

INSPECTION REPORT

GREENMOUNT PRIMARY SCHOOL

Ryde

LEA area: Isle of Wight

Unique reference number: 118177

Headteacher: Mr Richard May

Lead inspector: John Ayerst

Dates of inspection: 25th – 27th April 2005

Inspection number: 266924

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

© Crown copyright 2005

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 – 9
Gender of pupils:	Mixed
Number on roll:	149
School address:	Green Street Ryde Isle of Wight
Postcode:	PO33 2QE
Telephone number:	01983 562165
Fax number:	01983 562165
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Ann Ross
Date of previous inspection:	14/9/1998

CHARACTERISTICS OF THE SCHOOL

Greenmount Primary School is smaller than most other primary schools. It is a First School so that pupils move on to their Middle School for Year 5. Most of the pupils come from the surrounding residential area, which is an area of mixed social and economic advantage. The percentage of pupils eligible for free school meals (19.5 per cent) is average. The proportion of families from minority ethnic backgrounds is below average, but the number of pupils whose first language is not English is a little higher than in most schools (2.5 per cent). Few pupils enter or leave the school other than at the usual time of entry. The percentage of pupils identified as having special educational needs (21.5 per cent) is above the national average, though the percentage of pupils with a statement of special educational needs (0.7 per cent) is below average. Pupils with special educational needs are identified as needing help with speech and communication difficulties or with social, emotional and behavioural difficulties. Some have physical difficulties, some multi-sensory impairment and some specific learning difficulties (dyslexia). Pupils' attainment on entry to the Reception class is below average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3832	John Ayerst	Lead inspector	English, art and design, personal, social and health education and citizenship, music, English as an additional language.
9736	John Brazier	Lay inspector	
17288	Megan Warner	Team inspector	Science, geography, history, physical education, The Foundation Stage.
32827	Jacqueline Marshall	Team inspector	Mathematics, information and communication technology, design and technology, religious education, special educational needs.

The inspection contractor was:

PENTA International
Upperton House
The Avenue
Eastbourne
East Sussex
BN21 3YB

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, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	16
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

Greenmount is an effective school where pupils achieve well. They enter the school with low levels of attainment and leave, at the end of Year 4, with standards in English that are above average, and standards in mathematics and science that are well above average. Other than in the Foundation Stage, teaching and learning are generally good. The leadership of the school is very good and management is good so that the school provides good value for money.

The school's main strengths and weaknesses are:

- Teaching and learning are good and pupils achieve well in English, and very well in mathematics and science particularly in Years 3 and 4.
- Leadership by the headteacher is very good.
- Arrangements for the care and welfare of pupils are very good.
- Pupils' attitudes to school and to learning are very positive and their behaviour is good.
- Teachers' planning does not always clearly identify the intended learning outcomes for the different groups in the class.
- Teaching of children in the Foundation Stage is unsatisfactory and consequently the children do not make sufficient progress.
- In subjects other than English, mathematics and science systems for assessment are not always developed sufficiently to measure and record pupils' progress in sufficient detail.

Good progress has been made since the last report in 1998. The key issues from the last inspection have been addressed appropriately and the school has continued to work to improve the quality of its provision. The school now has good systems for monitoring its provision and for formulating its development planning. Standards in English, mathematics and science are continuing to improve. In work seen in information and communications technology and religious education standards are now average.

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
Reading	C	C	C	D
Writing	A	C	D	D
Mathematics	A	B	B	A

Key: A - well above average; B - above average; C - average; D - below average; E - well below average; E - lowest five per cent nationally.*

Similar schools are those with a similar proportion of pupils claiming free school meals.

Pupils achieve well. Achievement is good in Years 1 to 4, but in the Foundation Stage it is less than satisfactory. The results outlined above for last year's Year 2 show a decline in standards. Changes in provision have halted that decline and the standards are now broadly average by the end of Y2 in English and well above average in mathematics and science. In Year 4, standards in English are above average and they are well above average in mathematics and science. Pupils enter the Foundation Stage with below average attainment and they retain those standards until they enter Year 1. During Years 1 to 4 they achieve well in English, and very well in mathematics and science. Pupils with English as an additional language and those with special educational needs also achieve well.

Pupils' **personal development** and their attitudes to school are **very good**. Behaviour is good. The development of spiritual, moral, social and cultural is very good. Attendance is satisfactory and punctuality is very good.

QUALITY OF EDUCATION

The school provides a **good quality of education**. **Teaching and learning are good**. In Years 1 and 2 pupils achieve well and they achieve very well in Years 3 and 4, but teaching and learning are less than sound overall in the Foundation Stage. Assessment is satisfactory overall and pupils' progress is carefully tracked in English and mathematics. In other subjects assessment is less well developed and is not used consistently to support teachers' planning. The arrangements for assessing pupils' special educational needs are good. The curriculum is of good quality and is enlivened and enriched by a good range of visits and visitors. Pupils are very well cared for. Links with the community are very good. With parents they are good and are satisfactory with other educational institutions.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The leadership of the headteacher is very good, and is promoting very well the drive for school improvement. Management by other key staff is variable but good overall. The governance of the school is sound, and all statutory requirements are met.

Monitoring of the school's provision is good in English, mathematics and science, where it effectively informs the school's good development plan. In other areas, however, direct monitoring of teaching and monitoring of pupils' work is less consistent and rigorous.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have high opinions of the school. A high proportion of parents, in response to the pre-inspection questionnaire and at the meeting, expressed satisfaction with and confidence in the school. A very few parents were uneasy about approaching the school with concerns, but given the abundance of favourable comments about the present staff, the inspectors cannot support the unease.

IMPROVEMENTS NEEDED

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

- Improve the quality of teaching of children in the Foundation Stage.
- Ensure that teachers' planning clearly identifies the intended learning outcomes for the different groups in the class in all areas of the curriculum.
- Develop systems for assessment in subjects other than English, mathematics and science.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are below average when pupils enter the school. Standards are average by the end of Year 2 and above average by the end of Year 4. Although progress is slow during the Foundation Stage, achievement steadily improves in Years 1 to 4 and is good overall.

Main strengths and weaknesses

- Standards in Years 1 and 2 are rising as a result of improvements to the quality of teaching and learning.
- Pupils achieve well in English and very well in mathematics and science.
- Pupils for whom English is an additional language achieve well.
- Pupils with special educational needs make good progress.
- Pupils' achievement in the Foundation Stage is less than satisfactory.

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
Reading	15.6 (15.6)	15.8 (15.7)
Writing	14.3 (15.0)	14.6 (14.6)
Mathematics	17.2 (17.1)	16.2 (16.3)

There were 30 pupils in the year group. Figures in brackets are for the previous year

1. In comparison with all schools the results in 2004 national tests were average in reading, below average in writing and above average in mathematics. In comparison with similar schools the results are below average in reading and writing and well above average in mathematics. Teachers' assessments of science judged standards to be very high. The test results over the last four years show a declining trend. Standards in English, mathematics and science are broadly similar to those reported in the last inspection.

2. Overall, pupils achieve well during their time at the school. Children enter the Foundation Stage with overall below average standards of attainment, achievement is less than satisfactory and a significant number of children go into Year 1 without achieving all of the expectations for children of that age. Since the last tests provision has changed for pupils in Years 1 and 2 and their work shows improvement, so that the standards by the end of Year 2 of pupils at present in the school are broadly average in English and well above average in mathematics and science. This represents good and very good achievement for pupils. In Year 3 and 4, because of very good teaching, pupils achieve well and very well, they reach standards that are above average in English and well above average in mathematics and science.

3. The majority of pupils with special educational needs achieve well against their targets. This reflects the good support that they receive from class teachers and classroom assistants. Pupils for whom English is an additional language receive good support from a specialist teacher. They quickly gain access to the curriculum and then achieve at least as well as their peers.

4. At most stages pupils show good competency in literacy, numeracy and they use their skills well across the curriculum. Skills ICT are more limited, but sound. Satisfactory use is made of ICT and this is an improving area.

Pupils' attitudes, values and other personal qualities

Attitudes, behaviour and personal development are a major strength of the school. Attitudes and personal development are very good, behaviour is good, attendance is satisfactory. Punctuality is very good.

Main strengths and weaknesses

- Pupils' enthusiasm and their interest in lessons provide a very good foundation for learning.
- Pupils behave well because the school has very high expectations of conduct in lessons.
- Racism is unknown and bullying rare.
- Assemblies and personal, social and health education lessons are effective in promoting moral and social development.
- There are very good opportunities for pupils to reflect on or rejoice in the spiritual or other wonders that they discover.

Commentary

5. Pupils' are very keen to answer questions and contribute their own ideas to lessons. They listen with respect to others' viewpoints and can show pleasure in the achievements of others. Pupils say that nearly everyone works hard. They work well in groups. For instance in a literacy lesson on connectives, pupils worked enthusiastically on their tasks, were absorbed in their work and produced good results.

6. Pupils exhibit mature behaviour in most situations, although they are occasionally boisterous. They appreciate what is expected of them and are keen to comply. There is very little challenging behaviour. Pupils and parents say that bullying is rare and that behaviour is good. Pupils relish opportunities to do jobs independently. There have been no exclusions.

7. Pupils are encouraged to think more deeply about issues, such as the feelings of other people, are encouraged to talk about themselves and show concern and care for each other. They have good knowledge and experience of our own culture, and have some knowledge of our multicultural society. This contributes powerfully to pupils' personal development; the development of their spiritual, moral, social and cultural development is very good. Pupils are well prepared for life in a multi-cultural society, for example, the school has recently forged links with a school in Southsea that has a multi-ethnic population. The very good quality of the daily assembly is a strong feature that supports pupils spiritual, moral, social and cultural awareness. The assemblies carry a powerful message and provide good opportunities for pupils to reflect.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	6.0	School data:	0.4
National data:	5.7	National data:	0.4

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

8. The school has good links with the Education Welfare Officer and there is good collaboration. An emphasis on calling home on the first day of absence if no reason has been received led, in the Autumn term, to an improvement in attendance to 94.6 per cent, an increase of one per cent. Pupils are very good at arriving at school in plenty of time and there are few latecomers.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. Teaching and learning are good. The curriculum is good with good opportunities for enrichment. Pupils are very well cared for and links with parents and the community are very good.

Teaching and learning

Teaching and learning are good; they are very good in Years 3 and 4, but less than sound overall in the Foundation Stage. Arrangements for assessment are satisfactory.

Main strengths and weaknesses

- Teachers have good command of the subjects that they are teaching, so that expectations are high and learning is rigorous.
- Relationships in lessons are usually very good because pupils are valued and consistently encouraged to achieve well.
- The school has effective arrangements to assess and track pupils' progress in English and mathematics, but assessment is at an early stage of development in most other subjects.
- Assessment is used in lesson planning to identify the next stage of learning for different groups in the class, but sometimes lacks sufficient clarity.
- Teachers and their classroom assistants know their pupils very well and the quality of support for pupils with additional needs is good.
- Teaching in the Foundation Stage is unsatisfactory.

Summary of teaching observed during the inspection in 23 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	5	8	5	2	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.

9. Most lessons are challenging for pupils. Teachers know their subjects well; they have high expectations and pursue them rigorously. Very good attitudes to learning are promoted by teachers who respond to pupils' efforts with praise and encouragement. Teachers employ a good range of effective strategies, particularly in Years 3 and 4, where, for example, very good use is made of drama to extend pupils' language skills.

10. Where teaching and learning are satisfactory, rather than good or better, it is usually because the lesson aims for the different groups in the class have not been thought through and set out. In these lessons, pupils face less challenge than when teaching is good. Learning is less rigorous and pupils achieve less. In most subjects, other than English, mathematics and science the use of assessments from one lesson to inform planning for the next is underdeveloped.

11. The quality of teaching in the Foundation Stage is unsatisfactory because the methods chosen are not well suited to children of this young age. For example, they sit on the floor for too long, listening to the teacher. While the school has comprehensive details about children's progress from assessment, the information is not used sufficiently well to plan lessons and too much of the play is not sufficiently structured.

12. The teaching of pupils for whom English is an additional language is good in class lessons. It was not possible to see the specialist teaching that takes place, but in general lessons the pupils are well provided for by teachers who are aware of their needs and discreetly check to ensure that

the pupils are on task. Class assistants provide effective support for all pupils and make a valuable contribution to pupils' learning.

13. Pupils with special educational needs achieve well in all areas because of good teaching and well-matched, effective support provided both in lessons and in small groups. Good use is made of assessment to identify those pupils who need additional help. Support is provided within lessons, small groups and as part of programmes such as Catch-Up. Teaching assistants and other staff support pupils' learning effectively. Regular checks are made to track pupils' progress ensuring that all pupils, including those with special educational needs, make good progress.

14. Overall assessment is satisfactory. It is good in English and mathematics and it is used well in these subjects for tracking the progress of pupils. In science, a new system for assessment has been introduced and is proving effective. In other subjects, the quality of assessment is mixed. In some subjects systems for assessment are not yet developed to measure and record pupils' progress in sufficient detail, so that teachers' planning in these subjects is less detailed and tasks sometimes less well suited to pupils' attainments. In the Foundation Stage assessment is not used as well as it could be to keep track of each child's progress.

The curriculum

Curriculum provision is good. At all ages pupils are introduced to a broad and balanced curriculum that is significantly enriched. Weaknesses in curriculum time for ICT, geography and religious education found at the time of the last inspection, have been corrected.

Main strengths and weaknesses

- The school provides an inclusive, interesting and very relevant curriculum for pupils.
- There are a large number of extra-curricular activities for pupils to choose from.
- The curriculum is enriched by many local visits and from visitors.
- The provision for personal, social and health education is good.
- Good links are made with national organisations such as English Heritage to enhance the curriculum.
- Overall the accommodation is used well to promote pupils' achievement and good resources are used well.

Commentary

15. Pupils at all ages benefit from a wide range of good quality learning opportunities as teachers try to ensure that the pupils achieve well. The curriculum is well managed with all the subjects of the National Curriculum being taught. Curriculum planning is good and overall, meets the needs of all pupils very well.

16. The curriculum is enriched considerably by many visits to places of interest and from visitors to the school. For example, Reception children visit a wood and travel on different types of transport; pupils in Year 2 visit the beach when studying 'seaside holidays', and the teacher from the Carisbrooke Castle Museum took an excellent history lesson on Roman armour with Year 4 pupils during the inspection.

17. Good links are made with national organisation such as English Heritage, for example when carrying out local studies in history. The school also provides a very wide range of extra-curricular activities, especially for a small school. These are particularly wide in the arts and sport, where good links have been made with local sports centre, local activities such as the carnival and Arts Festival, and with other schools. A breakfast club is provided for pupils before school and most pupils take part in at least one after school activity. All pupils are included when choosing activities and provision for pupils with special educational needs is good and sometime excellent in class, such as in the Reception class. The school has a register of pupils who are gifted or talented and there is

good provision for these pupils in some subjects such as sports and writing. However, because assessment is not always used effectively to plan learning, these pupils are sometimes less well provided for in class lessons.

18. The school prepares pupils well for each next stage of education. Tracking is used well across the school, and the Year 4 teacher prepares pupils well for transfer to Middle School. Staff are enthusiastic and new innovations have been introduced, for example the School Samba Band, which includes dancing and playing in a Latin American style. The match of teachers to the curriculum is good and the school employs a good number of trained support staff.

19. The school is a bright and cheerful environment for working, with good-sized classrooms and plenty of space for small groups to work. The outside areas for the main school are very attractive, with many things to interest pupils. The lack of grassed recreational areas is not allowed to reduce the school's involvement in sporting activities. The use of display areas to stimulate learning and to celebrate pupils' work makes a significant contribution to their achievement.

20. Resources are good. There are two interactive white boards that are used well and a good number of computers in classrooms. Most subjects are well supported by equipment, artefacts and books. Overall, the good use of learning resources promotes good achievement.

21. The good provision for personal, social and health education relies on a good programme of work that teachers deliver in a manner that they consider to be best for their class. This is backed up by assemblies and ad hoc discussions that ensue from events that occur in the school.

Care, guidance and support

Pastoral care is very good. Monitoring effectively identifies the support that pupils need. There are very good procedures for managing health and safety, child protection and welfare.

Main strengths and weaknesses

- Very good pastoral care is based on trusting and caring relationships with teachers and teaching assistants.
- Academic support and guidance is based on very good statistical data and assessment practices for English and mathematics.
- There are good arrangements for the induction of pupils.
- The school council is well established and has a number of achievements to its credit.

Commentary

22. Pupils told inspectors how happy they were in the school and parents confirmed this. This is clearly a very good foundation for their work in school. These caring relationships underpin pupils' confidence and relaxed attitudes to school and to learning and are an important factor in their good and very good achievement.

23. Health and safety is a prominent concern, with the headteacher and a governor making weekly safety tours of the school. There are thorough procedures to safeguard pupils on external visits. The nominated child protection officer is the headteacher who is well trained and knows well local procedures and agencies. All adult staff who come into contact with children have recently had comprehensive training in child protection. Welfare is well provided for, with several staff trained in handling critical medical conditions. There are breakfast and after school clubs.

24. Pupils told inspectors how pleased they are with the way they had been introduced into the school, both in Reception and at later stages. In addition to the usual activities the school runs a playgroup on Wednesday afternoons for potential recruits.

25. The school council is elected, a new council every term. It includes pupils from years 3 and 4 only and does not yet have its own chairman and secretary. It has achieved playground improvements and lost-property boxes for cloakrooms. It designed the school gardens. It keenly promotes good safety and behaviour practices.

Partnership with parents, other schools and the community

Links with the community are very good. With parents they are good and they are satisfactory with other educational institutions.

Main strengths and weaknesses

- The information provided for parents is good.
- Parents provide very good practical support to the school.
- The local cluster group of primary schools has initiated a family support network and provides training for families on core subjects.
- The school is prominent in the local carnivals and other local activities.

Commentary

26. Parents have high opinions of the school, with very few disagreements in the answers to the questionnaire. A very few parents were concerned about the approachability of the school, but this was not repeated in the school's own questionnaire and the abundance of favourable comments about the present staff indicate that the concerns are not widely shared. There are good and frequent newsletters, a very good prospectus, a good annual report to parents and good annual reports on pupils. The reports have very thoughtfully written and helpful comments which encapsulate well the child's performance, but they contain no targets for improvement. National curriculum levels are included from Year 2 onwards. Parents are supportive in many ways, raising funds through the parent teacher association, looking after the garden, helping in class, supporting sports and, of course, helping with homework and reading.

27. Parents are welcome in school and the school is inclusive in that it provides information to separated parents. There are three consultation evenings each year and a variety of events, including assemblies, that parents can attend. Parents are consulted about wider issues through a very comprehensive biennial questionnaire, the results of the last one being extremely positive with no serious and very few minor concerns. Focus groups of parents on particular projects are also arranged. Parents take up the many opportunities offered for training on educational topics arranged by the local primary cluster, and the family support network offers help to parents on a range of issues, such as behaviour management.

28. The school is strongly embedded in the local community, with involvement in carnivals, the lantern parade and regatta. The community is strongly involved in the school's samba band. The choir sings locally and there are good links with the local church. Rotary support the school's charitable efforts by explaining how funds raised will be used. Safety advice comes from police, fire, water, rail and road authorities, the last being delivered by a very popular magician. There is a good relationship with Southern Arts. All these relationships have a considerable beneficial impact on pupils' learning.

29. For pupils with special educational needs, the school works in close partnership with parents and pupils, sharing targets set on individual education plans regularly. Opportunities are provided for parents to attend workshops and gain further information on how they can help their child's learning, this positively supports the learning of those pupils. Good links with outside agencies provide valuable support for both pupils and staff.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The leadership of the headteacher is very good, and is leading the drive for school improvement. Management by other key staff is variable but good overall. The governance of the school is sound, and all statutory requirements are met.

Main strengths and weaknesses

- The headteacher sets a clear vision for the school and strong sense of common purpose and direction.
- Good systems are established for monitoring provision in English, mathematics and science, but the monitoring of teaching and of pupils' progress in other subjects is insufficiently developed. This is particularly so for the Foundation Stage.
- Finances are very well analysed and used, so the school makes good use of the money available to it.
- The management of the provision for pupils with special educational needs, and those for whom English is an additional language, is good.

Commentary

30. The headteacher brings a strong sense of purpose to the school that is shared by all in the team. Parents express their confidence in the school and they, and the staff, recognise the improvements taking place. All in the school have a strong sense of teamwork and working towards a common goal.

31. Teachers with curricular leadership roles are working, with varying degrees of effectiveness, to create and implement schemes of work and assessment in their subjects. Overall, management at this level is satisfactory. The arrangements for curriculum leadership are currently being reorganised on a circus basis, which puts the school in a good position to improve the quality of subject management.

32. Monitoring of teaching by the headteacher is well established in English, mathematics and science, where it is frequent and rigorous and contributes well to the school's plans for development. Monitoring of other areas is not rigorous enough and needs improvement. The school improvement plan is of good quality and is an effective tool for school improvement.

33. Governors are committed to and very supportive of the school. Most of the governors are well established and carry out their statutory duties appropriately. All are committed to the school's principles of inclusion and raising achievement. Most governors visit the school regularly.

34. The school has a strong commitment to inclusion and seeks to make sure everyone does well. The provision for pupils with special educational needs is led well. Good systems are in place to identify pupils, provide appropriate support and check that pupils make progress towards their targets.

35. The school is very well served by its administrative staff so that the organisation and management of the school run smoothly and efficiently,

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	437134
Total expenditure	437146
Expenditure per pupil	2934

Balances (£)	
Balance from previous year	24006
Balance carried forward to the next	23995

- At present the school is carrying forward a larger than usual amount of money to try to maintain the levels of support staff and to meet some envisaged accommodation needs.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

36. Provision in the Reception class is unsatisfactory overall. Teaching and children's achievement in the development of skills in communication, language and literacy and in mathematics, are unsatisfactory. Less than a third attain the standards expected for pupils of that age by the time they enter Year 1. Unsatisfactory teaching occurs when children are taught as a whole class for too long, and activities are not matched well to their different needs. The school has detailed information about children's progress from its careful assessment systems, but the information is not used sufficiently to plan lessons and consequently tasks do not match well enough the needs of different groups in the class. Teaching and learning are also unsatisfactory when play activities lack structure.

37. While the quality of teaching and learning is unsatisfactory overall, there are examples of very good teaching. When teaching and learning are very good, the accommodation is used well to teach the children in groups, according to their different levels of attainment. At these times, assessment is used well to plan the lesson and ensure that the children are well provided for. The curriculum for the Foundation Stage is good overall, with numerous opportunities, through visits to places of interest, to encourage and extend children's interest.

Personal, social and emotional development

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

Main strengths and weaknesses

- Many outside visits develop the children's personal and social development well.
- Good opportunities are given for the children to share, take turns and become independent.
- Children's play often lacks structure.

Commentary

38. Children start school with their personal, social and emotional development below national expectations. Progress is slow, but teaching and learning are satisfactory in this area and the majority of the children reach the Early Learning Goals expected of children of this age by the end of their Reception year. The majority of children undress and dress themselves, with a little help, for physical education lessons. They enjoy sharing out fruit and pouring drinks at snack time. They also enjoy the responsibility of being the 'line leader' for a day, which also involves taking the register to the office. They confidently have their dinner in the main dining room. They play happily together in the playground. Most are self-confident when playing on their own or in a small group. They have very good relationship with each other and with adults. Many opportunities are given for the children to take turns, share, care for each other and become independent.

39. The school's focus on play promotes children's personal development well, but too often is unstructured, so that they do not make the progress of which they are capable in different areas of learning, for example in mathematics. Staff work hard to provide an interesting and relevant curriculum and take the children on many visits. These promote the children's personal and social development very well. Very good support is given for children with special educational needs, including those with considerable physical needs. The children have developed a very good awareness of the needs of each other and relationships are very good. Planning for this area of learning, based clearly on the steps towards the Early Learning Goals, is satisfactory.

Communication, language and literacy

Provision for communication, language and literacy is **unsatisfactory**.

Main strengths and weaknesses

- Higher-attaining children read with confidence and enjoyment.
- Achievement is unsatisfactory.
- Class teaching sessions are too long and not all children are involved.
- Timetabling does not always allow enough variety of activities during the day.

Commentary

40. Children start school with standards below the national expectations. By the time they move into Year 1, only one third of the children reach the Early Learning Goals expected of children of this age. By the end of their Reception year, children read at different levels of fluency with some at the early stages, enjoying talking about the pictures and recognising the occasional word. The most able showed enjoyment and confidence in their ability to read well.

41. In a lesson observed, most children enjoyed sharing a Big Book with the teacher, but the children furthest from the teacher were disengaged for much of the time. The pace of the lesson was too slow for the higher-attaining children. For example, at the start of the lesson an able girl, anxious to begin the lesson, read the title of the Big Book proudly, yet it was a while before the lesson began, and then at a pace which lacked challenge. The children enjoyed answering questions about each page and joined in saying the sounds and words they knew. However, following the reading of the book, the same seven words were taught to all the children, and the whole class were expected to take part in role play and an action song after that. The inclusion of pupils with special educational needs in role play was very good, but the majority of children made little progress in their development of speech from the experience. The repetition, because of the large group, in both the studying of the Big Book and the role play activity made the lesson far too long.

42. Teaching and learning are unsatisfactory, overall. A repetition of what had been taught in the Big Book session, later in the morning, studying small books with a group of children, resulted in the boys in particular becoming disinterested and restless. Timetabling is unsatisfactory for the needs of young children. Teaching assistants are too involved in recording children's responses instead of helping them take part, or teaching those not involved, in a smaller group. When taking a small group for writing, teaching was good and children made good progress sounding out words to the teaching assistant as they write them down. From a scrutiny of the children's work higher-attaining children write a sentence beginning with a capital letter and ending with a full stop, usually copying under an adult's writing. Average-attaining children trace over the adult's writing and are beginning to form letters on their own, for example they can write their own name. Lower-attaining children trace over the adult's writing.

Mathematical development

Provision in mathematics is **unsatisfactory**.

Main strengths and weaknesses

- Too often children are taught as a whole class for too long and they make little progress.
- When they are taught in groups the teaching is very good and the children make very good progress

- Free-play activities are not sufficiently structured to follow up what has been learned in a group or class activity.

Commentary

43. Children begin school with standards in mathematical development below national expectations. By the end of their Reception year, less than a third have achieved the Early Learning Goals. From a scrutiny of children's books higher-attaining children count to twenty, understand 'more' and 'less' and subtract numbers to nine. They know the time that they go home is 3 o'clock, understand the difference between 'long' and 'short', and recognise basic three-dimensional shapes. Average-attaining children count to ten, know the days of the week and can make repeated patterns with given shapes.

44. There was no evidence of mathematics in the work of lower-attaining children. Two lessons were observed: teaching in one was unsatisfactory and in the other was very good. Where teaching and learning were unsatisfactory, higher-attaining children were not sufficiently challenged and had to wait while other children found answers to problems. Whole class teaching for so long was unproductive for children with such a wide range of needs. In the lesson where teaching was very good, the class teacher taught the higher-attaining pupils in a group and they made very good progress in learning to add three numbers together when shopping. Middle-attaining children and lower-attaining children worked in the hall with two teaching assistants. Middle attainers threw a bean bag onto two numbers in a grid and added them together whilst others in the group, including those with special educational needs, recorded the results carefully. Lower-attaining children threw a large dice and put cubes in a dish representing the correct number. In these groups all of the children achieved well, made good progress and time was well used. Planning for this part of the lesson was very effective, but was not sufficient for the following 'free-play' activity where they could have follow up what had been learned better. Overall the teaching of mathematics is unsatisfactory.

Knowledge and understanding of the world

It was not possible to see a lesson devoted exclusively to this area, but in other lessons **good** provision was made to extend children's knowledge and understanding of the world.

Main strengths and weaknesses

- The children's knowledge and understanding of the world is greatly enhanced by many visits.
- There is little evidence of children's work influenced by these visits.

Commentary

45. The children's knowledge and understanding of the world is greatly enhanced by many visits. These have included train and bus rides, looking at a hovercraft and visits to woods, the seaside and a farm. At the farm they weighed piglets, fed lambs and collected eggs. Photographs show the enjoyment the children gain from these experiences. However, there is little evidence of children's work influenced by these visits in their drawings or paintings, or other work. The children also have enjoyed special days, such as a Swedish Day when learning about St Lucia, and a China Day when they 'visited China' for Chinese new year. At this time they experienced Chinese food and acted out 'going on an aeroplane' and performing a dragon /ribbon dance. Overall, teaching in this area is good and pupils achieve well.

Physical development

Provision for the physical development of children is **satisfactory**.

Main strengths and weaknesses

- Children achieve well in lessons in response to good teaching.
- Achievement in outdoor play is constrained by inadequate playground accommodation.

Commentary

46. The dance lesson was observed was a long lesson, the teaching was good and children learned effectively, mainly because the lesson was broken into different parts that made different demands on the children. They responded well to different kinds of music such as 'marching' and floating' music. They worked well with their partners, creating a dance of their own with a scarf, and the learned a whole class circle dance. Children's physical development is less well catered for in the restricted outdoor area where there is no climbing equipment. However, they ride bikes and push prams in this area with control.

Creative development

The provision for creative development is **good** overall.

Main strengths and weaknesses

- There are numerous examples of the children's art work of a good standard.
- They sing with enthusiasm and enjoyment.

Commentary

47. Teaching is satisfactory in music and sometimes good in art, and the curriculum provision for art is good. In music the children sing with enthusiasm and are able to keep a pulse and tempo accurately. In art they enjoyed making scarecrow pictures during the inspection, using different materials well to create their pictures. They have made junk models, painted careful patterns and used bark and leaves to create a 'Firestone Copse' collage. They build with large bricks and enjoy working at computers, able to click and drag as needed.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Teaching and learning are good and pupils achieve well in Years 1 to 4.
- Teachers and pupils have been working hard to improve standards, particularly writing. Standards are rising again and are now above average at the end of Year 4 in all aspects of the subject.
- Assessment is good and pupils' performance is carefully tracked and, when necessary remedial action taken.

Commentary

48. Standards in the national test for the end of Year 2 dropped last year, particularly for writing. The staff have worked hard and successfully to resolve this issue and work seen during the inspection is average at the end of Year 2 and above average by the end of Year 4. This is an improvement and reverses the previously falling trend.

49. Pupils' achievement in English is now good in Years 1 and 2. When they start Year 1 standards are broadly in line with expectations in speaking and listening, and below average in reading and in writing. At the end of Year 2 present standards are broadly average across the board. The good achievement continues into Years 3 and 4 and by the end of Year 4 standards are above average in all three aspects of English.

50. Pupils respond well to the positive and encouraging climate that teachers set and are keen to contribute in class and this is a significant factor in their good achievement. They show good skills in speaking and listening. Reading skills are above average at the top of the school. Pupils develop a good use of strategies for recognising unfamiliar words and they often read difficult text with good understanding and recall. Most pupils enjoy reading and read regularly for pleasure.

51. The school has recently focused on the development of writing skills and there is evidence of improvement. Much of this work at the top of the school focuses firstly on improving pupils' speaking and listening skills through role play in drama. This is then transferred into writing. Pupils write for a variety of purposes. They take notes, tell stories and write descriptively. Handwriting, grammar and spelling are generally good and pupils are confident in the use of sentence construction. Pupils make good use of information and communication technology in their writing, particularly to redraft their work.

52. Most higher attaining pupils achieve well. There are a few gifted pupils in the school and satisfactory provision is made for them, with contact with the mainland to provide more challenge. Pupils with special educational needs also make good progress because their specific needs are effectively addressed. Pupils who speak English as an additional language are helped to gain access to the curriculum by good provision from a specialist teacher who helps them to quickly acquire early language skills. Once those skills are acquired they make good progress.

53. The overall quality of teaching in English is good and promotes a good quality of learning. Teachers have good subject knowledge and understanding in English and they understand how children learn in the subject. In all lessons the relationships between teachers and pupils, and between pupils are very good. Teachers have high expectations of their pupils so that they are challenged and learning is rigorous. Consequently, the quality of learning is often good for all in the class.

54. Assessment in English is good and teachers use the information well for planning lessons. The aims for each lesson are usually set out for the different groups in the class so that the teaching is clearly focused and the work purposeful, but there are occasions when the learning aims for different groups could be more clearly defined.

55. Homework is used very well to extend and reinforce pupils' learning. The tasks provided are well judged. Homework is marked regularly and the marking is positive and accurate. Pupils develop good habits of regular reading from an early age.

56. The leadership of the subject is good and this is giving impetus for improvement. Policies and schemes of work are good. Assessment procedures are good and pupils are assessed regularly and consistently. Their progress is tracked through the school and targets are set. The subject is monitored rigorously. Resources and accommodation for English are good overall and the library makes an important and positive contribution to pupils' achievement in English.

57. At the last inspection in 1998, attainment in English was above average. Since that inspection standards declined in tests at the end of Year 2. Recently, however, the provision for English in Years 1 and 2 has changed and the evidence from pupils' work indicates that standards are improving.

Language and literacy across the curriculum

58. Pupils make good use of their literacy skills across the curriculum in Years 3 and 4 and use their skills soundly in Years 1 and 2. Good opportunities are taken to improve pupils' speaking and listening, and their reading skills.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Very effective checks on pupils' progress and high expectations means that all pupils achieve very well and make very good progress as they move through the school.
- Teaching is well matched to pupils' needs and engaging so pupils learn well in lessons and are enthusiastic about the subject.
- A very strong focus on learning basic skills allows pupils to confidently use what they have learnt to solve problems.
- Teachers' marking does not give pupils enough information on how they can improve.

Commentary

59. There has been good improvement since the last inspection with higher standards and pupils' achievement improving. This is the result of the school's consistent focus on teaching the basic skills. Standards in mathematics are well above those expected for Year 2 pupils nationally, and pupils in Year 4 are on course to reach well above the average standards. This represents very good achievement because many pupils begin school with lower than average mathematical knowledge and understanding. Pupils in all year groups, from Year 1 to Year 4, are achieving very well.

60. Throughout the school the quality of teaching and learning is good because of the very successful use of information gained through assessing pupils' skills. Teachers regularly check to make sure pupils are making sufficient progress. This information is used very effectively to group pupils and provide appropriate tasks, as well as arranging additional support where needed. Teaching assistants give good support for pupils with special educational needs. As a result, these

pupils achieve very well. In lessons teachers are good at explaining how pupils can improve. For example, in a Year 4 lesson, a pupil's mistake in setting out a formal addition sum was quickly tackled allowing the teacher to demonstrate the correct method on the whiteboard to the rest of the class. This level of support is not reflected in teachers' marking where pupils' receive limited information on how they can improve their work.

61. Work is challenging in lessons and teachers have high expectations of what pupils can achieve, which promotes high standards. Pupils enjoy mathematics and are keen to join in during lessons because teachers' planning includes a variety of strategies to motivate and engage them. Pupils have a very good grounding in number calculation, shape, space and measures, and handling information. Because teachers place a high priority pupils' explaining how they have arrived at an answer, pupils strengthen their knowledge and grasp of basic skills further. Pupils use mathematical vocabulary confidently because teachers use it themselves and consistently encourage pupils to use it too.

Mathematics across the school

62. Mathematical skills are used and developed in many other areas of the curriculum. Time lines are used to develop pupils' understanding of chronology in history, in science accurate measurements are taking when measuring how tall a bean grows, whilst across the curriculum pupils use graphs and charts to present their findings. Pupils have good opportunities to develop their numeracy skills by using ICT.

SCIENCE

Provision for science is **very good**.

Main strengths and weaknesses

- Standards are well above average and pupils achieve very well.
- Pupils have a thoughtful and enthusiastic approach to the subject.
- A recently introduced, investigative approach to the subject is being successfully implemented.
- Pupils think scientifically.
- Examples of very good practice in the way pupils record their findings were observed in Year 2.
- There is inconsistency in the way pupils record their work.

Commentary

63. In the 2004 National Curriculum teacher assessments in Year 2, the percentage of pupils reaching the expected level 2 was high, when compared with schools nationally. The percentage of pupils reaching the higher level 3 was above average. An above average proportion of pupils reached the higher level in 'life and living processes' and 'materials and their properties'. A high percentage of pupils reached level 3 in 'physical processes' and 'experimental and investigative science'. This high level of achievement in experimental and investigative science was observed during the inspection. Standards have considerably improved since the last inspection, when overall standards were above the national average in the National Curriculum teacher assessments.

64. Pupils achieve very well in Years 1 and 2 and by the end of Year 2 standards are well above average. Very good was evident in a Year 1 lesson when pupils learned that sound involves movement. The very good achievement was a result of the teacher's exuberant presentation of the lesson, his good resources and very good planning and class management. Pupils knew nothing about the subject at the start of the lesson and quickly grasped the essence of what was being taught. In a Year 2 lesson, pupils' achievement was excellent because of the considerable knowledge gained through investigation, and the excitement engendered by finding out that a plasticine boat will float if moulded into the right shape. Pupils explained their findings orally and their recording was of a high standard, with writing frames prepared for pupils of different level of

attainment. Pupils enjoyed writing about their experiment as much as they enjoyed carrying it out. A scrutiny of pupils' work shows that this standard of recording has only recently been achieved. In the lesson observed, instructions by the teacher were very clear, and there was a very good balance of direct teaching and investigative freedom. Planning, and as a result timing within the lesson, was particularly effective. Teaching and learning in Years 1 and 2 is very good overall, and at times is excellent.

65. Pupils achieve well in Year 4, where standards are above average in two of the four attainment targets, 'experimental and investigative science' and 'materials and their properties'. In the lessons observed, standards were well above average in Year 3 where pupils were learning about shadows. The lesson was postponed until the sun shone and was carried out in two parts. Pupils drew round their shadows in the playground in the morning and returned in the afternoon to see if there had been any change. After they had drawn round their shadows they predicted what might happen. Both in this lesson and in the lesson on floating and sinking in Year 2 pupils showed a much greater than average degree of scientific knowledge and interest than is usually observed. They brought to their predictions the scientific knowledge they had previously gained. For example, more able Year 3 pupils knew that the earth moves round the sun and that this would cause the shadow to 'move a bit' or 'get shorter', whereas others thought the shadow might 'change a bit, because the sun is brighter and goes in and out of clouds'. Pupils thought hard about their predictions, talking through their ideas with teachers and teaching assistants with considerable interest. The amazement displayed when finding that their shadow had disappeared, only to be found behind them, was an experience few will forget. A Year 4 lesson, the first in a series on habitats, was equally successful. Very good use was made of the very well planned school garden and the playground to investigate different organisms and their habitats. Pupils in all classes work very well with partners and teachers question pupils in a manner that makes them think scientifically. Teaching and learning in both Years 3 and 4 are very good.

66. A scrutiny of pupils' work shows that pupils of average attainment often produce work of an above average standard because they successfully write up an investigation in their own words. Year 4 pupils have covered a good amount of investigative work on temperature and insulations. Recording frames are well prepared and, as a result, higher-attaining and lower-attaining pupils write up their investigations successfully. Pupils use their mathematical knowledge when they use graphs to record their results, for example when noting whether shorter children have smaller hand spans. Science has also successfully been linked to health education, for example when pupils in Year 3 study teeth.

67. The subject is very well led and well managed by a specialist. Whilst monitoring of the subject is still in the process of being developed the subject leader has moved the subject forward by recently changing the emphasis of science lessons to a mainly investigative approach. This is highly successful and is resulting in a high degree motivation both by pupils and teachers alike. Teachers' planning is very good and there are examples of pupils recording very well, although this is not yet consistent. The recent development and care of the school garden are real assets. The weakness mentioned in the last report, relating to the needs of lower-attaining pupils, has been addressed and these pupils often show ability in this subject, taught through practical activities. Improvement overall has been good.

Information and communication technology

68. During the inspection no direct teaching of **ICT** was planned or seen, so that no overall judgement on provision can be made. Talking to pupils and looking at their work indicated that standards were broadly average at both Year 2 and Year 4. This is an improvement since the last inspection when standards were judged below average. The subject leader has effectively ensured that pupils now cover all aspects of the ICT curriculum, including control and modelling, through the development of a scheme of work for use throughout the school.

69. Staff training and the improvement of the resources available for both teachers and pupils have been appropriately identified as priorities for development. In addition to the provision of targeted support from the subject leader, in service training is being undertaken to ensure consistent provision across the school. Recently, interactive whiteboards have been introduced and they are being used well by teachers and pupils. For example, Year 1 pupils practised their mouse control skills during a mathematics lesson using a wireless mouse to uncover numbers hidden on a hundred square. Resources for ICT generally are good and used well. As well as supporting pupils' learning within class, computers in the library are used by small target groups working alongside teaching assistants and children at lunchtime.

HUMANITIES

Religious education, geography and history were sampled, as too few lessons could be seen during the inspection to judge teaching or pupils' achievement.

70. **Geography** was sampled during the inspection. The subject leader was interviewed. Pupils' work was scrutinised and part of a lesson was observed. The breadth of the curriculum and standards were reported as unsatisfactory in the time of the last inspection report. Provision has since improved and is now satisfactory,

71. In the work seen standards were in line with expectations, although much of the recorded work seen was worksheet based. The local environment is used well, from the school grounds in Year 1, to the seaside and the Isle of Wight contrasted to the Isle of St Lucia in Year 2, and studies of the village of Bonchurch contrasted with an Indian village in Year 4. Pupils carry out a survey of the local shops and study land use in Year 3. Geography is linked to science, when pupils study weather and light, and to history when pupils study the Vikings. The Internet is used satisfactorily for researching information. A residential visit for Year 4 to Eastdene provides pupils with further opportunities to carry out fieldwork. This is photographed extensively. Recent land movements such as landslips are also studied and photographed. ICT is used well to record pupils' activities in geography but is seldom annotated. Little evidence was seen of map reading or the drawing of plans and maps.

72. **History** was sampled. One lesson was observed in Year 4, work was scrutinised and the subject leader was interviewed. History is a strong subject, because the school makes the most of the considerable resources the Isle of Wight offers. In Year 1 pupils visit Carisbrooke castle museum, Year 2 pupils visit Osborne House when they study the Victorians and Year 3 pupils cross the Solent to visit Southsea castle when studying the Tudors. When studying the Romans, Year 4 pupils visit Brading Roman villa and the local library to look at mosaics, and the teacher from the Carisbrooke castle museum visits the school with replica Roman armour. The lesson seen, taken mainly by the visiting teacher, was excellent, because of the excellent resources and excellent questioning and information imparted, as pupils tried on different pieces of armour.

73. No **religious education** lessons were planned during the inspection so that overall provision can not be judged. Looking at pupils' work and talking to pupils from Year 2 and Year 4 demonstrated an appropriate understanding of different faiths, religious symbols and celebrations. The pupils explained why faiths have different beliefs and were sufficiently sensitive to show an appreciation of these differing beliefs. The introduction of a structured scheme of work, based upon the locally agreed syllabus, has led to the improvements in standards from the last report. The subject leader has effectively ensured consistency of planning across the school through regular checks, however checks on pupils' progress through assessment are currently limited. Learning in religious education is promoted well in assemblies, where pupils have the opportunity to reflect upon themes.

74. The school has good links with faiths in the local community and makes effective use of the local church to enrich pupils' learning and understanding. Pupils spoke with enthusiasm of their visits, naming different items such as the font, altar and cross, explaining their religious symbolism.

The subject leader increasingly emphasises the development links to other faiths in the community. The school is very aware of using pupils' own first hand experiences and knowledge in lessons, both deepening understanding of a faith and also promoting cultural differences and similarities. Year 4 pupils talked enthusiastically about what they had learned during a recent study on Hinduism.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology, music and physical education were sampled.

75. Examples of work in **art** of a good standard are in evidence in pupils' folders and on display, but there is insufficient evidence to judge standards overall. In lessons seen during the inspection, standards were above average.

76. The teaching was good in one lesson and satisfactory in the other. In both cases the teachers had good knowledge and understanding of the subject. Expectations were appropriately demanding and pupils happily fulfilled those expectations. Classroom management was good.

77. The subject is managed well by the arts coordinator, who is enthusiastic and conscientious. Schemes of work are comprehensive and give a good structure for teachers to plan to. At present assessment in art needs further development so that teachers can more effectively track pupils' progress.

78. The curriculum for art is strongly enriched by numerous opportunities for pupils to work with artists who visit the school. For example, during the inspection a mosaicist was working successfully with the Year 4 class. Pupils are also frequently taken out on visits to provide ideas for art work.

79. It was possible to see only one **music** lesson during the inspection and no overall judgement about standards or provision can be made. In the lesson seen however, standards of performance were average and teaching was satisfactory. In class and in assemblies pupils sing with enthusiasm. The singing is in time and in tune, but the tone is sometimes in need of refinement.

80. Curriculum leadership, by a committed and enthusiastic coordinator, is good. The scheme of work provides a good range of activities for teachers to work with. Assessment in music is sound but does not yet give sufficient information about how well pupils are progressing to help teachers plan the development of musical skills.

81. Instrumental teachers visit the school and a good proportion of pupils learn, but there is no regular opportunity for them to make music together.

82. **Physical education** was sampled during the inspection. One lesson was observed in Year 2, the subject leader was interviewed and his curriculum file and wall displays scrutinised. Curriculum planning indicates that the school provides well for pupils, in spite of the small playground and hall. Many different sporting activities are provided.

83. No overall judgement can be given on standards or teaching, but in the lesson observed, standards, teaching and learning were satisfactory: learning objectives were met, but pupils displayed a lack of self discipline. Not enough was demanded physically of pupils to channel their considerable energy and they were seldom shown how they could improve on their work. Assessment across the school is an area which is still unsatisfactory. The school is aware of this and has this as a priority for development.

84. Since being appointed, the headteacher has developed the subject well and the pupils are offered a very wide range of activities, especially for a small school. A scheme has been adopted and improvement overall in the subject has been good. By Year 4 pupils have experienced parachute games, football, netball, basket ball, cricket and tennis. The school has links with the

local tennis club and the tennis coach works in the school. Links with cluster schools have also been developed. Photographs show that pupils take part in many sporting activities at the local sports centre such as, abseiling, rock climbing, trampoline, swimming. About twenty pupils go ice skating. Year 3 pupils go swimming and about 50 percent of them swim 25 metres by the end of the year. Dance is a strength of the school and present and past pupils, together with adults, learn Samba dancing after school. They recently took part in the Samba dancing at the Ryde Arts Festival / carnival. In the summer term, Year 4 learn country dancing, which makes a good contribution to their personal, social and health education. Dance lessons tend to be teacher led and a more creative ways of teaching are being explored. Whilst many of the sporting activities take place as part of the timetabled curriculum, clubs are very well attended. Most pupils belong to at least one after school sports club.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This area of the curriculum was sampled.

85. The school plans well for the provision of PSHE and citizenship. During the inspection inspectors saw some of the delivery of the programme during Form and assembly times. The good provision relies on a good programme of work that teachers deliver in a manner that they consider to be best for their class. Good quality assemblies reinforce the provision. Ad hoc discussions that ensue from events in the school are also used well as a means of reinforcing the more structured programme. For example, pupils in one class that experienced relationship problems were required to answer the afternoon register by saying who they had played with and whether it had been fun.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
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	2
The school's links with other schools and colleges	4
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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

