

INSPECTION REPORT

GURNARD PRIMARY SCHOOL

Gurnard, Cowes

LEA area: Isle of Wight

Unique reference number: 118160

Headteacher: Mrs E Jackson

Lead inspector: Mr J Sorsby

Dates of inspection: 3rd – 4th May 2005

Inspection number: 266936

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Community
Age range of pupils:	4 to 9
Gender of pupils:	Mixed
Number on roll:	177
School address:	Hilton Road Gurnard Cowes Isle of Wight
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Patricia Paterson
Date of previous inspection:	19 th April 1999

CHARACTERISTICS OF THE SCHOOL

Gurnard Primary School is a small first school with 177 pupils from reception to Year 4, taught in six mixed age classes. Three pupils are of a background other than white British or mixed British and all except a very small minority are fluent speakers of English. Pupils come from a large and diverse area of the island; overall their socio-economic status is average.

APPROXIMATELY 10 PER CENT OF PUPILS HAVE SPECIAL EDUCATIONAL NEEDS, WHICH IS BELOW AVERAGE. MOST OF THESE PUPILS HAVE SOCIAL, EMOTIONAL OR BEHAVIOURAL PROBLEMS OR SPEECH OR COMMUNICATIONS DIFFICULTIES. 0.6 PER CENT OF PUPILS, A BELOW AVERAGE PROPORTION, HAVE A STATEMENT OF SPECIAL EDUCATIONAL NEEDS. OVER 13 PER CENT OF PUPILS JOINED OR LEFT THE SCHOOL AT TIMES OTHER THAN NORMAL IN THE LAST YEAR, THIS IS HIGH. THE DISTRIBUTION OF PUPIL MOBILITY IS NOT UNIFORM IN THE SCHOOL, AND SOME YEAR GROUPS HAVE SIGNIFICANTLY HIGHER RATES. FOR EXAMPLE, 47 PER CENT OF THE PUPILS WHO SAT THE NATIONAL TESTS AT THE END OF YEAR 2 IN 2004 JOINED THE SCHOOL LATER THAN NORMAL. THIS PROPORTION CAN SIGNIFICANTLY INFLUENCE TEST RESULTS. THE OVERALL PROPORTION OF PUPILS KNOWN TO BE ELIGIBLE FOR FREE SCHOOL MEALS, 7.3 PER CENT, IS BELOW AVERAGE. AMONG THOSE PUPILS WHO SAT THE 2004 NATIONAL TESTS, THIS PROPORTION WAS 15 PER CENT. CHILDREN'S ATTAINMENT ON JOINING THE SCHOOL IS AVERAGE.

The school received a Healthy Schools Award and a School Achievement Award in 2003. In 2002 and 2005 it was awarded Investor in People status.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
14042	J Sorsby	Lead inspector	
32676	N Power	Lay inspector	
32747	K Faulkner	Team inspector	English Information and communication technology Geography History Provision for pupils with special educational needs
23273	R Freeland	Team inspector	Mathematics Art and design Design and technology Religious education
8056	H Probert	Team inspector	Areas of learning for children in the Foundation Stage Science Music Physical education Personal, social and health education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very effective school**. It provides very good value for money. Pupils achieve well and their standards rise from being average when they join the school to being well above the expected level by the end of Year 4.

The school's main strengths and weaknesses are:

- The quality of teaching and learning is very good
- Very good use of information about what pupils know, understand and can do ensures that lessons accurately address the needs of all pupils.
- The very well enriched curriculum meets the needs, abilities and interests of pupils very well.
- The school's work to ensure that all pupils are fully included in all that it offers is exemplary.
- Pupils are very well cared for, supported and guided.
- The school is very well led and managed
- The quality of teaching in Years 3 and 4 is good in contrast to the very good teaching in the rest of the school.

The school was last inspected in April 1999, at which time it was providing a very good quality of education and there were no key issues requiring attention. Nevertheless, there has been continued very good improvement. Standards have risen in reading at the age of seven, religious education at the age of nine, and mathematics and information and communications technology (ICT) throughout the school. The quality of teaching and learning has improved as has provision for pupils' spiritual, moral, social and cultural development. Procedures to measure what pupils know, understand and can do have improved as has the use of such data to ensure all lessons meet individual pupils' needs. The curriculum has improved as has the value for money being provided by the school. The rate of attendance has deteriorated slightly.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
reading	A	A	B	B
writing	A	A	C	C
mathematics	A*	A	A	A

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

Pupils achieve well. Pupils join the school with standards that are expected for their age, and leave with standards that are well above average.

Children now in Reception achieve well in all aspects of their learning and standards are on course to be above those expected for their age. Although teaching in Reception is very good, learning was limited last year because of high pupil mobility. This year, standards are lower than might be expected because of the high proportion of children with special educational needs. Pupils achieve well in Years 1 and 2 as a consequence of continuing very good teaching. Standards in Year 2 in reading, writing and mathematics are well above

average, an improvement since the school's results in the national tests in 2004 as reported in the table above. In 2004 the group of 34 pupils included an above average proportion with special educational needs, a pupil who joined the school very late in Year 2 speaking no English and 47 per cent of pupils who joined the school late and had insufficient time to benefit fully from the very good teaching.

Pupils achieve satisfactorily in Years 3 and 4, maintaining their well above average standards in English, mathematics, science, ICT and religious education. Achievement in Years 3 and 4 is satisfactory, partly because the quality of teaching, while good overall, is inconsistent, and partly because of continuing high pupil mobility.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. Pupils behave very well in almost all lessons. Some instances of silly behaviour were seen in a very small number of lessons in Years 3 and 4. Overall attendance rates are satisfactory, an improvement in the past year. Punctuality is good. Pupils are highly motivated and have very good attitudes to school and to learning.

QUALITY OF EDUCATION

The school provides a very good quality of education; the quality of teaching and learning is very good overall. Assessment and the use of assessment data to meet individual pupils' needs are very good. The support and guidance of pupils is very good and pupils have a good understanding of their standards and targets and how to improve their work. Teachers motivate pupils very well and most lessons are fun. Pupils are taught very useful life skills such as how to learn, contributing well to their good progress. All pupils are highly motivated to learn and behave very well. The curriculum, which is well designed, ensures pupils' enjoyment of learning and interest in lessons. The curriculum is very well enhanced with extra-curricular activities and well enriched through the school's close ties with the local church, other schools and the community. The pupils for whom English is an additional language are very well provided for as are pupils who have special educational needs. The quality of care provided to pupils is very good, and parental support of pupils' learning is good. Learning resources and accommodation are very good. All pupils are exceptionally well catered for to ensure their full inclusion in all the school offers.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The headteacher continues to instil a sense of calm and stability to the school, while demanding and achieving hard work and strong commitment from the staff. The headteacher and almost all subject leaders monitor the school's work very effectively and take appropriate action to deal with identified areas for development, promptly and efficiently. Hence a slight slippage in standards in Year 2 in 2004 has been successfully addressed and standards have risen. She has clarity of vision, a sense of purpose and high aspirations. The governors are effective and ensure that the school complies with its statutory responsibilities. All staff and governors are committed to helping the school constantly improve its provision, while ensuring pupils' wellbeing and happiness.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The overwhelming majority of parents and pupils are delighted with the school, and pupils confirm how much they enjoy attending.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- Improve the quality of teaching in part of Years 3 and 4 to raise it to the very good quality present in the rest of the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

STANDARDS ACHIEVED IN SUBJECTS

Pupils achieve well in Reception and Years 1 and 2 and reach well above average standards. Satisfactory achievement in Years 3 and 4 maintains these high standards.

Main strengths and weaknesses

- Pupils achieve well in Reception and Years 1 and 2.
- Standards are well above average in English, mathematics and religious education at the end of Year 2 and Year 4.
- Pupils with special educational needs achieve very well.
- Achievement in Years 3 and 4 is satisfactory because the quality of teaching is not as good as in Years 1 and 2 and many pupils attend the school for too short a time to benefit fully from all it offers.

Commentary

1. Uncharacteristically, throughout the school, very good teaching results in only good progress and good teaching results in only satisfactory progress. This is because of the very high proportion of pupils who leave and join the school at times other than normal and in Years 3 and 4, because the quality of teaching is good, in contrast to the very good teaching in the rest of the school. In some year groups the proportion of leavers and joiners may be as high as 60 per cent with almost 50 per cent joining late, including a significant proportion with lower standards than their new classmates. The school rarely begins an academic year with full classes. One year group that is particularly affected by high pupil mobility is the current Year 3. This had a significant adverse impact on their standards when they sat the national tests for pupils in Year 2 in the summer of 2004 and continues to have an impact on their standards and progress now they are part of the mixed Year 3 and 4 classes. Of the pupils who took the tests in 2004, 47 per cent joined late including a small minority who spoke no English.

2. The following table demonstrates that pupils in Years 2 in 2004, while exceeding national average results, achieved lower standards than pupils in Years 2 in 2003. Compared to all schools nationally and similar schools their standards were average in writing, above average in reading and well above average in mathematics. These results were strongly influenced by high pupil mobility. The trend in the school's results was one of maintained very high standards over a period of several years until the dip in reading and writing standards in 2004. However, the inspection judgement is that the secure improvements in the school since September 2004 have reversed the trend. The standard of the work seen in Year 2 is consistent with well above average results in the tests to be sat at the end of the year.

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

Standards in:	School results	National results
reading	16.8 (17.4)	15.7 (15.8)

writing	15.1 (16.5)	14.6 (14.4)
mathematics	17.8 (17.8)	16.3 (16.5)

There were 34 pupils in the year group. Figures in brackets are for the previous year

3. Having joined school with expected ability for their age in all areas of learning, children in reception make good progress and reach standards above those expected for their age in their mathematical and social development, their knowledge and understanding of the world, in their communications, language and literacy skills and in their physical and creative development. These improvements in standards since the last inspection are the consequence of very good teaching and a well structured programme of study that accurately meets their needs.

4. Continued very good teaching in Years 1 and 2 results in continued good progress in reading, writing, mathematics, science, ICT and religious education. Overall, all pupils, including higher attaining pupils and those who are gifted and talented but excluding those with special educational needs achieve equally well. Pupils with special educational needs achieve better than other pupils – they achieve very well as a consequence of the detailed lesson planning and high quality support given them by teachers and teaching assistants and the specific programmes such as emotional literacy which are provided for their benefit. Standards at the end of Year 2 in reading, writing, mathematics and religious education are well above average while those in science and ICT are above average.

5. In Years 3 and 4, good teaching results in satisfactory achievement and standards are maintained. Pupils now in Year 4 have well above average standards in English, mathematics and religious education and above average standards in science and ICT. Because of the continuing effect of pupil mobility, most pupils achieve satisfactorily while, for the reasons explained above, pupils with special educational needs achieve well. Those who are gifted and talented also achieve well.

6. As a consequence of improvements in the quality of teaching and learning and the use of assessment data to plan lessons that accurately meet pupils' needs, standards have improved in English, mathematics, ICT and religious education since the last inspection. Very good leadership and management have made a major contribution to these developments; parents are very happy with the progress their children make.

PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES

Pupils' attitudes and behaviour are very good. The spiritual, moral, social and cultural development of pupils is very good. Attendance is satisfactory and punctuality is good.

Main strengths and weaknesses

- Pupils have very good attitudes to school and their work and behave very well.
- Pupils' personal development, including their spiritual, moral, social and cultural development is very good.

Commentary

7. Pupils are inquisitive, kind, considerate and keen to learn. They enjoy their school and all it offers them. The school's ethos and systems for managing the pupils' behaviour encourage them to be responsible. They value their personal entries in the 'Gold Book', a

record of all the 'Gold awards' presented for positive behaviour and other personal achievements.

8. Pupils develop very well personally. They are supported in this by a caring staff and the school's ethos. Many opportunities are provided for pupils to consider spiritual, moral, social and cultural issues through assemblies, class discussions, religious education, the personal, social and health education curriculum and special events and visits. Teachers make very good use of opportunities available to them to help pupils to develop positive personal attributes. Pupils are thoughtful, know the difference between right and wrong and get on well with each other. Overwhelmingly, their behaviour is very good, although some instances of silly behaviour were seen in a very small number of lessons in Years 3 and 4 which were not sufficiently well managed. There were no exclusions in the last reporting year.

Attendance

9. Attendance in the latest reporting year was below the national average and unsatisfactory. This is a deterioration since the last inspection. However, the school has been working hard to raise the attendance rate and figures currently show that it is much improved and is now in line with the national average.

10. Pupils' very good attitudes and behaviour have been maintained since the last inspection.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.8	School data :	0.0
National data:	5.1	National data:	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a very good quality of education; teaching and learning are very good. The very well enriched curriculum meets pupils' needs and results in many lessons that pupils enjoy, contributing well to raising their standards. The very good curriculum meets all statutory requirements. Processes for the collection of assessment data are very good as is the use of data to respond to pupils' individual needs except in physical education.

TEACHING AND LEARNING

The quality of teaching and learning and arrangements for assessment are very good.

Main strengths and weaknesses

- The quality of teachers' planning is very good.
- Information about what pupils know understand and can do is used very well to plan lessons that meet pupils' individual needs, except in physical education.
- Teaching assistants provide highly skilled support to pupils and teachers.
- Teachers set high expectations of pupils' behaviour and learning. They motivate and manage pupils very well, and pupils respond very well.
- All pupils are fully included in all the school offers.
- The quality of teaching in Year 3 and 4 is good, in contrast to the very good quality in the rest of the school.

Commentary

Summary of teaching observed during the inspection in 29 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	17	10	1	0	0	0

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

11. The quality of teaching and learning has improved since the last inspection as a consequence of the programme of monitoring and staff development carried out as part of the school's very good leadership and management. While it is very good overall, there are inconsistencies in Years 3 and 4 that affect the progress made by some pupils. The headteacher is aware of the problem and steps have begun to rectify it.

12. Of particular merit is the manner in which all pupils are included in all the school offers. Teachers and teaching assistants monitor pupils' work and progress and their response in lessons very accurately and plan lessons to ensure that each pupil is appropriately challenged by the work with which they are presented. This ensures that each can cope and make progress while not being discouraged by work which is too difficult. The data from monitoring feeds directly into teachers' planning, which is of a very good quality. The exception is physical education. In common with all other subjects inspected, assessments are made at the end of each year and these are used to influence planning in the subsequent year. However, in physical education unlike other subjects inspected, there is no regular daily assessment of how pupils have coped with individual lessons and hence subsequent lessons are not fully effective in meeting individual pupils' needs. The exception to this is swimming which is very well taught by qualified instructors who place an appropriate emphasis on daily assessment.

13. Teaching and learning is strengthened by the very good team work between teachers and teaching assistants. Teaching assistants are well trained and directed by teachers. Each is fully involved in assessing pupils' knowledge and skills, planning lessons to meet pupils' needs and in supporting those pupils who require extra help in lessons, particularly those with special educational needs. Some specifically trained teaching assistants provide special courses for pupils with special educational needs, such as the emotional literacy course provided in order to help a small number of particularly needy pupils learn to better cope with school. Teachers use an effective range of teaching styles to ensure that pupils with special educational needs are fully involved in all lessons.

14. Pupils respond very well to their teachers and teaching assistants. Relationships between pupils and adults are very good and pupils behave very well. They are highly motivated and eager to learn. Their motivation is enhanced by very skilful use by teachers of assessment data not just to plan lessons but also to keep pupils fully informed about their personal targets and how to achieve them. This provides very good clarification for pupils as to what they are trying to do and why and contributes well to their achievements.

15. In numerous highly successful very good lessons seen, and in the one excellent lesson observed, teachers used their skills very effectively to teach lessons in which pupils made large and sometimes very large gains in their knowledge and skills. Pupils were very well motivated, enjoying themselves and very keen to succeed. Teachers, teaching assistants and pupils worked as a strong team to reach the lessons' learning objectives. In the excellent lesson observed, the teacher and her pupils were totally "tuned into" each other and everyone enjoyed the lesson greatly.

16. Because of high pupil mobility, the quality of teaching for some pupils in Years 3 and 4 is not of a sufficient standard to enable them to continue the good progress they make earlier in the school. Consequently their progress is satisfactory and they maintain the standards they reach in Year 2. Two features distinguished good from very good teaching. Firstly, the management of the pupils' behaviour was slightly looser resulting in some silly behaviour and time wasting. Secondly, explanations of new work by the teacher were not always sufficiently clear before pupils began their individual or group work, intended to reinforce their new knowledge. Consequently they do not learn as well as they might.

THE CURRICULUM

Pupils benefit from a very well structured curriculum that meets all statutory requirements. It is very well enriched with a broad range of extra-curricular activities, and meets the needs, abilities and interests of pupils very well. Learning resources and the accommodation and grounds support the teaching of the curriculum very well.

Main strengths and weaknesses

- Very good schemes of work ensure that all aspects of the curriculum are taught in a manner that meets the needs and interests of all pupils.
- The curriculum is very well enriched by a programme of visits, visitors and activities outside the normal school day.
- The learning environment is stimulating, and the grounds having many valuable features that support learning well.
- Provision for pupils with special educational needs is very good.
- The location of the Reception children's outdoor play area limits their independent learning.
- Provision for gifted and talented pupils is very good.

Commentary

17. The curriculum, including that for children in Reception, which meets all statutory requirements, has improved since the last inspection and is very good. Curricular planning is very good and links between subjects are exploited well. These make lessons more interesting for pupils, they result in more efficient use of time and they enable and encourage pupils to use and practise their literacy, numeracy and ICT skills in all lessons, contributing well to their achievement. The headteacher and subject leaders review the curriculum regularly and place considerable emphasis on its remaining innovative so that learning remains fun. Very good schemes of work exist for all subjects and these are constantly monitored and improved to make the curriculum even better. In many subjects the curriculum emphasises learning through investigations, contributing well to pupils' achievements. The delivery of the curriculum teaches pupils how to learn as well as what to learn.

18. The school presents a rich and stimulating environment. All areas of the curriculum are well resourced. Within the building displays demonstrate well that pupils enjoy their work; this further stimulates pupils and staff. Outside areas are used to the full to enhance the quality of learning. The playgrounds have safe sheltered areas with markings on all surfaces to motivate purposeful play. Flower beds and gardens are well kept with a rich variety of shrubs and trees. Equipment is readily available and a system of gates and fences add to the safe management of the play areas. An arch from the playground leads to a series of outstandingly varied and interesting environments. The orchard is a learning zone which not only complements the natural science elements of the curriculum but is used for geography and during the harvest supper was used to add to pupils' understanding of the wonders of the world. Through the orchard a bog garden has rich scientific interest; large trees are inhabited by a wide variety of birds and animals. The management and use of these areas is very good. However, the nature of the school site is such that the space available for purposeful play for the very young children does not allow them to fully develop their independent learning. Because of its location, it cannot be supervised by staff located

in classrooms. Hence, children can only use the area when staff are available to be outside with them.

19. The curriculum is very well enriched with a programme of visits and visitors. Years 3 and 4 engage in a residential trip while all classes visit a very wide variety of places locally and further a field. Visitors contribute very well to pupils' learning. They have included an education officer from the farm, a puppeteer, a Muslim lady who talked about her faith, representatives of the ambulance service, environmentalists, musicians, grandparents and governors. The local vicar takes an assembly regularly and this is looked forward to by pupils and staff. It contributes well to pupils' religious knowledge as well as their spiritual and moral development.

20. Religious education, the central message of which is respect for one another, meets the requirements of the locally agreed syllabus. The personal, social and health education programme is very good. Regular lessons encompass a wide range of matters such as health and drugs education, relationships and the social and moral responsibilities of growing up and living in a community. Consequently, pupils' personal development and their attitudes and behaviour are very good, contributing to the harmonious relationships that exist throughout the school, and to pupils' achievements.

21. Curricular planning for pupils who have special educational needs is very good. Individual education plans identify short-term smart targets particularly to improve literacy skills. The plans are used by teachers to plan lessons that carefully address pupils' needs and this helps pupils to make very good progress towards their targets. The plan is also shared with parents and the special educational needs co-ordinator and learning support assistants are regularly available to discuss informally any worries that the parents and carers may have about their child's educational needs. This joint approach has a beneficial effect on pupils' achievements. The curriculum provides very well for pupils who are gifted or talented. This is achieved partly through extra provision but mainly by taking advantage of mixed age classes to ensure that pupils are always in a class where they will be sufficiently challenged.

CARE, GUIDANCE AND SUPPORT

The school gives its pupils very good support, advice and guidance based on its monitoring of their behaviour and progress. The school ensures the care, welfare, health and safety of its pupils very well. The school seeks, values and acts on pupils' views very well.

Main strengths and weaknesses

- Teachers and their assistants know their pupils very well and provide very good advice and guidance.
- The special educational needs teaching assistant supports pupils very well.
- Pupils are very well cared for and feel secure.
- The very effective work of the school council enhances school life for all pupils.

Commentary

22. Relationships between pupils and staff are very good. Teachers and teaching assistants know their pupils very well and help them to build on their strengths and overcome their weaknesses. This helps all pupils to make good progress during their time in school. The school's behaviour policy is well understood by pupils and consistently

applied. It contains guidelines for the adults to implement but also allows enough freedom for teachers to develop their own methods within its framework, contributing to the very good relationships in lessons.

23. The very effective work of the special educational needs teaching assistant is a strength of the school. The assistant, in consultation with teachers, identifies those pupils who would benefit from additional support. She runs a ten week programme of 'emotional literacy' sessions with such pupils. By the end of the programme pupils' confidence, self esteem and behaviour improves significantly and they are better equipped to benefit fully from school life. Throughout the programme the special needs teaching assistant liaises closely with teachers about the progress pupils have made and the support they need.

24. Pupils receive very good care and feel secure. They know that they can talk to any adult about problems they may have. The location of the special educational needs support assistant within the school's resource area means that she is accessible to pupils. They often share successes and difficulties with her in passing. She is then able to offer appropriate support, advice and guidance to them. Child protection procedures are thorough and known by all staff. Governors, take their health and safety responsibilities seriously and participate fully in meeting statutory requirements. There are sufficient staff qualified in first aid techniques.

25. The school has two school councils. The full school council has representatives from all years who actively seek the views of other pupils through the use of suggestion boxes. These suggestions are brought forward to the council for consideration and feedback given on the issues discussed. The eco-schools council is concerned with achieving energy saving and other environmental improvements. For example, they award certificates to pupils who make special efforts in saving electricity or water by turning off lights or taps. The school values the councils' work and does all it can to put their ideas into practice.

26. The school has maintained the very good quality of care, guidance and support for pupils since the last inspection.

PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY

The school's has very good links with parents, the community and other schools.

Main strengths and weaknesses

- Parents are very well informed about school life and are very supportive.
- The transfer of pupils to middle school is managed exceptionally well.
- Links with the community enrich pupils' learning very well.

Commentary

27. Parents, are full and actively involved partners in their children's education and receive very good information about the life of the school and the progress of their children. This includes weekly newsletters and periodic updates from class teachers about the curriculum their children are following. Progress reports are thorough and contain useful comments about how parents can help their children to improve their work. The school enjoys the voluntary help of many parents during the school day and beyond, and appreciates their efforts very much. It provides them with the training and induction they need to be fully effective whilst in school. The Parent Teacher and Friends Association is

very supportive of the school, and parents manage the swimming pool on behalf of the school.

- 28. The transfer of pupils to middle school is managed exceptionally well. Before transferring at the end of Year 4 pupils spend two full days with their new teachers and class mates in their new environment. There is also an open day for parents. Teachers from both schools work closely together before and after transfer to try to ensure that pupils continue to make good progress after they join the middle school. Teachers from the middle school teach lessons in the primary school to get to know their future pupils and have in depth discussions about all pupils with their current teachers. Teachers meet again with the middle school teachers after transfer to discuss the curriculum targets that have been set to ensure that they follow on seamlessly from what pupils have already learned. The school tracks how well their pupils do in their tests, two years after they leave, at the end of Year 6. This is an excellent feature and demonstrates well teachers commitment to the pupils.

29. Community links are used very well to benefit both the community and pupils. For example, the school has been very involved in shaping the future of the area through the Gurnard Parish Plan. Disposable cameras were provided and pupils photographed areas of the parish they liked, didn't like and would like to see improved. Their photos were then displayed at an exhibition along with a three dimensional plan of the parish and was a catalyst in seeking public opinion about the future direction of the parish. The local church is a very good resource that is available to the school and they use it very well for events and special services. The vicar is a regular visitor to the school and his contribution to assemblies is always welcomed, enjoyed very much by all and significantly enhances pupils' religious education and spiritual development. The school uses such opportunities very well to enhance and enrich pupils' learning experiences.

30. The school has maintained its very good partnership with parents, other schools and the community since the last inspection.

LEADERSHIP AND MANAGEMENT

Leadership and management by the headteacher are very good. Governance of the school and leadership and management by other key staff are very good.

Main strengths and weaknesses

- The clarity of vision and high aspirations of the headteacher and most subject leaders is reflected in very good strategic planning.
- Monitoring, evaluation and planning and taking effective action are very strong features.
- The governing body plays a very effective role.
- All members of the school community, pupils, staff, parents and governors are highly valued and fully included in all appropriate activities.

Commentary

31. The very good quality of leadership and management of the school has been maintained since the last inspection and has continued to make a significant contribution to pupils' achievement and school improvement.

32. There is a very strong sense of direction and a strong commitment to constantly improve pupils' achievement; emanating from the headteacher and governors, this is shared by all staff.

The very effective school development plan, produced with the full involvement of staff and governors is detailed and comprehensive. It is firmly based on accurate school self-evaluation and plans very effectively to overcome any identified weaknesses. For example, the slight dip in standards in the Year 2 national tests in 2004 was painstakingly analysed and a programme of remedial action introduced very rapidly. Consequently the school's previous high standards have once again been achieved. Strategic planning is effective and efficiently supported by very good budgetary planning and control.

33. A significant strength of the school that makes such progress possible is the headteacher's valuing and involvement of all. Staff morale is very high, everyone is committed to the headteacher's clear and precise vision of the future and everyone is working very hard in the context of a very strong team, to raise standards further while ensuring pupils enjoy their experience. Everyone works very hard, following the excellent role model of the headteacher. Her commitment to including all is exceptionally strong in relation to pupils, parents and governors. Steps have been successfully taken to ensure that the views of all are appropriately considered.

34. Governors make a very strong contribution to school development and discussions of a strategic nature, based on their very good understanding of the school's strengths and relative weaknesses. They play a full and active role, challenging and supporting senior management. They ensure that the school fulfils its statutory responsibilities well. Governors, including the special needs governor support the school very well through regular visits and meetings with the co-ordinators for their areas of special interest.

35. The leadership and management of special educational needs are very good. The co-ordinator works very effectively, giving very good guidance and advice to all teachers and support staff involved in teaching pupils with special educational needs. Very good improvement since the last inspection has included the introduction of a tracking system that analyses the effect of additional help on the achievement of pupils. This information is used to ensure that resources are used to best effect to help pupils have full access to all the school offers. Initiatives such as individual counselling for pupils and the emotional literacy programme are all contributing to raising pupils' self-esteem. The school invests in training courses for staff about special educational needs, enhancing the ability of teachers and teaching assistants and contributing well to pupils' achievements. The governor for

special needs is kept informed by the co-ordinator of the progress of the special educational needs action plan that is annually updated and linked to the school development plan.

36. Financial planning and management are carried out very well. Although the amount of money carried forward in March 2004 was 8.3 per cent of expenditure, this was a result of the school having received unexpected extra income during the proceeding year. This has been used for the development of two conservatories to enhance the quality of the accommodation. Given the quality of education being provided, pupils' achievements and rising standards and the slightly higher than average amount the school spends per pupil, the school provides very good value for money.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	498 511	Balance from previous year	21 882
Total expenditure	479 070	Balance carried forward to the next	41 323
Expenditure per pupil	2 721		

37. The school is well placed to continue its very good improvement. The quality of teaching is very good. The needs of individual pupils are being met through very good use of assessment. Leadership and management are very strong and all aspects of monitoring and evaluation are very well developed to ensure that the school promptly addresses any areas of weakness. All staff are strongly committed to doing their best for their pupils. In response, pupils are very keen to learn, have very good attitudes to school and behave very well.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in reception is very good.

Main strengths and weaknesses

- Teaching is very good and children achieve well; assessment is used very well in planning lessons.
- Children with special educational needs are quickly identified and very well provided for.
- The location of the outdoor play area limits the opportunities for independent learning.
-

Commentary

38. Provision for children in reception is much improved since the last inspection. Teaching and support staff are very well trained, committed and enthusiastic about providing a very high standard of education and care. The thorough assessment of children's skills on entry shows that their standards are average.

39. In all their areas of learning children achieve well rather than very well. This includes those areas of learning where teaching is very good. Last year, the discrepancy between the quality of teaching and children's achievement was because there was very high mobility of children and many did not have sufficient time to benefit fully from all that is provided. This year, achievement by the group of pupils as a whole has been good rather than very good because of some pupil mobility and because a high proportion of children has special educational needs.

40. Children with special educational needs are very quickly identified and very good support is put into place to help them to achieve well, which they do. The regular tracking of children's developing skills ensures that they are provided with work that is matched to their individual needs. Support staff are used very well to observe and to teach small groups. Parents also provide additional support in some lessons. This means that all children, including those with special educational needs, are challenged at an appropriate level and learn very well. The Foundation Stage is resourced very well and provides a very stimulating environment. Good use is made of the outside area to develop and reinforce children's learning but the area is small and not easily accessible from the reception class. It is also difficult to supervise from the classroom and the time children can spend there is therefore limited to those times when a member of staff is available to supervise outdoors. . To overcome these problems, an extension to the reception area is in the process of construction.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The promotion of children's personal, social and emotional development is well threaded through the everyday work.
- Children achieve well.

Commentary

41. Staff ensure that children's personal development is an essential element through all the activities and areas of learning. They provide a happy, calm, encouraging environment in which children quickly make progress. This includes children with special educational needs. Well-established routines promote children's sense of security and confidence. Very good relationships between adults and children help them to develop a sense of independence. The needs of each individual are very well met by the staff who know the children well. This helps them to achieve well. By the end of reception, children's standards exceed those expected for their age. Many children can express their ideas and feelings confidently and understand the class rules. They are well behaved in class but become appropriately noisy and boisterous when out to play. Good achievement is the result of very good teaching, for the reasons given earlier.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Staff have high expectations of what children should be able to do.
- The school's success in promoting literacy skills is firmly grounded in the good start they make in reception.
- Teaching is good, children achieve well and standards attained are above the average.

Commentary

42. Children achieve well because skills are systematically and carefully taught and staff give children many opportunities to practise them. For example, linked to the topic on Africa and the story of 'Handa's Surprise', the children recalled the beginning, middle and end of the story. Later, they listed the fruits involved in the story and selected them from a fruit basket. In discussion, they sequenced events in the story and talked about the characters before beginning to write sentences. Children with special educational needs are provided with very good individual support and achieve well. Children are taught the tools for reading and writing through very well planned work. A good example is the use of games to study a number of objects beginning with particular letters. The majority of the children's skills are on course to be above the average for their age by the end of reception.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Teaching is very good and children achieve well.

Commentary

43. For the reasons given earlier, very good teaching is resulting in children achieving well. Very good teaching is particularly characterised by attention to the needs of individual children and to strong team work between teachers and teaching assistants. Children are provided with a wide range of activities which promote their understanding well. For example, during the inspection they were concentrating on the use of addition in a variety of ways. Children were introduced to doubling numbers and estimation. Effective use was made of the charts to enable children to count to 100, then count in 2s up to 20 and count to 100 in 10s. Using floor dominoes they learned to explain what a double is before modelling some of the doubles on the board using + and =. Children with special educational needs join in the activities and make good progress because of the quality of the individual support they are given in the classroom by the teaching assistants. The majority of the children's skills are on course to be above the average for their age by the end of reception.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- There is a good variety of activities to promote and sustain children's interests.
- Learning is based upon very good planning and a rich and diverse approach with lots of first-hand experience.
- Children achieve well.
- Team work among staff is very good.

Commentary

44. Teaching is very good and characterised by very strong teamwork among the staff. This leads to good achievement by all children, including those with special educational needs. Teachers plan a very good variety of activities and topics to enhance children's understanding. For example, children enjoyed a series of lessons to develop their understanding of how plants grow by looking at fruits and seeds. Children learn from first-hand experience of looking at and handling seeds before planting them and observing their growth. They also learn about the conditions that promote growth as they learn to water their seeds. The majority of the children's skills are on course to be above the average for their age by the end of reception.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Regular indoor and outdoor activities and lessons in the swimming pool support children's physical development well.
- Children achieve well.

Commentary

45. Well-planned indoor activities are designed to develop children's use of pencils, brushes and scissors and this leads to good achievement overall. The provision for outdoor activities is limited by the constraints of supervision; however, there is a good range of large toys and apparatus that can be used outside. A particular strength is the opportunity to learn to swim in the school's own swimming pool. This activity is extremely well led and provides all the children with opportunities to develop their confidence and skills in the water as a good basis for future development. The majority of the children's skills are on course to be above the average for their age by the end of reception. Overall, the quality of teaching and learning is good.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

Main strengths and weaknesses

- Strong links are made between creative development and other learning activities.
- A wide range of skills are taught very well.
- Children achieve well.

Commentary

46. Teachers often link creative development to activities in literacy and other topics. For example, a study of 'Handa's Surprise' in the topic on Africa provided them with opportunities to create models of fruit using clay. In addition, children were introduced to a sense of rhythm linked to animal names. In one lesson observed, children clapped and recited rhythms for each animal and were introduced to graphic notation. The majority of the children recognise how sounds can be changed, sing simple songs from memory and recognise repeated sound patterns and match movements to music. The majority of the children's skills are on course to be above the average for their age by the end of reception.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards are well above average at the end of Year 2 and 4.
- The subject is very well led and managed.
- The whole school focus on writing is improving achievement for all pupils.
- Literacy is well linked to other subjects.
- Pupils achieve very well in Years 1 and 2 and satisfactorily in Years 3 and 4.

Commentary

47. At the time of the last inspection standards in speaking and listening, reading and writing were judged to be above average at the end of Year 2 and Year 4. Standards have improved and are now well above average in Years 2 and 4. This follows a dip in standards last year, as demonstrated by the school's results in the national test for pupils in Year 2 in 2004. This dip was the result of a higher than average number of pupils in the group with learning difficulties and because of a very high proportion of the pupils in the year group having joined the school later than normal and hence not having had sufficient time to benefit from the very good provision. The school has taken very positive steps to address this during this school year through the whole staff working together to improve standards in reading and writing in every class.

48. The improvement in standards since the last inspection and particularly in the past year, especially in writing, is the result of very good strategic leadership and management of the subject. The headteacher, appointed an extra co-ordinator to support the improvement in English. Jointly the two teachers have led the staff in improving pupils' attainment in English. Pupils' progress towards their targets is now closely monitored, work samples are collected, moderated and analysed to show the strengths and any weaknesses in learning. The whole teaching staff mark pupils' writing together against agreed criteria. As a result the whole staff now have a very good understanding of progression in writing through the year groups. This, in conjunction with staff training from external literacy experts, has helped teachers to plan more effectively to match learning to the individual needs of all groups of pupils, including those with special educational needs and higher attaining pupils. Teaching assistants and parents helping voluntarily support pupils very well in English lessons. They are well briefed by the class teacher and focus on supporting pupils with special educational need and those for whom English is an additional language so that all pupils are included in all aspects of lessons and make good progress. Teachers continually support pupils' learning, intervening when pupils are finding tasks difficult to ensure continuity of learning. Pupils' efforts are praised, promoting self-esteem and confidence and raising achievement. Other leadership initiatives such as Book Weeks, an emphasis on improving the reading standards of boys, more able writers' workshops, drama groups and outside authors contribute well to improving standards in literacy for all pupils.

49. Pupils achieve very well in Years 1 and 2 as a consequence of very good teaching. Teachers plan lessons very well. They take care to make very good use of all the data they regularly collect, through monitoring to ensure that every lesson meets each pupil's needs

and challenges each appropriately. Pupils are therefore highly motivated and work hard, eager to meet the challenge and succeed. In response to very good pupil management, pupils behave very well.

50. In some lessons for some pupils in Years 3 and 4 the teaching and learning are good rather than very good. In these year groups pupils achievement overall is satisfactorily. This is for two reasons. Firstly, although lessons are well planned and organised, sometimes the work of groups of pupils is not sufficiently monitored and as a result their learning slows down. Secondly, the mobility of pupils is very high and few attend the school long enough to benefit fully from the very good provision in English.

Language and literacy across the curriculum

51. The links between English and other subjects are very good. Non-fiction writing features in a range of other subjects including science, history and geography. In geography pupils communicate by e-mail to pupils in Australia. Younger pupils identify features of the local area that they like and dislike and have made a list of ideas for improving the village. In history Year 3 and 4 pupils have written poetry about the experience of being in an air raid shelter as part of their studies of World War II. Numerous opportunities are taken in all lessons to encourage pupils' reading and their speaking and listening skills. Displays show a high standard of handwriting and presentation.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Pupils achieve very well in Years 1 and 2 and their standards are well above average at the end of Year 2.
- Pupils' standards at the end of Year 4 remain very good as a consequence of satisfactory achievement.
- Teaching in Years 1 and 2 is very good while the quality of teaching in Years 3 and 4, although good overall, is inconsistent.
- The subject is very well managed.

Commentary

52. In the present Year 2 standards are well in advance of those expected nationally by pupils of the same age. This is consistent with recent test results which showed that mathematics is a strength of the school with Year 1 and 2 pupils achieving very well. Standards at the end of Year 4 are similarly well above average but the rate of progress diminishes in Years 3 and 4 because the quality of teaching is good rather than the very good quality seen elsewhere in the school and high pupil mobility. Overall the school is performing very well and this represents an improvement since the last inspection.

53. Teaching and learning in Years 1 and 2 is very good, characterised by good teacher knowledge, very good preparation, activities matched to the needs of the pupils and challenging work. In one Year 3 and 4 class very good teaching helped pupils who did not find mathematics easy to find easy methods to accurately calculate difficult additions. In this lesson, pupils worked enthusiastically as they enjoyed calculating the gross costs of

playground equipment, a link with their design and technology work. In another Year 3 and 4 class the quality of which was good, pupils attempted a challenge set by the teacher but some became frustrated because of lack of guidance. They went on to study the relationships between the area and the perimeter of a shape and were gaining good understanding of the relationship. During this lesson some more able pupils went out of the class to undertake specific number work with a teaching assistant; this was successful in extending their mathematical understanding. Pupils' rate of progress in Years 3 and 4 is adversely effected by their very high mobility. Many pupils join the school much later than normal and a high proportion therefore are with the school insufficient time to benefit from the very good provision.

54. The subject is very well led by a co-ordinator who has risen to the challenge of improving standards. Each pupil has targets to achieve for each school year. She monitors the progress of all pupils with regular assessments and clearly knows what the strengths and weaknesses of the school and each pupil are. After identifying individual or group shortcomings she puts in place the appropriate action, thus making improvements, contributing well to pupils' achievements.

Mathematics across the curriculum

55. Pupils practise and make good use of their number skills in other subjects. They use measuring and recording skills in their scientific experiments and used computer programs to enter data and create graphical representations of their results. Interactive whiteboards are well used to enhance the teaching of mathematics and the teaching assistant for ICT supports mathematics lessons well. Pupils used calculations to price their newly designed playgrounds. During a religious education lesson other pupils used protractors to help plan geometric designs typical of the Islamic faith.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Science lessons are practical and investigative.
- The programme is well planned and managed.
- Good use is made of assessment and target setting procedures.
- There is limited use of ICT programs for teaching and learning.
- The subject is well led and managed.

Commentary

56. In 2004, teachers assessed pupils' standards at the end of Year 2 to be above average. Pupils currently in Years 1 and 2 also attain above average standards. The very good teaching and very good support from teaching assistants are ensuring that all pupils, including those with special educational needs, make good progress and achieve well. Standards at the end of Year 4 remain above the average but achievement is satisfactory. Standards do not rise further because the quality of the teaching in Years 3 and 4 is not as good as the teaching in Years 1 and 2 and pupil mobility is sufficiently high that a significant proportion of pupils are with the school for too short a period to benefit from all it offers.

57. Overall, the quality of teaching in Years 1 and 2 is very good and in Years 3 and 4 it is good. In Years 1 and 2, very good teaching is characterised by lessons that are very well planned and structured with a very good range of investigative activities. For example, pupils in Year 2 completed a circuit using batteries, wires and bulbs to make a bulb light and make a switch operate. The activity was managed well but more consideration is necessary to ensure the recording of pupils' findings is well documented. The quality of teaching for pupils in Years 3 and 4 is inconsistent, some is of a similar very good quality to Years 1 and 2 while other lessons are good. Teaching in Years 3 and 4 is well structured and based upon active and investigative learning. For example, in one lesson observed, pupils were investigating solids and liquids. The lesson had a clear structure with appropriate resources but there were insufficient opportunities for pupils to make observations through well-focused questioning and talking through the two experiments being carried out in detail.

58. The leadership and management of the subject are good. The subject leader is giving a strong lead to colleagues and has identified areas for improvement. Well-developed schemes of work ensure that lessons are well planned and build systematically and incrementally on prior knowledge. The coordinator has ensured there is a good level of resources and the use of the school grounds has been developed imaginatively as a resource for science. It includes very good opportunities for studying pond life and the natural environment, including cultivated and wild plants.

59. Assessment and tracking procedures are well established and there are individual portfolios of pupils work from their time in reception through to Year 4. In Years 2 and 3 there are end-of-topic assessments and tracking and target setting in Years 3 and 4. Teachers use this information very well to plan lessons that meet individual pupils' needs, contributing well to their achievement.

60. The standards achieved at the time of the last inspection have been maintained. There have been some improvements; for example, there are now more opportunities for investigative work and improved teaching in Years 1 and 2.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- Teachers and teaching assistants have good knowledge and skills.
- Pupils and teachers benefit from the expertise of the ICT technician.
- The teaching of ICT is carefully linked with other subjects.
- Effective use is made of the ICT suite, data projectors and interactive whiteboard.
- The subject is well led and managed.

Commentary

61. The school has made good progress in improving standards, the curriculum and the quality and range of resources since the last inspection. Then standards were judged as average at the end of Year 2 and below average at the end of Year 4. Pupils are now attaining standards above those typically expected at the end of Year 2 and 4. Standards in some aspects of ICT are better than others, such as word processing skills and the pupils

learning through simulation programmes. The school's computers are not yet networked so not all classrooms have direct access to the Internet and e-mail. Standards and achievement in this aspect of ICT are not therefore as high as in other aspects of the subject. Broadband has only recently been available to schools on the Isle of Wight.

62. Improvements have been achieved by the actions that the school has taken to improve resources and develop the skills and knowledge of the teachers and teaching assistants to a good level. An example is the appointment of a technician who as well as maintaining the system works with small groups of pupils to support their ICT learning in lessons. The training has been well co-ordinated by the subject leader.

63. ICT is well taught through a range of subjects. The good scheme of work addresses the skills and knowledge required by pupils in word processing, data handling, modelling and control and the Internet across the school, improving pupils learning in each aspect each year on year. Regular assessment of individual pupils' achievements helps teachers to plan effective lessons and as a result pupils make good progress.

64. All pupils have regular planned access to the computer in each classroom and the ICT suite. Pupils in Years 2, 3 and 4 also use the computers in the resource area to consolidate and improve their learning of ICT skills. Under the guidance of the ICT technician, in independent group work, pupils have quickly learned to log on and select the software being used to practise and extend the learning from the main part of the lesson. This was seen in a Year 2 literacy lesson where pupils used the computers to classify words, developing both ICT and reading skills. A further example was of the teacher using the interactive whiteboard effectively in a history lesson to present information about life in a Celtic settlement. Through the visual presentation pupils in Year 2 were able to see easily what life was like and compare it to their own lives. Other teachers use the data projector to share information with the pupils giving them wider experiences and broaden their learning in subjects such as science and English. Teaching assistants support pupils with special educational needs through helping them use suitable programs to improve reading and writing skills and in programming a computerised model to follow a sequence of directions.

Information and communication technology across the curriculum

65. The strategic decision to teach ICT through a range of subjects enables pupils to develop their skills while appreciating their relevance as life skills. For example, in English, pupils insert pictures into their writing to illustrate meaning and change text and font to create impact. In geography, pupils import symbols on to their maps to represent features such as churches and forests. The range of good and very good lessons seen in a wide range of subjects shows that pupils learn new ICT skills well and apply them proficiently to the task at hand.

HUMANITIES

66. Insufficient evidence in geography and history was seen to be able to judge the quality of provision, the quality of teaching or standards.

67. In **geography** pupils are developing a good knowledge of the immediate locality and the wider world. The curriculum is well planned, and whenever possible learning is based on first hand experiences such as educational visits, visiting experts to the school and simulated role-play. These learning opportunities also contribute to improving pupils

speaking and listening skills and personal and social development. Pupils have access to a range of very good resources, books and ICT programs to help them learn.

68. Younger pupils walk around the village of Gurnard and then draw a simple route from the school to the village identifying important buildings and the names of the roads. This learning is extended into a town study of Cowes where pupils develop fieldwork skills that require them to draw different buildings than those found in Gurnard such as the Library and Police Station. The pupils in Years 3 and 4 learn about the wider world through using their enquiry skills to find out geographical facts about countries such as China and Japan. Good displays show their increasing skills in map work by locating countries on the world map as well as learning about important geographical features such as Mount Fuji. All pupils have contributed to the Parish Plan by identifying areas in the village that need improving by walking around the village, taking digital photographs and making suggestions for the future developments in the immediate locality.

69. **In history**, one lesson was observed and inspectors analysed pupils' past work and displays around the school. The school plans the curriculum well, including a range of visits and visitors to support learning. Pupils are made aware of the historical heritage of their island through the carefully planned curriculum. Pupils learn about the Victorians through visits to Osborne House where they handle Victorian artefacts from the kitchen and compare them with the kitchen equipment of today. Tudor history is more easily understood by visiting Carisbrooke Castle where Tudor clothes are compared to the clothes that children wear today. Through such experiences, pupils develop a sense of time and place and the similarities and differences between then and now. The local museum is another rich source of information for the pupils and during the curator's visits to the school, pupils are able to handle artefacts from the 19th and 20th Century such as lanterns, kettles and iron stands. Having seen each artefact, pupils are encouraged to suggest what each artefact might be, further developing their hypothesising and thinking skills.

RELIGIOUS EDUCATION

Provision in religious education is **very good**.

Main strengths and weaknesses

- The school has a very good scheme of work that supports its caring ethos.
- The curriculum is well planned to deliver an understanding of a range of faiths.
- The management of religious education by the co-ordinator is very good.

Commentary

70. Standards in religious education at the end of Years 2 and 4 are very good. This is an improvement since the last inspection.

71. The curriculum for religious education is based on the locally agreed scheme of work; and has been very well modified to take advantage of facilities available to the school. The local church supports the school very well and is visited by pupils. The charismatic vicar visits the school regularly and works with pupils of all ages. For example, he brought plants from his garden and led pupils through an appreciation of the wonders of Spring growth and life. He further reinforced the earlier theme of the value and importance of each living thing and the equality of all people. The outstanding school gardens stimulate thoughts and attitudes. For example, the school orchard was the setting for a harvest supper and the wonders of plant growth, taught through science, enhance pupils' spiritual awareness. Religious education is built into a two year cycle of work and the pupils have full and wide experiences of Christianity, other major religions of the world and their main festivals and celebrations.

72. The quality of teaching and learning of religious education is very good throughout the school. In their religious education lessons, pupils in Years 1 and 2 have developed concepts of leadership by identifying what they regard as the characteristics of a good leader. Year 2 pupils, following their visit to Gurnard Church, could recollect and describe a font, pulpit and lectern. In a Year 3 and 4 lesson pupils visited local Methodist and Anglican churches and could subsequently compare each and recognise the differences. In a very good lesson in another Year 3 and 4 class, pupils were pursuing their study of Islam. They had earlier entertained a Moslem lady who had described her faith. The class had been loaned a Qur'an and they showed respect for the sacred book, the teacher acting as a very good role model by washing her hands before unwrapping and handling it. Pupils enthusiastically extended their knowledge with numerous activities, investigating important places, designing a prayer mat, researching the pillars of wisdom and word processing the visitor's responses to their questions.

73. Religious education is very well managed by the co-ordinator, who has a very clear vision of the value of the subject and works hard to support and encourage her colleagues to give every child the opportunity to develop spiritually.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

74. Insufficient evidence was seen in art and design, design technology or music to be able to judge the quality of provision, the quality of teaching or standards.

75. In **art and design** pupils' work was scrutinised, the co-ordinator's file was examined and there was much evidence of work on display around the school. Clearly the teaching of art and design is important to this school and all aspects of the subject are addressed. The schemes of work are based on a two year cycle and art and design is taught alongside other subjects. Year 1 and Year 2 pupils had looked at the painting style of Monet and had reproduced his style using tissue paper. Year 2 and 3 pupils had made collaged portraits of Tudor people as part of their History project. These had been carefully created and the work added to their understanding of the way that Tudor people dressed. Boomerangs designed as part of studies of Australia had been carefully decorated and displayed along with a vivid collage of Red Rock. Year 3 and 4 drawings of evacuees, carefully produced, showed an understanding of the loneliness felt by people away from their home. After a design and

technology task to build a model of a chair, Year 3 and 4 pupils had decorated their models as they would have expected famous pop stars and footballers to have required. Art and design is well managed by the co-ordinator.

76. **Design and technology** receives good attention and in concert with art and design, has a high priority as part of the overall curriculum. The scheme of work is based on a two year cycle, with design and technology being taught supporting and extending the teaching and learning of other subjects. In a good lesson seen Year 3 and 4 pupils had been studying the designs of playgrounds. 77. They had visited and photographed playgrounds, and had earlier discussed the value of play and the way in which a playground could be planned for best use. Now they were designing their proposed playgrounds and beginning to construct models of equipment to be installed. In a mathematics lesson the equipment for newly planned playgrounds had been costed and while adding up the prices of the equipment the pupils were developing very good mental addition skills. This integrated approach had captured the pupils' imagination and was very successful. Design and technology is well managed by the co-ordinator. The elements of design, build and test are implicit in the scheme of work and the work of the pupils.

78. In **music**, evidence was gleaned from discussion with teachers and pupils, scrutiny of school documents and attendance at school assemblies. It is clear that music is a strength of the school and the new scheme of work has given greater confidence to the teachers. During two assemblies, pupils sang with very good pitch, control and evident enjoyment. Pupils are also provided with a wide range of activities and opportunities to learn how to play instruments. They participate in a range of concerts and services during the school year and recently successfully participated in the 'Isle Sing' project. There are good resources for the subject.

PHYSICAL EDUCATION

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- By the end of Year 4 pupils achieve well above the levels expected for their age in swimming
- Resources and opportunities for physical development are good.
- There are no systematic strategies to assess individual progress.

Commentary

79. Provision for swimming is very good. All pupils have the opportunity to learn to swim starting with children in reception. During the summer term pupils swim twice weekly in the school pool and older pupils attend a larger local pool during the autumn term. The fact that most pupils are able to swim 25 metres before the end of Year 4 means standards achieved in swimming are well above the expected level by the end of Year 4. Taking the time allocated to swimming over the whole year and the very successful results, this time is well spent. The high quality of the swimming instructor's work has a major impact on pupils' achievements. Swimming is appropriately assessed and each pupil has a record of achievement and is awarded a certificate when they have successfully completed the swimming course.

80. Standards in physical education overall are satisfactory, as is the quality of teaching and learning. In a good lesson seen, there was a good warm-up exercise and links were made to pupils' understanding of shape and space, clockwise and anti-clockwise movements as they developed their sequences. Music was used to generate feelings related to their movements. However, there were few references to assessment of work or demonstrations of good sequences. In a satisfactory lesson seen, pupils learned how to hold a bat and strike a ball in cricket, and how to field. The organisation of the lesson was not precise and some learning time was lost in the organisation of pupils. The teacher gave instruction to individual groups rather than to the whole class. Pupils also needed more time to rehearse and refine their skills and to have more opportunities to look at good practice and demonstrations.

81. The co-ordinator provides satisfactory leadership. While progress is assessed annually day-to-day assessment is unsatisfactory and staff have under-developed skills in this. Because of the lack of ongoing assessment of individual pupils' knowledge and skills, lesson planning does not meet individual pupils' needs. The coordinator has not had any opportunities to monitor lessons and welcomes the new initiative to involve specialist coaches in a range of school activities over the year including games, gymnastics and dance.

82. The school provides a rich and diverse range of learning opportunities, which include a number of clubs and outdoor activities. These include, for example, cricket, netball, football, country dancing, tennis and orienteering as well as participating in sports and athletics competitions. These activities support pupils' learning and their achievements.

83. With the exception of swimming, which has significantly improved, satisfactory standards achieved at the time of the last inspection have been maintained. In the lessons observed pupils with special educational needs made progress in line with other pupils.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

PERSONAL, SOCIAL AND HEALTH EDUCATION

Provision in personal, social and health education is **good**.

Main strengths and weaknesses

- Personal, social and health education has a high priority, pupils achieve well and personal development is good.
- The quality of teaching is good.
- Personal, social and health education is led and managed well.
- Pupils have many opportunities to use their initiative.

Commentary

84. Provision for pupils' personal, social and health education is a key feature of school life and its good quality has been maintained since the last inspection. The school's aims embrace high expectations for personal development and values such as care for oneself

and others, respect, pride and self-esteem. These are reflected well in the good standards of personal and social development that pupils attain, and in their moral development.

85. The curriculum for personal, social and health education is very good. There are detailed schemes of work for all year groups which provide particularly well for pupils' understanding of how to keep themselves healthy, fit and safe. The school has received the Healthy Schools Award, and takes seriously the encouragement of healthy eating and taking regular exercise. Pupils learn a code of conduct that contributes very well to the calm and purposeful atmosphere in lessons and the enjoyment of play. With the involvement of a local policeman, pupils learn well that some drugs are harmful and present risks, while others are beneficial as medication. Governors have resolved not to teach sex education or to broach the subject of relationships, although appropriate emphasis is placed on friendships and, as the needs arise, some pupils are taught about the changes they experience as they begin to mature.

86. Pupils play an active role in the development of the school and the protection of the environment through the school council and eco-council. Through these two activities they learn well of their roles and responsibilities in society. For example, some pupils act as playground buddies, supporting those who find themselves without a friend to play with, while others have a more direct responsibility for monitoring behaviour during play-time. Some pupils choose the responsibility of putting seed in bird feeders around the grounds, while others collect materials such as banana skins and put them on the compost heap.

87. The quality of teaching is good. Teachers plan opportunities well for pupils to discuss issues of the day and to express their feelings and concerns. Such discussions often take place in the context of structured class discussions. In this setting pupils follow the rules of discussion well, such as talking in turn and listening to the views of others. The contributions made by all pupils are valued by teachers and class-mates alike.

88. Personal, social and health education is managed well. The co-ordinator has a good understanding of pupils' needs and has developed a clear and comprehensive scheme of work. Teachers are well supported with advice and guidance.

89. That the school succeeds in helping pupils to develop into mature young people with a sense of self, place and time and a developing understanding of society is well illustrated by a poem written by a Year 4 pupil.

“In the Air-raid Shelter”

We tumble helter-skelter
In the smelly air-raid shelter
The hum of the doodle-bug
A sudden stop
And a wave good-bye.
I try to go to sleep
But I hear the beep, beep, beep
I hear people weep
around me

A little candle lighting up the room
The only light in the gloom
In the morning the siren sounding
Up the steps we all are bounding

When we start looking around
Smashed up houses on the ground.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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