

INSPECTION REPORT

NITON PRIMARY SCHOOL

Ventnor

LEA area: Isle of Wight

Unique reference number: 118165

Headteacher: Mrs Ingrid Ramsdale-Capper

Lead inspector: Derek Watts

Dates of inspection: 28 – 30 June 2004

Inspection number: 257027

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 9 years
Gender of pupils:	Mixed
Number on roll:	98
School address:	School Lane Niton Ventnor Isle of Wight
Postcode:	PO38 2BP
Telephone number:	01983 730209
Fax number:	01983 730209
Appropriate authority:	The governing body
Name of chair of governors:	Mr Roy George
Date of previous inspection:	15 June 1998

CHARACTERISTICS OF THE SCHOOL

Niton Primary is a small school in the village of Niton on the Isle of Wight. The school provides education for pupils from the age of four to nine. At the time of the inspection the school had 98 pupils on roll from reception to Year 4. Most of the pupils are of white British background with a few pupils from mixed backgrounds. About 16 per cent of the pupil population have special educational needs and this is in line with the national average. The proportion of pupils with Statements of Special Educational Needs is above average. The school does not have any pupils with English as an additional language. The proportion of pupils who join the school after the normal starting time is well above average. The socio-economic circumstances of the school's intake is diverse but average overall. Children's attainment on entry to reception is broadly average. Niton Primary received a 'Healthy School Award' in 2002 and 'School Achievement Awards' in 2001 and 2002. The school is currently working towards the 'Artsmark' award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22092	Derek Watts	Lead inspector	English Science Information and communication technology Design and technology Geography
40248	Liz Coleman	Lay inspector	
18370	Kevin Johnson	Team inspector	Foundation stage Special educational needs Mathematics Art and design History Music Religious education

The inspection contractor was:

Cambridge Education Associates

Demeter House
Station Road
Cambridge
CB1 2RS

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	27

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Niton Primary is a very good school. Children's attainment on entry to reception is broadly average. Pupils achieve very well because of the highly effective teaching they receive. The school is very well led by a committed and innovative headteacher and she is very well supported by other key staff. The school's climate for learning is very positive and all pupils are valued and provided with an interesting and stimulating curriculum. The school provides good value for money.

The school's main strengths and weaknesses are:

- Teaching and learning are very good throughout the school and pupils achieve very well.
- Standards are well above average in English and mathematics in the current Year 2 and above average in Year 4.
- Across the school, standards are well above average in art and design and above average in science, ICT, history and music.
- Leadership and management are very good.
- A very good curriculum meets the needs of all pupils very well.
- Pupils have very positive attitudes to learning and behaviour is very good.
- Attendance levels are below average.

The school was last inspected in June 1998. The recommendations for improvement have been addressed well. There have been significant improvements in ICT and a brand new ICT computer suite will be available in September. Standards in ICT have risen from below average to above. The role of subject coordinators has been developed well. Standards in English, mathematics and science are higher than the average standards reported last time. Standards in art and design have improved from average to well above average and standards in history and music have improved from average to above average. Teaching has improved from good to very good. The curriculum has improved from good to very good and the school has maintained the very good pupil attitudes and behaviour. Overall, the school has made good improvements since the last inspection.

STANDARDS ACHIEVED

Overall, pupils' achievement is very good. Most pupils including higher attainers and those with special educational needs are making very good progress. Children in reception achieve very well and most are on course to exceed the expected standards of the early learning goals in all six areas of learning.

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

During the last three years, the school's results in the national tests for Year 2 have been above average or well above average in reading, writing and mathematics. The exception to this was the well below average results in writing in 2003. This was an unusual result where a higher than usual proportion of pupils in this small year group had special educational needs and did not attain the expected Level 2. The school's results in 2001 were particularly high with reading and writing being

in the top five per cent of schools nationally. In the current Year 2, standards are well above average in speaking and listening, reading, writing and mathematics. In the current Year 4, standards are above average in speaking and listening, reading, writing and mathematics. This year group has had a much higher than average proportion of pupils joining after Year 2. A number of late joiners are low attainers and this lowers the overall attainment of the year group. However all pupils in the school are achieving very well in English and mathematics due to high quality teaching. Standards in art and design are a strength of the school and are well above average by Year 2 and 4. Standards are above average across the school in science, ICT, history and music. Pupils' with special educational needs achieve very well due to good teaching and effective support from teaching assistants and voluntary helpers.

Pupils' personal development is very good and is promoted very well by the very good provision for spiritual, moral, social and cultural development. Pupils enjoy school and they have very positive attitudes to learning. Behaviour is very good in lessons and around the school. Pupils are given responsibilities and respond very well to these. Relationships among pupils and between adults and pupils are very good throughout the school. However, attendance levels are below average and are therefore unsatisfactory.

QUALITY OF EDUCATION

Overall, the quality of education is very good. Teaching is of a very good quality throughout the school and pupils make very good gains in their learning. Most of the lessons seen were very good with an excellent lesson seen in art and design. Teaching was never less than good. The curriculum is very well planned and implemented. It meets the needs of all pupils very well and is enriched by a very good range of interesting activities. The provision for the creative arts: art and design, drama and music are particularly strong. Pupils' care, guidance and support are very good. The partnership with parents is good and there are very good links with the community and other schools. The high quality of education provided contributes to the very good pupil achievement and the high standards attained.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good overall. The headteacher provides very good leadership. She has a clear vision, is imaginative, leads by example in her teaching and is passionate about pupils' learning. She is very well supported by a senior teacher. Key subjects are very well led by coordinators. The school has very good systems for evaluating its performance and effective action is taken to bring about improvements. However, the monitoring of religious education is less well developed. The governance of the school is very good. The governors have a clear understanding of the school's strengths and development areas. They provide very good support and constructive challenge to the headteacher. All statutory duties are fulfilled.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' views of the school are mostly positive. A significant number of parents in the parental survey expressed concerns about being kept well informed of their child's progress. Annual reports to parents are satisfactory but do not always give sufficient information about the standards that pupils attain and the progress they have made. Pupils are very positive about their school and participate very well in the activities offered.

IMPROVEMENTS NEEDED

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

- Raise attendance levels further.
- Provide clear information on the standards that pupils attain in annual reports.
- Monitor religious education effectively in order to ensure more consistent provision.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Most pupils are achieving very well due to the very good teaching they receive. Overall, standards are above average by the end of reception, well above average in Year 2 and above average in Year 4.

Main strengths and weaknesses

- Standards are well above average in English and mathematics in Year 2 and above average in Year 4.
- Across the school, standards are well above average in art and design.
- Standards are above average throughout the school in science, ICT and history.
- Children in reception achieve very well and most will exceed the expected standards.
- Pupils with special educational needs are achieving very well.

Commentary

1. Children's attainment on entry is broadly average. Children receive high quality teaching and achieve very well. Most of the children exceed the early learning goals in personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.

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

Standards in:	School results	National results
reading	16.5 (16.8)	15.7 (15.8)
writing	13.4 (15.0)	14.6 (14.4)
mathematics	18.3 (17.3)	16.3 (16.5)

There were 11 pupils in the year group. Figures in brackets are for the previous year.

2. In the National Curriculum tests for Year 2, the school's results were well above the national average in mathematics, above average in reading and well below average in writing. These results are the same when compared to similar schools. The 2003 results were untypical with considerable variation between the subjects. Mathematics results were well above average and yet writing well below average. Except for the unusually low writing result in 2003, the school's results have been above or well above average in reading, writing and mathematics. Results were particularly high in 2001 when writing and mathematics were in the top five per cent of schools nationally. The 2003 low writing results seem to have been a glitch rather than a downward trend. This particular year group only had 11 pupils and care has to be taken when analysing the results of small year groups because one pupil's results can affect the overall results considerably. In this small cohort of pupils there were a higher than usual proportion of pupils with special educational needs who did not attain the expected standards.
3. In the current Year 2, standards are well above average in speaking and listening, reading, writing and mathematics. A larger year group fewer pupils with special educational needs and

very good teaching in Year 2 by the English coordinator have brought standards in writing back up to high levels. Most pupils including the higher attainers and those with special educational needs are achieving very well from their prior attainment on entry to the school. In the current Year 4, standards are above average in speaking and listening, reading and writing. A well above average proportion of pupils join the school after Year 2 and most of the late joiners in the current Year 4 are lower attainers or with special educational needs. This inward mobility of pupil has lowered the overall attainment of this year group. However, most pupils are achieving very well in relation to their prior attainment and capabilities. The very good teaching of English and mathematics where tasks are well matched to pupils' attainment are the main reasons for this very good achievement. Girls generally do better in reading and writing than the boys but these gender differences are in line with the national picture.

4. In science, standards are above average across the school and most pupils are achieving well because they receive good teaching and are provided with an interesting range of practical activities. Standards in ICT are above average across the school and pupils are achieving well in this subject. Pupils also use ICT skills well to support their learning in other subjects such as English, art and design, science and history. At the time of the last inspection, standards were below average in Year 2 and 4 and pupils were making unsatisfactory progress. Better equipment and effective training to increase teachers' confidence and expertise account for these very good improvements.
5. Standards in art and design are well above average throughout the school. The high quality art work produced by the pupils' is one of the school's many strengths. The teaching of art and design is very good and sometimes excellent. The curriculum is rich, varied and is enhanced by visiting artists. The school's approach of studying an artist in depth each term is highly effective. In history, standards are above average across the school. Pupils are achieving well because of good teaching and an interesting curriculum. In particular, learning resources and artefacts are used very well to promote pupils' learning.
6. Pupils with special educational needs achieve very well. They are very well taught and receive effective support from teaching assistants and volunteer helpers. Pupils who have been identified as gifted and talented also achieve very well because of very good teaching. Activities and tasks are challenging and well matched to their needs.

Pupils' attitudes, values and other personal qualities

Pupils have very positive attitudes to learning and behaviour is very good. Pupils' social, moral and cultural development is very good and spiritual development is good. However attendance is unsatisfactory and has declined since the last inspection. Punctuality is satisfactory.

Main strengths and weaknesses

- Attendance levels are below the national average but are now improving.
- Pupils have very good attitudes to learning.
- Pupils behave very well both in the classroom and around the school.
- Relationships between staff and pupils are very positive and pupils mature well during their time in school.
- Opportunities for social, moral and cultural development are very good.

Commentary

7. Although the school's attendance levels are below average they have improved in the last year with the introduction of more systematic monitoring, the setting of targets and the regular effective involvement of education welfare services to intervene with the families of a small number of pupils whose non attendance is a cause for concern. A significant number of pupils take holidays during the school term as many parents' work is linked to tourism on the Island. The school's attendance level compares favourably with other local schools. The school

stresses the importance of good attendance in its prospectus but does not include national figures as a comparison. It has effective procedures for following up absences. Punctuality is satisfactory although the school does not keep a 'late book'. Lessons start promptly. Parents are aware of the importance of these aspects for their children's learning and pupils with the best records of attendance are awarded certificates.

Attendance

Attendance in the latest complete reporting year (93.4%)

Authorised absence		Unauthorised absence	
School data	6.6	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.

8. Pupils build on very good foundations laid in reception to show very positive attitudes towards their work and the people around them. They work very well in groups or individually and participate enthusiastically in the high quality opportunities for learning they are given. They ask and answer questions appropriately and are confident to offer their own ideas and listen to others. They are stimulated by vibrancy of their surroundings and this creates a very good environment for learning.
9. The very good behaviour seen among pupils means that they can be left to work independently, without close supervision, on different tasks both in the classroom and in other parts of the school. Teachers have high expectations of conduct and pupils respond very well to these. Pupils are involved in drawing up the behaviour strategy and rules for conduct in the classroom and playground are on display. Pupils are friendly and well mannered. For example, they open doors for visitors.
10. Some parents expressed concerns about bullying but there was no evidence of this during the inspection. Pupils' behaviour in the playground was lively but they are well supervised. Pupils were confident that any incidents would be immediately be reported to a member of staff and dealt with effectively. The school has effective procedures to investigate incidents and seeks the support of outside agencies where appropriate.
11. Teachers are very good role models for the pupils and work hard to increase their self esteem. As a result of their high expectations and the good relationships created, pupils are mature beyond their years and confident to take responsibility in a number of areas of school life.
12. The school provides very good opportunities for social and moral development. There is an active and challenging school council which provides good opportunities for citizenship. The school encourages a family atmosphere and older pupils are happy to take responsibility for the care of younger ones. Pupils of all ages spend social time together and there is a 'buddy system' to ensure that playtimes are enjoyable for all. Circle time, 'circle of friends' and a 'get along group' ensure that vulnerable pupils are included in activities and fellow pupils are sensitive to their needs. Pupils are taught the responsibilities of living in a community and are encouraged to take the initiative in improving it. They are clearly taught the difference between right and wrong through assemblies, the strong personal, social and health provision and visits from the local policeman.
13. The very good provision for cultural development and creative arts is a feature of the school. Pupils of all ages are encouraged to be visually aware and the school has made excellent use of visiting artists to produce eye catching displays, which enhance the environment and contribute to the curriculum. Pupils have designed school notices and badges and have

contributed to the planning of their new extension. The school has invited an African theatre to perform, and has had live performances of music from different parts of the world. It draws on many influences from around the world for its inspiration and pupils are well prepared for living in a multicultural society as well as taking part in the local traditions of the village and the Island. The strong cultural focus also contributes to pupils' good spiritual development. By stimulating pupils' imaginations, appreciation of their surroundings and encouraging them to share their experiences, the school encourages reflection and self awareness. Good links with the local church enhance these opportunities.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall, the quality of education provided by the school is very good. Teaching and learning are very good. Assessment procedures are good. The school provides a very good curriculum. Care, guidance and support are very good. The partnership with parents is good and the links other schools and the community are very good.

Teaching and learning

Teaching and learning are very good overall and this contributes considerably to pupils' very good achievement. Assessment procedures are good and assessment is used well to guide future teaching and learning.

Main strengths and weaknesses

- Most pupils achieve very well because teaching is very good across the school.
- Teacher expertise is used very well.
- A wide range of methods are used very well to promote learning.
- Learning resources and artefacts are used very well to inspire the pupils.
- Weaknesses in the teaching are very few.

Commentary

14. The quality of teaching and learning is very good throughout the school. During the inspection, over half of the lessons seen were very good and teaching was occasionally excellent and never less than good. At the last inspection teaching and learning were judged to be good. The high quality teaching at Niton contributes to the high standards attained and to pupils' very good achievement.

Summary of teaching observed during the inspection in 21 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	11	9	0	0	0	0

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.

15. Teachers have a very good command of the areas of learning in the Foundation Stage curriculum and of the subjects of the National Curriculum. Individual teachers have considerable expertise in music, drama, art and design and science. This expertise is used very well throughout the school so all pupils benefit. For example, during 'Garden Day' all pupils experienced high quality specialist teaching in art and design, drama, music and science.
16. Lessons are very well planned with clear learning objectives identified. These are effectively shared with pupils so they know what they are to learn. Teachers' expectations of pupils learning are high and the pupils respond extremely positively to these. A wide range of

methods and techniques are used very well to promote pupils' learning. Explanations, instruction and demonstration are extremely clear and informative. Teachers are lively, enthusiastic and they use interesting learning resources and artefacts to promote interest in learning. Pupils are attentive, highly motivated and show a very keen interest for learning. They participate well in all activities and make good gains in knowledge and understanding. Teachers use questioning skilfully to challenge pupils' thinking and to check their understanding before moving them on. The end of lessons is used well to review learning and to reinforce teaching points.

17. Teachers provide good opportunities for pupils to acquire and develop language skills and this is one of the many strengths of the teaching. There very good opportunities provided for pupils to discuss and express their ideas in a range of topics. Many pupils are very confident and articulate speakers. Reading and writing skills are applied well in subjects such as art and design, science and history. Numeracy skills are applied and developed effectively in other subjects, such as art and design and science. Pupils' investigative skills are well developed through the very good practical opportunities provided in mathematics and science. ICT is used effectively to enhance teaching and learning in other subjects. Pupils have good opportunities to work collaboratively in subjects such as English, mathematics, science and art and design and this helps to develop their social and team building skills.
18. Teaching assistants are well trained and deployed. They make a significant contribution to pupils' learning, particularly those with special educational needs. Management of pupils' behaviour is very good as most teachers have established high expectations of conduct. Relationships between teachers and pupils are very good and many teachers use humour constructively. In most lessons, pupils behave very well and so valuable learning time is not lost dealing with inappropriate behaviour. In a number of lessons, volunteer helpers made an effective contribution the success of the lesson.
19. Homework is used well to reinforce and extend the work in school. Pupils have regular tasks in reading, spelling and tables with occasional other tasks. The well presented homework diary provides effective communication between home and school over homework issues.
20. Pupils with special educational needs are taught well. Staff use an appropriate range of teaching strategies to engage and stimulate pupils and activities are well matched to their abilities. As a result, pupils enjoy learning and make very good progress.
21. The assessment and recording of pupils' attainment are good and pupils' progress is effectively tracked in English and mathematics as they move through the school. The results of assessment are used effectively to plan future teaching and learning. As a result, tasks are well matched to pupils' different attainment and all are challenged appropriately. The marking of pupils' written work is thorough and constructive. Comments of praise and encouragement are provided for good pieces of work and guidance is given to help pupils improve.

The curriculum

The school provides a very good curriculum which enables pupils to achieve very well. Opportunities for enrichment are very good. Accommodation and resources are good.

Main strengths and weaknesses

- The curriculum is enriched by a very good range of activities outside of lesson time.
- Provision for sport and the arts is very good.
- Very good planning which links subjects makes the curriculum interesting and worthwhile.
- Accommodation and resources are very good.
- Children in the Foundation Stage are given a very good start to their learning.

Commentary

22. The very broad and well balanced curriculum fully meets the needs of all pupils. It includes provision for religious education and personal, social, health education and citizenship. The curriculum for children in the Foundation Stage is very well planned. The range of activities purposefully links the different areas of learning so that children may well improve their physical development for example while learning mathematical concepts. Children also benefit from the challenges of working alongside other classes, because they are integrated very well in whole school activities. A good example is their participation in the school Walk when knowledge and understanding of the locality improves alongside that of others. Pupils who have additional learning needs are very well provided for. Skilful yet sensitive support in classes and small groups ensures that pupils achieve very well in relation to their personal targets. A pupil who joined the school as a non-reader for example made rapid progress over the year due to the planned intervention of the school and parents, and is now achieving similar levels to the other readers in the class.
23. Higher attaining pupils are challenged well, consequently a significant number of pupils attain higher than average standards in national literacy and numeracy tests. Provision for ICT has improved significantly. The shortcomings identified in the previous report have been successfully dealt with and standards are now better than seen in many schools. This is a considerable achievement for the school especially during the current year while the ICT suite has been dismantled pending the opening of a new building extension. A very strong feature of provision is the school's focus on the arts. Drama, music and art provide stimuli for much written and creative work, contributing very well to the school's successes in exhibitions and festivals.
24. Extra curricular provision is very good and this contributes very well to pupils' social development and enhances their learning. Apart from the wide range of seasonal sports there is music tuition, theatre visits and adventurous activities at outdoor activity centres. Competitions and tournaments are very much part of school life and pupils thrive on the opportunities, developing confidence and enthusiasm.
25. During the inspection there was a very successful 'Garden Day' during which teachers used their specialisms in music, religious education, drama, art and design and science. Much of the learning took place outside of the classroom and all pupils including those in the Foundation Stage benefited from the wide range of skills and expertise of the teachers. The school has established strong links with other educational institutions. Pre-school staff share assessment information with the school about pupils who transfer. This means that children's introduction to reception class goes very smoothly. There are very good links with the middle school so education for pupils from Year 4 is not disrupted when they go on to the next stage.
26. Curriculum provision is strengthened by the good range of learning resources, the accommodation available and the very good quality of the staff. Accommodation is soon to be enhanced by the opening of a new library and ICT suite. Pupils learn in a vibrant and stimulating environment which reflects the school's aims to provide challenge and enjoyment.

Care, guidance and support

The provision for pupils' welfare health and safety is very good throughout the school and they are provided with very good support, advice and guidance. The school involves pupils very well through seeking and acting on their views. Issues highlighted in the previous inspection have been addressed.

Main strengths and weaknesses

- The school takes very good care of pupils and provides a safe environment for learning.

- Members of staff know pupils very well and provide them with good advice and pastoral care.
- The school involves pupils very well in its development.
- Induction procedures throughout the school are very good.

Commentary

27. The school governors are very alert to health and safety issues and have drawn on their professional expertise in the area to improve policies and monitor their effectiveness. As a result parents have just been issued with an informative leaflet detailing the most important features. The premises are inspected every term and governors have worked closely with contractors maintaining standards of safety during building works. The school has a policy on internet safety and a critical incident policy. The school aims to provide a 'fantastic learning environment for pupils'.
28. Pupils' medical care is well provided for with most staff having first aid training. All members of staff have access to information about pupils with special medical needs and good records are kept of diets, allergies and accidents. The headteacher is responsible for child protection and policies and training are up to date.
29. All teachers know pupils very well and their personal development is carefully recorded and reported to parents. Pupils have a very good awareness of their personal targets which leads to consistently improving work. Reports are informative and parents, although not pupils, have a chance to comment. Certificates are awarded to mark individual improvement and names of recipients are published in the newsletter. Pupils have close relationships with all members of staff and are given the experience of being taught by all of them during the year. This means that progression through the school is smooth.
30. A few Year 4 pupils make up the membership of the school council at any one time. However they take a full and responsible part in important areas of school life. They represent each class and their views inform school action to a large extent. The way that the council operates makes a very good contribution to the pupils' citizenship skills. They are expected not only to discuss issues but also to take practical action to bring plans to fruition. This means they have frequent contact with governors and, if necessary parish and county officials.
31. The school's very good relationship with the adjoining pre-school from which the majority of pupils are drawn means that induction into reception is very well managed. Pupils have opportunities to visit their new school and know their teacher well before they arrive. Information about both social and academic matters is shared. Curriculums are matched so that the transition is seamless. Pupils from other nurseries and schools have individual visits and older pupils have a 'buddy' in their initial few weeks to familiarise them with school routines. The school is well practised in introducing new pupils and parents report that teachers take great pains to ensure that more vulnerable pupils settle as quickly as possible. The school's efficiency in assessing new pupils means that they get a very good start to their learning.

Partnership with parents other schools and the community

The school's partnership with other schools and the local community are very good. Communications between parents and the school are good and the majority think highly of the school.

Main strengths and weaknesses

- The provision of general information to parents about the school is very good but academic reports lack clarity about pupils' standards and progress in comparison with national expectations.
- The school makes very good use of community resources to enhance provision.

- The very good links with other schools enriches provision and ensures a smooth transfer to their next schools.
- The contribution of links with parents to pupils' learning at home and at school is good.

Commentary

32. The school provides very good information to parents about its activities and objectives through the weekly newsletters, two parents' evenings, termly coffee mornings, open days and parents' notice board. It has an open door policy and most parents feel they can approach teachers with questions or problems. Academic reports are clear and informative and contain targets for improvement. However, they do not always indicate the standards that pupils attain. Furthermore, it is not always clear how well the pupils have progressed during the year.
33. The school has been very active in using community resources to enhance the learning environment and to support learning and care. It has a good relationship with educational welfare services and is very good at accessing the appropriate agencies to support pupils and their families. Very good links with the Local Authority have ensured the smooth progress of the building works. The school makes very good use of opportunities to invite visiting artists and musicians into the school to enrich the curriculum. The school also makes an important contribution to the local community by involving the pupils in local issues and village activities. The good links with the church mean that children also play a central part in parish activities.
34. Parents are actively involved in the work of the school as helpers and mentors to support boys' development. The successful parents association has organised social and fund raising events to provide substantial funds for ICT and other equipment. The school provides regular homework and parents are given clear information to help their children perform the tasks set in a homework diary. These are regularly monitored and parents are encouraged to comment. This has a positive effect on learning.
35. The school is part of the Island Small schools cluster and there are very well established links to share practice and take part in a range of activities. It is also part of a Local Cluster and has set up an innovative webcam link so that pupils can have social contact and work together before they transfer to middle school. The benefits of this can be seen when pupils join together for induction days and sports and ICT days at the main receiving school. There is also a visit by the Middle School head and Year 5 teacher, accompanied by former pupils of the school, to give information and answer questions. Pupils with special needs have further specifically organised opportunities for contact. The school has also given very good support to a local A' level student enabling her to plan with pupils the specification for, and the design of the quiet area of the playground.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The headteacher provides very good leadership and direction for the school. The governance of the school is very good.

Main strengths and weaknesses

- The headteacher leads by example and provides very clear direction for the school.
- Subject leadership is good overall with very good examples.
- School self evaluation is very good.
- The governors are very effective.

Commentary

36. The headteacher has a very clear vision which includes providing a challenging and stimulating curriculum for all pupils. High quality teaching, a passion for pupils' learning and the creation of

a stimulating environment are clearly articulated to staff. The headteacher leads by example by providing very good or excellent teaching. She is imaginative in her teaching and in the development of the school curriculum and very clear emphasis is given to providing a high quality curriculum for all groups of pupils. The senior teacher compliments the headteacher very well and also leads by example in her teaching and the leadership of English.

37. Teamwork among the staff is strong and the headteacher and staff have created an attractive and positive environment for all pupils to learn. There is a clear commitment to high standards, a strong curriculum and continuous improvement. The school is welcoming and high quality displays stimulate pupils and reflect the wide range of current and past work. The school's idyllic setting and attractive grounds further enhance the school's very positive ethos.
38. The coordination of English, mathematics and art and design are very good and contributes to the high standards in these subjects. The coordinators lead by example in their teaching and due to very effective monitoring, they have a clear overview of standards and provision across the school. The coordination of science, ICT, music and special educational needs are effective and this has a positive effect on standards and teaching. However, the monitoring of religious education is less effective and this leads to inconsistencies in provision.
39. The school is very effective in self evaluation and uses the findings effectively to bring about improvements. The headteacher, senior teacher and the local education authority link adviser monitors teaching very well. The school has a clear overview of teaching throughout the school. National Curriculum test results are systematically analysed and strengths and weaknesses in pupils' learning are identified. The findings lead to action for improvement. For example, swift and effective action has been taken to address the low writing standards in the current Year 3. The experienced English coordinator has been moved into the Year 2 class and the headteacher teaches Year 3. A range of effective strategies to promote and develop writing have been introduced.
40. Performance management is well established and well linked to the school's priorities for development. The governing body have set challenging and relevant targets for the headteacher including raising standards in writing and strengthening the partnership with parents and the community.
41. The governance of the school is very good with several governors being experienced and possessing useful expertise. The governors are very well led by a committed and enthusiastic Chair. The governors have a clear understanding of the school's strengths and development needs. They provide very good support and challenge to the headteacher.
42. Financial planning and management are good and effectively support the school's educational priorities. The school makes effective use of funds available to provide high quality learning opportunities for all pupils. The principles of best value are applied well deploying staff and improving accommodation and resources. Given the school's very positive outcomes, the school provides good value for money.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	274,586
Total expenditure	294,121
Expenditure per pupil	3,305

Balances (£)	
Balance from previous year	40,977
Balance carried forward to the next	21,442

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Areas of learning in the Foundation stage

Provision for children in the Foundation stage is **very good**.

Main strengths and weaknesses

- Teaching and learning are very good.
- Children achieve very well and many exceed the standards expected for their age.
- A very well planned curriculum provides exciting learning opportunities.

Commentary

43. Children in reception class are given a very good start to their education. Very good teaching and planning in all areas of learning help the children to thrive so they become curious and willing learners. Standards on entry to school are broadly average for the age of the children. Children achieve very well and attain expected early learning goals. Many exceed these goals and confidently tackle the first stages of the National Curriculum in reading, writing and number work. Overall, standards are above average when children go into Year 1. The reception class is fully integrated in the life of the school. The strong links with children in other classes effectively promotes development of skills across the full range of the curriculum. Assessment procedures are thorough and provide clear on-going information about progress which is used very well to plan the next stages of learning. The Foundation Stage is very well managed by the teacher in charge who is working very effectively towards endorsement for the Early Years Initiative Award. Very strong links are established with the adjacent Pre-School so that the continuous progress of those transferred to the Foundation stage is assured.
44. Children achieve very well in **personal, social and emotional development**. Many have had pre-school experience and are confident about leaving parents and carers when they start school. They settle quickly into reception class routines. By the end of reception all develop the skills expected for their age. They are confident learners and achieve well. Their behaviour is very good. They listen to teachers and show concern for one another. Teachers constantly reinforce the development of personal skills. For example the children are encouraged to work independently and are expected to tidy up afterwards. They manage their own personal hygiene. All know the importance of sharing and taking turns. Teachers' expectations are consistently very high and children respond with enthusiasm.
45. Children achieve very well in **communication, language and literacy** because of very good teaching. Speaking and listening skills are well above average. Children speak clearly, use extended sentences and express ideas confidently. Many have extensive vocabulary for their age. Children listen well and respond to the teacher and others' ideas appropriately. All show an interest in books and reading. They select books to browse and sustain their interest for a considerable time. They like to share books and energetically discuss for example whether the pictures show 'spiders' or 'termites'. More able readers recognise familiar words and read simple sentences. Children develop early writing skills well because there is a very good focus on letter formation and letter sounds. Most children write legibly. More able write sentences independently and use their knowledge of letter sounds to spell words. There are many very good opportunities provided for children to develop language skills. The teacher has introduced elements of the literacy strategy and children respond well to these more structures sessions. Very good strategies are used to add interest to lessons. For example the teacher used African music as a background to the story of The Lion King, skilfully heightening the drama, or portraying a calmer mood as the story unfolded. Combined with her own story-

telling skills this kept the children enthralled. In a drama session very skilful teaching fired the children's imaginations resulting in some very good language development as they 'spotted' different creatures in the 'secret garden'. The teachers provide a language rich environment for the children in which they enter into role play as travel agents, practice in the writing area or share their favourite books.

46. Children make very good progress in their **mathematical development** because of the imaginative teaching methods used. Many exceed the expected early learning goals by the end of reception year. Almost all children count reliably beyond 10 and add or take away 1 from a given number. They know their colours and the names of shapes and begin to use mathematical language such as 'more' or 'less'. Higher attaining children are confident with numbers beyond 20 and show quick mental agility when adding and subtracting. They can explain clearly how they work out answers and know the names of two and three dimensional shapes. Teaching of mathematics is very good and children achieve very well. Activities are challenging and often call upon children to use other skills besides basic number work. For example in one lesson children developed physical skills by throwing a bean bag so that it landed on numbers which add up to 10. Others had to use their creative skills, as well as some accurate measuring to build a bridge with a span of no more than 20 centimetres. There is a good range of resources to capture children's interest and help them achieve well in lessons.
47. Children achieve very well in the area of **knowledge and understanding of the world** because of the imaginative activities planned for them. There are very good opportunities for children to develop scientific skills, for example by planting seeds and observing their growth. During the inspection a very good feature of learning was the children's participation in 'Garden Day'. They had an exciting time pond dipping followed by a classroom session during which they studied their catch under microscopes and took digital photographs to record their work. ICT skills are developed well. Children approach computers confidently and manage simple programmes. They learn about the past by looking at old toys and books and by talking to grandparents. Children learn about other cultures and to respect some of their traditions by making Thai food, Nepalese masks or Native American 'dream catchers'. Teaching and learning in this area of learning is very good. Activities are chosen which challenge language and creative skills as well as knowledge of the world. This means that learning is more purposeful, helping children to develop a strong curiosity about how and why things work.
48. Children achieve very well in **creative development**. They have access to a wide range of materials so they explore colour, shape and texture in a variety of ways. Their creative development is enhanced when they contribute to whole school projects such as the recent focus on the work of Henri Rousseau. The reception teacher used this theme very well to challenge and extend children's ideas through stories and imaginative role play about animals and the jungle. Highly effective planning also ensures that the jungle theme was followed up during a music workshop presented by a visiting band. Children used a wide variety of percussion instruments to create 'thunder and lightning and rainy' music. Teaching and learning is very good. Children are motivated very well because creative work is linked to other areas of learning. A good example is the colourful display of clay Buddhas which the children made whilst completing their 'journey round the world'. Overall the quality of children's work is above average.
49. There are very good opportunities for children's **physical development**. Teaching and learning are very good and most pupils achieve very well. The areas outside the classroom are well resourced with outdoor play equipment. There is also access to the field with an adventure playground and the school hall for gymnastics and dance. As a consequence children develop very good levels of confidence when swinging, climbing and balancing. They use space well and are well co-ordinated when controlling bats, balls and other apparatus. Teachers provide ample opportunities for children to develop finer skills such as cutting and shaping dough. Children learn to handle small implements safely. They hold pencils and brushes correctly so that writing skills for example get off to a good start. By the end of their

reception year almost all children reach the early learning goals expected for their age and many exceed these.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards are well above average in Year 2 and above average in Year 4.
- Teaching and learning are very good and pupils achieve very well.
- Leadership and management are very good.

Commentary

50. In the current Year 2, standards are well above average in speaking and listening, reading and writing. Most pupils are achieving very well. Standards are above average in the current Year 4. A higher than average proportion of pupils join the school after Year 2 and a significant number of these are lower attainers or have special educational needs. This inward mobility of pupils has lowered the overall attainment of the current Year 4. However, pupils in Year 3 to 4 are achieving very well in relation to their prior attainment and capabilities. Achievement is very good across the school because of the high quality teaching. Furthermore, language and literacy skills are developed well in other subjects. Standards at the last inspection, by Year 2 and 4 were above average in speaking and listening and average in reading and writing.
51. Speaking and listening skills are well above average across the school and standards in this area are a particular strength. Pupils are given very good opportunities in a range of subjects to listen, discuss and express their ideas and opinions. Many pupils possess very good general knowledge and this is articulated clearly in group discussions or in response to teachers' questions. In a very good drama lesson in Year 4, the teacher re-enacted the role of a character from 'The Secret Garden' with animation and enthusiasm. Pupils asked well considered questions in order to find out about the character and some quickly identified Mary. In groups, pupils were given further opportunities for discussion with one group deciding why Mary should enter the garden and another why she should not. This was a good opportunity for group discussion and decision making.
52. Strategies for the teaching of reading are highly effective. Teachers are very good role models as they read to the class with expression and enthusiasm. Pupils are encouraged to read a range of material and enjoyment in reading is promoted very well. As a result, pupils enjoy books and many are avid readers. In a good Year 1 lesson, pupils were studying the big book 'Dinosaurs and all that rubbish'. They recognised familiar words in the text and higher attaining pupils read simple passages with confidence and expression. Pupils expressed their ideas and opinions about the story and the illustrations. By Year 2, most pupils read accurately and fluently. They show a good understanding of vocabulary, characters and events in the story. Attractive books are displayed associated with current topics in science, history and religious education. By Year 4, pupils apply reading skills well by extracting useful information from books to produce clear written accounts.
53. The school has done much to promote the development of writing and to raise achievement in year groups where standards in writing were lower than usual. The current Year 3, pupils are progressing very well due to very good teaching after their well below average national test results. Writing across the curriculum, selecting topics to inspire boys and enlisting visiting poets and story tellers have all helped to raise the profile of writing. In Year 2, pupils' writing is imaginative and clear. Words are chosen well to provide variety and interest. Higher attainers

write extended pieces using a range of interesting vocabulary. Handwriting is strong with well formed letters which are joined correctly. Pupils in Year 4 produced interesting poems which were inspired by the snow falls on 29 January. This was a good example of some spontaneity work and a good opportunity seized by the teacher. Pupils use word processing well to develop drafting and editing skills in writing. For example, pupils in Year 4 produce clear structured reports of their visit to Middle Barn Farm. Writing is lively and thoughtful with accurate spelling and punctuation.

54. The quality of teaching and learning are very good and this contributes to the high standards and the very good pupil achievement. Teachers have a very secure knowledge of English and their enthusiasm for reading, writing and drama motivates and inspires the pupils. Teachers provide very effective modelling in order to develop pupils' skills in speaking, reading and writing. Teachers' explanations and instructions are clear and informative and so pupils are keenly interested and attentive. Teachers use questioning very well to challenge pupils' thinking and to check their understanding. Pupils respond to teacher's instruction and questions with enthusiasm. Activities and tasks provided are interesting and well matched to pupils' attainment and needs. As a result all pupils are appropriately challenged and their interest is sustained. They are productive and take care and pride in their written presentation. Learning resources are good and used very well to inspire and promote learning. The assessment of pupils' attainment is good. Written work is thoroughly marked and assessed against National Curriculum criteria.
55. In a very good Year 2 lesson, pupils were writing character profiles. The teacher skilfully described a character from a photograph without showing it to the class. The teacher used adjective imaginatively and indicated how the character might be feeling. The pupils were then provided with a range of high quality and interesting pictures of people from a range of cultures. Pupils were given good opportunities to write about the characters in the picture. One higher attainer wrote 'There is a little girl standing on a small chair and looking in a mirror. I think she looks sad. I reckon she is about seven years old'. The end of the lesson was used well for pupils to share their work with the class and most read their sentences confidently. The teacher gave praise for good work and constructively suggested how some of the writing might be improved.
56. The subject is very well led and managed by an experienced coordinator. She leads by example in her teaching and has taken effective action to bring about improvements. The curriculum is very well planned and is enhanced by a range of visitors including poets, story tellers, drama teachers and the school's librarian. The monitoring and evaluation of teaching is highly effective. Teaching is observed on a regular basis and constructive feedback is given. Samples of pupils' work are examined and national tests and other assessments are carefully analysed. The coordinator has a clear overview of standards and provision across the school. Overall, the school has made good improvements since the last inspection.

Language and literacy across the curriculum

57. Pupils' speaking and listening skills are promoted very well in other subjects. Very good opportunities are provided for pupils to apply and develop language skills and this contributes to the high standards in speaking and listening. Pupils use a range of books and the Internet to find information about topics in subjects such as art and design, history and science. Writing is applied and developed well across the curriculum.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards are well above average at the end of Year 2 and above average in Year 4.
- The quality of teaching and learning is very good.
- Pupils achieve very well overall.
- Leadership and management of the subject are very good.

Commentary

58. In the current Year 2, standards are well above average and pupils' achievement is very good. Standards seen in Year 4 are above average. This represents very good achievement, given the proportion of pupils in the year group who joined the school after Year 2, some of whom special educational needs. In recent internal standardised tests more than one third of the pupils attained well above the average results for their age. There is no significant difference between girls' and boys' achievement. Pupils who have special educational needs achieve very well because of the quality of support they receive. Teachers and classroom assistants are very sensitive to individual difficulties and their step-by-step approaches are very effective at helping children to learn basic skills. Standards have improved significantly since the last inspection when they were average by Year 2 and Year 4 and achievement was satisfactory.
59. The quality of teaching and learning is consistently very good and accounts for the high standards and very good achievement. Teachers' subject knowledge is very secure, consequently planning is very well focussed and expectations are high. There is sufficient challenge in lessons to engage all pupils at the right level and very strong focus on developing pupils' independent problem solving skills. In a Year 2 lesson for example pupils were given a tray of equipment and written instructions for measuring the time taken over different tasks. They organised their own resources and worked collaboratively, without fuss, estimating and measuring time. This was a 'busy' lesson in which all pupils were clear about what was expected and worked purposefully to achieve their targets. In Year 4 the teacher supplied just enough information about how to interpret data and construct graphs to enable pupils to work out the rest for themselves. By the end of the lesson most had worked out the scales for the x and y axes and produced accurate interpretations of the data they were given.
60. Basic numeracy skills are taught well. Oral and mental work is both brisk and rigorous so pupils know their tables and show good mental agility. Learning and achievement are underpinned by the very positive relationships established in class. Children develop very positive attitudes because teachers value the contributions they make to lessons. Behaviour is very good and pupils work hard. There are constructive systems for assessing and marking pupils' work. Individual targets are set but the frequency of their review varies between classes so new targets are not always written when previous ones are achieved.
61. The subject is led and managed very well by the headteacher. She has considerable specialist knowledge and very clear vision for higher achievement. Standards and provision are effectively monitored and National Curriculum test results are carefully analysed. The high quality leadership and management contribute to the very good teaching and very good pupil achievement. Overall, the school has made good improvements since the last inspection.

Mathematics across the curriculum

62. Pupils apply and develop numeracy skills well in other subjects. For example, pupils apply measuring skills when investigating in science. Numerical data is clearly presented in charts or bar graphs.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are above average across the school and pupils achieve well.
- Teaching and learning are good.
- Leadership and management are effective.

Commentary

63. Standards are above average in the current Year 2 and Year 4. Most pupils including higher attainers and those with special educational needs are achieving well because they are well taught and provided with an interesting range of practical activities. This represents good improvement since the last inspection when standards were average and pupils' progress was satisfactory.
64. Teaching and learning are good overall with some very good examples. Lessons are well planned and prepared. Clear learning objectives are identified and effectively shared with the class so pupils know what they are to learn. Pupils are provided with an interesting range of practical activities including investigations. These motivate and inspire the pupils and provide effective challenge for all abilities. Teaching assistants and voluntary helpers are well deployed and contribute well to pupils' learning. Pupils in a good Year 1 lesson, handled equipment competently, made predications and observations as they tested which substances dissolved in water. Pupils recorded their observations clearly in a chart. The study of pupils' work shows that in Year 2, pupils investigate the melting of ice in different areas of the school. They show a clear understanding of fair testing by using the same sized ice cubes. They record their results and higher attainers explain the reasons for these. For example, the ice cube melted quickest outside because of the sun. Pupils in Year 2 also construct simple circuits to make a bulb light. They produce labelled diagrams of the circuits they make.
65. In a very good Year 2 lesson, pupils were pond dipping as one of the 'Garden Day' activities. The teacher's good subject knowledge and enthusiasm motivated and inspired the pupils. They were given very good opportunities to observe and collect small creatures from the school pond including smooth newts, pond skaters. Pupils made very good gains in observational skills and their knowledge of pond life. Microscopes including an electronic one were used well back in the classroom for pupils to study small creatures such as daphnia and amoeba. Pupils in a good Year 3 and 4 lessons were studying feeding relationships. Clear explanation and illustrations by the teacher promoted pupils' knowledge of food chains well. Pupils demonstrated good knowledge of animals and plants and articulated this well. Vocabulary such a prey, predator was promoted well. Using a good range of wildlife journals, pupils used information to create their own food chains.
66. The leadership and management of science are effective and this contributes to the good pupil achievement and above average standards. The curriculum is very well planned and appropriately based on national guidance. There good learning resources are well used to promote learning. The school uses its wild area and pond well for scientific study. Good improvements have been made since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

67. Information and communication technology was not inspected in full as insufficient direct teaching was seen. Pupils' work was examined and discussions were held with pupils and staff. At the time of the last inspection, standards were below expectations by Year 2 and Year 4 and pupils' were making unsatisfactory progress. This was because pupils had too few opportunities to develop ICT skills.
68. Due to increased pupil numbers, the school had to dismantle its 12 station computer suite in order to create a needed extra classroom. A brand new building with a separate library and computer suite is near completion and will be ready for September 2004. This new facility will accommodate whole class teaching of ICT and there are plans to use this to develop ICT skills for parents and members from the local community.
69. The study of pupils' work indicates that standards are above average in ICT throughout the school. Improved facilities and increased teacher confidence and expertise have led to the improvements. All teachers and teaching assistants have received good quality in service training. The school has an effective system for assessing and recording pupils' individual attainment.
70. In Year 2, pupils create striking pictures in the style of Henri Rousseau. They select different colours, and choose different brush sizes and styles to create exotic vegetation seen with a tiger. In Year 4, they gather information about the different pets kept by class members. They enter the data into a computer spreadsheet and generate a bar graph. They interpret the data accurately. ICT is used well in other subjects to support teaching and learning. Across the school pupils use word processing well to develop drafting and editing skills in their writing. Photos and other images are often imported enhance the text. The Internet is used well for personal research in history in Year 4. In a very good science lesson, pupils used a computer linked microscope for studying pond life.

HUMANITIES

History and religious education were inspected in full. Geography was sampled.

71. In **geography**, no lessons were seen but pupils' work was examined. Geography displays entitled 'All around the world' raise pupils' awareness of different cultures beyond Britain. In Year 4 pupils compare and contrast different localities in more detail. For example, they study different holiday locations and pose questions about features such as climate, pastimes and amenities which make them attractive to people. Standards of the work seen were broadly average which is similar to the time of the last inspection.

History

Provision in history is **good**.

Main strengths and weaknesses

- Standards are above average across the school.
- Teaching and learning are good and pupils achieve well.
- Learning resources and artefacts are used well to promote learning.

Commentary

72. In the current Year 2 and Year 4, standards are above average and most pupils are achieving well. This represents good improvement since the last inspection when standards were in line with national expectations and pupils' progress was satisfactory.

73. The study of pupils work in Year 4 shows that pupils have a good understanding of life in Tudor times and life during World War II. Pupils download portraits of Henry VIII's wives and use word processing well to produce clear accounts of each wife. In the World War II topic pupils show a clear understanding of rationing. They describe the structure and purpose of Anderson and Morrison shelters. Higher attaining pupils produce well structured and informative pieces of writing about the story of Anne Frank. History is used well to develop pupils writing skills and most produce clear factual accounts of historical events. The presentation of work is generally good. However, at times there is an over use of worksheets in history which are not always sufficiently challenging for higher attainers.
74. The quality of teaching and learning are good with a very good example seen in a Year 2 class. Lessons are well planned with clear learning objectives identified. A strength of the teaching is the use of interesting learning resources and artefacts which inspire and motivate the pupils. For example, in a very good Year 2 lesson pupils were studying how we lived 100 years ago. The teacher used a large book to illustrate life in a typical home about 100 years ago. There were good opportunities for them to ask questions and express their ideas. They acquire new knowledge and vocabulary about the larder and scullery. Pupils then examined a range of interesting artefacts. They observed these with interest and listened very well to the teacher's clear explanations. A voluntary helper demonstrated how domestic items such as a posser and wash dolly were used. Pupils recognised the function of a carpet beater and a wash board. In a good Year 1 lesson, pupils had good opportunities for speaking and listening as they looked at different artefacts and suggested what they were used for. They compared a modern electric food mixer with a Victorian cake mixer and a modern washing machine with a dolly and washboard.
75. Leadership and management are effective and this contributes to the above average standards and the good teaching. The school makes good use of the local museum loans service. Artefacts and materials inspire the pupils and enhance their learning.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils have good attitudes to learning.
- Good teaching was seen during the inspection.
- The monitoring of religious education is not sufficiently rigorous.

Commentary

76. Standards seen in religious education are broadly consistent with the expectations of the agreed syllabus. By the end of Year 2 and Year 4 pupils have appropriate knowledge and understanding of Christianity and a developing awareness of other world religions. Pupils' achievement is satisfactory. Overall standards are similar to those reported previously. Pupils know about the significance of the bible for example, and can recall some of the stories for the Old and New Testament. They know the main Christian celebrations and some of the artefacts used in Christian celebration and worship. Their knowledge of Judaism and Islam, which are the religions designated in the agreed syllabus is not so clearly embedded. Pupils do not so readily remember facts about the two faiths and understand similarities and differences. There is some confusion about which celebrations are linked to which faith or how people's lives are affected by what they believe.
77. Although good teaching and learning were seen during the inspection the indications from the study of pupils' work shows that this has not been consistent. In the lessons seen, the teacher created a positive atmosphere for learning by beginning the lesson with moments of stillness and reflection. There was a good emphasis placed on respect for the things they would use

and learn in the lesson, and for the feelings and opinions of others. Learning was most effective for both Year 2 and Year 4 pupils when the teacher followed the ritual observed by Muslims in reading the Qur'an. Pupils learned about the importance of washing hands, women covering their heads and how the Qur'an itself is kept in a high place to mark its importance. Pupils were captivated by the resources and expressed some wonder at the decorated book and Arabic text.

78. Leadership and management are satisfactory. The coordinator is knowledgeable and provides good teaching. She is fully aware of the strengths and areas for development. The monitoring of the provision in religious education has been less strong than other subjects, however, there are plans to give this greater prominence in the near future.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Design and technology and music were sampled. Art and design was inspected in full. Physical education was not inspected.

79. No lessons were seen in **design and technology** but pupils' work was examined and brief discussions were held with pupils. In Year 2, pupils design and make kites using cane, polythene, crape paper and string. Pupils produce kites of different sizes and shapes. They test and evaluate the finished product. In Years 3 and 4 pupils design and construct different bird feeders using a range of reclaimed plastic containers, doweling and plastic trays. The bird food is protected in the container and the design enables the food to be gradually dispensed. Pupils spoke enthusiastically about their models and older ones suggest how their designs can be improved. The standards of the work seen were at least average.
80. From the small amount of evidence gathered in **music**, the indication is that pupils attain above average standards in singing and achieve very well in other performance skills and their knowledge of music. During the inspection pupils had the opportunity to perform on a set of Javanian instruments. This was a very rewarding experience for pupils and the teacher used the opportunity very well to improve pupils sense of pitch and rhythm. The lesson culminated in a taped performance in which drummers set the pulse, others picked up rhythmic patterns on tuned instruments, which they maintained well until the final beat on the gong-agong. Another musical highlight was the performance from a visiting percussion band which involved the whole school. Specialist class teaching and the wide range of extra curricular tuition ensures that the subject maintains a very high profile in the school.

Art and design

Provision in art and design is **very good**.

Main strengths and weaknesses

- Standards are well above average in Year 2 and Year 4.
- Teaching is consistently very good and sometimes outstanding.
- A very supportive and enriched curriculum contributes to pupils' very good achievement.

Commentary

81. Because of very imaginative planning, and the way in which pupils' experiences are enriched by teachers and visiting artists, pupils achieve very well and standards overall are well above average across the school. Standards have improved since the last inspection when they were average by the end of Year 2 and 4. Pupils' work is attractively displayed throughout the school, demonstrating an extensive range of observational collage and three dimensional work. Pupils were inspired, for example by the headteacher to work in the style of Paul Klee. The resulting portraits including mixed media collage shows a very sensitive use of colour and

shape. During the inspection, the whole school focus on the work of Rousseau, evident in every part of the school, included an impressive three dimensional collage using natural and man-made materials in which the tiger was cleverly camouflaged. Much of the pupils' work is displayed at venues including Stockholm and the National Gallery. A notable contribution is the work reflecting Anthony Gormley's 'Fields of the British Isles' in which pupils sculpted individual clay models to form 'the group'.

82. The quality of teaching and learning is consistently very good. Teachers' enthusiasm for art supported by expertise from outside of school inspires a strong sense of achievement. Resources are ample so that pupils can make choices about their finished work. Art is linked very well to other areas of the curriculum. For example pupils evaluated the work of Escher, noting the artist's use of tessellated shapes linking art effectively to literacy and mathematics. Teaching and learning in a lesson for pupils in a Year 4 were outstanding. The headteacher's subject knowledge and obvious love of art were highly effective motivators for pupils learning to create watercolour landscapes. Teaching of basic skills was excellent. Using the aspect of surrounding landscape seen from the school field, pupils were taught to observe closely before sketching. Guidance such as 'what do you see?' or 'look beyond that', 'what shade of green?' encourage pupils to observe more closely. There was very good use of specific language such as 'shade' 'tone' and 'intermingled'. The level of interest and concentration from pupils was exceptional and sustained throughout the lesson so initial sketches were accurate and very well constructed.
83. Leadership and management by the headteacher of art and design are very good. There is a firm commitment that all pupils can achieve well in the subjects and there are many opportunities for pupils to improve their learning in other subjects through art work. Whole school projects strengthen the school's sense of community and all staff are working very purposefully towards gaining the Artsmark Award for the school. Overall, the school has made very good improvements since the last inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This area of the curriculum was sampled.

84. The school provides numerous opportunities to promote pupils' personal development. The very positive school ethos and the very good care systems contribute significantly to this area. Pupils have good opportunities to take responsibility and to contribute to the school by serving on the school council. For example, the school council have recently been exploring ideas to improve the outdoor play areas. 'Circle time' provides good opportunities for pupils to explore feelings and consider others views. Assemblies are used well to promote personal development. In one assembly, the importance of cooperation and friendship was presented well using animation and good visual aids. Healthy eating is promoted well and the school gained an award for this in 2002.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
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	2
Pupils' attitudes, values and other personal qualities	2
Attendance	5
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	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
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	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3

The effectiveness of management

2

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