

INSPECTION REPORT

BRADING C of E PRIMARY SCHOOL

Brading, nr Sandown

LEA area: Isle of Wight

Unique reference number: 118182

Headteacher: Mr S Bartlett

Lead inspector: Mrs D Wilkinson

Dates of inspection: 8th – 10th December 2003

Inspection number: 255579

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:	82
School address:	West Street Brading Sandown Isle of Wight
Postcode:	PO36 0DS
Telephone number:	01983 407217
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs P Jarman
Date of previous inspection:	June 1998

CHARACTERISTICS OF THE SCHOOL

The school is smaller than average and is attended by pupils from four to nine years old. Most come from the area within easy reach of the school. Numbers have fallen due to the fact that there are now fewer families with young children in the area. There is a wide variation in the socio-economic circumstances of pupils, but overall this is below average. The prior attainment of children in the reception class has declined since the school was last inspected and is generally below average. It is well below average in personal and social development and in some aspects of language development. However, the small numbers in each year group means prior attainment varies from year to year. The large majority of pupils are from white English speaking families although a small number are from ethnic minority backgrounds. A few pupils speak English as a second language. The proportion of pupils with special educational needs, at 19.7 per cent, is slightly above the national average. These cover learning, behavioural and speech and language needs. Currently no pupils have a statement of specific need. The proportion of pupils entitled to receive free school meals is above average (37.5 per cent). The proportion of pupils who enter or leave the school part way through this stage of their education, at around 20 per cent, is above average. There has been a very high turnover in staff, including changes at senior management level, since the last inspection. The school has recently received the Investors in People Award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23048	Mrs D Wilkinson	Lead inspector	The Foundation Stage Mathematics Art and design Design and technology Geography Music Religious education English as an additional language
9756	Mr K Parsons	Lay inspector	
23300	Mrs L Evans	Team inspector	English Science Information and communication technology History Physical education Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school where pupils are achieving well. The good curriculum and teaching, together with the very good monitoring and support of pupils' academic progress, are helping to raise standards. Partly due to its below average size, the school has higher than average costs, but nevertheless provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The leadership and management of the headteacher are very good.
- The good curriculum and teaching help pupils throughout the school to achieve well.
- The shared vision and commitment to the school amongst both staff and governors are successfully helping the school to move forward.
- The procedures set up for monitoring and evaluating pupils' progress are excellent.
- The care and guidance given to pupils are good.
- Standards in writing need further improvement.
- The quality of teaching and learning in Years 3 and 4, although satisfactory, is not as good as in other year groups.

The school has improved well since the last inspection, with the rate of improvement this year being even better. Prior to that, the school was significantly affected by a very high turnover of staff, which limited its improvement. Largely as the result of the excellent systems set up for monitoring pupils' progress and addressing weaknesses, the teaching and curriculum are now good. This has helped pupils to make better progress. Standards, which initially declined, have risen and continue to do so. The issues identified at the time of the last inspection have been addressed well, although a minority of the older pupils still find it difficult to concentrate and remain on task.

STANDARDS ACHIEVED

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

Overall achievement is good throughout the school and is also apparent in the favourable comparison with similar schools in the national tests. The small year groups make comparisons between years difficult. From a below average base on entry, most reception children are likely to reach the early goals for learning and Year 1 pupils reach standards above those expected for their age. Standards at the end of Year 2 are average overall. Writing is now better than in the Year 2 tests last summer and standards in English are above average. They remain average in mathematics and above average in science. Year 4 pupils are likely to reach the standards expected for their age by the time they leave. This shows they have made good progress since they took the tests at the end of Year 2 when the standards they attained were below average. Achievement in information and communication technology (ICT) and religious education (RE) is satisfactory and, by the end of Years 2 and 4, pupils reach the expected standards in these subjects. The good provision for pupils with special educational needs and those for whom English is an additional language means that they achieve as well as other pupils.

Pupils' personal qualities are satisfactory overall. Provision for their moral, social and cultural development is satisfactory, and good for spiritual development. Although some children start school with poor social skills, most develop positive attitudes to their work. However, a minority of pupils still find it difficult to concentrate and work hard. Pupils willingly accept responsibility and carry out their duties effectively. Both attendance and punctuality are good.

QUALITY OF EDUCATION

The school provides a good quality education. The well-planned curriculum meets the needs of pupils well. Programmes of work are interesting and relevant and effectively focused on first hand experiences. Good use is made of visits and visitors and special events such as the recent design and technology day. Teaching and learning are good overall; good teaching was seen in all classes and none was unsatisfactory. The main strengths are good planning, clear exposition, effective teaching of basic literacy and numeracy skills and the contribution made by classroom assistants. As a result, pupils make good progress in acquiring new skills and knowledge. Assessment information is used effectively to help plan the next stages in learning. In reception and Years 1 and 2, the tasks actively involve pupils and behaviour management is effective, so teaching is generally good, with a quarter being very good. In Years 3 and 4, the instability caused by staff changes has had a negative impact on a minority of pupils who find concentration and good behaviour difficult to sustain. In these year groups teaching is satisfactory, but when the activities involve too much listening or when teachers are not firm enough about behaviour, pupils lose concentration and the pace of learning slows.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The leadership of the headteacher is very good. Despite the considerable staff changes, he has successfully built a team of staff and governors who share his vision and are working towards a common goal. Their contribution to the work of the school is good. The especially good systems for monitoring and evaluating the school's work, put in place by the headteacher, have led to effective development planning and the successful improvement of the provision and standards. All statutory requirements are met. The school is well managed and financial control and planning are good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The large majority of parents have very positive views. Most pupils have positive views and like being at school. However, a significant minority were concerned about the behaviour of a small number of pupils. Inspection evidence shows that, although behaviour is satisfactory, some of the older pupils do behave inappropriately at times and interrupt lessons. This limits the teachers' capacity to help and support other pupils, another area which a minority of pupils raised as a concern.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Improve standards in writing, especially in Years 3 and 4 by: -
 - having higher expectations of how pupils will present their work;
 - ensuring that pupils have access to a range of resources such as dictionaries to avoid having to wait for the teacher's help;
 - placing greater emphasis on vocabulary development;
 - providing more time and opportunities for pupils to write in a wide range of genres.
- Improve the quality of teaching and learning in Years 3 and 4 by:-
 - ensuring that lessons are well paced and that tasks actively involve pupils in order to promote their concentration and commitment;
 - adopting behaviour management strategies that allow learning to take place with little interruption.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement throughout the school is good. Overall standards are average by the end of Year 2 and in line with expectations by the end of Year 4.

Main strengths and weaknesses

- The very good use of tracking systems and the targets set is helping pupils to improve.
- Children in the reception class are given a good foundation, especially in developing their literacy and numeracy skills.
- For current pupils standards are likely to be above average in English and science by the end of Year 2.
- Achievement in information and communication technology (ICT) and design and technology has improved and is now satisfactory.
- Pupils with special educational needs and those for whom English is an additional language achieve well.
- The lack of concentration and commitment to their work by a minority of pupils limits their achievement.

Commentary

1. The good achievement is an improvement since the last inspection. Since then the prior attainment of children on entry has declined, as did standards, initially. Due to the good curriculum and teaching, standards have now risen and, in the Year 2 tests in reading and mathematics this year, standards were similar to those of four years ago. However, the results in writing were still below average and so improving standards in this aspect of English is a priority for the school.

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

Standards in:	School results	National results
Reading	15.8 (13.2)	15.9 (15.8)
Writing	13.7 (13.6)	14.8 (14.4)
Mathematics	16.5 (15.6)	16.4 (16.5)

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

2. Because of the small numbers in each year group and the variation in standards on entry it is difficult to make a secure comparison between different results in different years. The majority of children in the reception classes are likely to reach the early goals for learning, except in their personal, social and emotional development, and this represents good achievement from their below average prior attainment. Very effective teaching of their early literacy and numeracy skills has provided a particularly good platform for Year 1 pupils so currently they are reaching standards in English and mathematics above those expected for their age. Year 2 pupils are now reaching average standards overall and above average standards in English and science. Year 4 pupils are reaching the standards expected for their age. This represents good achievement, because they did not reach average standards in the tests they took at the end of Year 2. The large majority of parents who attended the pre-inspection meeting and responded to the questionnaire agreed that their children achieved well.
3. Since the last inspection, excellent systems have been put in place for monitoring and tracking pupils' academic progress. Very good use is made of this information and it is very effectively

shared with all staff and, as a result, learning activities are focused on promoting achievement. This is one reason why pupils are now doing better and why standards are rising. Another major factor in improving achievement is the increasing number of good lessons, so that learning is now good overall.

4. The good focus on raising standards in English and mathematics had a positive benefit on the results in the Year 2 reading and mathematics tests in 2003, where they were close to average and well above those of schools in a similar context. Results have been slower to improve in writing, where pupils had not had sufficient opportunities to write for a wide range of purposes. Improvements in writing are now evident in the reception and Years 1 and 2 classes so that current Year 2 pupils are likely to reach above average standards. Improvement has been slower in the Years 3 and 4 classes, partly because pupils do not have enough opportunities to do extended written work and partly because teachers' expectations of the presentation is not high enough. However, the standard of writing is better than would have been expected when these pupils' Year 2 test results are taken into account. Standards in reading, and speaking and listening are generally at the level expected for Year 4 pupils. However, a significant minority find it difficult to concentrate in discussions and this limits the effectiveness of their listening skills.
5. In mathematics, good teaching throughout the school and well-planned practical activities, together with high expectations of what pupils can achieve, have resulted in current standards being average at the end of Year 2 and at the level expected at the end of Year 4. These standards are likely to rise, as Year 1 pupils are already reaching above average standards in the subject. In addition, Year 3 pupils are also reaching the standards expected for their age and the good progress they are making suggests standards by the end of Year 4 are also likely to improve.
6. Standards in science are above average at the end of Year 2 due to the good teaching in Years 1 and 2. They are in line with the level expected at the end of Year 4.
7. At the time of the last inspection, pupils' achievement in ICT and design and technology was unsatisfactory. The school has worked hard to ensure that pupils now have full access to the National Curriculum programmes of study in these subjects. As a result, their achievement is now satisfactory and they are reaching the expected standards at the end of Years 2 and 4.
8. Effective provision, including good support from teachers and classroom assistants, has ensured that pupils with special educational needs and those for whom English is an additional language are included well in learning activities. As a result, their achievement is good. There is no difference in the achievement of boys or girls or pupils from different ethnic groups.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are satisfactory overall. Most behave well, although a minority of pupils find it difficult to meet the school's expectations. Pupils' attendance is good. Pupils' personal development, including spiritual, moral, social and cultural development, is satisfactory overall.

Main strengths and weaknesses

- Most pupils have a positive attitude and like coming to school.
- The school is effective in developing pupils' sense of responsibility.
- The majority of pupils behave well in lessons and around the school, although a minority have limited spans of attention and find it difficult to concentrate and remain on task.
- Attendance by pupils is good and parents bring them to school on time.
- The provision for pupils' spiritual development is good.

Commentary

9. The school's small size and the limited number of pupils in each class help it to promote a happy, caring family atmosphere in which everybody is valued and where people are considerate of each other. Under the committed leadership of the headteacher, these ideals are translated into practice well. Virtually all pupils like their school and are happy to come to it in the morning, leaving their parents without fuss. Although some of the children start school with poor social skills, staff are effective in establishing the way they are expected to behave and helping them develop good relations with adults and with each other. Despite this, only a minority of children reach the expected standards in their personal, social and emotional development by the time they enter Year 1.
10. Throughout the school, teachers and learning support assistants provide good role models, valuing the views of all whilst maintaining very clear expectations of behaviour. These clear expectations are combined with a good emphasis on making pupils responsible for their own actions, thus encouraging them to want to behave well. Teachers do have to make considerable efforts to get a minority of pupils to behave. For example, in a maths lesson, the impact of the teacher's good explanation of the work was lessened by pupils calling out rather than putting up their hands. In addition, some of their comments and questions were not always pertinent to the topic in hand.
11. The school rules are few in number and simple for a child to understand. These are backed by a good behaviour policy with appropriate rewards and sanctions. Two years ago a significant proportion of pupils had statements of special needs related to their behavioural difficulties. The school's effective support for these pupils has meant that now there are none. Virtually all parents believe that the children in the school behave well. For the pupils themselves, the behaviour of other children is the one aspect of the school about which a significant number are critical. There are pupils who find it difficult to stay attentive during lessons. For example, in a music lesson, only six pupils at a time could play the available xylophones – several others lost concentration and gazed round the room instead of listening. It is a similar picture in the playground; most of the time pupils play well with each other but there are occasional incidents, such when a few pupils responded inappropriately to the lunchtime supervisors. Incidents of bullying or harassment are rare but dealt with well by staff when they do occur. There have been no recent exclusions.
12. Nearly all pupils, including those with special educational needs, want to learn and succeed. Most are enthusiastic about their work and they co-operate well with one another when they have the opportunity to work together in pairs and groups. In one lesson, for example, pupils were able to share happily and take turns to use mathematical shapes. Pupils participate enthusiastically when they are given responsibilities; for example, two volunteers diligently filled a water bottle for each pupil from a tap, not a trivial task when there were about 80 to be done before the start of school. Members of the school council take their responsibilities seriously and put forward sensible suggestions on how to improve the school, taking great pride in the fact that governors have responded positively to their suggestions. Council members also act as playground 'buddies' to help children who need somebody to talk to or play with at break times.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.6
National data	5.4

Unauthorised absence	
School data	0.1
National data	0.4

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

- Attendance is above the national average for a school of this type. The school has successfully discouraged parents from taking children away on holiday in term time. There is good liaison with the educational welfare officer to target and support families who need help getting their children to school regularly. The headteacher has successfully addressed the high level of lateness that affected the school up to two years ago by establishing clear expectations and encouraging parents to meet them.

Pupils' spiritual, moral, social and cultural development

- Pupils have many thrilling experiences in lessons, which lift their personal awareness above the ordinary and make their spiritual development good. In a mathematics lesson, Years 1 and 2 pupils were excited at having porridge, bread and satsumas to share equally into quarters. In an assembly, the headteacher described the wonder of sunrise accompanied by an appropriate excerpt from Holst's Planets Suite and pupils sat quietly reflecting on the wonder of the world.
- Provision for moral and social development is satisfactory. There are clear rules and there is corresponding understanding of the difference between right and wrong. The personal and social development programme is not, however, sufficiently well embedded in the school culture to have a strong impact on the behaviour of a significant minority of pupils who enter school with social skills well below that expected for their age. They find difficulty in sharing, taking turns, working independently and listening to each other. 'Circle time'¹ has been in place for too short a time to have a strong impact on personal and social skills.
- Cultural development is satisfactory. Through religious education pupils learn about several of the major world religions and the cultures associated with these. Learning about the local cultural environment is good and pupils make many beneficial visits locally and entertain interesting visitors from the community.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides good quality education. Both the curriculum and teaching are good as the result of good teamwork and very effective curriculum development undertaken by the staff. Care, support and guidance are all good, along with the school's links with the local community and other schools. As a result pupils are achieving well.

Teaching and learning

The overall quality of teaching and learning is good. It is good in the reception and Years 1 and 2 classes, and satisfactory in Years 3 and 4. Assessment is good and is effectively used to help plan future work.

Main strengths and weaknesses

- Teachers have good expertise, plan lessons well and use resources effectively to help pupils learn.
- New skills and knowledge, including those of literacy and numeracy, are well taught, especially in the younger classes.
- Classroom assistants make a very valuable contribution to learning, especially for pupils with special educational needs.
- Pupils with special educational needs and for whom English is an additional language are supported well.
- Very good monitoring of teaching and learning has contributed to improvements in the quality.

¹ During Circle Time pupils discuss a wide range of personal and general issues. All agree that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference or interruption from other children.

- Learning is not as good in Years 3 and 4 when the tasks do not actively involve pupils.
- Teachers do not have high enough expectations of how pupils in Years 3 and 4 record their work.

Commentary

Summary of teaching observed during the inspection in 23 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3	12	8	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

17. Since the last inspection there has been an exceptionally high turnover of staff and periods when the proportion of temporary teachers was high. For example, the current Year 4 pupils have had a particularly high number of teachers during their time in the school, which limited a consistency of approach. Over the past year, the shared commitment of the staff, together with very good monitoring by the headteacher of the work in lessons, has led to rapid improvement. Consequently the overall improvement has been good. There is now a higher proportion of both good and very good teaching and no teaching is unsatisfactory. A very high proportion of parents who attended the pre-inspection meeting or responded to the questionnaire agreed that teaching is good.
18. A strong feature of teaching is the consistency in lesson planning and the very good focus on learning objectives. These are shared with pupils at the beginning of each lesson so they are very clear about what they are expected to do. Teachers often summarise these at the end of lessons so pupils can check on how much they have learnt. Teachers' expertise is secure across all the subjects taught, a good improvement since the last inspection when there were weaknesses in ICT and in design and technology. Teachers explain new work well, using resources effectively, including a digital projector linked to a computer, to help pupils learn. All these features help pupils to make good gains in extending their skills and knowledge and so their achievement is good.
19. The school has worked hard to promote basic literacy and numeracy skills, so these are well taught throughout the school and very well taught in the younger classes. The focus on reading and mathematics has improved both teaching and learning, resulting in rising standards and good achievement, as seen in both the national tests last year and also for current pupils. Writing is now the main area of focus for the school and there has been good improvement in teaching the basic skills of grammar, handwriting and spelling, especially in the younger classes. These skills are well taught throughout the school. However, in Years 3 and 4, not enough emphasis has been placed on helping pupils to use rich, varied vocabulary or in ensuring that their work is well presented.
20. The contribution made by all classroom assistants to teaching and learning is especially good. Very good liaison between the assistants and teachers ensures that the former are very clear about what they have to do at each stage of the lesson. They are very good at encouraging reluctant pupils or supporting pupils with special educational needs to play a full part in learning activities, for example in sitting with less confident pupils in whole class discussions and encouraging them to take part. Classroom assistants also contribute well to strategies such as those for additional literacy development. This has resulted in more pupils reaching the expected levels for their age and is another reason why achievement is good.
21. Adults are very aware of the need to include all pupils, whatever their abilities or needs, in all that the school has to offer. Effective individual education or action plans are provided for pupils with special educational needs and those for whom English is an additional language. As a

result, these pupils do well, with a significant proportion of pupils needing less help as they move through the school.

22. Assessment is seen as an integral part of teaching and learning and lesson planning at all levels is firmly based on this, helping pupils to achieve well. Regular assessment takes place in all subjects and rigorous analysis of pupils' attainment in English, mathematics and science helps teachers to amend or refine their plans for both individual pupils and classes. Another positive feature is the very good use of target setting in English and mathematics, so pupils are clear about what they need to do to improve. All these features help to encourage good learning and achievement.
23. In the reception and in Years 1 and 2 classes, teachers have a very good understanding of the needs of their pupils. As a result, activities are effectively planned to suit pupils' concentration levels and interest. Many activities are planned to keep pupils actively involved, such as dividing portions of food to help learn about fractions. There are also good occasions in Years 3 and 4 when active, interesting and briskly paced learning takes place. This was evident in mathematics lessons where teaching is consistently good, and also in design and technology lessons. However, in over half the lessons seen, pupils were not so actively engaged. Many found it difficult to sit and listen to their teacher or to take part in discussions without losing concentration. This meant that teachers used up valuable class time to manage behaviour. When the teacher is firm from the outset, behaviour is better, as seen in a physical education lesson. However, on too many occasions, pupils have to be constantly reminded to concentrate and not to call out and this slows the pace of learning.

The curriculum

Throughout the school curricular provision is good and meets pupils' needs well. Extra-curricular activities and an effective programme of visits and visitors are good. Good quality resources enhance pupils' learning. Accommodation and resources are satisfactory overall.

Main strengths and weaknesses

- The curriculum is broad and is effectively planned to meet the needs of pupils with different levels of prior attainment.
- The school provides well for pupils with special educational needs.
- The accommodation includes a well-resourced ICT suite.
- The library area is cramped.
- Insufficient time is allowed for the development of extended writing skills.

Commentary

24. There has been good improvement in the curriculum since the last inspection, especially in both the Foundation Stage and Years 1 and 2, because it now provides well for individual pupils' needs and fully meets statutory requirements. Planning is good and is continuously monitored and effectively evaluated by the curriculum co-ordinators. There is a very smooth transition between phases including good induction to school, and this enhances learning. Learning activities cover a broad range of topics in which there are good cross-curricular links, which help to promote skills in literacy, numeracy and ICT. However, the time allowed for English is insufficient to promote extended writing skills and this limits improvement, especially in Years 3 and 4.
25. Pupils benefit from a good range of clubs, including early morning and after-school clubs. Other enrichment opportunities are especially good in Years 3 and 4. These include visitors to and visits out of school, as well as a stimulating residential visit in Year 4. There are good sport and music opportunities at lunchtime and after school. The whole school is involved in dramatic productions, the most recent being the 'Wind in the Willows'. Through the Quay Arts link there are regular performances in school, an Artists' Week and regular workshops with artists. All

pupils, for example, were involved in a sculpting day using materials from the natural environment such as the sand on the beach.

26. The provision for personal, social and health education is satisfactory. It is the least developed part of the curriculum and still evolving, so not yet having the impact that the school would like. There are well-targeted behaviour management programmes for the significant number of pupils with specific behavioural needs. Teachers use 'circle time', assemblies and the curriculum to foster pupils' social skills. They successfully raise pupils' awareness of citizenship issues and prepare them for future responsibilities through the recycling club, school council and raising funds on Red Nose Day.
27. There is good provision for pupils with special educational needs. Pupils have very good support in English, both in class and on withdrawal, when they work on special programmes linked to individual reading and writing skills. Highly skilled teaching assistants, supported by the advisory teacher from the local education authority, provide very effective motor skills programmes for selected pupils. Planned withdrawal times are carefully staggered to ensure that pupils do not miss out on lessons other than English. The effective provision helps these pupils to achieve as well as others in the school.
28. Resources and accommodation are good except for the library area, which is small and not conducive to the teaching of research skills. Resources are used well to promote learning and ICT is planned into the core subjects of English, mathematics and science. Although the accommodation for the Foundation Stage is good, access to the outdoors facility is not easy, as it involves negotiating steps to the safe central outdoor play area.

Care, guidance and support

The school cares for its pupils well in a safe environment. Staff provide pupils with good support when they need it and provide good guidance to help them learn effectively. The school effectively seeks pupils' views and acts on them where appropriate.

Main strengths and weaknesses

- The school has effective child protection and health & safety procedures in place.
- The school's provision for guiding and supporting pupils is effective.
- Staff work hard to develop supportive relationships with their pupils.
- The procedures for monitoring pupils' progress are good overall and very good for monitoring their academic development.
- The procedures for monitoring pupils' personal development, although satisfactory, are not as good, mainly because they are informal.
- Monitoring of the progress of pupils with special educational needs is very good.

Commentary

29. The school has good formal procedures for health and safety and child protection. The governors carry out an annual risk assessment of the premises and the school takes necessary safety precautions when planning school visits. Staff are active in ensuring that working practices are safe, including aspects such as Internet access. Routine health and safety procedures are in place and are effective. Both teachers and learning support assistants are vigilant in carrying out their child protection responsibilities. There are regular opportunities for them to discuss individual pupils and to express any concerns they may have. The school works well with other relevant agencies, such as the educational welfare officer and social services, to ensure that pupils get additional help when they need it.
30. Teachers and support staff in this small school get to know their pupils well and help them develop as individuals. The large majority of parents believe that the staff encourage their children to become mature and independent and that staff treat the children fairly. Class

teachers genuinely care about their pupils and there is effective support from the headteacher; a positive ethos permeates the school. Staff work well together as a team to share information and responsibilities. They respond appropriately if a pupil is having problems. Virtually all pupils appreciate this support and the emotional security the school provides helps them to flourish. They know there is an adult they can approach if they are having difficulties. Pupils' views are regularly sought through the school council and their views are taken seriously. Induction arrangements for new pupils are effective, so no parents are dissatisfied with them. There are equally effective procedures to help Year 4 pupils transfer successfully to the middle school.

31. Staff are clear about the progress that individual pupils are making in their personal and academic development. Very good advice and guidance is given to pupils to support their academic development. This is because of the exceptionally good information obtained from monitoring and tracking their progress. The information is used to help set individual pupil targets for improvement, particularly in English and mathematics. During the last week of each half term teachers sit down with pupils to discuss their attainment and their targets for the coming half term. Pupils are encouraged to focus on these in lessons and are also able to discuss them knowledgeably with their teachers and other adults. This very effective guidance helps pupils to achieve well. The monitoring of pupils' personal development by class teachers is less formal although appropriate records are kept as necessary. Support is tailored to individual pupils' needs. Where pupils have a specific behavioural or learning need staff keep very comprehensive records and pupils are given targets for improvement. This system is very effective in helping these pupils to improve. A measure of the school's success is that no pupil now has a specific statement of need for behavioural difficulties.

Partnership with parents, other schools and the community

Parents are supportive of the school and appreciate what it is doing for their children. The school has a good relationship with its local community and makes good use of its links with other local schools to benefit pupils.

Main strengths and weaknesses

- The majority of parents have positive views of the school.
- There are productive links with the local community, which benefit pupils' education.
- A small number of parents get involved with the school, but more could do so.
- The family learning programme has been effective in engaging a significant minority of parents.
- Written reports on pupils' progress are inconsistent in their messages.

Commentary

32. Parents appreciate the efforts the headteacher and his staff make to work with them for the benefit of their children. The school has the confidence of its parents and it lives up to their expectations. The large majority of parents would be comfortable approaching the school with a problem or question. The school communicates with parents well through regular newsletters, which keep them well informed about what is going on. The governors' annual report is a satisfactory document that fulfils its legal function although it does not fully reflect or convey the ethos of the school. The prospectus provides a lot of useful practical information for new parents. There are three occasions each year when parents come into school to discuss their child with the class teacher. The annual reports to parents on their child's progress come in two parts, with paragraphs on each subject in one, and with the second showing a more objective evaluation on the child's attainment and effort. This format is potentially very useful, but in a number of cases the written comments about the pupil were far more positive than the evaluation sheet, which gives some parents inconsistent messages. The school has an 'open door' policy and staff make themselves available to parents. Learning support assistants and teachers are accessible in classrooms to see parents in the morning, whilst the headteacher is regularly in the playground talking to parents.

33. The school has an active friends' association, which organises social and fund-raising events. A significant minority of parents attend a family learning programme, which has had some real successes in helping them to relate to their children better and assist them in their learning. The school has good procedures for letting parents know what is going to be taught at the start of each half term, when they are also told their child's individual targets. Many parents help with homework, particularly by hearing their child read at home, but this is not universal.
34. The school has good links with its local community and makes full use of the local environment to extend the range of experiences available to pupils. A number of local residents come into school to talk to pupils and to hear them read. Brading Council supports the school by sponsoring fundraising and learning, whilst in turn the school makes its grounds available for the annual Brading Day festivities. There is good liaison with the childcare organisation that uses the school hall to organise an after-school club, benefiting not only parents of the children at the school but also a wider clientèle. A particularly productive resource is the Quay Arts Link, under which local artists regularly work with pupils. There is effective joint professional training and liaison between all the local area schools. Brading participates fully, to the benefit of the quality of teaching that the pupils receive.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher provides very good leadership and key staff make a good contribution to school effectiveness. The school is well managed and governors carry out their roles effectively.

Main strengths and weaknesses

- The headteacher has led the school through a difficult time and has been the prime factor in creating a good school, which continues to improve.
- There is very good teamwork among all staff.
- The procedures set in place for monitoring and evaluating the school's performance are excellent.
- Governors fulfil their role as critical friends very well and they are playing an increasingly effective role in moving the school forward.
- Financial management and control is good.
- The school is pro-active in addressing issues such as the falling roll.

Commentary

35. After the last inspection the school had considerable changes at senior management level and a very high turnover of staff. None of the teaching staff who were present at the last inspection are now in the school. The role played by the headteacher has been crucial in bringing about the good improvement seen since then. Improvement over the last 12 months has been rapid.
36. The headteacher has created a strong staff team who share the same vision for the school and are committed to providing a good education for the pupils. As a result, there is effective teamwork amongst all who work there. This is especially good leadership and management when the very high turnover of staff is taken into account. Benefits of the teamwork are evident in the sharing of good practice, in joint planning and in the very good relationships with support staff, which allows them to make a particularly good contribution to teaching and learning. Corporate decisions have been made about curriculum planning and assessment procedures. Consequently there is a consistency throughout the school, which benefits pupils, whatever their needs, and supports their achievement. Parents agree that the school is well led and managed. The strengths in this aspect of the school's work have been recognised by an *Investors_in People* award.

37. The headteacher has put in place very good management systems to help the school run smoothly. Currently, many are fairly new although their impact on the work of the school is becoming increasingly effective. For example, excellent procedures put in place for monitoring and evaluating pupils' progress, together with very good procedures for monitoring the curriculum and teaching, have been very effectively used to improve provision. Until recently this aspect of the school's work was undertaken mainly by the headteacher, but is now being devolved to key staff as they are trained in the expertise required. Staff with curriculum responsibilities are now contributing well to evaluation of the current provision and setting out strategies for improvement.

Example of outstanding practice

The procedures set up for monitoring and evaluating pupils' progress are excellent.

A series of graphs and charts, using information from a range of assessments including national tests, clearly show both the attainment and progress of individuals and groups of pupils. These make it very easy to determine the rate of individual progress and provide other important information, such as the comparable performance of pupils in parallel classes or that of boys and girls. Additionally they identify where pupils are not doing as well as they should. This information is then successfully linked to evidence obtained from the very good monitoring of the curriculum and teaching, so allowing staff and governors to identify weaknesses and plan for improvement. The effectiveness of these procedures was evident in improving standards and the fact that the school had already begun to address the weaknesses identified by the inspection team.

38. Governors are very well organised in a committee structure and carry out their role effectively. In particular, they provide very good support for the headteacher as 'critical friends' and this has been especially beneficial for a headteacher in a small school. The very good information presented to governors by the headteacher about the school's provision and performance has enabled them to have a good understanding of its strengths and weaknesses and how to address them. Governors also have a regular programme of monitoring visits and the information obtained provides further good information about the school. Governors and staff all have the same high aspirations for the school and relationships are very good, ensuring that the school and its pupils benefit from a shared purpose and commitment.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	321,548
Total expenditure	278,718
Expenditure per pupil	3,167

Balances (£)	
Balance from previous year	27,171
Balance carried forward to the next	42,830

39. The bursar provides very good advice to both the headteacher and governors on financial matters, helping the school to address areas of weakness and plan effectively for future years. The high underspend is partly due to beneficial funding in the past. However, good forward projections have enabled governors to plan ahead to allow for the contracting finances due to falling rolls.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Children start in the reception class in the autumn term, becoming full time by half term. Most children have attended the pre-school, which meets in the school building. Partly as a result of this close proximity, induction procedures are good. These factors, together with the sensitive attention given to individual children's needs, help them to settle into school well. Children are taught in a class which also contains Year 1 children. Effective arrangements, including the valuable support of a classroom assistant, have been put in place to ensure that the needs of both year groups are met.

The provision has improved well since the last inspection and a good curriculum, based on that for children in the Foundation Stage, is effectively taught. Teaching is good overall and the basic skills of literacy and numeracy are taught very well. As a result, children are achieving well from the below average base of their prior attainment. Assessment is good and regularly takes place throughout the day. This helps to ensure that future lessons meet pupils' needs. The early years co-ordinator is extremely well organised and carries out her duties very efficiently. In this she is well supported by the senior teacher and together they have created a strong staff team, which meets the needs of the younger pupils well.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- Adults are very sensitive to children's needs and support them very well.
- On entry to the school children's personal and social skills are well below those seen in most children of their age.
- The good provision helps children to achieve well.
- 'Circle time' effectively helps children to take turns and listen to others.

Commentary

40. When they begin in the reception classes, very few children are able to wait their turn patiently or to prevent themselves calling out when the teacher or another child is talking. Many children are self-centred and find it difficult to recognise that other children may have equal or more important needs. A large number of children find it very difficult to concentrate for any length of time.
41. Teaching and learning are good. Both the teacher and classroom assistant are very positive in their response to children who find it more difficult to work with others in whole-class or group activities. Very good support is being given to this aspect of children's development in activities such as 'circle time' where well-established procedures help the children to recognise when they may speak and when they should listen. Despite this, a significant minority of children still call out the answer, even when reminded to wait until they are asked. When this happens, both the teacher and assistant deal sensitively with children, making sure that their self-esteem is not adversely affected. In whole-class activities the classroom assistant often sits with children who find it difficult to stop calling out. The children can then whisper their answer to her and so the lesson proceeds at a good pace. The teacher has a very good understanding of the needs of the children so she plans activities which actively involve them, are briskly paced and do not last longer than their concentration span. This is one reason why the children are able to achieve well. However, despite this good provision, only a minority of children are likely to reach the early learning goals in this area although most achieve well.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- When they enter the school, children's skills are generally below average, but they are well below in their listening skills.
- Basic literacy skills are very well taught so children achieve well.
- The teacher has high expectations of how children present their work.
- Children enjoy listening to stories and writing them.

Commentary

42. Good improvement has been made in this aspect of the provision since the last inspection. The curriculum is well planned to meet children's needs and teaching and learning are very good. The role-play corner is now an integral part of classroom activities and there are inviting areas for children to enjoy looking at books. Few children link letters with sounds or write them correctly when they start school. Very good attention is given to these aspects so that most children soon attempt to write simple words. All children recognise the initial sound in words and some can say them all to build up the word. Children love listening to stories and recall the plot correctly, putting the main events in sequence. They begin to predict accurately what will happen next and to describe the characters. A minority of children begin to write sentences to go with a picture and to build this into a book. The teacher always expects children to do their best, so the presentation of their written work is good. As a result of the effective provision, children's achievement is good and most are likely to reach the early learning goals for reading and writing. Children achieve well in developing their speaking and listening skills. Good discussion sessions help children to speak confidently although the vocabulary and grammar they use is below that expected for their age. Despite very good activities to promote focused listening, few children concentrate well enough and are much more concerned with what they themselves want to say. Therefore, in this aspect, their skills are below those seen in most children of their age.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Standards on entry are below expectations.
- Basic numeracy skills are very well taught so children achieve well.
- Practical activities help children to concentrate and keep on task.
- A high proportion of children do not write their numbers correctly.

Commentary

43. Although most children have played counting games before they start school, few have a secure understanding of number, shape or measures. The good curriculum and very effective numeracy teaching helps pupils to achieve well, so that the majority are likely to reach the early learning goals by the time they enter Year 1. Most children easily count and write numbers up to six, linking these with the correct quantity. However, a significant minority of children still write numbers such as 3 or 6 the wrong way round. Children can put the numbers 0 to 12 in order with just a little help. By the end of the reception year, children can add two numbers together and put in order numbers up to 20. They can also count backwards as well as forwards and identify which number is missing in a number line. Children are gaining a secure knowledge about two- and three-dimensional shapes; for example, being able to say how many side and

corners a triangle has. The teacher plans numeracy activities very effectively, making sure that children have practical and interesting tasks, which keep them fully focused. This was observed in a very good lesson on 'Time' in which the children's achievement was very good.

The following areas were not foci for this inspection so it is not possible to report on the overall provision or standards and achievement:

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

44. It is not possible to make an overall judgement about the provision and achievement in this area, but the curriculum is good, as is the teaching of science investigative work. Through their investigations, children have gained a good understanding of different types of material, sources of light and about how different animals move. In a good lesson observed, children identified which type of materials reflected or showed up well when light was shone on them and were designing a coat to ensure safe movement at night. Children also made gingerbread men and designed and made hats for their Christmas party. A good range of visits such as those made to the Rural Museum and the seashore help to make learning interesting. Children are encouraged to operate the computer by using the mouse and this helps them to draw pictures or patterns.

PHYSICAL DEVELOPMENT

45. Children's skills in cutting, sticking and moulding materials are at a level expected for their age and they can make, for example, junk model houses. Children are encouraged to hold and use a pencil and paintbrush correctly and this helps them to present their work well. In a dance lesson, children could make actions appropriate for a circus clown and keep time with the music.

CREATIVE DEVELOPMENT

46. Only one lesson of music was observed and in this, teaching was good. Other evidence is also taken from work on display and photographic evidence. In the music lesson children were beginning to join in action songs and to play percussion instruments. They could choose which instrument would best suit an animal and explain their reason. Their achievement in this lesson was good and they were reaching the standards expected. Good art experiences are provided. For example, a visitor showed children hand and string puppets, then they made their own dragon stick puppets as part of the Chinese New Year celebrations. The art work on display was generally of higher quality than usually seen from children of this age, showing good achievement. Children enjoy role-play, and made masks for acting the story of the Three Little Pigs in assembly.

SUBJECTS IN KEY STAGES 1 and 2

English

Provision in English is **good**.

Main strengths and weaknesses

- Achievement is good overall from a low level of attainment on entry to reception.
- Basic skills are taught well and so pupils make good progress in acquiring these.
- ICT is used effectively to develop reading and spelling.
- The subject co-ordinator is effective in helping improve the provision and standards.
- There is insufficient time given to practising writing skills.
- The presentation of writing is poor in Years 3 and 4.

Commentary

47. Standards in English are above average for the current Year 2 and in line with expectations for Year 4. Small year groups, a significant difference in the proportion of special educational needs pupils between years, and staff turbulence make comparisons between the end of Year 2 and Year 4 inappropriate.
48. Achievement is good overall and there has been good improvement, especially in spelling and reading. The use of computer software contributes well to improved attitudes to aspects of reading and spelling as pupils enjoy the programmes. These are especially successful in supporting the learning of pupils with specific difficulties.
49. Standards in speaking and listening are above average overall by the end of Year 2 and average by the end of Year 4. Many pupils enter school with speaking and listening skills well below those of children of a similar age, but they quickly improve due to the effective provision. Despite this, pupils develop better speaking skills because some pupils still find it difficult to concentrate for any length of time when listening to the teacher or other pupils. Lower attaining pupils in Years 3 and 4 find difficulty framing questions. Most pupils give full answers and explanations, or comment helpfully on each other's work. Pupils lack the wider range of opportunities needed to develop their skills, for example group discussion, role-play and drama activities.
50. Standards in reading are above average at the end of Year 2 and at the standard expected by Year 4. Pupils with special educational needs make good progress. This is due to a well-structured reading programme, which helps pupils to develop skills and knowledge as well as fostering enjoyment of reading. CD Roms, which match the additional reading schemes, are proving successful in supporting the learning of small groups on withdrawal to the computer suite. Pupils with specific difficulties and those identified for early and additional literacy support make good progress. The work is well targeted to their needs and they are supported by very well trained teaching assistants. There are good opportunities through the day to engage in silent reading, reading to adults and group reading. Pupils have personal reading and writing targets, which they keep themselves. They remain clear about what they need to do to improve, by referring to these regularly.
51. Standards in writing are above average for the current Year 2 and at the level expected for Year 4. This is because staff work hard to ensure pupils have a good understanding of grammar and punctuation. Pupils practise handwriting regularly, but these skills are not carried into their presentation of work, especially in Years 3 and 4. Spelling is tackled particularly well as it is matched to individuals' needs and linked into key vocabulary. Word processing is used effectively, for example in writing instructions, and this encourages pupils to produce work of a better quality and quantity. Pupils' work is celebrated through the school in displays of writing for history, religious education and English. However, writing could be improved by teachers modelling good practice, especially in how to present work. In addition, pupils would benefit from being given more opportunities to write at length for a range of purposes and being introduced to a wider range of vocabulary.
52. Teaching and learning are good overall and range from satisfactory to very good, with better teaching in Years 1 and 2. At times, the quality of teaching is better than the learning, because pupils' attitudes and responses are unsatisfactory, despite the good teaching. Where teaching was very successful, the pace and strategies used were good and pupils were eager and responsive to the challenges set for different groups and individuals. Work is usually well matched to pupils' needs, including pupils with special educational needs and those who are learning English as an additional language. Planning for lessons is good and systems for using assessment information to plan future learning are strengths in all year groups. Less successful features of lessons are overlong introductions that lead to pupils' attention wandering. The poor behaviour of a few pupils in Years 3 and 4, with the need for the teacher to take time managing this, led to a slowing of the pace of lessons, with some pupils producing

little independent work. On occasions also, pupils spend too long waiting for the teacher to help them and are not encouraged to use thesauri and dictionaries to find words for themselves.

53. The subject leader's leadership and management are good. She has a clear view of what needs to be done and is working hard to improve the recording of ongoing assessment against National Curriculum levels. Monitoring of planning is very effective. Curriculum planning clearly sets out the programmes for different year groups, but could be further improved by teachers using national guidance to meet the needs of pupils in mixed age classes. The space for the library area is effectively used although it is very narrow and situated in a busy corridor. Lack of space to browse limits pupils' capacity to acquire and use independent research skills. Assessment in English is good and the excellent systems in place mean that the monitoring and tracking of pupils' progress are very good.

Language and literacy across the curriculum

54. Pupils use their language and literacy skills well in other subjects such as science, design and technology, geography, history, and religious education. Whilst this gives pupils opportunities to write for different purposes, teachers do not always expect pupils to present their work well enough. ICT is used well for word-processing.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well and reach average standards by the end of Year 2 and the expected standards by Year 4.
- Throughout the school teaching is at least good and some is very good.
- The curriculum is well planned and helps pupils to learn well through an effective range of practical activities that promote their understanding.
- The tracking of pupils' progress is very good and is used effectively to set targets for improvement.
- The presentation of pupils' work in Years 3 and 4 is unsatisfactory.

Commentary

55. Standards on entry to the school are below the level expected. Children in the reception classes are given a good start, especially in the development of their numeracy skills. This forms a very good platform on which to build, so that pupils currently in Year 2 are likely to reach average standards in the national tests, as they did in summer 2003. In the tests all Year 2 pupils reached the expected Level 2 with an average proportion reaching the higher Level 3. This represented good achievement from the pupils' below average standards on entry. The school's effective strategies for improving standards are having a positive impact on the attainment of younger pupils. Additionally, Year 1 pupils are reaching standards above those expected for their age. Good teaching throughout the school means that all pupils, including those with special educational needs or for whom English is an additional language and the higher attaining pupils, achieve well. There is no difference between the achievement of boys or girls, nor of those from different ethnic backgrounds.
56. Very good monitoring of teaching by the headteacher has resulted in improved provision and a consistent approach, which benefit pupils. The new curriculum put in place over the last year is good. It promotes practical activities, which pupils enjoy, and this helps them to concentrate and work hard. Learning is relevant and interesting. For example, Years 1 and 2 pupils learn about fractions through dividing the Three Bears' porridge accurately and Years 3 and 4 pupils learn to complete frequency charts through analysing the weekend's football results. Teachers

are skilled in using ICT, such as digital projectors linked to a computer, to help pupils learn. Most lessons proceed at a good pace and keep pupils fully involved, so that good learning takes place. In their individual work, both the teacher and classroom assistants ensure that pupils remain on task and have appropriate help when they have difficulties. This, together with clear explanation and demonstrations, helps pupils to gain a good understanding of different concepts, for example of the difference between tally and frequency charts.

57. A major reason for the improved achievement of pupils is the exceptionally good tracking and evaluation of their attainment and progress as they move through the school. This clearly identifies any areas of concern for individuals or groups of pupils and enables future planning to address these effectively. The information obtained is also shared with pupils and their parents, with targets for improvement being set so that pupils are well motivated to improve.
58. The analysis of pupils' work shows that Years 3 and 4 pupils have a secure knowledge and understanding of the areas of mathematics set out in the National Curriculum programmes of study and the mathematical skills to calculate and investigate different mathematical topics. Pupils in Years 1 and 2 record their work well. However, teachers do not have such high expectations of the pupils in Years 3 and 4, so their work, although generally accurate, is often carelessly presented.

Mathematics across the curriculum

59. There is good awareness of the importance of providing cross-curricular opportunities and these are well planned. For example, in geography, Years 1 and 2 pupils completed a traffic survey and analysed the information to help find out why the car park was busier at certain times of day. Years 3 and 4 pupils applied their knowledge of shape to create some art and design patterns of a good standard. Pupils are also encouraged to make accurate measurements in their design and technology work.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- At the end of Year 2, standards are above average.
- Teachers give good emphasis to developing pupils' skills of scientific enquiry and their scientific language.
- Most pupils have good attitudes to science and enjoy the activities.
- The poor concentration and behaviour of a minority of Years 3 and 4 pupils slows the pace of learning in lessons.

Commentary

60. There has been satisfactory improvement since the last inspection. Pupils in Years 1 and 2, including those with special educational needs, achieve well. Standards at the end of Year 2 are above average, due to the good teaching and challenge in Year 2. Pupils' overall achievement in Years 3 and 4 is good, although, judging from the scrutiny of work and talking with pupils, standards are likely to be in line with national expectations by the end of the year. There are a high proportion of pupils with special educational needs in Years 3 and 4, which affects standards in such a small year group.
61. Overall, teaching and learning are good in Years 1 and 2. Teaching is satisfactory in Years 3 and 4, where the poor behaviour and attitudes of a few means teachers have to take time out to deal with this and the pace slows. Throughout the school, teachers give pupils good opportunities to discuss and explain in science lessons. They introduce scientific terms well and give pupils good opportunities to discuss their ideas with each other before sharing them

with the teacher and class. In all lessons seen, work was practical with good opportunities for pupils to develop their skills of scientific enquiry. In Year 2, pupils investigated electrical circuits, making working circuits using parts given. They identified faults in circuits and corrected them to make the bulb light up. In Year 4, pupils made decisions about water absorption through different soils, which helped them to begin to understand the idea of a fair test. They successfully selected appropriate apparatus to design the test. The higher attaining pupils are challenged well because teachers use their questioning skills effectively to target them with more difficult questions.

62. The current co-ordinator, who leads and manages the subject satisfactorily, has been in the role for a very short time. There is good focus on scientific enquiry and planned training for staff on this subject. She has made a good start by reviewing the policy, monitoring planning and topping up resources matched to each topic. The curriculum planning is satisfactory and appropriately adapted from a commercially produced scheme of work. So far, the co-ordinator has not yet had the opportunity to review teaching and learning. Assessment of science is good because individual pupils' statements are completed at the end of each topic and this gives teachers a good basis for planning future lessons.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

63. Overall judgments on provision cannot be made, as it was only possible to observe one lesson during the inspection. Standards are rising steadily and planned use of ICT across the curriculum is now good in Years 3 and 4. Judging from discussions with pupils, looking at work and observations of groups of pupils using computers, their achievement is satisfactory in Years 3 and 4. There is a timetable to ensure that all classes have opportunities to use the machines in the suite, where both teachers and well-trained teaching assistants support pupils in lessons.
64. In the lesson observed, the quality of teaching was good because it was well planned and supported an understanding of graphs and the interpretation of data in mathematics. Most pupils independently followed step-by-step instructions from the teacher and in pairs selected the information that they wanted the graph to show, namely: 'wins', 'draws' or 'games lost', before printing the information. Higher attainers were aware that one graph does not give the full picture and that the highest bar on the graph is not necessarily a good sign.
65. The new co-ordinator has made a good start in this role by revising the scheme of work to improve curriculum coverage and the progression of skills. He also monitors planning well to ensure that ICT is effectively supporting learning in the core subjects of English, mathematics and science. He has put in place good assessment procedures, but as yet has not had the opportunity to monitor teaching. Consequently, current developments have not had time to have a significant impact on standards. All staff have received training in the use of ICT. Further training on control and data logging was combined with a very successful design and technology workshop in which all pupils took part. The recently appointed governor with responsibility for ICT, an expert in the field of robotics, supports subject development well.

Information and communication technology across the curriculum

66. This aspect of the curriculum is satisfactory overall. The planned use of ICT is standard in the core subjects of English, mathematics and science and already a developing strength in supporting reading and writing skills across the school. In Years 1 and 2, pupils use a video camera to record themselves telling stories. Teachers in Years 3 and 4 use the computer effectively as a teaching tool, for example, in history, science and English.

HUMANITIES

Religious education is reported in full below. Geography and history were sampled; evidence shows that the full requirements of the National Curriculum are being met. Apart from lessons seen, evidence was also taken from teachers' planning, assemblies, the analysis of pupils' work and teachers' records. A discussion was held with the religious education subject leader.

67. **Geography** is taught alternately with history in each term and was not being taught during the inspection. Therefore, it is not possible to make judgements about the overall provision, standards and achievement. The curriculum is good and is based effectively on visits and fieldwork in the surrounding area. The work that pupils had so far undertaken showed they were achieving well and, in several aspects, pupils in Years 2 and 4 were exceeding the standards expected for their age. Through their study of the environment in Brading and the findings from a traffic survey, Year 2 pupils could explain why the number of vehicles in the car park varied at different times of day. They were beginning to make good suggestions for how to improve the area. As the result of their visit to Brading station, Year 4 pupils produced a plan for how it could be improved. They also investigated waste in the school and learnt how recycling can help to protect the environment.
68. **History** was sampled during the inspection and so judgements about the overall provision cannot be made. In the two lessons observed, teaching was good in one and satisfactory in the other. Where teaching was good, as seen in Year 2, learning was challenging and pupils had very good opportunities to talk about and investigate games. They were able to sequence these from oldest to newest, partly through good analysis of the materials from which they were made. A CD-Rom of the Tudors was used effectively in Years 3 and 4 to help pupils gain information about Henry VIII and his wives through studying their portraits. There are good cross-curricular links with physical education and English. The curriculum is enriched by visits to the locality and good assessment of pupils' achievements helps to plan future learning.

Religious Education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Learning contributes well to pupils' personal development.
- Assemblies help to increase pupils' understanding.
- Assessment is good and helps teachers to plan the next steps in pupils' learning.
- The co-ordinator provides good guidance and support for colleagues.
- The lack of a scheme of work to support the new agreed syllabus has held back curriculum development.

Commentary

69. Teaching throughout the school is satisfactory. Evidence gathered in lessons and taken from the analysis of work shows that pupils achieve satisfactorily, reaching the expected standards at the end of Years 2 and 4. Pupils in Years 1 and 2 know the importance of celebration in religion. During the inspection, Year 1 pupils were writing their own version of the Christmas story and the scrutiny of work shows that Years 2 pupils have a secure knowledge of the Shabbat celebration and of the festival of Diwali. Older pupils gain a sound understanding of symbolism in religion. They know that Jesus is called 'The Light of the World' and 'The Good Shepherd', and the reasons for this. Assemblies during the inspection were effectively built around the Christmas celebration and pupils were learning the significance of the different candles in the Advent Ring.

70. Religious education makes a positive contribution to personal development. For example, as part of a project on the Genesis creation story, pupils designed their own 'perfect garden' and then wrote the rules for people who visited it. This contributed well to their moral and social development.
71. The school has just recently adopted the new local authority agreed syllabus although its implementation has been affected by the late arrival of the accompanying scheme of work. That the current provision is satisfactory is due to the good support the subject co-ordinator is providing for her colleagues. Good assessment is undertaken at the end of each topic and this helps teachers to effectively build on and extend pupils' skills and knowledge.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Design and technology and physical education are reported in detail below; art and design and music were sampled. Apart from the small number of lessons seen, evidence was also taken from teachers' planning, scrutiny of pupils' work, including that on display, and photographic evidence.

72. **Art and design** is taught as part of a rolling programme alternating with design and technology and was not taught during the inspection. It is not possible to make an overall judgement about the provision or standards and achievement, but evidence shows that the curriculum is broad and interesting and is enriched by a good programme of visits and visitors. One example of this is the art project undertaken for the Isle of Wight Area of Outstanding Natural Beauty, which involved all pupils. They worked with local artists, using the landscape as inspiration for their work. Some pupils made layered collages using different materials, while others produced clay figures. The work was at a standard above that expected for the pupils' age. Other good experiences included working with a professional sculptor. The work seen on display around the school is of a good quality and above expectations. For example, medieval knights created from silver foil, and palm trees made with Hessian, crêpe and tissue paper were completed at a level above that usually seen for Year 4 pupils. The work in pupils' sketchbooks, mainly of different features around the school and in the village, meets expectations.
73. **In music** only two lessons were observed, both covering composition, so it is not possible to make an overall judgement about the provision or standards. The lesson for Year 1 pupils was well taught and their achievement was good because of the teachers' high expectations and clear directions. Year 1 pupils know the name of different percussion instruments such as the maracas and can compose a short piece to produce scary sounds. They enjoy singing different action songs. In this lesson pupils reached the expected standards for their age. Pupils' skills are developed and built on in Years 3 and 4. A lesson was observed where pupils composed dragon music, using the pentatonic scale. Pupils' learning was satisfactory, although affected by the lack of concentration and application of a minority of pupils. However, their composition skills are at the level expected for their age.

Design and technology

Provision is **satisfactory**.

Main strengths and weaknesses

- Good improvement has been made since the last inspection.
- Pupils enjoy the activities and work hard.
- Recent developments are beginning to have a positive impact on learning although it is too soon for these to have had a significant impact on achievement and standards.

Commentary

74. At the time of the last inspection, provision was unsatisfactory and pupils did not reach the expected standards at the end of Years 2 and 4. Good improvement has been made since then

and pupils are being taught the appropriate skills and knowledge. Pupils in Years 2 and 4 now achieve satisfactorily and reach the standards expected for their age.

75. Teaching and learning are satisfactory overall and some teaching is good. In Years 3 and 4, well planned and organised activities allowed pupils to choose and evaluate the suitability of the materials when making moving monsters, using hydraulics. In the lesson seen, pupils worked hard and achieved satisfactorily. In Year 2, pupils designed models using an axle as part of a mechanism to wind up 'Incy Wincy Spider'. Good emphasis on the importance of planning stages for making their model helped pupils to follow their plans correctly, carefully fitting their components together and evaluating the effectiveness as they went along.
76. Currently curriculum provision and subject co-ordination are satisfactory, although recent developments continue to bring about further improvement. The subject now has a higher profile in the school, partly due to good support from a new governor. The school recently held a design and technology day where pupils were challenged to design and make different models or structures. Those in Years 1 and 2 designed and made a hot air balloon and tested its effectiveness. Pupils in Years 3 and 4 studied the structure of different types of bridge and then designed and made their own. All pupils enjoyed these activities and took part enthusiastically, paying good attention to ensuring the materials and structures used were appropriate for the purpose.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Curriculum provision is good.
- Pupils' work is increasingly more imaginative as they progress through school.
- Good curricular links are established with history in Years 3 and 4.
- Pupils enjoy a good range of sporting lunchtime and after-school clubs.
- Teachers do not provide enough opportunities to discuss work in lessons.
- A minority of pupils do not behave well enough in lessons.

Commentary

77. Standards are in line with those expected nationally by the end of Year 2 and Year 4, maintaining those seen at the time of the last inspection. However, due to the good curriculum, achievement is good and pupils improve well over time in their skills and creativity. As pupils mature, they improve in their ability to co-operate. They use their knowledge and understanding effectively to create their own version of a Tudor dance, incorporating mannerisms and appropriate style. They work well to improve their performance and comment helpfully about the work of other groups.
78. The quality of teaching and learning is satisfactory overall, with some that is good. Positive features of good teaching are the productive use of time, astute questioning and the development of pupils' skills, resulting in improved performance. Where pupils are noisy, the pace of the lesson is affected adversely because of delays. Teachers work hard to keep pupils actively involved although they allow only limited time for pupils to discuss their work and suggest ways in which their performance could be improved and this limits the rate of progress. When given the opportunity, pupils demonstrate their movements well.
79. The curriculum for physical education is good because it is enhanced by table tennis, basketball, football, and netball clubs, which are well attended, especially by older pupils. In June, a dance instructor led individual class workshops on a special Dance Day. Good links are made with other subjects and pupils broaden their understanding of football in mathematics, by

interpreting tables and graphs of football scores showing wins, draws and losses, which they produce on a data-handling ICT program. The new co-ordinator has made a satisfactory start in managing this subject by monitoring planning and introducing a good system for assessment.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

80. No lessons were seen during the inspection so it is not possible to make an overall judgement about provision. The school is aware of the need to promote pupils' personal and social development and this is a current area of focus. 'Circle times' have been recently introduced and other opportunities are provided for pupils take responsibility, for example through membership of the school council.

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	4
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	4
Attendance	3
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
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	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
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	3

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

