeded them. In Years 1 and 2, achievement is very good. By the end of Year 2, standards are well above average in reading, writing, mathematics and science. In Years 3 and 4, pupils' achievements are satisfactory and, whilst they do not make as much progress as previously, by the end of Year 4, they maintain well above average standards in English, mathematics and science. Standards in art and design, design and technology, history and ICT are above average. Pupils who have special educational needs do well.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are fostered very well. The school provides lots of opportunities that develop pupils' social skills, their understanding of right and wrong, and their cultural awareness. **Pupils' attitudes, behaviour and general approach to learning are very good.** They are enthusiastic and keen to learn, which supports their achievements well. In lessons, and around the school, pupils' behaviour is very good; they are polite and thoughtful. Attendance is very good.

QUALITY OF EDUCATION

The quality of education provided by the school is good.

The quality of teaching is good. Good teaching for the reception children is built upon very good relationships. Activities are well planned to develop all aspects of the children's learning. Adults encourage and support the children, who are happy, confident and make good progress. In Years 1 and 2, teaching is very good, with lively whole-class sessions, and independent tasks that are well matched to the pupils' needs. Pupils learn quickly because tasks usually challenge them and make them work hard. In Years 3 and 4, the quality of teaching is satisfactory, but ranges from good to unsatisfactory. The work is not always interesting or challenging enough, particularly for the older, higher attainers. Throughout the school, teaching assistants make a very good contribution to pupils' learning, particularly when they work closely with a small group.

The curriculum is well planned to provide a good range of work in lessons, as well as a rich variety of extra-curricular activities. The 'shared afternoons' are a successful way of teaching subjects such as history and art. Systems for assessing pupils' attainment and monitoring their progress are good and, where the information is used well, it helps teachers to plan what pupils need to learn next. The school provides excellent care and good support for its pupils, and has created a very good partnership with its parents and the community.

LEADERSHIP AND MANAGEMENT

Leadership of the school is good. The acting headteacher has led the school very well through a period of change and has continued to improve aspects of the school's work. She has the confidence and commitment of staff, governors and parents. She has been well supported by an experienced colleague. The leadership of subjects is largely good but, as staff are responsible for a number of subjects, it is hard for them to deal with developments and improvements in all of them. Governors know the school well, are very supportive, and have played a significant part in guiding the school through a change of headteacher. They fulfil their statutory responsibilities well. Whilst they are aware of the school's many strengths, they are not sufficiently aware of how standards can be raised still further or how they might support and monitor such improvements.

Management of the school is satisfactory. The school runs smoothly, and managers have a good understanding of what the school does well. Monitoring of the quality of teaching and learning, however, has not been rigorous enough, so relative weaknesses have not been identified clearly enough and tackled. The school improvement plan is a useful document focusing on a number of important priorities. Measures to ensure that staff continue to develop their skills are good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very positive views of the school. The great majority feel that their children are making good progress and that the school has many strengths. Pupils are very enthusiastic about the school. They say they find lessons interesting and fun, and have to work hard.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are

- Improve pupils' achievements in Years 3 and 4 so that they build more rapidly on their very good achievements in Years 1 and 2
- Improve the quality of teaching where there are weaknesses

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievements are **good** overall. Children in the Foundation Stage achieve well in all areas of their learning because the teaching is good, relationships are very good, and adults give the children the confidence to succeed. Almost all the children are on track to reach the standards expected by the end of the reception year; many are already close to these standards and will exceed them. In Years 1 and 2, achievement is very good in reading, writing, mathematics and science because the teaching is of high quality. By the end of Year 2, standards are well above average. In Years 3 and 4, whilst pupils maintain well above average standards and their achievements are satisfactory, the quality of teaching and the pace and challenge of activities is not as good as previously. The few pupils who have special educational needs achieve as well as other children.

Main strengths and weaknesses

- Children get a good start to school in the reception year
- Pupils' achievements are very good in Years 1 and 2, but satisfactory in Years 3 and 4
- Overall, achievement in English, mathematics and science is good
- Pupils who have special educational needs make good progress
- Standards in art and design, design and technology, history and ICT are above average
- Pupils' achievements have improved significantly since the previous inspection

Commentary

National test results and other performance data

1. Since the previous inspection, results in national tests at the end of Year 2 have risen. The 1997 test results were close to the national average but, over the past two years, results in reading, writing and mathematics have been well above the national average and much better than the results gained by *similar schools**. In all three tests, almost all the pupils reached the expected Level 2 of attainment and about a third gained the higher Level 3. The good, often very good teaching that pupils receive from starting school to the end of Year 2 is the main reason for this success. It builds upon and encourages pupils' very good attitudes to learning and capitalises on the strong support they have at home. Challenging lessons make the pupils keen to learn, and so they achieve very well. The school's own value-added data confirm the good progress pupils make.

* *'Similar schools' are those with a similar proportion of pupils eligible for free school meals*

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	17.4 (18.0)	15.7 (15.8)
writing	16.6 (15.8)	14.6 (14.4)
mathematics	17.9 (18.2)	16.3 (16.5)

There were 15 pupils in the year group. Figures in brackets are for the previous year

2. In Years 3 and 4, pupils largely maintain the well above average standards they reached at the end of Year 2, but they do not build rapidly enough upon these standards in some aspects of their work. For example, in mathematics, pupils make satisfactory progress in developing their calculation skills, but they are not challenged sufficiently to use and apply these skills, so that they use their own strategies for solving problems. Although the school's own assessments suggest that, by the end of Year 4, about a third of pupils reach Level 4 in the National Curriculum, the work seen in these pupils' books is not of that standard. Overall, pupils' achievements during Years 3 and 4 are satisfactory. Changes of teacher over the past two years have hindered the pupils' progress to some extent, but the current teaching, whilst satisfactory overall, has weaknesses and is not always getting the best out of the pupils, particularly the more able.

3. Children achieve well during the **Foundation Stage**. Very good arrangements for starting school ensure that the children are confident from the beginning. The staff quickly assess the level at which the children are learning and provide a good range of activities to ensure that the children build their skills well in all areas of the curriculum. Early skills in reading, writing and mathematics are taught well, so that the children make good, often very good progress. For example, in writing, many children progress from early mark making to writing a few lines independently. A well-planned pattern of teaching uses lively whole-class sessions to capture the children's interest and explain new ideas, followed by individual and small group activities, which adults support well. The lack of a substantial outdoor area restricts activities in a number of aspects of the children's learning, particularly their physical development, but there is no evidence that this is having a detrimental effect on standards. The children are well prepared for next step in their education.

4. Pupils' achievements in **English, mathematics and science** are good overall. By Year 4, pupils' speaking and listening skills are very good, and they give clear, sensible explanations when answering questions. Most read with confidence, fluency and expression; they enjoy reading books and are good at finding the information they need. Whilst standards in writing are above average, there are too few opportunities for pupils to extend their skills by writing at length for a range of purposes. In mathematics, Year 4 pupils have good skills in calculating, and a good grasp of ideas such as fractions and the properties of shapes, but work does not extend these skills sufficiently by requiring pupils to apply them in a wider range of situations. In science, Year 4 pupils have a good factual knowledge of the aspects they have studied. Work separating solids, and solids from liquids, shows that the pupils understand ideas at a level beyond that normally expected for their age. Too much of the work, however, is factual and, when pupils do carry out an experiment they are not challenged to draw conclusions from their findings that expand their scientific knowledge. In all three subjects, but particularly mathematics and science, pupils' good achievements are largely a result of the good progress they made up to the end of Year 2, and work in Year 3 and 4 consolidates rather than extends pupils' attainment.

5. Standards in **art and design** are above average because pupils are encouraged to develop their skills through a wide range of activities, techniques and materials. Art skills are used and developed well as part of work supporting other subjects. **Design and technology** projects are well planned and taught so that pupils reach standards that are better than those expected for their ages. Work in Year 3 and 4, where pupils have designed and made torches using electrical circuits, is of particularly good quality. Pupils study a good range of topics in **history** and their skills in searching for and interpreting evidence develop well. Pupils use and develop their **ICT** skills in a wide range of activities, often supporting work in other subjects. As a result, they achieve well.

6. Pupils who have **special educational needs** make good progress in most lessons and towards the targets set for them. Work is generally well matched to these pupils' needs and, in many lessons, classroom assistants support their learning very effectively. Teachers make sure that these pupils are fully involved. For example, in a very good mathematics lesson for Years 1 and 2, after a lively introduction, teaching assistants worked with two groups of less able pupils to ensure they were successful in finding out what they could do in one minute. The school is also good at identifying pupils who, whilst not having special educational needs, require a little extra support to give them confidence in their work.

7. At the previous inspection, pupils' achievements were satisfactory overall. Pupils' achievements are now at least good in almost all the subjects inspected. This represents a significant improvement since the last inspection.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to learning and their behaviour are **very good** overall, which provides a very solid basis for all that they achieve. Pupils' personal qualities develop **very well** as a result of the school's very good attention to spiritual, moral, social and cultural awareness. Attendance and punctuality are **very good**, and are fully supported by parents because they value what the school provides.

Main strengths

- Pupils are very interested in learning and keen to take part in lessons
- Pupils behave very well in response to the school's high expectations of conduct and manners, and there have been no exclusions
- Pupils' personal skills develop very well because the school nurtures them very effectively
- Very good relationships pervade the work of the school and support all that pupils achieve

Commentary

8. From the moment they join the reception class, children are encouraged to enjoy their learning, and so they are usually very interested in their work and want to do their best. A wide range of interesting activities, both in and outside lessons, stimulates the pupils' enthusiasm, whether finding out about medicines, taking part in a science day, or talking about torches made in design and technology. The way in which teachers ensure that all pupils are involved in whole-class discussions and are generally well supported when they are carrying out individual and group tasks, keeps them keen and gives them the confidence to do well. The great majority of pupils say that lessons are interesting and fun and that they learn lots of new things. In the lessons seen, this was reflected in the pupils' attitudes, particularly in the Year 1 and 2 class where pupils were riveted by the teachers' explanations and worked very hard on any tasks they were given. In Years 3 and 4, the pupils were enthusiastic during some parts of lessons, but did not always sustain their interest when asked to work independently. With good support from adults, pupils with special educational needs are just as keen as everyone else to have a go with the work they are set.

9. Pupils generally concentrate well and listen carefully to explanations and instructions in lessons, even when they find things difficult. Where teaching was very good, the pupils persevered well with their tasks and finished them successfully. For example, in a gymnastics lesson for Years 1 and 2, the pupils tried very hard to improve their sequences of movements, and achieved high standards. The school expects the very best behaviour from pupils of all ages, who are very happy to do all they can to follow the example set by adults. As a result, pupils' behaviour is very good, both in lessons and around the school, with civilised lunchtimes and friendly play at break times. There is a strong emphasis on thinking of other people and doing what is right. Pupils explained that, "If you do something really, really good, you can get a headteacher's award – that's special".

10. It is clear from observing the way in which staff interact with parents, adults relate to children, and children get on with each other that very good relationships are important to the school. Because relationships are very good, pupils say that other children are friendly and bullying very rare. The fact that people are helpful and kind makes pupils feel happy and secure, and so they are ready to make the most of lesson time to learn as well as they can. The respect that pupils receive teaches them to respect, value and celebrate each other's qualities. For example, teachers are very patient in allowing pupils to express their ideas in class, such as when a Year 1 pupil made very valuable points about medicines and the teacher replied, "There's a lot of very important information in what you said." Colourful displays not only create a rich environment for learning in most parts of the school, but also celebrate individual and group achievements and cultural diversity. Pupils are involved in some responsibilities from the moment they start school, such as taking the register to the office and tidying their things after an activity. On a more formal level, class governors ensure that pupils have their say in what happens in school, and buddies, both child and adult, underline the message that helping others is very important. The school's involvement in an enterprise project provides important responsibility for the older pupils.

11. Pupils' spiritual, moral, social and cultural awareness is developed very well. The local church plays a central role in pupils' spiritual development. During the inspection, pupils learned about the

meaning of Advent and Christmas when the local vicar came to school to take assembly. Their display entitled *Feast and Famine* is a good example of the way in which they are encouraged to think about others less fortunate than themselves. The *Fear Dragon*, a picture on the library wall, provides pupils with the opportunity to post notes about their fears and to talk to an adult in confidence. The high emphasis placed upon buddies emphasises the importance the school places upon the development of pupils' social development. They are given good responsibility as pupil governors for making decisions that affect school life. They are taught the importance of saying please and thank you through their work at Harvest entitled *Thank you God for my drink of water*. The school rules are displayed in all classrooms and there is a positive emphasis upon good behaviour and right and wrong. Provision for pupils' cultural development has improved since the last inspection. Through the curriculum, pupils learn about other cultures in art, music, history, religious education and geography. For example, pupils study life in an Indian village and compare it with their own.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.3	School data	0.0
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** education for its pupils, which enables them to achieve well. Teaching and learning are good overall, but the quality varies between classes. The curriculum is well planned and provides a good range of experiences, with particular strengths in Years 1 and 2, and for English, science, art and design and design and technology. Pupils who have special educational needs are supported well and make good progress. Good systems are in place for assessing pupils' developing knowledge and skills, but not all teaching makes best use of assessment information to match work to pupils' needs. Pupils receive excellent care and good support for their personal and academic development. The school has a very good partnership with parents and very good links with other schools and the community.

Teaching and learning

The quality of teaching is **good** overall. Teaching is good for children in the Foundation Stage, very good for pupils in Years 1 and 2, and satisfactory in Years 3 and 4. The pupils enjoy their learning and generally try hard with their work. The quality of teaching is similar to that found at the last inspection.

Main strengths and weaknesses

- Children are taught well in the reception year
- Teaching ranges from very good in Years 1 and 2 to satisfactory in Years 3 and 4
- Very good relationships between adults and children support learning effectively
- Teaching assistants make a very good contribution to pupils' learning
- In most lessons, pupils are keen to learn and try hard with their work
- Homework is used well to enrich pupils' learning
- Assessment systems are good

Summary of teaching observed during the inspection in 17 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	6	8	2	1		

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

Commentary

12. Good teaching for the reception children is based on the very good relationships that are established quickly between the staff, the children and their families. Parents speak very highly of the way in which children want to come to school, are interested in their learning and get on well with the staff. The very favourable ratio of adults to children enables the staff to assess the children's existing skills thoroughly and plan the next steps in their learning carefully. Whole-class sessions catch the children's interest. For example, songs and games with a number theme taught the children about counting back from 20 and counting in 10s, and they responded enthusiastically. The teacher's skilful questioning, ensuring that all the children could shine, combined with lots of praise for their efforts, encouraged them to try their best. Occasionally, too much time is spent in sessions led by the teacher when the younger and less able children would be better supported in their learning working with the adults one-to-one or in small groups. Overall, however, a well-planned range of purposeful activities, good teaching and good team work between the adults in this class, ensure that the children make good progress in all aspects of their learning.

13. The quality of teaching is consistently very good for pupils in Years 1 and 2. Two teachers share responsibility for this class and all the teaching is strong. The planning of lessons is very effective because the learning objectives are very clear and they are shared with the pupils so they know exactly what they are intended to learn. For example, in an English lesson, the pupils were told that they would be learning how to read and spell combinations of letters and this focused their thinking on the activities that followed. Whole-class sessions are lively, challenging and move at pace. In a mathematics lesson, pupils counted in 2s, 5s and 10s, with the teacher constantly seeking to increase the level of challenge, without leaving the younger, less able pupils behind. Skilful, targeted questioning, of varying difficulty, ensured that all the pupils were fully involved. Activities for small groups of pupils are suitably challenging. For example, in a mathematics lesson about time, the pupils were learning about the duration of one minute. Following a clear explanation in the introduction, the pupils carried out a range of tasks to see what they could do in one minute. The most able Year 2 pupils were asked to organise their own tests, time their efforts, and record their findings independently. Other groups of pupils worked with an adult, who helped them carry out the tasks, with lots of discussion to deepen the pupils' understanding. Teaching assistants and volunteer adults provide very effective support in such lessons and have an excellent relationship with the pupils. An outstanding feature of teaching for pupils in Years 1 and 2 is the way in which the pace of learning is maintained throughout lessons so that the pupils concentrate on their work and get a lot done.

14. The very good quality of teaching for Years 1 and 2 is reflected in pupils' recorded work. Scrutiny of a sample of these pupils' work from last year, and their current work, shows that they complete a very good quantity of high quality work in all subjects, and particularly English, mathematics and science. As a result, they achieve well in all subjects and very well in many.

15. The quality of teaching for pupils in Years 3 and 4 is satisfactory. Only one of the two teachers for this class was seen teaching during the inspection, but judgements are also based on a scrutiny of a sample of the work produced by pupils in the class last year. Lessons are planned carefully, which guides the teaching and helps pupils to know what they are intended to learn. Whole-class sessions can be lively and interesting, such as in a science lesson when the teacher questioned the pupils to find out what they knew about muscles, and the use of a skeleton and good-quality visual aids captured the pupils' interest. In some lessons, the teacher's knowledge of the subject is not secure, such as when mistakes about the properties of two-dimensional shapes led to pupils being confused about their work.

16. When activities are practical, the Year 3 and 4 pupils are enthusiastic and make good progress. For example, their torches made in design and technology show how they have worked hard on a practical task. When pupils are completing recorded work, there is often a lack of urgency and pupils do not apply themselves as productively as they could. Weaknesses in managing this aspect of pupils' work result in time being wasted. Tasks given to the older, more able pupils are not always

challenging enough, particularly in mathematics and science. Where the teaching assistant works closely with a small group of pupils, as in an English lesson seen, very good support helps these children to achieve well. In some lessons, and some parts of lessons, the good skills of the teaching assistant were not best used. The classroom is rather cramped for the number of pupils and is not well organised in a way that would encourage the pupils to be more focused on their work.

17. Year 3 and Year 4 pupils' recorded work from last year reflects the weaknesses in teaching observed during the inspection. For example, in English and mathematics, many pieces of work are not completed and the presentation is often weak. On the other hand, pupils largely maintain the well above average standards they reached in Year 2. Changes of teacher for this class have not helped the continuity in the quality of teaching over the past year or so.

18. In many of the lessons observed, pupils tried hard with their work and got a good amount done. For example, in a very good science lesson for Years 1 and 2, the pupils learnt about medicines and how they can be helpful or harmful. They were enthusiastic in the whole-class discussion and they all worked hard on the tasks they were given about safety rules and medicines. As a result, they made very good progress in developing their understanding. In a very good physical education lesson, the pupils tried very hard to improve the quality of their movements and to combine them into polished sequences. As a result of their efforts, very good progress was made, and many of the final performances were of good quality.

19. Homework is used very well to encourage pupils and parents to take an active interest in learning. From the reception class onwards, a wide range of tasks, not just reading and mathematics, is well planned to ensure that learning at school is linked to learning at home. For example, reception children learn sounds and commonly occurring words, which supports the children's reading skills, but they also collect autumn leaves, sequence a story from the illustrations, and put photographs of themselves in order to show how they have changed since they were born. A similar wide variety of weekly activities is a feature of pupils' learning throughout the school. Parents say that they find these types of activities, as well as regular reading, very helpful in knowing how their children are progressing at school.

20. There are good procedures for assessing the standards pupils are reaching, such as end of unit assessments in science, which check what pupils know, understand and can do. Comprehensive records are kept of these assessments. In English, mathematics and science, the school keeps a careful check on pupils' progress and monitors the value added by the quality of teaching and learning. Some of these assessments, however, do not fully take into account pupils' skills as well as what they know, such as in science where the older pupils' skills in planning and carrying out experiments are weaker than the school's assessments suggest. On a day-to-day basis, assessment procedures are also generally good. Teachers know their pupils well and take opportunities to assess their progress on the activities they complete in lessons, as well as from their recorded work. Teachers' marking of pupils' work is thorough and positive, and the best identifies what pupils need to do next to improve.

The curriculum

The curriculum is **good** overall, enabling pupils to achieve well, especially in the Foundation Stage and Years 1 and 2. It is well planned and is enriched by a **very good** range of extra-curricular activities. Staffing and resources are **satisfactory** but the accommodation is **unsatisfactory** because it does not support pupils' learning as well as it should.

Main strengths and weaknesses

- The curriculum in the Foundation Stage is good
- Most aspects of English, mathematics and science are well planned throughout the school
- The 'shared afternoons' and 'adult buddy' initiatives are successful innovations and significantly enrich the curriculum
- Personal, social and health education are good
- Pupils who have special educational needs are catered for well

- Accommodation is unsatisfactory

Commentary

21. The curriculum for children in the Foundation Stage is well planned to provide a good range of activities that develop children's knowledge, skills and understanding in all areas of their learning. The pattern of the day is organised to provide times when the whole class is taught together and times when children work independently or choose the activities they want to pursue. The classroom provides too little space for larger construction toys, and the small outdoor learning area restricts what can be provided to develop children's physical skills. Despite this, there was no evidence that children's progress is impeded, and staff make the best use of the facilities they have.

22. Through a well-planned and balanced curriculum, most aspects of the core subjects of English, mathematics and science are well provided for throughout the school. Provision for reading, in particular, is very good throughout all classes and, as a result, pupils make very good progress and reach high standards both by the end of Year 2 and Year 4. In Years 1 and 2, the curriculum is very rich and gives pupils many opportunities to practise their skills in writing, number and science. Although the development of pupils' knowledge in English, mathematics and science continues to feature strongly in Years 3 and 4, pupils do not have enough opportunities to use and develop their skills. This is particularly noticeable in writing where there are not enough opportunities for pupils to write at length and in mathematics where there are too few opportunities for pupils to tackle problems or to investigate patterns in numbers and shapes.

23. The school has been successfully innovative with regard to staffing issues and this has ensured good coverage of subjects other than English, mathematics and science. Through the carefully planned 'shared afternoons' and the good use of teaching assistants, provision is good for many subjects. As a result, pupils continue to achieve standards in art, design and technology, geography, history, information and communication technology and religious education which are above those expected for their ages. The 'adult buddy' system provides pupils with significant enrichment activities in very small groups on one afternoon each week. Pupils are able to follow up special interests in such areas as music, computing, drama, gardening and craft. Through these afternoons, the school provides a curriculum that caters very well for each individual pupil and effectively supports their learning across a variety of subjects.

24. The schools' participation in the Healthy Schools Award scheme lays a firm foundation for pupils' personal, social and health education. Through this initiative, the school provides opportunities for pupils to learn and practise social skills as well as gaining an understanding of the importance of a healthy body and healthy mind. All pupils are fully involved in this work and it permeates the whole school curriculum, underpinning much of the schools' work on attitudes to learning.

25. Extra-curricular activities such as the enterprise club also make an important contribution to pupils' understanding of citizenship. The club entails pupils taking full responsibility for running the school tuck shop. They organise the buying and selling of tuck and run a cash book detailing the cash flow. This venture also provides a useful way for pupils to use their mathematical skills within a real situation. A wide range of other clubs and activities, including visits to places of interest, creates a rich set of experiences outside lessons.

26. The school provides well for pupils' special educational needs and significant attention is paid to ensuring that the needs of these pupils are fully met in all aspects of school life. Individual education plans, with clear targets, enable staff to focus effectively on aspects of these pupils' learning. Through the expert intervention of the teaching assistants, pupils have full access to the rich curriculum that the school provides and are fully included in all that the school offers.

27. The school accommodation is unsatisfactory and does not support pupils' learning as well as it should. Foundation Stage children are taught in an old, portable building with few outdoor play facilities. The classroom for Years 3 and 4 is cramped, which confines movement and hampers the delivery of the curriculum. The outdoor facilities are good. The generous playground space and field make a good contribution to pupils' physical development and other areas of the curriculum.

Care, guidance and support

Procedures to ensure the care, welfare, health and safety of the pupils are **excellent**. Pupils' achievements and personal development are monitored **well**. Pupils are **exceptionally** well involved in the work of the school and its development.

Main strengths

- The standard of care for pupils is excellent
- Pupils' feel valued because their views are sought and acted upon
- Induction procedures for the youngest children are very good and ensure they settle quickly
- Pupils' personal development is monitored very well, supported by the excellent relationships in the school

Commentary

28. There are excellent relationships throughout the school between pupils and between pupils and adults. Adults set a very good example in the way they conduct themselves and interact with the pupils. This results in the pupils feeling secure and safe because they know there are people they can trust and turn to if they have a worry or concern. Responses to the pre-inspection questionnaires, from both parents and pupils, show that the pupils are happy in school. The pupils also receive very good support through circle time (times in class when pupils gather in a circle to share their thoughts), the buddy and the adult buddy programmes, the friendship bench where they can find a friend to play with in the playground, and the *Fear Dragon*. Very thorough arrangements for child protection, health and safety and first aid are in place and the pupils are very well supervised at break and lunch times.

29. The pupils feel confident to express their opinions, whether positive or negative, because the acting headteacher is a very good listener and responds positively to their suggestions. Circle times also provide opportunities for pupils to express their opinions. Pupils submitted designs for the St George's Garden, which has been developed as a quiet area in the school grounds. As pupil governors, pupils of all ages discuss aspects of the school with the acting headteacher and have introduced some changes, for example better play time equipment. Year 4 pupils involved in the enterprise club hold toy and book sales, run a tuck shop and sell vegetables grown in the school grounds. With the funds raised they have purchased items for the school, including gardening tools and a bouncy castle that is hired out for functions. These opportunities boost pupils' confidence and self esteem very well.

30. There are very good arrangements for the induction of the youngest children. The school has a very good relationship with the on-site nursery and most children transfer from there to Class1. The Foundation Stage teacher visits each child and their parents in their homes, holds meetings for parents and invites the children to spend time in the classroom prior to starting. These very good procedures help the children to feel happy and their parents to have confidence in the school.

31. Through the excellent relationships, staff know the pupils very well and are able to monitor their personal development very effectively. In the Foundation Stage and Years 1 and 2, pupils' academic progress is monitored closely and they receive very good support from their teachers and the teaching assistants. In Years 3 and 4, the adults support the pupils well but do not monitor their academic progress as closely. As a result, the older pupils are not always clear about what they need to do next to improve, which is one reason why they do not achieve as well as the younger pupils.

Partnership with parents, other schools and the community

The school has a **very good** partnership with the parents. Links with the community and with other schools are **highly effective**.

Main strengths

- The acting headteacher has the full confidence of the parents
- Parents are consulted and their views are taken into account
- Information for parents, including annual reports on children's progress, is very good
- Very good community links successfully promote pupils' personal development

Commentary

32. Responses to the pre-inspection questionnaire and meeting were very positive and reflect parents' great confidence in the school. The acting headteacher respects the views of the parents. She involved them in a vision workshop in which many parents contributed ideas for the future development of the school. A good number of parents support the school through The Friends of Arreton, and parent governors provide strong links between the school and the parents or carers.

33. Parents are kept very well informed about what their children are learning and how they are progressing. The annual reports provide parents with very good information about their children's achievements but the written targets are not ones they can use easily to help their children improve. However, at consultation evenings, teachers and parents discuss how they can support children's learning at home. Teachers often meet parents at other times to discuss any concerns. The prospectus, newsletters, homework activities and meetings about the curriculum children keep parents up to date with what is happening in school.

34. There are very good links with the local and wider community. These include strong partnerships with other schools in the local group of schools known as the cluster group. The Canon from St. George's Church is a regular visitor to the school. Adult Island Volunteers share many different skills with the pupils in the adult buddy programme and the local area is well used to support the curriculum. For example, the pupils visit Arreton Down, Arreton Manor, the local brass rubbing centre and Carisbrooke Castle. Pupils entertain senior citizens at the Evergreen Club and are working with local parishioners to design kneelers for St. George's Church. All these opportunities are supporting pupils' personal and social development very well.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good** overall. The leadership of the acting headteacher is **very good**. The governance of the school is **good** with some aspects requiring improvement. The management of the school is **satisfactory**.

Main strengths and weaknesses

- The acting headteacher is providing very good leadership and steering the school effectively through a period of change
- Other key staff provide good support in improving aspects of the school's work
- Teaching assistants are fully involved as members of an effective whole-school team
- Monitoring and evaluating some aspects of the school's work is not rigorous enough
- Governors play a significant part in many aspects of leading the school, but are not sufficiently aware of issues surrounding raising standards further

Commentary

35. Despite the difficulties encountered during a considerable period of change, the acting headteacher has continued to improve aspects of the school's work. She is ably supported by an experienced colleague and has the confidence and commitment of staff and governors. The whole school community is very well led by her clear vision of high standards, determined sense of

purpose and personal example of very good teaching. Difficult decisions have been taken with regard to staffing and financial matters, but these have been solved through the introduction of interesting and worthwhile initiatives such as the shared afternoons. At the heart of all decisions has been the desire to ensure that pupils are offered the best teaching and learning opportunities possible within the resources available.

36. Building an effective whole-school team has been of paramount importance in ensuring that everyone works together during this period of change. This has been successfully achieved by the high level of training and responsibility that has been given to teaching assistants. Their level of expertise now ably supports both teachers and pupils from day to day, especially those pupils who have special educational needs. Teaching assistants are fully involved in decision-making processes and use their newly acquired skills to help teachers deliver a rich curriculum.

37. Provision for pupils with special educational needs is well led and managed. There are comprehensive and well kept records, and evidence of parental involvement as well as that of outside agencies. Individual education plans are regularly reviewed to ensure that pupils make good progress in their learning.

38. The school runs very smoothly from day to day. Managers have a good understanding of what the school does well, but regular school self-evaluation procedures are not sufficiently rigorous. Where there are weaknesses in the school's work, these have not been identified clearly enough and tackled. The school improvement plan is a comprehensive document. It focuses on a number of important issues, but these are not sufficiently prioritised. Targets for improvement are not clear enough so that progress towards them can be monitored effectively.

39. Governors know the school well. They have a good idea of its strengths in terms of its place in the community and its ethos, and they support it through regular visits. Over recent months they have developed their strategic role through the part they are playing in the appointment of a new headteacher. They have also made other difficult staffing decisions and fulfil their statutory responsibilities well. They are well informed about academic standards and receive good information from the school through reports from teaching staff. However, they are not sufficiently aware of how standards could be raised further or how they might support and monitor such improvements because they are not clear enough about weaker aspects of the school's work.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	215,562
Total expenditure	225,883
Expenditure per pupil	3963

Balances (£)	
Balance from previous year	21,522
Balance carried forward to the next	11,201

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

40. Provision for children in the Foundation Stage (reception year) is **good** and has improved since the last inspection. Very good relationships between families and the adults in the class are established from the very beginning, which gives the children the confidence to do well. Most of the children have benefited from time in the private nursery attached to the school. At the time of the inspection, there were 12 children in the reception year taught alongside four Year 1 pupils.

41. There is a range of attainment amongst the children who join the reception class but, overall, standards are better than those expected for their ages. Children are quickly introduced to a well-planned pattern of learning, which takes their existing abilities into account, and builds their skills successfully. For example, early skills in reading develop rapidly so that, even at this early stage in the year, most of the children are beginning to read simple books. Good teaching for all areas of learning uses lively whole-class sessions to capture the children's interest and explain new ideas, followed by individual and small group activities, which adults support well. The adults have a good understanding of how young children learn, and so they offer the right balance of support and challenge to extend the children's understanding. As a result, the children enjoy their work, are confident and make good progress. For example, a group of children exploring the contents of a 'treasure chest' matched the items to the initial sounds of the names. They largely worked independently, chatting about the task, but the teacher intervened skilfully to prompt further discussion and to assess the children's understanding. Adults are always positive and enthusiastic.

42. Occasionally, too much time is spent in sessions led by the teacher. This leaves too little time for activities the children choose to pursue which, for the younger, less able children, would be a better vehicle for learning. Also, it does not make best use of the very favourable ratio of adults to children. No child has special educational needs, but some have been identified as needing extra support and they are fully involved in all activities and make good progress. Almost all the children are on track to reach the standards expected by the end of the reception year; many are already close to these standards and will exceed them.

43. The accommodation is unsatisfactory. Adults make the classroom as attractive as possible, but it is an old, temporary building that does not provide a bright environment or sufficient space for activities such as using large construction toys. The very small outdoor area does not allow the type of play that would extend the children's physical skills. Developing and improving the quality of provision is well led and managed by the class teacher.

Personal, social and emotional development

Provision for children's personal, social and emotional development is **good**.

Main strengths and weaknesses

- Children achieve well because adults make learning interesting and fun
- Adults exemplify and promote very good relationships
- Adults praise good behaviour constantly, which encourages the children to behave very well
- In some lessons, pupils' independent learning is not encouraged enough

Commentary

44. Lots of activities encourage the children to be interested in learning. For example, the teacher used a box of items with an African theme to stimulate discussion, and the way in which she produced the items one-by-one from under a piece of material caught the children's interest. A carved, wooden mask was passed round the group, and the children had great fun holding it up to their faces to see how it changed their appearance. By involving the children effectively in whole-class sessions, seeking and valuing their views, the teacher ensures that they concentrate well and

are keen to contribute. The children work well independently or in small groups. Four, less able children were asked to make 'currant buns' from play dough. They shared out the equipment sensibly, got on with the task, and passed comments to each other about what they were making. "Don't forget the cherry on the top," said the teacher, and the children repeated this phrase to each other. The children know the rules of the classroom, such as telling each other when it is 'tidy up time' and what everyone should be doing to help. The children's behaviour is very good. They show a good level of self-help skills, most changing independently for their dance lesson, or organising the resources for a task. The least able children enjoy the pattern of work, but they are not confident to play a full part in the whole-class sessions. They gain more from working individually or in a small group where adults can provide targeted support. Almost all of the children are on course to exceed the expected standard in this area of learning by the end of the reception year.

Communication, language and literacy

Provision in communication, language and literacy is **good**.

Main strengths

- Children achieve well because skills are developed during many activities
- Basic skills in reading and writing are taught very well

Commentary

45. Almost all the children join the reception year with good skills in this area of learning. Adults use all activities skilfully to develop the children's speaking and listening skills, asking questions and encouraging the children to say what they think or describe what they are doing. When the children looked at a toy made out of various pieces of metal, one said, "Actually, that bit was a tin of shoe polish." More focused sessions introduce the children to the initial sounds of letters and commonly occurring words. Parents provide very good support in this respect and children proudly read the words they have learned at home. Children's writing skills develop well. At this early stage in the year, many children wrote a short caption under their drawing of one of the African artefacts, such as, "The mask is made of wood." Judicious adult support, including cards on which were written some of the words, and help with letter sounds, enabled the children to be independent writers. Handwriting skills are also developing well. A few children are not yet at this stage, but they know that marks made on paper are 'writing' and that it conveys a meaning. All the children enjoy books and even the least able follow the story and join in. Almost all of the children read short, repetitive stories confidently and fluently. As a result of good teaching, almost all of the children are on track to exceed the standards expected at the end of the reception year.

Mathematical development

Provision in mathematical development is **good**.

Main strengths

- Songs and rhymes are used well to consolidate children's understanding of numbers
- A good range of mathematical language and processes is taught through a variety of activities

Commentary

46. Skilful planning ensures that counting and working with numbers is part and parcel of many activities, such as the countdown to Christmas on the Advent calendar that began during the inspection. Through singing a song about a space ship, most of the children showed that they could count back from 10, and the teacher cleverly extended the activity so that the more able children were challenged to count back from 20. They know how to show a '10 wave' by waving the fingers on both hands, and many were able to join with partners to show 20, 30 or even 40. The most able children count reliably to 10, recording their answers with well-formed numerals, and they recognise groups of five or six immediately without counting. The less able pupils can count items providing they are in a familiar pattern, but they do not yet realise that items must be counted once only to give the size of the group. Most of the children recognise common two-dimensional shapes. Children also learn about numbers through their play, such as counting the number of dolls in the 'house' and matching one cup to one doll. Children learn the language of mathematics, often through their play or

when carrying out practical tasks, such as comparing whether items are heavier or lighter. Most children will exceed the standards expected by the end of the reception year.

Knowledge and understanding of the world

47. It was not possible to make an overall judgement about provision in this area of learning, but the work seen indicates that standards are better than expected. Children worked confidently on the computer, showing good early skills with the mouse to operate a simple program. The topic 'Ourselves' has involved looking at skeletons and x-rays, and talking about healthy eating, and so the children know a good deal about how their bodies work. Walks in the school grounds and to the local church have helped children to observe and find out about their local environment. As part of their work during the shared afternoons, the children sorted toys into old and new, and they visited a toy exhibition at Carisbrooke Castle. Photographs of various celebrations from the children's own lives, such as weddings and baptisms provided a good starting point for thinking about other religious celebrations, such as harvest. This rich range of activities ensures that pupils' understanding of the world around them develops well.

Creative development

48. It was not possible to make an overall judgement about provision in this area of learning, but the work seen indicates that standards are close to those expected. The children's art work is of a similar standard to that normally seen in the reception year. Their self-portraits show good observation and careful painting. They have used bold colours to paint their favourite toys, most of which are easily recognisable, such as a favourite teddy or a train set. The children are introduced to a range of media and materials, as seen in their fish collages. They clearly enjoy singing a range of simple songs and rhymes, often with actions and linked to developing other areas of learning, such as when the children sang *I've got a body* and chose various parts of the body to move. Space for creative play is limited, both indoors and out, but two boys playing in the 'house' had a prolonged conversation about who was going to bathe the babies and who was going to dress them.

Physical development

49. It was not possible to make an overall judgement about provision in this area of learning, but the work seen indicates that standards are better than expected. In a very good dance lesson, the children made very imaginative strong shapes and floppy shapes after listening to stories about *Mr. Jelly* and *Mr. Strong*. They moved well to the music, using the space available safely. Most of the children showed control and co-ordination better than is normally seen for this age. Although a few children find skills such as holding a pencil or scissors difficult, almost all of them have good skills that are supporting activities such as writing and painting. The children were not observed playing outside on trikes or a climbing frame because, although there is a very small outdoor area fit for sand and water trays, the classroom does not have an outdoor learning area that promotes physical activity.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards are well above average at the end of Years 2 and 4
- Pupils' speaking and listening skills are very good, but opportunities to develop them further are not identified when planning the curriculum
- Reading is very well taught throughout the school and well supported at home
- By the end of Year 2, writing is of high quality and well presented
- In Years 3 and 4, pupils have too few opportunities to practise writing at length, and work is often poorly organised and untidy
- The subject is well led and managed

Commentary

50. The results of the end of Year 2 national tests in reading and writing have improved since the last inspection and have been consistently well above average over the last few years, both nationally and when compared with similar schools. Standards continue to be well above average by the end of Year 4. Work in pupils' books shows that they have a very good command of sentence construction, spelling and punctuation. Pupils achieve well by the end of Year 2, and very well in some aspects of their work, which is a significant improvement since the previous inspection. Achievement is satisfactory in Years 3 and 4, but pupils are not provided with enough opportunities to write at length and, for many, the presentation of their work is weak. Pupils with special educational needs are well supported and, as a result, make good progress.

51. By the end of Years 2 and 4, pupils' speaking and listening skills are very good. Pupils join Year 1 able to speak clearly and listen well and this helps their progress in all subjects. Older pupils are articulate and good at giving sensible explanations when answering questions. However, there are insufficient opportunities built into the curriculum for them to practise their speaking and listening regularly, and so they do not capitalise enough upon the good skills they bring with them to school. This weakness has already been identified in the school's current action plan.

52. Throughout the school, pupils read very well. By the end of Year 2, over half of the pupils are reading at a standard better than expected for their age. By the end of Year 4, all pupils are reading at least at the level expected for their age and most are exceeding it by one or two years. Most read with confidence, fluency and expression and can correct their own mistakes. Letter sounds are very well taught so that even pupils who have reading difficulties use this knowledge to help them to read unfamiliar words. All pupils enjoy reading and demonstrate a very good understanding of the story and main characters, often being able to tell what is going to happen next. Extensive and well-used reading records show that pupils are very well supported with their reading at home, as was noted at the last inspection. They use the school library regularly. It is well stocked and even the younger pupils know the difference between fiction and non-fiction books and can quickly find what they want. The school teaches research skills well and, as a result, pupils know how to use books to find information. This is a considerable improvement since the last inspection. Emphasis upon reading in lessons reinforces pupils' skills and creates opportunities for other subjects to be studied within literacy lessons. For example, when Year 3 and 4 pupils learnt how to locate information in books, more able pupils used *The Bloody Tower*, a book written in diary form, to help them in their study of the Tudors.

53. Through a focus on improving writing skills, standards of writing have risen, especially by the end of Year 2 where pupils' books provide evidence of well organised and imaginative work. The spelling of most frequently used words is accurate, punctuation is correctly used, sentences are well structured and handwriting is legible and joined. Year 1 and 2 pupils have a good range of opportunities to write in a variety of ways and for different purposes, and so their work develops well and they begin to write interestingly and at length. In Years 3 and 4, pupils are not provided with enough opportunities to write at length and, therefore, do not practise and build upon previously learned skills. Work is too often poorly organised and untidy. Although marking identifies mistakes and often tells pupils how they can improve, teachers do not ensure that pupils correct their mistakes.

54. In the two lessons observed, the quality of teaching was very good in Years 1 and 2, and satisfactory in Years 3 and 4. In Years 1 and 2, lesson planning is excellent and meets the needs of all children. The teaching is lively and imaginative, engaging the interest of the pupils. Knowledgeable teaching assistants are used very effectively. In a very good lesson helping pupils to identify parts of words, the teacher used a humorous poem to capture the pupils' interest and illustrated how different endings to words can rhyme. 'Post its' were used as an easy way of forming new words with the same ending, and pupils without their hands up were questioned closely to keep them alert. A wide range of well organised and appropriate tasks followed this lively input. In a satisfactory lesson, the introduction was good, with pupils learning about ways to research and record information. The organisation of the lesson was weak, however, because learning was interrupted by the teacher switching to teach the pupils about words that sound the same but have a different

spelling. As a result, the pupils lost the thread of the initial part of the lesson and their interest waned. Better activities in the final part of the lesson, including very good support by a teaching assistant for one group's work, enabled the pupils to make sound progress overall.

55. Leadership and management of the subject are good overall and the co-ordinator has a clear picture of strengths in teaching and learning and what needs to improve. The current action plan shows this. New procedures for assessment and tracking pupils' progress have yet to take full effect. Assessment procedures are very detailed and conscientious. In Years 1 and 2, they are used to inform planning enabling pupils to make good progress by taking the next step in their learning. However, assessment of pupils' abilities in Years 3 and 4 is not secure, and is sometimes inaccurate. This reduces its usefulness when planning lessons.

Language and literacy across the curriculum

56. Effective links between English and other subjects result in pupils using their literacy skills well in a variety of ways. Pupils in Years 1 and 2 were supported well in science by having lists of words to help them make a booklet warning about the dangers of playing with medicines. During the lesson there was a good emphasis upon building an appropriate vocabulary for talking and writing about medicines. History and geography topics are often presented in a book format, which enables pupils to create a glossary, contents page and index. Pupils word process stories and news reports and use the spell check on the computer. Texts to support learning in other subjects are carefully introduced into literacy sessions.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Results of national tests for pupils at the end of Year 2 have been well above average over the past few years
- In Years 3 and 4, pupils do not build rapidly enough on their progress in Years 1 and 2 because there are too few tasks that encourage them to use and apply their skills
- Teaching and learning in Years 1 and 2 are very good
- Pupils' attitudes to work are very good and they enjoy their mathematics lessons, particularly practical activities

Commentary

57. Standards have risen since the last inspection when they were judged to be average. In the 2003 national tests for pupils at the end of Year 2, results were well above the national average and much better than those gained by similar schools. All pupils reached the expected Level 2 of attainment and a third gained the higher Level 3. Pupils' work from last year, and in the current Year 2, confirms this picture of high attainment. Very good teaching, and high expectations of the amount and quality of work that pupils should complete, ensure that pupils achieve very well in this class. Whilst pupils' work shows that standards in Years 3 and 4 continue to be well above average, progress is satisfactory. Changes of teacher and work that is not always challenging enough are the main reasons for the downturn in pupils' progress.

58. By the end of Year 2, almost all the pupils have a good grasp of calculations with numbers to 100, adding and subtracting accurately and beginning simple multiplication and division. Their understanding of fractions is developing, for example in finding $\frac{1}{4}$ of 20 or $\frac{1}{2}$ of 40. They measure accurately in metres and centimetres and draw block graphs, for example for a traffic survey. The quality and range of these pupils' work shows that they are experiencing a well-balanced curriculum, including opportunities to use and apply their skills. By the end of Year 4, pupils' ability to calculate has developed, such as when they use their knowledge of the value of digits to multiply quickly by 10 and 100. Pupils check addition calculations by using subtraction and are also beginning to understand that division is the inverse of multiplication. Occasionally, a piece of work provides more challenge, as when the pupils investigate whether the order of adding numbers affects the total. In general, however, much of the work is routine. A lot of it is on worksheets that are undated, making it

difficult to track the pupils' progress, and there is very little work that challenges the pupils to use and apply what they know in a variety of situations.

59. When pupils join Year 1, standards are above average. By the end of Year 4, pupils have achieved well to reach standards that are well above average. Most of this progress, however, is made in Years 1 and 2. Pupils who have special educational needs make similar progress to other pupils.

60. In the three lessons observed, the quality of teaching was very good in two but unsatisfactory in one. In a very good lesson for Years 1 and 2, meticulous planning enabled the teacher to move at a quick, exciting pace, reviewing previous work on telling the time before moving on to the main point of the lesson, which was to develop pupils' understanding of the duration of one minute. A range of work with timers, including pupils putting pegs in boards, writing their names or threading beads on a chord hammered home the idea of what it is possible to do in one minute. Throughout the lesson, searching questions, lots of praise for good work, and very effective support from adults helped the pupils to make very good progress. A similarly challenging lesson for Years 1 and 2 about money had very strong features in the teacher's searching questions, the rapid pace of learning and activities that were interesting and well-matched to the pupils' needs. In the lesson for Years 3 and 4 where teaching was unsatisfactory, it was the teacher's lack of knowledge that was the main weakness. The pupils were learning about two-dimensional shapes that are regular or irregular. The teacher made mistakes in her explanation, such as teaching the pupils that a rectangle is a regular quadrilateral and that a circle has no sides. As a result, the pupils were confused when they came to tackle their individual tasks. The less able pupils were suitably challenged by the work they were given, but not enough was asked of the most able pupils, who drew shapes on a worksheet rather than using their existing knowledge to investigate shapes.

61. Leadership of the subject is satisfactory, given the multiple responsibilities that teachers have for managing subjects. When the previous subject leader left the school, two staff took on the responsibility jointly, but neither has had time to monitor the quality of teaching and learning in all classes rigorously enough. As a result, weaknesses in pupils' work in Years 3 and 4 have not been identified clearly and tackled. Lack of progress in Year 3 was detected through the school's systems for assessing pupils' attainment and tracking their progress, and the school has taken action to address this. However, assessment data also suggests that about half the pupils in Years 3 and 4 have made good progress when this is not the case. Pupils use and apply their ICT skills satisfactorily through their mathematics work, such as when they compile a database to generate graphs. The school recognises that, to build on the good improvement since the last inspection, provision needs to be equally good in both classes.

Mathematics across the curriculum

62. Pupils use and develop their mathematics skills satisfactorily in other subjects, such as recording results in graphs and tables in science, and measuring when making products in design and technology. The school's enterprise club involves some pupils in running the tuck shop, which includes work with money. As yet, however, the use and development of pupils' mathematics skills in other subjects is not planned systematically in order to make a strong contribution to raising standards.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils' achievements are very good in Years 1 and 2
- In Years 3 and 4, pupils do not have enough opportunities to develop their skills in the experimental and investigative aspects of the subject
- Teaching is very good in Years 1 and 2
- Pupils enjoy science lessons and have good skills in explaining what they have found out

- The curriculum is improving, with the school increasing opportunities for pupils to experiment and investigate
- Leadership and management of the subject are good

Commentary

63. The previous inspection judged standards to be average. Very good teaching in Years 1 and 2, and better planning of the curriculum across the school have improved standards considerably. In 2003, teachers' assessments of pupils' attainment at the end of Year 2 showed that all the pupils reached the expected Level 2 and just less than a third gained the higher Level 3. Pupils' work from last year, and in the current Year 2, confirms this picture of high attainment. Most of the pupils have a good knowledge of science for their age, such as understanding that solids change their form when they are heated and that some, like chocolate, change back to a solid when they cool, whilst others do not. With help, they carry out simple experiments, for example answering the question, "What do seeds need to grow?" The pupils predict what they think will happen when seeds are placed in different environments, either with or without water. Their diagrams tracking the development of the seeds are excellent and they reach simple but valid conclusions from their findings. Even the least able pupils work at this level. The amount and quality of work completed by pupils in Years 1 and 2 last year shows that they achieved very well.

64. In Years 3 and 4, pupils continue to make good progress in increasing their scientific knowledge. For example, good work separating solids, and solids from liquids, shows that the pupils understand ideas at a level beyond that normally expected for their age. In a good experiment about materials that will or will not dissolve in water, pupils have observed carefully and recorded their results. Pupils know that, for the results of an experiment to be valid, it must be fair. However, the great majority of pupils' work is factual, often using work sheets and, when they do carry out an experiment they are not challenged to draw conclusions from their findings that expand their scientific knowledge. For example, when writing a conclusion about an experiment to find the best material to separate a sand and water mixture, pupils said what happened but not why. They do not draw on their existing, everyday knowledge of science to explain what they have found. The school has identified and is tackling this weakness. The school's assessments of Year 4 pupils' attainment at the end of last year showed that the most able had reached Level 4 of the National Curriculum, but the work in pupils' books, particularly in terms of their ability to carry out experiments, does not support this assessment.

65. In the two lessons observed, the quality of teaching was very good in one and good in the other. In a very good lesson for Years 1 and 2 about medicines, there was a strong emphasis on safety, which contributed well to pupils' personal social and health education. A lively, whole-class introduction caught the pupils' interest, and the teacher involved all the children by asking challenging questions and valuing their contributions. A visiting nurse added to the experience so that explanations such as how a syringe is used, and safety messages about what a child should do if they find a syringe, were conveyed in a very authentic way. The pupils gained a lot from the range of group activities that the teacher had planned, and the support provided by adults was particularly effective. Good teaching in Years 3 and 4 explored how muscles work, with a good emphasis on the correct vocabulary, such as 'contract' and 'relax'. A range of activities, such as searching the internet and books for information about muscles, measuring muscles in different positions, and making models of the way a muscle works, using rulers and pieces of stocking, enhanced the pupils' understanding. The teacher made good use of the session at the end of the lesson to encourage pupils to explain what they had found out and to assess their understanding.

66. The curriculum is well planned and events such as the science day held earlier in the year enrich the pupils' experience. Each member of staff set up an activity, such as floating and sinking or magnifiers, and the children had a go at each activity. Pupils make good use of ICT, particularly the digital camera, to support their work. Systems for assessing pupils' attainment and tracking their progress are satisfactory, with useful assessments at the end of each unit of work to find out what the pupils have learnt. In some cases, assessment is not accurate enough because it does not take into account the full range of knowledge, skills and understanding that pupils need to have before they reach a particular level. Leadership and management are good. The co-ordinator has a clear

view of strengths and weaknesses in the quality of teaching and learning and knows that the oldest, more able pupils need to be challenged more. This is part of the current action plan for improvement. Resources are good, but the small Year 3 and 4 classroom restricts possibilities for practical work. The school recognises that, to build on good progress since the last inspection, improving pupils' skills in experiment and investigation is the main priority.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **good**.

Main strengths and weaknesses

- Pupils achieve well and so standards are above those expected nationally
- Resources are good and have improved since the last inspection
- ICT makes a good contribution to other subjects
- The subject is well led and managed

Commentary

67. Standards at the end of Years 2 and 4 are above those expected nationally. Pupils use the computers and other technology with confidence. Very good links are made with other subjects by using ICT for tasks such as word processing, making graphs, and using the digital camera before importing pictures to enhance work. Work seen for all these activities provides substantial evidence of pupils' good achievements. For example, during adult buddy time*, pupils in Year 4 made a presentation using a computer program. They demonstrated their skills by using the presentation to tell parents about the importance of being a buddy in school. These high standards are an improvement since the last inspection.

68. The schools' recently-opened computer suite creates good opportunities for all pupils to use ICT in a variety of ways. Improvements since the last inspection include a new networked system and a structured scheme of work, which supports teaching well. Computers were seen to be in use in many lessons.

69. The subject has been well led and managed to make the substantial improvements over the past few years. The government training programme for teachers and teaching assistants has been completed. From the small amount of teaching of ICT observed during the inspection, it is clear that staff now have a good level of expertise. Staff are supported well by the technician. A comprehensive assessment and recording system is used to monitor pupils' progress carefully. The curriculum the school uses allows teachers to develop pupils' skills beyond the standard normally seen in Year 4. Pupils with special educational needs are well supported through specialist software and equipment. For example, one pupil has a special mouse to support a disability.

Information and communication technology across the curriculum

70. Good links with other subjects result in pupils using computers to enrich their work, such as internet searches in history to find out about Winston Churchill in their study of the World War II. They make labels for displays, pie charts on a mathematical survey about journeys to school, handle photographs taken with the digital camera when recording school visits, and create posters for special events. During adult buddy time pupils' learning is successfully extended when they create *Crews News* and display their work on a news board in the entrance hall.

** Adult buddy time takes place one afternoon each week when adults visit the school and work with small groups of pupils*

HUMANITIES

71. Three history lessons were seen because it was the current focus for pupils' work in the humanities. These, along with pupils' past work, discussions with pupils, and the views of staff provided enough evidence to make a judgement about provision. No lessons were seen in geography or religious education. As a result, it is not possible to make secure judgements about

overall provision in these subjects, but pupils' past work allows judgements to be made about standards. The views of subject leaders were also taken into account.

72. In **geography**, standards are above those expected for pupils' ages, which is an improvement since the last inspection. Pupils in Years 1 and 2 used their literacy skills very well during a study of the local area. They raised questions to ask local people and extended these when the people visited the school. They produced their own maps and plans of the area, including a key, and presented their findings in a book with a contents page, index and glossary. They compared Arreton village with Newport and used their mathematical skills to conduct and record a traffic survey. Through the study of Chembakolli, an Indian village, Year 3 and 4 pupils built on previously learned skills and compared their own lives with people who live in India. They found out the difference between food and cash crops and made and used physical and human maps. The presentation of their work is good and they use the internet well for research purposes.

73. In **religious education**, the school has recently reviewed its curriculum so that it meets the requirements of the new locally agreed syllabus. Pupils' past work shows that they reach standards that are better than required by the syllabus. This is an improvement since the last inspection. They have good opportunities to learn both about religion and from it. Younger pupils know what it means to belong to God's family and write thoughtful personal testimonies about how they feel. They have an understanding of the difference between giving gifts that have a monetary value and those that have no cost, such as happiness. They relate this to giving gifts at Christmas. They learn about the Torah, compare rules for living and begin to write their own prayers. By the time they reach Year 4, pupils are asking questions such as "Who is Jesus?" They are using their literacy skills to research a biblical text, summarise it in note form and prepare a presentation.

HISTORY

Provision in history is **good**.

Main Strengths and weaknesses

- Standards are above those expected for pupils' ages
- The quality of teaching was good in the lessons seen
- There are good links with other subjects and work is well presented

Commentary

74. There has been improvement since the last inspection and pupils now reach standards above those expected for their ages. Through a carefully-planned curriculum, they have opportunities to accumulate skills as well as learn historical facts.

75. In the three lessons seen, the quality of teaching and learning was good. The good organisation of the 'shared afternoon' gave all pupils the opportunity of learning together as well as within their own year group. During the whole-school shared session, pupils' interest was captured well by introducing the idea of making a museum of the old toys that had been brought in for display. Year 1 pupils followed this up by making a guide book to this historical exhibition of toys. The teaching assistants supported the pupils very well in the task of making careful observational drawings for the guide book. Pupils were fully engrossed in drawing their exhibits and made good use of their literacy skills by writing a sentence of explanation about their chosen toy. A pupil with special educational needs was very well supported and, as a result, was fully involved in the lesson. The teaching assistants used very good intervention and questioning skills when asking pupils to think and talk about what they thought the old toys were made of and what they might be made of today. Pupils were helped to understand why something old might be precious and why the most worn might be the most loved. They were encouraged to handle everything very carefully.

76. Pupils' learning is enhanced by the good links between history and other subjects, most especially the use of their literacy skills. Pupils write about history using reports, diaries and letters and make books and booklets. Year 3 and 4 pupils made high-quality scrap books about World War II, which include geographical and religious links as well as research from the internet. Their study of

ancient Egypt included an artistic reproduction of a papyrus picture. Pupils' very good attitudes to the subject are reflected in their well-presented work.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

77. No lessons were observed in art and design, design and technology or music. In physical education, only one gymnastics lesson was seen. As a result, it is not possible to make secure judgements about overall provision in any of these subjects. In art and design and design and technology, a good quantity of pupils' work was available, which allows judgements to be made about standards. The views of subject leaders were also taken into account.

78. The good quality of pupils' **art and design** work is evident in attractive displays, which enhance the school environment. Teachers have maintained the above average standards that were noted at the last inspection. Pupils tackle a wide range of work, in a variety of media, developing many skills. For example, pupils in Years 1 and 2 took the theme 'Sunflowers', inspired by the work of Van Gogh and sunflowers in the school grounds. Pencil drawings of seed heads capture the varying textures well; a giant sunflower was made in the grounds by covering areas of the grass so that they went yellow; attractive clay work sunflowers are painted carefully; and a stunning sunflower collage made of fabrics and wool shows how pupils' skills are extended effectively. More recent work on sculpture includes natural sculptures made during a visit to the beach, collage using natural materials, and functional wind chimes that are an interesting feature of the school grounds. Pupils are given good opportunities to explore and develop their ideas and so much of the work is of a better standard than normally seen.

79. In Years 3 and 4, pupils have recently designed and made a seat for a famous person, having researched information about the person to give them ideas for the piece. This work is currently on display at the Quay Arts' Centre in Newport, but photographic evidence and preparatory work in sketchbooks shows that it is of good quality. Previous work, such as carefully-painted portraits linked to history work on the Tudors, colourful printing using Indian wood blocks, and scarecrows made for 'school grounds' week, all show that the pupils have good skills and are developing them well through a broad and rich curriculum. Links with other subjects are good, and activities such as making scenery for the Christmas production and designing kneelers for the church add to the scope of the children's art experiences.

80. As at the last inspection, pupils' work in **design and technology** is better than expected for their ages. They pursue projects in some detail, including opportunities to design, make and evaluate, as well as developing specific skills. In Years 1 and 2, pupils thought about 'Structures' and went on to design and make rides for a miniature playground. They looked carefully at the way swings and slides work, making playground rides using construction kits. They then experimented with materials such as card, straws and wooden sticks to make structures that would hold their rides. The pupils developed their skills in cutting and jointing materials, and learned a good deal about making structures stable. The designs and completed products are of good quality, and the products work.

81. Year 3 and 4 pupils made torches, which complemented their work on electricity in science. They took torches to pieces to see how they work, particularly the switches, and then designed their own torches. These designs are detailed, include the materials the pupils intend to use, and the finished products bear a close resemblance to them. The pupils' torches are made from a variety of recycled materials, such as plastic bottles, and the switch mechanisms are ingenious. Pupils' evaluations of their work show that they have given some thought as to how they could improve their designs and the way they made their products. Past work shows a good variety of products being made, such as winding mechanisms and a coat of many colours for Joseph. In each case, good-quality designs and thoughtful evaluations show that pupils are developing their skills well, such as when one pupil wrote, "If I could make my model again, I would make each piece of string the same length." Good curriculum planning for design and technology is based on national guidance, and teachers have adapted this well to meet the needs of their classes. The way in which work is integrated with other subjects makes it more relevant to the pupils.

82. In **music**, very little evidence was gathered. Pupils' singing in assemblies was broadly as expected for their ages. Year 3 and 4 pupils were taking part in carol singing at Portsmouth cathedral. An appropriate scheme of work supports teachers in their planning of lessons. A few pupils learn violin or a brass instrument, taught by visiting specialists. Pupils' social skills are developed well through concerts and performances in school, which are much enjoyed by parents.

83. In **physical education**, standards in the one gymnastics lesson observed, for Years 1 and 2, were better than expected for the pupils' ages. Most of the pupils, including those in Year 1, showed good control in practising and improving a short sequence of movements, joining together two balances, a roll and a turn. Their ability to explore a variety of movements, to remember what they had done and then extend their work on the apparatus was particularly good. Very good teaching kept the pace of the lesson moving all the time, continually setting new challenges through well-chosen commands and questions. Demonstrations by the teacher and by the pupils focused very well on particular skills, such as holding a balance still. The teacher helped the pupils to observe, explain and evaluate the quality of their work. The pupils enjoyed the lesson, and channeled their enthusiasm well, so that they made very good progress. Teachers' planning shows that pupils experience a good range of activities in physical education.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

84. No lessons were seen in this subject and there was no past work completed by the pupils that could be used to evaluate the standards achieved. As a result, it was not possible to make judgements about pupils' achievements or the quality of teaching and learning. The curriculum section of this report evaluates provision for pupils' personal, social and health education as **good**.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	2
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	5
Pupils' care, welfare, health and safety	1
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	1
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3

The effectiveness of management	4
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Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).