

INSPECTION REPORT

ST SAVIOUR'S CATHOLIC PRIMARY SCHOOL

Totland

LEA area: Isle of Wight

Unique reference number: 118196

Acting head teacher: Mrs S McShane

Lead inspector: Mrs J Catlin

Dates of inspection: 12 – 15 January 2004

Inspection number: 260642

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 aided
Age range of pupils: 4 – 9
Gender of pupils: Mixed
Number on roll: 135

School address: Summers Lane
Totland
Isle of Wight

Postcode: PO39 0HQ

Telephone number: 01983 752175

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Appropriate authority: Governing Body

Name of chair of governors: Mrs S Richards

Date of previous inspection: 1 February 1999

CHARACTERISTICS OF THE SCHOOL

This is a small Catholic school taking in pupils from the ages of four to 11. It serves a large rural area of West Wight; the socio-economic circumstances of the families are varied but are deemed average overall. Currently there are 135 pupils on roll, with the majority from a white English background. Children enter the school in the September after their fourth birthday. The proportion of pupils entitled to free school meals is about average, as is the proportion on the register of special educational needs. The disabilities include moderate learning difficulties and emotional and behavioural difficulties. The proportion of pupils with a Statement of Special Educational Need is below average. The attainment on entry to Year 1 is average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21685	Jenny Catlin	Lead inspector	Mathematics Foundation Stage
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22831	Clive Lewis	Team inspector	English Science Information and communication technology Art Design and technology Music Physical education Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very caring school whose current effectiveness is **satisfactory**. Over the past 18 months, despite numerous changes of staff, the acting headteacher, supported by a number of recently appointed governors, has improved a number of aspects of the school's work and improved standards, particularly in writing and mathematics. Whilst pupils' achievements are satisfactory overall, progress is variable between classes. The quality of teaching is good overall with pockets of very good and pockets of weaker teaching. The friendly, purposeful atmosphere around the school supports pupils' learning well. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The valuable advice and support offered by the consultant head teacher.
- Results in the 2003 national tests at the end of Year 2 show that standards in writing and mathematics improved and were above average. Standards in science have improved.
- The provision for children in the reception class is good, as is the provision for pupils with special educational needs (SEN).
- Information and communication technology (ICT) has improved and standards are higher.
- The curriculum has improved and better meets pupils' needs.
- Pupils' attitudes to school and their behaviour are very good as a result of the very positive relationships they enjoy both with one another and with the adults in the school.
- There are weaknesses in the quality of teaching in some lessons.
- The role of many subject managers is underdeveloped.
- The school development plan is not linked closely enough with Performance Management.
- The governing body has yet to develop a long-term view of the school's work.

Since the school was inspected in 1999, improvement has been **satisfactory**. Standards in national tests have fluctuated, but the good results in Year 2 for 2003 confirm an improving trend. Almost all of the key issues identified in the last inspection have been tackled. The progress in English and science of pupils in Year 3 and 4 has improved. Curriculum planning is better, the length of the school day for junior-aged pupils is similar to that found in most schools, and the accommodation is much improved. Although the school development planning has been improved, it is not linked closely enough to the targets set as a result of the school's Performance Management. The acting headteacher has undertaken some monitoring of teaching and learning, but this is in the early stages and has not yet resolved the weaknesses in teaching. The role of subject managers in monitoring and evaluating strengths and areas for development in their subject is weak.

STANDARDS ACHIEVED

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

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

Pupils' achievements are satisfactory. Most children start in the reception class with skills that match those expected. In the current reception class, children achieve well because the wide range of well-planned activities stimulates their learning, and teaching is good. By the time this group of children enter Year 1 most will reach the learning goals expected nationally and some will exceed them. The information the school has gathered does not indicate that this has always been the

case. In Years 1 to 4, achievement is satisfactory overall but could be better if teaching was of the consistently good standard seen in some classes. In the current Year 2, standards in reading, writing and mathematics are average, but they have varied. For example, the 2003 test results were higher in writing and mathematics because the current Year 3 has a larger proportion of pupils who gained the higher Level 3. By the end of Year 4, standards are average in English, mathematics and science. Pupils who have SEN do well. Pupils' achievements in ICT are satisfactory, although their computer skills are not always used effectively in other subjects. Pupils' personal qualities, including their spiritual, moral, social and cultural development, are nurtured well. Pupils are friendly and very well behaved, and they enjoy activities in school. In some lessons they need motivating to give of their best; when the teaching does not do this, they make less progress. The school provides lots of opportunities to develop pupils' social skills and it is a moral community in which pupils learn about right and wrong. Provision for pupils' spiritual and cultural development is very good. Attendance is good.

QUALITY OF EDUCATION

The quality of **education is satisfactory**. The quality of **teaching and learning is good** overall with pockets of very good and pockets of weaker teaching. Teaching and learning for children in the reception class are consistently good, well organised and provides many valuable learning experiences. As a result, children are happy and confident and make good gains in their learning. Throughout the rest of the school, teaching is variable, although overall it is good. The strengths of the teaching are the quality of lesson planning, the lively rapport between teachers and pupils in some classes, and the good contribution made by support staff. In the lessons where teaching was good or better pupils worked hard and made good gains in their learning. In some lessons, activities are not well matched to the existing attainment of the pupils. As a result, they are not challenged and do not make enough progress. The curriculum is well planned and provides an appropriate range of activities. Systems to record what pupils know, understand and can do and the tracking of their progress through the school are comprehensive. Although these systems are very new, they are effective at a whole-school level, but teachers in some classes do not make enough use of the information to plan suitable work. The school provides good care and support for its pupils and has created a good partnership with parents and the community.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are both satisfactory and have been very ably supported by a consultant headteacher. This has enabled the acting headteacher to develop her management role. The governance of the school is also **satisfactory**. These factors contribute to the quality of education offered to pupils.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' views of the school are positive. They appreciate the very good introduction to school that their children receive when entering the reception classes. Pupils enjoy being in school, are very fond of their teachers and like the interesting things they are given to do.

IMPROVEMENTS NEEDED

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

- Ensure that the quality of teaching is more consistent across the school.
- Develop the role of subject managers in monitoring the quality of teaching and learning.
- Ensure that Performance Management is closely linked to the school development plan.
- Develop the governing body's long-term view of the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is good in the reception class and satisfactory for pupils in Years 1 to 4. Standards in literacy, numeracy, science and information and communication technology (ICT) are average and, overall, results are improving, most notably in writing and mathematics.

Main strengths and weaknesses

- Results in the national tests at the end of Year 2 in 2003 improved considerably in writing and mathematics due to a greater focus on these subjects.
- Children achieve well in the reception class as a result of the consistently good teaching they receive.
- Pupils with SEN achieve well as a result of the good support they receive from learning support assistants.
- Standards in reading in the national tests at the end of Year 2 dropped last year because of the weak comprehension skills of some pupils.

Commentary

1. Attainment in the school is average. The standards attained in national tests in 2003 were above average in writing and mathematics, although they were below in reading, as shown in the table below. The school's analysis of the reading tests and tasks for 2003 indicate below average comprehension skills for a significant minority of these pupils.

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

Standards in:	School results	National results
Reading	15.2 (16.1)	15.7 (15.8)
Writing	15.5 (14.8)	14.6 (14.4)
Mathematics	16.8 (16.7)	16.3 (16.5)

There were 22 pupils in the year group. Figures in brackets are for the previous year

2. Results in national tests vary from year to year due mainly to the proportion of pupils with SEN, but also the small numbers of pupils taking these tests has a significant impact on results. When the current Year 2 entered the reception class their attainment was slightly below that expected for this age. This is because there was and still are an above average proportion of pupils with SEN in the class. Attainment on entry for other year groups and the current reception class matches that usually found. Pupils with a wide variety of SEN achieve well and make good progress towards the targets contained in their individual education plans. There is a difference between the attainment of boys and girls, with girls outperforming boys in the 2003 national tests. There was a higher proportion of boys with SEN in this group. However, there is no significant difference between the achievement of boys and girls.
3. Current standards for pupils in Year 2 and Year 4 are average in reading, writing and mathematics. Attainment in science and ICT also meets expectations. Standards in ICT have improved considerably since the last inspection, when they were below expected levels.
4. National test results for 2003 show that the attainment of pupils matches that found in similar schools. The school's performance is rising faster than the national trend.

5. Pupils use their literacy skills appropriately in subjects such as science, history and design technology. Numeracy skills are used in other areas of the curriculum; for example, in design and technology and science, but teachers do not provide enough opportunities to develop these because they are not included in their lesson planning.

Subjects	National assessments at the time of the last report	2003 national assessments	Achievement	Attainment and achievement of current cohort of Year 2 pupils
Reading	Above average.	Below average due to the weak comprehension skills for this cohort of pupils.	Achievement is satisfactory as the majority of these pupils have made sound progress since entry into Year 1.	The attainment of the current pupils matches that found nationally. Pupils' achieve satisfactorily.
Writing	Above average.	Above average due to a greater proportion of pupils gaining the higher Level 3.	Achievement is satisfactory as the majority of these pupils have made sound progress since entry into Year 1.	The attainment of the current pupils matches that found nationally. Pupils' achieve satisfactorily. Handwriting standards have improved and are now good.
Mathematics	Average.	Above average due to a greater proportion of more able pupils.	Achievement is satisfactory as the majority of these pupils have made sound progress since entry into Year 1.	The attainment of the current pupils matches that found nationally. Pupils' achieve satisfactorily. Standards have risen in the past two years.
Science	Not applicable but the report judged standards by the end of Year 2 to be average.	Not applicable, but teachers assessed standards as average.	Achievement is satisfactory because the majority of these pupils have made sound progress since entry into Year 1.	The attainment of the current pupils meets expectations and they achieve satisfactorily. Standards have been maintained since the last inspection.
ICT	Not applicable but the report judged standards by the end of Year 2 to be average.	Not applicable.	Achievement is satisfactory because the majority of these pupils have made sound progress since entry into Year 1.	The attainment of the current pupils meets expectations and they achieve satisfactorily. Standards have improved since the last inspection.

Subjects	National assessments at the time of the last report	2002 national assessments	Achievement	Attainment and achievement of current cohort of Year 4 pupils
Reading	Average points score was 15.9 which was above average.	Average points score was 16.1 which matched the national average.	Achievement is satisfactory as the majority of these pupils have made sound progress since they sat the national tests at the end of Year 2.	The attainment of the current pupils matches that expected for pupils of this age and their achievement is satisfactory.
Writing	Average points score was 14.0 which was above average.	Average points score was 14.8 which matched the national average.	Achievement is satisfactory as the majority of these pupils have made sound progress since they sat the national tests at the end of Year 2.	The attainment of the current pupils matches that expected for pupils of this age and their achievement is satisfactory. However, handwriting standards have improved since the last inspection and are now good.
Mathematics	Average points score was 14.0 which was average.	Average points score was 16.7 which matched the national average.	Achievement is satisfactory as the majority of these pupils have made sound progress since they sat the national tests at the end of Year 2.	The attainment of the current pupils matches that expected for pupils of this age and their achievement is satisfactory.
Science	Not applicable but the report stated that by the end of Year 4 standards were below average.	Not applicable, but teachers assessed standards as average.	Achievement is satisfactory because the majority of these pupils have made sound progress since the end of Year 2.	The attainment of the current pupils meets expectations and they achieve satisfactorily. Standards have been improved since the last inspection.
ICT	Not applicable but the report stated that by the end of Year 4 standards were below average.	Not applicable.	Achievement is satisfactory because the majority of these pupils made sound progress since entry into Year 1.	The attainment of the current pupils meets expectations and they achieve satisfactorily. Standards have improved since the last inspection.

6. Although only a few lessons were observed in other subjects, a sample of pupils' work was scrutinised which indicates that attainment is average and matches that expected for pupils of this age.
7. The majority of pupils' literacy, numeracy and ICT skills are sufficient to enable pupils to make progress in other areas of the curriculum.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **very good**. Their personal qualities are developed **very well**. They arrive at school on time and their attendance rate is **good**.

Main strengths and weaknesses

- Pupils behave very well as a result of the school's high expectations of conduct and manners.
- Pupils of all ages are keen to take part in lessons and other activities.
- Relationships between pupils and adults and with each other are very good.
- Pupils' personal development is very good because the school gives a high priority to nurturing it.
- The rate of attendance is above the national average.

Commentary

8. The teachers and pupils discuss class rules together. Consequently the pupils have an interest in them, and their behaviour is very good both in lessons and around the school. The positive school ethos emphasises the importance of raising pupils' self-esteem. This is a major contributory factor in their good levels of enthusiasm, confidence and achievement. This was clearly seen in a very good Year 2 literacy lesson when they were discussing the use of poetic language. In a Year 3 mathematics lesson, the pupils were very attentive and responded well to the teacher when they were sorting and classifying two-dimensional shapes.
9. Relationships are very good and reinforced consistently by the way pupils' personal skills are developed in lessons and in the playground. Pupils are strongly influenced by the adults who work with them. All adults are consistently kind, considerate and caring, showing respect to pupils and each other; this helps pupils to develop a sense of empathy with others. For example, pupils collect for charities and the older pupils are very good with the younger children when acting as Playground Friends and playing with them at break and lunchtimes.
10. The school has responded positively to the criticism of the previous report that pupils' multicultural awareness was unsatisfactory. Religious education lessons are planned successfully to teach pupils about the multi-faith nature of Britain, books for literacy have themes and stories from other cultures and in Year 2 pupils answer the register in a range of languages. Through assemblies, class prayers and 'circle times' the school has created an ethos within which all pupils can grow and flourish. All of these opportunities are contributing very positively to pupils' personal development.
11. Attendance rates are above average, which is an improvement since the last inspection. The pupils are punctual for the start of school, and lessons start promptly.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.9	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.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	132	0	0
Mixed – White and Black Caribbean	1	0	0
Chinese	2	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **satisfactory**. Teaching and learning are good overall but there are some weaknesses in Years 1 to 4. The curriculum is broad and balanced and provides an appropriate range of learning experiences both in lessons and out of school. Pupils have very good relationships with both one another and adults and there is a good partnership with parents, other schools and the community.

Teaching and learning

Teaching and learning is **good** overall with pockets of very good and pockets of weaker teaching. They are consistently good in the reception class. In the infant and junior classes the quality of teaching varies between very good and unsatisfactory. Consequently, progress through the school is inconsistent and a minority of average attaining pupils under-achieve when teaching is weak. Pupils who have SEN are supported well and make good progress. Procedures for assessing pupils' attainment and monitoring their progress are satisfactory.

Main strengths and weaknesses

- Teachers encourage good attitudes to learning and high standards of behaviour.
- In many lessons learning is fun, which motivates pupils to work hard.
- Plans for lessons make it clear what pupils should learn.
- Work is not always well matched to pupils' existing attainment, so they do not always learn enough.
- A few lessons are too slow so pupils lose interest and concentration.
- Assessment systems are in place but are not used consistently.

Commentary

Summary of teaching observed during the inspection in 20 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	9	4	2	0	0

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

12. There are some considerable strengths in the teaching of some classes. However, in Years 1 to 4 it is inconsistent and results in pupils making very variable progress. This has a negative effect on the achievement of pupils by the time they leave the school. The quality of teaching in literacy and numeracy is satisfactory overall in both infant and junior classes, although in one numeracy lesson it was unsatisfactory.
13. Teaching and learning in the reception class is consistently good and is a factor that aids high quality learning for these children. It also provides a good range of interesting and challenging tasks which help children to take the next steps in learning. For example, in one session

observed the children's physical and social skills were developed effectively by a variety of activities in the hall. In a more focused session in reception, effective teaching used games and then a story to develop the children's knowledge of letter sounds. Whatever the activities, adults provide positive support for learning, gently guiding children or questioning them to extend their thinking. This year the school has successfully developed the curriculum and teaching for these young children to address fully the areas of learning recommended for this age group. As a result, children's achievements have improved.

14. In the classes where teaching is good or very good, the teachers have very good relationships with the children and are very caring and supportive. Hence, pupils feel secure in school and are eager to please, to work hard and to achieve more highly. The brisk pace of these lessons ensures that no time is wasted, the activities offered to pupils are interesting, challenging and often exciting, and pupils are enthusiastic. There is an assumption that pupils will always behave well, and consequently they live up to these high expectations. All pupils' successes are celebrated and there is an industrious and calm atmosphere throughout the school which has a positive effect on their learning.
15. In the lessons that were unsatisfactory, or in satisfactory lessons where there were weaknesses, it was often the pace and structure of the lesson that did not support pupils' learning effectively. The whole-class part of the lesson lasted too long, which resulted in pupils' not having enough time to complete their independent task. Also, because the pace of the lesson was slow pupils became bored and consequently their behaviour and their enthusiasm for learning deteriorated. In some cases, the whole-class part of the lesson, pitched to meet the needs of all the pupils, did not challenge the higher attaining pupils sufficiently. These pupils were not encouraged to make an early start on their independent activities, which would have provided a greater challenge. The management of the school is well aware, through its own monitoring, that there are some weaknesses in teaching and is tackling them through its performance management systems.
16. During the past year the school has considerably improved the assessment of pupils' attainment and the monitoring of their progress, but the new systems have yet to be implemented consistently. At whole-school level there are good procedures which help the school to monitor the progress of individual pupils. For example, by looking at pupils' results in national tests and internal assessments, they can now predict the standard they should reach by the time they leave the school. At classroom level, assessment procedures are less secure. Teachers mark pupils' work, but the quality of this varies. In some classes marking includes teachers assessing the standard reached, commenting about the effort the pupil has shown, and indicating how they can do better. In other classes ticks are the norm. Where work is not well matched to pupils' existing attainment, it is because information from assessment has not been used effectively to ensure that all pupils are given tasks appropriate to their ability. The various types of target setting used by teachers have yet to become a tried and tested part of the school's assessment strategies for all subjects.

The curriculum

The school provides a **broad, balanced and coherent curriculum**, which ensures pupils build on what they already know, understand and can do and includes an appropriate range of opportunities for enrichment.

Main strengths and weaknesses

- Provision for pupils with SEN is good.
- The school makes good provision for equality of opportunity and inclusion for all pupils.
- Provision for personal, social and health education is good.
- The very good quality of the new accommodation.
- There are no significant weaknesses in curricular provision and this constitutes a significant improvement since the last inspection.

Commentary

17. The curriculum is now both broad and balanced, which is an improvement since the last inspection, when it was criticised, particularly for lack of balance. At the time of the last inspection, schemes of work were not in place for all areas of the curriculum. The school has now adopted nationally recommended schemes of work for all curriculum subjects which ensure breadth, balance and appropriate continuity and progression in key skills as pupils move through the school, as well as providing a strategic overview of the whole school curriculum, another aspect that was criticised in the last report. As a result, the majority of pupils achieve satisfactorily, with a significant number achieving well.
18. Provision for pupils with SEN is good overall, which is again an improvement. This enables these pupils to make good gains in their learning and to achieve well. Pupils are supported well within classrooms by class teachers and a hard-working and effective team of learning support assistants. The teaching of pupils with SEN is good overall, and is frequently very good for individuals and small groups. The school works very hard to give all its pupils equal access to the full curriculum. Class teachers ensure in their lesson plans that appropriate provision is made for pupils with particular learning needs and meet the needs of pupils with a SEN with good quality support. Learning support assistants work very well with class teachers and provide good and frequently very good support for pupils, monitoring pupils' progress and providing a good blend of help and challenge. Support for pupils with Statements of Special Educational Needs is very good. The management of SEN is good; detailed and up to date records are kept and individual education plans and statements are reviewed regularly and appropriately. The positive atmosphere of the school promotes the very effective inclusion of pupils with SEN into every aspect of the school's life.
19. The curriculum meets all statutory requirements and provides well for pupils' personal, social and health education (PSHE) including, where appropriate, sex and drugs awareness education. Provision for PSHE is both formal, through regular 'circle time' activities following a published scheme of work, and informal, by means of the very good positive relationships and day-to-day interactions between pupils and adults. There is a good level of equality of opportunity for all pupils and the school is very "inclusive" in all its policies and practices. There are consistent whole-school approaches to teaching and applying literacy and mathematics across the curriculum and there is evidence that the school's willingness to adopt new strategies and to seek and accept guidance on reformulating the curriculum has begun to have positive results, notably in the 'core' subjects of English and mathematics.
20. The school provides pupils with a satisfactory range of interesting and relevant and well-attended extra-curricular activities, including sporting activities, and an appropriate range of visitors work in the school during the year.
21. The school accommodation is very good - a very significant improvement since the last inspection. The new accommodation is well-utilised and the quality and range of learning resources in all subjects are satisfactory.

Care, guidance and support

Procedures to ensure the care and welfare of the pupils are **good**. The pupils have **good** opportunities to express their views and to have them acted on.

Main strengths and weaknesses

- The pupils are well cared for and like being in school.
- Pupils have positive views of the school.

Commentary

22. All adults who work in the school form close and trusting relationships with the pupils. They know them very well and monitor their personal development effectively. Child-protection procedures, first aid and other medical support are thorough and well understood by staff. Lunch and break-time supervision is good and ensures that pupils play well and safely together.
23. Pupils with SEN are identified at an early stage and supported so that they are helped to make good progress in relation to their prior attainment. The SEN co-ordinator (SENCO) uses a range of assessments to do this. Targets are drawn up and individual and group education plans are compiled by class teachers, in close collaboration with the SENCO, in order to achieve these targets. These are subject to frequent reviews to ensure they remain appropriate.
24. Through the pupil questionnaire pupils expressed positive views of the school. Responses showed they feel there is someone to go to if they are worried at school and their teachers are fair and listen to them. The school listens well to the pupils. Through a survey they were asked what they liked and disliked about school and as a result the acting headteacher is considering the introduction of a school council. 'Circle time' is also well used by staff to listen and respond to the needs and concerns of the pupils.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- Parents are well informed about what is happening in school and the progress their children are making.
- Induction procedures into the Foundation Stage are good and Year 4 pupils are well prepared for middle school.
- Good links with the community enrich the curriculum.

Commentary

25. Overall, parents are kept well informed about how their children are progressing. Parent/teacher consultations take place in the autumn and summer terms and, additionally, teachers provide a dedicated time once a week to talk to parents. The annual reports to parents are satisfactory. They provide them with information about their children's achievements and personal effort, but they do not identify targets that parents can use to help their children make better progress. The prospectus, newsletters, overviews of the curriculum and activities in mathematics, science, reading and writing workshops are all keeping parents up to date with their children's education. Responses to the pre-inspection questionnaire and meeting were positive and reflect parents' confidence in the school. The school works hard to involve parents and carers as partners in the education of their children. Parents attended a school self-evaluation meeting, they were invited to 'Exploring our Faith' evenings run by the local parish, Family Learning is run by parents to support understanding of how children are taught literacy and numeracy, and parents are invited to share celebrations in the church. Many support the school through the Friends of St Saviours and by helping in classrooms and with swimming.
26. There are very good links with the on-site nursery that help the youngest children to settle into school quickly and their families to feel part of the school community. Links with local schools, including the West Wight cluster and Carisbrooke College, are good. These lead to sporting fixtures, visiting theatre groups and induction days at the main receiving middle school, which

are helping the pupils to make a smooth transition. The school has developed some strong partnerships within the community that greatly enhance the opportunities it can offer its pupils. For example, St Saviours Church, the local library and senior citizens who share their World War II experiences with the pupils. Island resources are used well to enrich the curriculum, including Carisbrooke Castle, Fort Victoria, the Roman Villa and the Coastal Visitors Centre.

LEADERSHIP AND MANAGEMENT

The leadership and management of the acting headteacher are **satisfactory** overall. Governance is also **satisfactory**. Overall, the role of subject managers is **unsatisfactory**.

Main strengths and weaknesses

- The valuable advice and support offered by the consultant headteacher.
- There are improved procedures in place to monitor pupils' progress.
- Some initiatives aimed at improvement have not yet been implemented consistently.
- The governing body has yet to develop a sound grasp of the school's strengths and the areas in which it needs to improve.
- Performance management is not effectively linked to the school's improvement plan.
- The role of subject managers is not developed well enough because of the difficulty in appointing staff.

Commentary

27. The acting headteacher is a caring leader who, since her appointment in September 2002, is developing a clearer view about what needs to be done to improve the work of the school. Some improvements have had a positive effect on standards. For example, the re-organisation of the reception class to best meet the requirements of the Foundation Stage curriculum has resulted in the school's youngest pupils making good progress and achieving well. Also, a greater focus on what pupils already know and what they need to learn next has begun to contribute to higher standards in writing and numeracy.
28. As a result of the close partnership between Catholic schools on the Isle of Wight, the acting headteacher and thus the school, has benefited considerably from an informal partnership with an experienced headteacher on the island. As a result of this, the acting headteacher has been encouraged and supported in developing her role in managing the school on a day-to-day basis. Because of the considerable success of this initiative it has been decided, in conjunction with the local education authority and the Diocese, to continue this support until the end of the year but on a more formal basis. There are, among other developments, plans to pair subject managers with the consultant headteacher's staff in order to develop the subject managers' role effectively. Consequently, the school's potential improvement is now secure.
29. The introduction of a system to track pupils' progress across the school, although in its early stages, ensures that teachers now have a clearer understanding of pupils' achievements. As a result, this has enabled teachers to identify pupils who are not achieving as well as they could and to provide extra support. However, in some classes the use of the information gathered is inconsistent. As a result, the progress in pupils' learning is variable. This is compounded by some weaknesses in the quality of teaching which have yet to be addressed effectively. In the classes where these procedures and systems are fully understood and are used consistently pupils make good progress and achieve well.
30. There are a considerable number of recently appointed governors who are still developing their role and have yet to develop a long term view of the school's work. However, they are beginning to make an increasing contribution to the management of the school supported by the local education authority. They carry out their statutory duties suitably and are aware of,

and respond to, changes in legislation. A few governors, particularly those who are more experienced in the role, know the school well. They visit the school and spend time in lessons. There are plans for governors to meet with teachers in governors' sub committees to discuss school policies. Governors, with the support of the acting headteacher, have a developing understanding of standards in the school. Collectively, the governing body has yet to develop a sound grasp of the school's strengths and the areas in which it needs to improve. They are not yet confident enough in their role of providing a balance of support and challenge so that the school is accountable for the standard of education it provides.

31. The school experiences problems with staffing and these include a shortage of candidates applying for the post of headteacher. These are external barriers to raising achievement which are beyond the control of the school. The teacher in the reception class is experienced but has only been employed at the school for one term. There are two inexperienced teachers and a further two supply teachers. The significant turnover in staff over the last two years has also resulted in several changes in the management of subjects for which job descriptions need further clarification. The role of subject managers is underdeveloped and somewhat problematic, especially for new teachers who are not always clear what is expected of them. Additionally, subject managers are not effectively monitoring the quality of teaching and learning in their subjects and, as a result, they are unable to identify the pockets of unsatisfactory teaching. This is a barrier to high quality learning. The good leadership and management in the Foundation Stage is a significant factor that aids high quality learning.
32. The school runs smoothly. Procedures are clear and they are generally followed. The school improvement plan outlines the school's priorities for development appropriately. For example, the role of subject managers has priorities that are clearly set out and have specific targets. It correctly identifies the raising of standards in literacy and numeracy as a priority resulting from analysis of national test results. The acting headteacher has involved the governors in reviewing plans, but they are not sufficiently involved in formulating them. Their monitoring role is not identified in the plan itself, which makes it difficult to see where their responsibilities lie in tracking improvements. The plan is not linked closely enough to school finances or to teachers' performance management targets. There is also little evaluation of the cost effectiveness of the spending decisions against standards of work produced by the pupils. For example, there has been no evaluation of the money spent on computers against the standards pupils attain.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	333, 962
Total expenditure	348, 929
Expenditure per pupil	2, 726

Balances (£)	
Balance from previous year	19, 914
Balance carried forward to the next	4, 946

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The **good** provision identified at the time of the last inspection has been maintained since the last inspection.

33. Teaching and learning in the reception class are consistently good and as a result, children are achieving very well in their personal, social and emotional development and achievement is good in all other areas of learning. There is very good teamwork between the reception teacher and learning support assistants and this ensures effective support for children's learning. Lesson planning is detailed and provides effective learning opportunities for a range of prior attainment. Good assessment practices mean that the teacher and learning support assistants keep detailed records of children's development in each area of learning which provide secure information for the next steps. The smaller steps for learning outlined in the curriculum guidance for this age range are highlighted in the day-to-day lesson planning which enables teachers to record progress against them throughout the year.
34. The leadership and management of the Foundation Stage are good and ensure that these young children are given a secure start to their education. The activities planned for the children are having positive effects on their learning and enabling them to achieve well. There is a good range of opportunities for them to work independently and to make decisions for themselves and therefore they achieve very well in their personal and social development. At the time of the last inspection it was reported that children were prevented from attaining the required standards in physical development because of the lack of resources available. The provision of an outdoor play area has been partially met and is now satisfactory although access to wheeled toys is limited. However, there are opportunities to borrow these from the nursery with which the school shares a site.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children behave very well, relate well to one another and concentrate on the work they are given to do.
- There are a range of very good opportunities for independent learning.

Commentary

35. The well established procedures for settling children into school and the good relationship that have developed with the nursery, means that the children very quickly become used to school and the routines they have to follow. Behaviour is very good because this aspect of their development is continually promoted and expectations are high. Children relate well to one another and play happily together with no evidence of any unkindness. They choose their own activities confidently and concentrate for an appropriate amount of time. Children develop a very good sense of what they have learned because the teacher shares the purpose of each lesson with them. By the time they leave reception, the majority will reach the required standards for children of this age, and more able children will exceed expectations.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children have good opportunities to develop their literacy skills and most already follow instructions well.
- Children show interest in books and handle them with respect; parents have good opportunities to share books with their children.

Commentary

36. The adults in the reception class have high expectations of children's ability to achieve well in their learning and this is reflected in the provision for communication, language and literacy. Higher-attaining children write their name clearly and all children understand that print is used to convey meaning and write or suggest a comment to accompany their drawings. Lower-attaining children show some confusion in the formation of letters, but this is addressed well by the learning support assistants to ensure that they have a clear understanding. The classroom is stimulating so that children have access to good quality displays that support learning in recognising, for example, the sounds that letters make.
37. Children's listening skills are being well developed. They listen well to stories and pay careful attention to detail. As a result, they are able to answer questions about what happened in a story and many are achieving well. When small groups of children work with an adult they engage in conversations that develop their vocabulary, and give them an opportunity to express their likes and dislikes and to talk about their experiences. Many children explain what they are doing and are confident in communicating with one another. There are good opportunities for them to engage in independent activities, where their own choice and imagination dictate the focus, and this ensures that they achieve well. The work seen indicates that, by the time they leave reception, most children are likely to reach the expected standards for children of this age, and higher-attaining children are on target to exceed national expectations.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teaching is good and the teacher has high expectations for children's learning.
- Good use of opportunities to reinforce children's learning.

Commentary

38. Children achieve well in mathematics, due to the good teaching they receive. Their skills in this area are often used as an integral part of activities inside and outside the classroom. Adults make good use of incidental opportunities to reinforce learning in mathematics, such as encouraging the children to count the number of plastic elephants and matching this to the correct written number. Many children can count to five and a few are familiar with larger numbers in their everyday lives. Children learn to sort equipment according to criteria, such as colour, and begin to explore concepts of capacity and measures when they use sand and water to fill containers of various sizes. They are familiar with rhymes which reinforce their knowledge and understanding of number. Children are likely to reach, and in some cases exceed, the expected standards for their age by the end of the reception year because some children can already count beyond ten and others are making good progress in counting. Planning for mathematical development shows that the teachers' expectations are high and the range of activities closely reflects national guidance for these children.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **very good**.

Main strengths and weaknesses

- Good questioning skills develop children's knowledge and understanding.
- Well-planned activities extend children's knowledge of the world around them.

Commentary

39. The quality of teaching is good and all adults use effective questioning skills to develop children's knowledge and understanding and to ensure that they achieve well. Most children show curiosity about their surroundings and need little encouragement to explore, investigate and ask questions. The curriculum offers them a wide range of experiences to expand their knowledge of the world around them and will enable them to reach, and in some cases exceed, the expected standards for children of this age by the end of the reception year. Activities are well planned to enable children to explore aspects of the environment and to relate the work to their own experiences. Discussion forms an important part of their work and children are encouraged to be observant and describe what they see. Some are confident users of computers. For example, they operate a mouse successfully when choosing the missing word from a nursery rhyme and they also successfully print out the patterns they create using a paint program.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- There is satisfactory development of children's physical skills, such as body control and co-ordination.
- There are good links with mathematical development.
- There are weaknesses in the provision for play with wheeled toys.

Commentary

40. Children learn to use a wide range of tools correctly. They use scissors safely and hold pens and pencils correctly. Staff in the reception class work with small groups of children in order to make sure that these skills are developed appropriately. However, there are limited opportunities for the children to use a variety of large equipment. The outside play area is rather barren and on a steep slope. There are wheeled toys for use on the playground when the weather permits although this area is not easily accessible from the reception class. There is large climbing apparatus as part of the general playground equipment but again access is limited particularly in inclement weather. Physical education is also timetabled and planning shows a good range of activities that promote the larger-scale movements of the children. In these sessions, they move with confidence, imagination and control, making good use of the available space. Children have a growing awareness of how to move over, under and through large apparatus which makes a good contribution to their mathematical development. Children are likely to reach, and in some cases exceed, the expected standards for their age by the end of the reception year.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- There are many planned opportunities for a wide range of activities;
- Teaching is good.

Commentary

41. There are many opportunities for the children to experience a wide range of creative activities and as a result children are likely to reach, and in some cases exceed, the expected standards for their age by the end of the reception year. Through well-planned role-play in the vet's surgery the children act out their own stories and experiences. The adults provide good opportunities for the children to experiment with paint, and many mix paints confidently. The children sing enthusiastically and with enjoyment.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- The very good teaching in Year 2 and Year 3.
- The school's good response to the disappointing results in reading in the previous year's national tests.
- The management and evaluation of provision by the subject co-ordinator is currently unsatisfactory.

Commentary

42. Pupils enter the school with broadly satisfactory literacy skills and make satisfactory progress as they move through the school. Standards in reading and writing at the age of seven and at the age of nine, when pupils leave the school, are in-line with national averages. Pupils with SEN are supported well and every effort is made by the school to raise their attainment by carefully planned work and good support and encouragement. No significant variations in the achievement of boys and girls were noted.
43. Although overall standards in speaking and listening are satisfactory, standards are clearly above average in Year 2 and Year 3 due largely to the current quality of teaching. Throughout the school, most pupils speak confidently and make themselves clearly understood. In the best cases, teachers encourage and help develop pupils' speaking and listening skills by repeating and explaining 'new' and unfamiliar words and by encouraging pupils to work together and discuss their answers. Pupils in the Year 2 class, for example, are encouraged to note any 'impressive' words; one boy calling out "**That's** an ambitious word" when the teacher explains the lesson objectives are '*to read effectively*'.
44. Overall achievement in reading is satisfactory. Most pupils demonstrate an enjoyment in books and all pupils are encouraged to read with parents and carers at home. There are good opportunities for pupils to engage in guided reading activities during literacy lessons. Older pupils are developing firm preferences for the work of different authors, with the stories of Roald Dahl and J K Rowling's 'Harry Potter' books unsurprisingly at the top of the list! The school has responded well to the 'shock' of the unsatisfactory reading results in the previous term's Year 2 national tests and new whole-school strategies, designed to improve comprehension skills in particular, have been introduced.
45. Staff have worked hard to improve the standards in writing, and have, in conjunction with their 'cluster' of local schools, introduced a number of strategies which proved successful with the

previous Year 2 class who achieved above-average results in the end of Year 2 national tests. However, although standards in the current Year 3 class (last year's Year 2 class) remain above expectations, the standards of writing in the current Year 2 class are only in-line with national expectations, despite very good teaching, and this is clearly due to a higher percentage of pupils with SEN in the current Year 2 cohort. The school is continuing to target writing for improvement, with strategies such as a weekly 30-minute 'silent writing' activity in Year 3 and Year 4 in addition to the daily literacy activities. Handwriting standards are good throughout the school due to an increased focus on regular handwriting activities and higher whole-school expectations for presentation.

46. Observations of lessons demonstrate that teaching in English ranges from satisfactory to very good in both the infant and junior classes. This, in conjunction with a close scrutiny of pupils' work in exercise books and folders, provides enough evidence to suggest that the quality of teaching fluctuates significantly between classes and is only satisfactory overall throughout the school, despite the very good teaching in some years. In the best cases, teachers have very good relationships with the pupils and demonstrate very good subject knowledge. They have very good classroom and behaviour-management skills, allowing lessons to progress at a very good pace and they use day-to-day assessment very well to match tasks to pupils' abilities and learning needs. Marking varies from class to class and in the best cases the teachers' comments clearly indicate to pupils what they have to do to improve.
47. The subject manager is very new to the role and has a poor understanding of her role in co-ordinating a subject that is so central to pupils' overall education. Although there has been some good use of assessment to identify weaknesses in attainment, this has been undertaken by the Year 2 teacher who is not the subject manager. Overall, the monitoring of teaching and learning by the subject manager are weak. Resources for the subject are satisfactory.

Language and literacy across the curriculum

48. Pupils make appropriate use of their English skills in subjects such as science, history and design and technology although as yet, with the exception of ICT where each pupil receives a weekly English/ICT lesson, opportunities to link subjects together are not formalised in planning and, in practice, vary from class to class, depending on the teacher's expertise.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards have risen over the last two years from below average to above average. This is because teachers have worked hard to improve the provision.
- There are improved systems for assessment and tracking of pupils' progress.
- The quality of teaching is too variable to ensure that all pupils make consistent progress and achieve as well as possible.
- There are not enough planned opportunities for the development of mathematics in other areas of the curriculum.

Commentary

49. The national test results at the end of Year 2 in 2003 were above average. While this is a particularly able year group there are other factors that have enabled the school to raise standards in the past two years. The use of the National Numeracy Strategy has resulted overall, in better teaching by the more confident teachers. This coupled with improved systems for assessment and tracking of pupils' progress has enabled these teachers to focus specific teaching and support where it is most needed. Pupils in Year 3 and 4 are set useful and realistic subject specific targets to encourage them to improve. The school has also

developed their marking policy to ensure that marking is consistent and tells the pupils what they are doing well and how to improve their work. This has contributed well not only to pupils' independent learning skills but has also given them a good understanding of their own learning. Currently, this initiative is not in place for younger pupils.

50. By the end of Year 2, most pupils reach average standards and are confident with numbers up to 100 with more able pupils confident to 1,000. Less able pupils are mainly secure in their understanding of tens and units. Many can recognise right angles and identify which shapes contain them, such as a square. All pupils recognise different coins and understand their relative values. They make sensible decisions when deciding which coins to use to pay for different items.
51. By the end of Year 4, attainment is close to average and progress is satisfactory. However, the achievement of pupils, particularly for the more able, tails off due to teaching which is inconsistent in quality. The Year 4 class have also experienced a considerable turnover of staff during their time in the school which has gone some way to contributing to the lack of challenge for some more able pupils. Pupils with SEN make satisfactory progress overall.
52. The quality of teaching ranges from very good to unsatisfactory. As a result of the inconsistency in the quality of teaching, pupils' progress is variable across the school. In the best lessons, teachers share the learning intentions with the pupils. During good quality class discussion sessions at the end of these lessons the teachers check what pupils have learned and assess what they need to learn next in order to extend further their mathematical knowledge, understanding and skills. Also, teachers have high expectations which challenge the pupils effectively. Where teaching is less satisfactory it is due to teachers not having high enough expectations for their pupils based on what they already know, understand and can do. Much of the work pupils are asked to do in these lessons is not sufficiently challenging and the pace of learning is slow.
53. At the time of the last inspection, the solving of number problems and the pupils confidence in carrying out mathematical investigations was the weakest part of the curriculum and this situation still exists. This has a noticeable impact on the progress of pupils by the end of Year 4 because they lack the confidence to use their mathematical knowledge in every day situations.
54. The subject manager has sound subject knowledge and teachers' lesson planning and pupils' work are monitored on a regular basis. In order to raise standards of attainment, test results are analysed in order to help the school focus on areas of underachievement and to provide suitable future targets for Years 3 and 4 and individual pupils. This analysis and evaluation of the data has highlighted groups of pupils, such as those not making the expected progress, or those making better progress than anticipated. The outcomes of tests have been analysed suitably in order to identify key strengths and weakness within the subject and these are now being tackled through teachers' planning of lessons. There has been some monitoring of teaching but this has failed to ensure consistent standards of teaching and learning. The overall improvement since the last inspection is been satisfactory.

Mathematics across the curriculum

55. Pupils do use their developing numeracy skills in other areas of the curriculum, for example, in geography and science. However, there are missed opportunities to develop pupils' skills in other areas of the curriculum because they are not always considered effectively in teachers' lesson planning.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards in the junior classes have improved since the last inspection.
- The role of the subject co-ordinator is underdeveloped.
- There is limited use of ICT to support the subject.

Commentary

56. Lesson observations and an analysis of work undertaken during the current school year indicate that standards in science are average at age seven and nine and pupils achieve satisfactorily in relation to their prior attainment on entry to the school. This constitutes an improvement since the last inspection when standards in Years 3 and 4 were judged to be below average. No significant differences were observed between the achievements of boys and girls and pupils with SEN are well-supported and achieve well in terms of their learning targets due to the good quality of support provided. However, lessons were observed where all pupils undertook the same tasks and this restricts opportunities, particularly for the more-able.
57. The quality of teaching and learning in science overall is satisfactory in both key stages - although two very good lessons were observed as well as one unsatisfactory lesson. In lessons where teaching was judged to be very good, in Year 2 and Year 3, the teachers had very good relationships with the pupils, demonstrated good subject knowledge, and moved the lessons along at a very good pace, with the result that pupils learned very well, showed a high level of enthusiasm for the subject and concentrated hard. In the one lesson where teaching was unsatisfactory, the teacher had weak lesson management skills and this resulted in a slow pace with frequent pauses while the teacher organised resources, leading to a lack of concentration and limited opportunities for the development of scientific enquiry. Analysis of pupils' work, however, indicates an appropriate focus on investigative tasks where pupils are expected to plan their own investigations.
58. Pupils with SEN are supported well and make good progress. The quality of co-ordination for the subject remains underdeveloped, however - constituting largely of ordering and budgeting for resources - and remains an area for development. Currently, although a whole-school system for recording individual pupils' attainment in each 'unit of work' undertaken has been recently introduced, school test results are not analysed or amendments made to the curriculum in the light of what is revealed and there has been no monitoring of teaching and learning by the co-ordinator. No evidence was obtained of the use of information and communication technology in science lessons, suggesting a lack of the use of ICT to support learning in the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**. This constitutes an improvement since the last inspection, when provision for information and communication technology was judged to be unsatisfactory.

Main strengths and weaknesses

- The improvement in both provision and standards since the last inspection are good.
- The good use of information and communication technology to support the core subjects of English and mathematics.
- The inconsistent use of ICT to support learning in other subjects.
- The lack of systematic procedures for monitoring and evaluating standards and provision for ICT.

Commentary

59. A scrutiny of work produced during the current school year and observations of pupils working at the computers, in conjunction with one observed lesson, indicate that standards by the age of seven and nine are now satisfactory and pupils achieve satisfactorily. Historically, problems with equipment and accommodation have restricted the use of ICT. However, since the last inspection both resources for the subject and the subject-expertise and confidence of teachers have improved significantly due both to national funding for information and communication technology in primary schools and to the significant improvements in the school's accommodation. The school now has a small 'ICT Suite' resourced with five computers with 'broadband' Internet access, in which pupils are regularly taught in groups and receive weekly, timetabled, cross-curricular English and maths lessons using dedicated literacy and numeracy software. This improvement, in conjunction with the use of national guidance as the basis for planning might ensure that all pupils have opportunities to experience the expected subject strands and means that, as further resources are provided for the 'suite', the school is well-placed to improve further this area of learning.
60. The quality of teaching and learning in the one lesson seen were good. The teacher, the subject-co-ordinator, demonstrated very good subject knowledge, made very good links to previous learning and to the English curriculum, and made sure that the learning intentions and expectations of behaviour were very clear. As a result, the lesson was distinguished by the very good attitudes of the pupils and the good pace throughout.
61. There has been a significant improvement in leadership and management of the subject due to the enthusiasm of the current subject co-ordinator. As well as the significant improvements made in both resources and teacher-confidence, assessment procedures have been revised and new class record sheets, which record individual pupils' attainment in each 'unit of work' taught, have been introduced which provide a good overview of coverage. However, the monitoring and of teaching and learning are insufficiently developed to ensure that pupils achieve as well as possible.

Information and communication technology across the curriculum

62. Although all pupils receive regular, weekly, cross-curricular English and mathematics ICT-based lessons, there is currently insufficient whole-school planning for the use of ICT across the rest of the curriculum and limited resources are available to support its use in a number of foundation subjects, for example, geography and history.

HUMANITIES

Geography and history

63. No lessons were observed in **geography or history**. It is therefore not possible to make an overall judgement about provision in these subjects. An analysis of work in pupils' books indicates that pupils make satisfactory progress in both subjects. Standards are in line with expectations. The work seen in Year 3 on comparing world temperatures is of good quality; in Year 4, pupils' work on Ancient Egypt shows they have a sound grasp of the way of life at that time. Pupils in Year 2 have followed Barnaby Bear's travels across the world and in Year 1 they have looked at their own toys and compared them with those in the past. The role of the co-ordinators continues to be weak because there is a lack of monitoring and evaluation. Therefore they do not have a clear view of the school's strengths and areas for development. There are satisfactory procedures in place for assessing and recording pupils' knowledge and understanding. Good use is made of visitors and visits to extend pupils' experiences and enrich the curriculum.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

64. Only one design and technology lesson was observed and no art and design, music or physical education lessons were observed during the inspection. As a result, it is not possible to make a secure judgement about provision for these subjects. In addition to observing the one lesson, inspectors spoke to co-ordinators about their work and, where possible, scrutinised pupils' work undertaken during the previous term.
65. **Design and technology** - Only one lesson was observed, a design and technology lesson in Year 1 where pupils, following a walk around the locality in a previous lesson, were identifying basic features of local buildings and drawing houses using mathematical shapes and labelling the main features. The quality of teaching in this one lesson was satisfactory; pupils were well-supported, with three adults – the class teacher, the learning support assistant and one volunteer parent – working with and supporting pupils in small groups of four and five.
66. **Art and design** – Evidence from pupils' sketchbooks and wall displays demonstrates that a broadly appropriate range of art and design activities are undertaken in a range of media and the work of an appropriate range of artists is studied - such as the Year 3 work on display in the classroom and school hall based on studies of the work of Wassily Kandinsky and Henri Rousseau.
67. **Physical education** – from a scrutiny of planning and discussions with the subject co-ordinator and other teachers, it is clear that all strands of the subject, including outdoor activities, are regularly taught and the school continues to put a great stress on the teaching of swimming. All pupils attend a local swimming baths for a 16 week period each year, with the result the pupils' achievement in swimming is very good – 75 per cent of the current Year 4 class are working towards and are likely to attain the County Swimming Badge by the end of this year's swimming programme, for example.
68. **Music** – the only evidence obtained during the inspection was on the quality of pupils' singing in whole-school assemblies and here pupils sing tunefully and enthusiastically and clearly enjoy singing. A number of pupils receive music lessons, in violin, guitar and trumpet, from peripatetic music teachers who visit the school on a weekly basis. Teachers base their lessons on a commercially published scheme of work which closely follows National Curriculum requirements using nationally recommended guidance and provides appropriate support for non-subject specialist class teachers.
69. Schemes of work for the creative arts, based on nationally recommended guidance, have now been adopted – and these provide secure continuity and progression in learning as pupils move through the school - a significant improvement on the situation identified at the time of the last inspection. However, despite this significant improvement, in all of these subjects, the role of the co-ordinators continues to be weak overall. Teachers are enthusiastic about their areas of responsibility and all have recently adopted new systems of assessment for their subjects but their overview of school strengths and areas for development in 'their' subjects is limited by a lack of systematic monitoring and evaluation. Resources for all these subjects are broadly satisfactory, although a number of co-ordinators feel that resources for ICT in their subjects could be improved.

PERSONAL, SOCIAL AND HEALTH EDUCATION

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

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	3
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	4
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
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	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	5
The effectiveness of management	4

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