

INSPECTION REPORT

MENGHAM INFANT SCHOOL

Hayling Island, Hampshire

LEA area: Hampshire

Unique reference number: 115986

Headteacher: Mrs A Clark

Lead inspector: Mr G R Logan

Dates of inspection: 14 – 16 March 2005

Inspection number: 267306

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant School
School category: Community
Age range of pupils: 5 – 7
Gender of pupils: Mixed
Number on roll: 114

School address: St Mary's Road
Hayling Island
Hampshire
Postcode: PO11 9DD

Telephone number: 023 92462470
Fax number: 023 92463794

Appropriate authority: Governing Body
Name of chair of governors: Mr M Powell

Date of previous inspection: 25/01/1999

CHARACTERISTICS OF THE SCHOOL

Mengham Infant School is one of two infant schools serving the community on Hayling Island. This is a socially diverse residential area, with a mix of privately-owned and social housing. The school is smaller than many others across the country, and has been experiencing a declining roll, in common with the other schools on the island, for several years. Currently, there are 114 pupils, all attending full-time. A very high proportion of pupils are from White European backgrounds, with a very small number of pupils of mixed-race or Asian heritage. There are no pupils at an early stage of learning to speak English. The proportion of pupils (17 per cent) with special educational needs is around the national average. One of these has a statement of special educational need. The school experiences a relatively high level of pupil mobility, with around 22 per cent of pupils leaving or joining the school at other than the expected points. The proportion of pupils receiving free school meals, 17 per cent at present, has fallen recently and is similar to the national average (18 per cent). Children enter the Reception class with standards that are below average, particularly in communication and language development. The school hosts a voluntary sector pre-school, provides before- and after-school and holiday clubs and has an independent nursery school in the grounds. The recent establishment of a community room facility makes available to parents a range of support and educational programmes. At present, pupils in Years 1 and 2 are taught in four classes in the mornings, two for each year group. In the afternoons, there are three classes, each with a mix of Year 1 and Year 2 pupils. There is one full-time Reception class.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11810	Mr G.R. Logan	Lead inspector	Mathematics Science Art and design Design and technology Music Physical education Special educational needs
9163	Mr G.V. Humphrey	Lay inspector	
11901	Dr D.P. Lowe	Team inspector	English Information and communication technology Geography History Religious education Foundation stage English as an additional language

The inspection contractor was:

Nord Anglia School Inspection Services
 Anglia House
 Carrs Road
 Cheadle
 Stockport
 SK8 2LA

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Mengham Infant School provides a satisfactory education, with some strengths. It has a very supportive, caring ethos and is successful at including all pupils. Standards are better at present than in most recent years, but pupils' achievement is not as high as it should be. The leadership of the school is satisfactory overall. The school is well-funded and provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Governors are very effective.
- Standards are average in reading, writing and mathematics, but below average in science, where too few pupils achieve at the higher level.
- While much of the teaching observed was at least good, pupils are not achieving as well as they might, over time. Expectations are not high enough.
- Pupils have good attitudes and behave very well. Relationships are very good. The provision for pupils' personal, social and health education is good. Spiritual, moral, social and cultural development is good.
- Pupils with special educational needs are supported well.
- Pupils are cared for very well. The guidance available to pupils is very good.
- Links with the community are very good.
- Assessment systems are good, but the use of assessment information is not always as effective as it might be.

The school has made satisfactory progress since the last inspection. Of the main key issues at that time, those relating to ICT provision and administrative procedures have been dealt with effectively; the issue relating to the presentation of pupils' work remains a weaker feature. Minor issues have all been addressed. Standards overall are similar to those reported in 1999; pupils' achievement could, however, be improved further. Monitoring and assessment structures have improved. The new afternoon curriculum has been an imaginative response to the structural issues caused by falling rolls.

STANDARDS ACHIEVED

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

*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 **satisfactorily** over time, although there is scope for further improvement. Most children enter Reception with below average attainment, particularly in aspects of language and in personal and social development. They achieve satisfactorily and the majority of children reach the standards expected at the end of the Reception year. Standards in Year 2 have been variable in recent years, and have often been below average. Standards currently are average in reading, writing and, mathematics and below

average in science. Standards in science are affected because not enough pupils have sufficiently developed independent recording skills to attain the

higher levels. Pupils' literacy skills are used satisfactorily in some subjects, but for a narrow range of activities. Standards in information and communication technology (ICT) are now average and ICT is used occasionally to support learning in other subjects. However, the introduction of interactive whiteboards is giving pupils increased access to the potential of ICT in the classroom. Standards in geography and physical education are similar to those normally found. Higher attaining pupils are identified and the school is making increased provision for these pupils.

Pupils with special educational needs achieve well when withdrawn for specialist input and satisfactorily in the class context. They receive good support. The few pupils from minority ethnic groups achieve satisfactorily.

Pupils' attitudes, values and other personal qualities are good. These factors contribute significantly to their learning. **Spiritual, moral, social and cultural development is good.** Relationships and behaviour are very good. Attendance and punctuality are satisfactory.

QUALITY OF EDUCATION

The quality of education is **satisfactory**. Teaching and learning are **satisfactory** over time, although a high proportion of lessons observed were good. The scrutiny of pupils' work indicates that, over time, teachers do not have sufficiently high expectations of what pupils could achieve and the pace of learning is not as brisk as it might be. Teachers have very good relationships with their pupils. Assessment procedures are good but the information gained is not used as effectively as it might be. Pupils are increasingly being taught to evaluate the quality of their work and their understanding. Older pupils have an increasingly mature approach and work well, both independently and with others. Planning to meet the needs of pupils with special educational needs is effective. Learning support staff are generally effective. The recently revised curriculum is good. Pupils have a good range of opportunities for learning, with a good extra-curricular programme. Pupils receive very good care and support. The systems for monitoring pupils' development are very good. Very good induction procedures help new children to settle quickly. Child protection procedures are very good. Provision for pupils' personal, social and health education is good. The school has a good partnership with parents and with other schools and very good links with the community.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. The headteacher and senior management team provide satisfactory leadership overall, although their focus on inclusion and their care for pupils and their families are significant strengths. The school's monitoring systems are satisfactory. However, the response to information gained, particularly in relation to pupils' achievement and standards, is often not sufficiently rigorous. Not all subjects have co-ordinators at present. However, those in post are generally knowledgeable, though needing a sharper focus on standards. The school's evaluation of its work is satisfactory and data is analysed carefully. The very efficient governing body provides very good support for the school. Financial management is good. Statutory requirements are met. School administration is efficient.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are happy with the school. They appreciate the care their children receive and feel that the standards are acceptable. They feel that the school is well led. The level of parental involvement is good. Pupils enjoy school. They work hard and participate eagerly in activities. They relate well to their teachers; relationships are a significant strength.

IMPROVEMENTS NEEDED

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

- Ensure that the leadership team is rigorously focused on the raising of standards.
- Raise teachers' expectations of what pupils could achieve and increase the pace of pupils' learning, with a view to raising standards further. Make better use of assessment information in planning future work.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are average in reading, writing and mathematics and below average in science by the end of Year 2. Pupils' achievement is broadly satisfactory.

Main strengths and weaknesses

- Children have a secure start to their education in the Reception class.
- Pupils with special educational needs are supported well.
- Teachers' expectations need to be higher if pupils' achievement, while satisfactory, is to be raised further.

Commentary

1. At the 1999 inspection, standards were broadly average across the school, other than in ICT, where standards were below average. Children had a good start in Reception, which was built upon satisfactorily in Years 1 and 2. This generally positive picture has been broadly sustained in the period since that inspection. National test results have usually been around, or just below, the average, although significantly weaker in 2003, and with some recovery in 2004. The 2003 performance distorted the overall pattern, but that cohort had a particularly high level of pupils with special educational needs and other issues which significantly affected performance. Performance in both 2003 and 2004 compared unfavourably with that of other schools. However, this relates directly to a decrease in the number of families claiming free school meals, sufficient by a very small margin to move the school down to a lower comparative group. Had the school remained in the higher group, its performance relative to similar schools would have been significantly better.
2. The school works hard to ensure that good quality provision is available to pupils before they enter school and there are good support structures available for both parents and their children. The school feels that, in spite of this, a significant proportion of children enter school with below average attainment. Their achievement is generally satisfactory, with some scope for further improvement. The school can demonstrate that pupils have added value in most years between their entry to the school and the end of Year 2. Performance at the challenging Level 3 has fluctuated considerably between subjects and from year to year. Higher level performance in writing has consistently been the weakest area and this continues to be a key priority in the School Improvement Plan. Over time, higher level performance in mathematics has been the single strongest element. In 2004, an average proportion of pupils achieved Level 3 in reading and mathematics and a below average proportion in writing and science. The current year is likely to see some improvement in all areas. An important factor in tracking pupils' progress in this school is the relatively high level of mobility, as a result of family access to temporary housing and some seasonal shift of families. Not all pupils have the benefit of three full years in the school.
3. During the inspection there were no differences of significance noted between the performance of boys and girls. Both groups are making similar rates of progress. However, the inspection showed some inconsistencies between the high proportion of good teaching observed and the quality of work evident in pupils' books. Routinely, teachers do not have sufficiently high expectations of what pupils can achieve. This is

evident in some poor presentation and a lack of pace and rigour in approach. Some subjects, such as art and design, have a generally low profile in the school. The achievement of pupils with special educational needs is good when they are withdrawn for individual support and satisfactory

when working in class. Planned work is generally well matched to individual pupils' needs. As a result, the majority of pupils achieve the targets set for their work. There are very few pupils from minority ethnic groups. These are well-integrated and their performance is similar to the others. There are no pupils at an early stage of learning English as an additional language.

4. The school identifies pupils considered to be gifted or talented and monitors their progress carefully. Though relatively few in number, these pupils do have access to additional enrichment activities at the junior school and elsewhere. They also benefit from the extra-curricular activities provided by the school in science and music. There is, however, little additional support for either art or physical education.

Foundation Stage

5. Attainment on entry to the school is below average overall. Most children in Reception have had some pre-school experience and are well-prepared for entry to school. They benefit from good induction procedures and settle well into school routines. While much of the teaching observed was good, the evidence from children's work indicates that, over time, the impact of teaching on children's progress is satisfactory, rather than good. Satisfactory teaching, planning and good assessment procedures ensure that children make steady progress and achieve satisfactorily in all areas of learning, other than in physical development and in personal and social development where they achieve well. The majority of children in the current group have achieved the Early Learning Goals in all areas, with a small number exceeding these and a similar proportion not quite achieving the expected level.

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

Standards in:	School results	National results
Reading	15.2 (13.8)	15.8 (15.7)
Writing	13.4 (12.5)	14.6 (14.6)
Mathematics	16.1 (14.2)	16.2 (16.3)

There were 46 pupils in the year group. Figures in brackets are for the previous year

Years 1 and 2

6. Standards by the end of Year 2 in 2005 are likely to be average in reading, writing and mathematics and below average in science. This is a likely improvement on the school's performance in 2004 in reading and writing, but less good in science. Underlying literacy skills are satisfactory. Speaking and listening skills are used regularly across the curriculum. There are opportunities to develop writing skills in history and geography, but the range of challenge and opportunity, both there, and in science, which is heavily worksheet based, is limited. Opportunities to apply pupils' numeracy skills, mainly in science, geography and design and technology, are satisfactory. Pupils' skills in ICT are used satisfactorily to support learning in other subjects, but there is scope for further development particularly in relation to the recently-introduced whiteboard technology. Standards in geography and physical education are similar to those normally found.

Pupils' attitudes, values and other personal qualities

Pupils have **good** attitudes towards their learning and their behaviour and relationships are **very good**. Their spiritual, moral, social and cultural awareness and understanding is **good**.

Main strengths and weaknesses

- Relationships and behaviour throughout the school are very good.
- The spiritual, moral, social and cultural awareness of pupils is good.
- Pupils are very willing to contribute positively to the life of the school.

Commentary

7. Pupils say they enjoy school and find the work interesting. From the views expressed in the pre-inspection survey parents confirm that their children enjoy coming to school. In lessons, pupils are productive and work hard and, as they mature, develop an enquiring approach towards their learning. Pupils are supportive of each other and work and play well together. They work independently, when required, with sustained concentration and a commitment to complete the tasks set. Attendance is satisfactory and similar to the national average. Unauthorised absence has been slightly above average, but is tending to decline. Punctuality in the mornings is good.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.6	School data	0.5
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.

8. Behaviour and relationships throughout the school are very good. Pupils demonstrate care and consideration towards each other, particularly older pupils towards younger ones. Pupils say that the school is a friendly and welcoming place and that they like their teachers and trust them. They understand the school rules and consider them to be just and fair. The implementation of the school behaviour policy is consistent and the rare occurrences of bullying or other naughty behaviour are dealt with promptly and sensitively. One pupil was excluded for a short period during the past year.
9. Pupils are encouraged to take responsibilities around the school. There is a school council and councillors take their duties very seriously. They exercise a significant influence on the life of the school. A school friendship scheme is designed to give older pupils responsibility for supporting younger ones when they approach the friendship stops in the playground. Other pupils are given administrative responsibilities as monitors to help around the school and care for the school pets. At the previous inspection, attitudes, behaviour and relationships were judged to be satisfactory with some less than good behaviour. The current judgements of good attitudes and very good behaviour represent a significant improvement.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Asian or Asian British – any other Asian background

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
62	1	0
1	0	0
1	0	0

No ethnic group recorded	37	0	0
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The table gives the number of exclusions, which may be different from the number of pupils excluded.

10. The spiritual, moral and cultural development of pupils is good. The spiritual dimension of the curriculum is well planned. There are good opportunities for pupils to explore their own values, feelings and emotions through literacy, religious education, history, art and music. Personal, moral and social values are strongly promoted through assemblies and the very good personal, social, health and citizenship education programme. The school promotes a very clear moral code with a strong emphasis on equality and inclusion. Pupils are beginning to develop the capability of acting in accordance with their own principles and are becoming aware of their right to challenge things that are unfair and hurtful to themselves and others.
11. The cultural and multicultural dimension of the curriculum is well developed. The knowledge and understanding of pupils' British cultural heritage and traditions are very good. Although there are only a few pupils from ethnic minority backgrounds, the curriculum includes a good range of experiences and information about other cultures and historic traditions. As a result, pupils' awareness and understanding of other cultures and the multicultural nature of some communities in Britain are developing well.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory. Teaching and learning are satisfactory overall. The curriculum is good, with good extra-curricular provision. Pupils are cared for very well. The partnership with parents is good.

Teaching and learning

Teaching and learning are satisfactory. Assessment is good.

Main strengths and weaknesses

- Assessment structures are now good; however, staff do not always use the information as effectively as they might when planning future work.
- Pupils' work indicates that teachers' expectations of what pupils can achieve need to be raised.
- Teaching assistants support pupils with special educational needs well.
- Pupils are increasingly encouraged to evaluate their own work and to become independent learners.

Commentary

12. At the 1999 inspection, teaching was judged to be a strength of the school, with just under two-thirds of teaching graded as good or better and several unsatisfactory lessons observed. In the current inspection, the proportion of good or better teaching is significantly higher. However, the scrutiny of pupils' work indicates that teachers do not, over time, have sufficiently high expectations of what pupils could achieve and this affects standards. For this reason, teaching and learning are satisfactory at present.
13. In the Foundation Stage, the staff have a good understanding of the areas of learning and work well in partnership with parents. Planning is satisfactory and takes good account of individual needs. While teaching and learning in the lessons observed were at least good, children's achievement over time is seldom better than satisfactory. However, staff achieve a

good balance between child-initiated learning and activities planned by staff. There is a satisfactory focus on the development of key skills in literacy, numeracy and in personal, social and emotional development. Relationships are good. Progress is carefully assessed and recorded. Assessment systems are thorough and effective.

Summary of teaching observed during the inspection in 22 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	1	17	3	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

14. Satisfactory teaching over time is reflected in the satisfactory achievement for pupils in Years 1 and 2. While a high proportion of teaching observed was good or better, the scrutiny of pupils' work shows some weaknesses in terms of rigour and expectation, with some indifferent presentation and a lack of attention to detail in the recording of pupils' work. The level of challenge seen is not sustained sufficiently over time. Only in those sessions where the teaching was judged to be very good was there evidence of pupils being really motivated by their learning. There is a need for greater consistency in the quality of teaching over time.
15. Pupils show a good capacity to work independently or collaboratively. This encourages them to be more self-sufficient in their learning. Occasionally, too much use of worksheets limits the opportunity for pupils to develop their skills in independent recording. This means that pupils are unlikely to achieve the higher levels in science. Teachers question pupils well and in the best lessons encourage them to think strategically to devise ways of approaching a problem. This approach was used well - for example, in several lessons in mathematics. A significant strength in the teaching at present is the use of the interactive whiteboards. Teachers have successfully developed their skills within a short period. In several lessons observed, the use of the whiteboards proved to be highly motivating and this had a very positive effect upon pupils' learning.
16. Pupils with special educational needs are supported well in class and very well when withdrawn for extra support. Learning support assistants make an effective contribution to pupils' progress. They have clear targets for individual lessons and there are effective structures for tracking pupils' progress. Teachers are involved in writing each pupil's individual education plan. These plans contain small, achievable targets and are regularly reviewed.
17. Teachers' methods are satisfactorily chosen to assist pupils in gaining knowledge and developing understanding. There is a good level of first-hand learning in science, where pupils experience a creative investigative approach. Science teaching is further enriched by extra-curricular opportunities, visits and the use of the school grounds. History and geography curricula are well-supported by visitors and the local environment. The school has good planning structures with plenty of guidance for staff to draw on. Curriculum links are clearly identified, so that teachers can work efficiently. Clear objectives are set for learning. These are frequently referred to in lessons.
18. Good systems now exist to collect information to support the planning of work which is matched to pupils' needs, though, as yet, the use of information gained lags behind the efficiency of the structures which have been put in place to track pupils' progress. Learning support staff make an important contribution to the collection of evidence. The half-termly Record Weeks provide detailed information on pupils' progress in reading, writing, mathematics, and, more recently, science. Tracking sheets have been introduced to enable teachers to identify the progress of pupils within the mixed-

year classes in the afternoons. All pupils in Years 1 and 2 have individual targets in literacy and numeracy. These are regularly reviewed. The rigour with which teachers mark work varies, with, in some cases, few comments to help pupils move forward. Pupils are being trained to evaluate their own work and that of others. In some physical education lessons they have the opportunity to demonstrate their work to the class. The use of homework to support pupils' achievement is good. Homework is set consistently and makes a good contribution to pupils' learning.

The curriculum

The overall quality of the curriculum is **good**. Opportunities for enrichment are **good**. Accommodation and resources are **good**.

Main strengths and weaknesses

- Provision for personal, social and health education is good and its effect is evident in all aspects of school life.
- Curriculum development, including innovation, is good.
- There is good provision for pupils with special educational needs.
- Pupils are well prepared for later stages of education.
- There is a good match of support staff to the demands of the curriculum.
- Good accommodation and resources support the teaching of an enriched curriculum.
- The school does not promote sufficiently the use of literacy, numeracy and ICT skills across the curriculum.

Commentary

19. The curriculum meets statutory requirements, including provision for religious education. Improvement since the last inspection has been satisfactory and any issues raised in the last report have been fully dealt with. All aspects of mathematics are taught. ICT now meets statutory requirements. The balance of time across the curriculum has improved, with sufficient time allocated to all subjects. Well-managed innovation includes teaching history/geography and art/design technology intensively for short periods of time. The current focus on geography in mixed Year 1 and 2 classes is having a beneficial effect on the development of pupils' enquiry and mapping skills. The impact of this arrangement, with its emphasis on key skills, active learning and enjoyment, is beginning to contribute to the raising of standards in geography. However, opportunities to develop the use of pupils' literacy, numeracy and ICT skills across the curriculum are underdeveloped and this is an area to which the school needs to give more attention.
20. Year 2 pupils benefit from a week's residential visit to the New Forest, where they develop their science and geographical skills. The wide range of visits to places of historical and geographical interest, in particular, extend pupils' knowledge. Extra-curricular activities include computer activities, French club, violin group, recorder group, choir, pet club, gardening club and an able children's group.
21. Provision for pupils' personal, social, health education and citizenship and appropriate aspects of sex and drugs awareness, is good. The school effectively promotes equality of access to the curriculum for all pupils. Responsible attitudes, co-operation and respect are encouraged. Individual achievements are celebrated. Children are keen to represent their class on the school council, carry out daily tasks and gain awards for good achievement.
22. Preparation for pupils' transfer to the local junior school is very good. There are effective two-way links and visits between staff, pupils and parents. Pupils in Year 2 attend classes at the junior school in physical education, art and ICT in the autumn term. Able pupils in Year 2 are offered a mathematics master class. Pupils are visited by Year 3 teachers in the summer term. They also visit their new classrooms and

teachers. There are good links with local pre-school groups. Care is taken to ensure the smooth transition of pupils from one year group to another, within the school.

23. The match of teachers to the demands of the curriculum is satisfactory. Teaching assistants and nursery nurses are well matched to the requirements of the curriculum. In particular, they enable pupils who experience difficulties to access the curriculum. Accommodation and

resources are good. ICT provision has been strengthened and standards have improved, as a result. The accommodation is well maintained by the caretaker and his staff. This contributes positively to the school ethos.

Care, guidance and support

Pupils are **very well** cared for. Pastoral support, advice and guidance are **very good**. The levels of mutual trust and quality of relationships are **very good**. The school listens **very well** to the views of its pupils.

Main strengths and weaknesses

- Welfare support and pastoral care are very good.
- Relationships are very good. There are high levels of mutual trust and respect.
- The advice and guidance provided for pupils are very good.

Commentary

24. The welfare and pastoral support provided by the school is very good. Teachers and support staff know the children well and provide an environment where everyone feels secure and is encouraged to work hard. Pupils are given very good advice and guidance based on comprehensive assessment and monitoring information. There is very good awareness of the needs of vulnerable pupils and their families. The headteacher is the nominated child protection officer and the arrangements for child protection are very good. There are very good links with social services and other external agencies and children who are known to be vulnerable are extremely well supported. Parenting classes and other parent support programmes are readily accessible through the community project worker who runs the community centre attached to the school.
25. There are very good arrangements for ensuring that the school environment is healthy and safe. A health and safety committee comprising the headteacher and two very experienced governors monitors the implementation of the school health and safety policy. Risk assessment is thorough and rigorous. There is good provision for first aid. Pupils are well supervised and taught to use school equipment safely. The personal, social and health education programme ensures that pupils observe good standards of hygiene and have an understanding of the value of pursuing a healthy lifestyle.
26. The relationships and mutual trust between pupils and between pupils and staff are very good. Pupils are very confident that should they have any concerns, or need to seek help, that staff will listen and respond to their needs. The school council meets regularly with the head and a senior teacher and is able to exercise a significant influence on the environment, play and leisure facilities provide by the school. The induction procedures for children and their families when they transfer from the various feeder nurseries into the reception class are very good. The arrangements for supporting pupils on transfer into the junior school are also very good. Overall the welfare and pastoral care afforded to pupils has been very well maintained since the previous inspection and in respect to the provision for family support has improved.

Partnership with parents, other schools and the community

The school has a **good** partnership with parents. The school has **very good** links with the wider community. There are **good** relationships with other local schools and colleges.

Main strengths and weaknesses

- Parents have positive views about the school.
- The school's support for community initiatives and programmes is very good.
- Links with other schools and colleges are good.

Commentary

27. The school works hard to establish close relationships with parents and to support and encourage them to participate in their children's learning. As a result there is a good working partnership and an effective two-way communication that ensures parents' views and opinions are noted and any concerns dealt with quickly and effectively. Parents express high levels of satisfaction with the quality of care and education provided by the school. The school co-operates closely with the community project worker who runs the attached community centre and helps to promote the extensive range of family learning and parenting skills programmes that are on offer.
28. The annual progress reports provide a good overview of pupils' personal and academic development with a clear indication of their progress, effort and attainment. The annual report is supplemented by an interim report that reviews progress and provides targets and areas for improvement during the academic year. These reports together with twice-yearly consultation evenings ensure that parents have very good information on the progress that their children are making and know what they can do to help them improve.
29. The school runs two curriculum workshops every year to ensure that parents have the knowledge and understanding necessary to support their children's learning. These are generally well attended but the workshop that focused on the use of information and communications technology recently proved the greatest attraction. There is a regular flow of information about the curriculum, supporting topic work and other school activities. The school also organises open days where parents are encouraged to spend time working alongside their children in the classroom environment. These are highly successful in promoting a better understanding of the teaching and learning process.
30. An active friends association supports the school by organising fund raising and other social events. A significant number of parents volunteer to support the work of the school by offering their services in a number of ways. For example, some regularly hear children read, help with art and other creative work, support school trips and extra-curricular activities. Another group of parents recently cleared and refurbished the environmental studies area.
31. The school has a very good outreach into the wider community. The school choir performs at a number of local venues, including the parish church, where children attend services to celebrate the main Christian festivals. Some local businesses provide sponsorship in the form of support for book week and prizes for sports day and other achievements by pupils. Other local businesses, such as the local post office, provide opportunities for pupils to go 'behind the scenes' to see how they provide their services to the public.
32. There are good links with other schools and colleges. There is good co-operation between all the schools in the local cluster, with opportunities for participating in joint

professional development programmes and sharing good practice. The relationships with the feeder nursery schools are well established particularly in relation to the common interest in the extended social, health and welfare services available through the on site community room. The school also provides places for teacher training. Overall, the partnership with parents, the links with the community and other schools and colleges has been very well maintained since the previous inspection.

LEADERSHIP AND MANAGEMENT

The leadership and management of the headteacher are **satisfactory**. The governance of the school is **very good**.

Main strengths and weaknesses

- The headteacher evaluates the work of the school well. However, insufficient priority is given to standards and achievement, as against aspects of care.
- There is a strong commitment to include all pupils and to meet individual needs. The range of pre-school support and provision is a significant strength.
- Leadership of the curriculum by the headteacher and senior staff is good.
- Governors play an important role in supporting and challenging the school.
- Financial management and strategic planning are effective. The school is very attentive to best value principles.

Commentary

33. In an extended period of falling rolls, the school has had to be responsive to changing circumstances. The headteacher and governing body have worked together effectively to sustain the quality of provision in this period of change. The headteacher knows the strengths and weaknesses of the school well and her work on self-evaluation and the analysis of data is good. For example, her awareness that both children and parents would benefit from greater access to quality pre-school provision and guidance has led to the establishment of several separate provisions within the school site which collectively provide a significant potential resource for pre-school children and their families. However, the use of such information is not always so effective and the action taken to target pupils' achievement and to raise standards further has not always been as rigorous as it should have been and aspirations are not yet sufficiently high. For example, development planning, though satisfactory, does not sufficiently prioritise the need to raise standards further. However, there is wide consultation in the school community to create this plan, which focuses on a manageable number of developments.
34. The leadership and management of most key staff are satisfactory. As a result of staff change, not all subjects have permanent co-ordinators at present. However, where possible, more established staff have had good training and support to help them develop their roles. They are generally well informed about their subjects and carry out their responsibilities effectively. Once again, however, there is a need to refocus their efforts on standards and quality, with a view to boosting achievement further across the school. The co-ordinator of special educational needs is particularly effective in her support for pupils with identified needs. Opportunities for professional development are good.
35. The school runs smoothly. The headteacher ensures that the school has a strong commitment to individual pupils. She makes sure that all pupils are fully included in the life of the school and that standards of care remain high. Individual pupils' progress is tracked carefully, although greater use could be made of the information gained in relation to academic rather than social aspects. However, because of this commitment, shared by all staff, pupils are happy and relationships are harmonious.

36. Governors have a very good range of expertise and experience that enables them to support and challenge the school very effectively. They carry out their statutory duties effectively. They know the school's strengths and weaknesses very well and have considered carefully the needs of the school as they prepare for the recently-appointed headteacher to take over in September. They are actively involved in forging links with community organisations and partner schools in order to improve the opportunities that the pupils have.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	463,738	Balance from previous year	31,085
Total expenditure	423,145	Balance carried forward to the next	40,593
Expenditure per pupil	3,023		

37. Strategic financial planning is closely matched to the priorities identified in the school development plan. The chair and other governors of the finance committee are closely involved in the strategic planning process. There are good procedures for monitoring the financial performance of the school. The bursar and other administrative staff perform their role efficiently and professionally. All transactions are carried out in accordance with best value principles. Funding is above average in national terms. In that context the school provides satisfactory value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Reception class (Foundation Stage) is satisfactory. Improvement since the last inspection has been satisfactory. Children enter the Reception class with standards that are below average, particularly in communication and language development. The majority of children have had some pre-school experience. Induction procedures are very good and children settle quickly into the daily routines. Children are well prepared for entry into Year 1, and it is likely that the majority of children will meet the Early Learning Goals in all six areas of learning by the end of their time in the Reception class. A few children should exceed them and a similar number may not quite reach them in communication and language development. There are no children with special educational needs and none at the early stages of learning English. Teaching was good in three of the lessons observed. It was excellent in a physical education lesson. Over time, however, teaching is satisfactory; children's achievement over time could be improved further. Strengths of teaching are the insistence on high standards of behaviour, the promotion of equal opportunities and the very good support given by the two nursery nurses. Leadership and management are satisfactory. The co-ordinator has a clear vision for future development and has created an effective team. Assessment is good and is used well to respond to individual needs. Accommodation and resources are good. A group of parents are currently making a very good contribution to the further development of the extensive outdoor area.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Planned opportunities help children to become independent learners.
- The level of care and the quality of support are very good.

Commentary

38. Teaching is satisfactory. The emphasis on personal and social development in all areas of learning leads to good achievement in this aspect. The majority of children are likely to achieve the Early Learning Goals. Very good induction procedures enable them to make a good start to their learning. Good relationships with parents and carers contribute well to children's learning. Carefully planned activities engage children's interest and ensure their full involvement in learning opportunities. There is a satisfactory balance between adult-led and child-initiated activities. Children are taught the necessary skills to enable them to make choices and become independent users of the classroom and the outdoor area. They are expected to consider the consequences of their behaviour and to be sensitive to the needs of others. Most children understand the difference between right and wrong and gradually accept the need for class rules and a common code of behaviour. Their increasing sense of responsibility is evident in the way that they select and use resources and carry out small tasks.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- There is a strong emphasis on speaking and listening skills.
- The early emphasis on letter sounds encourages the development of reading skills.
- Greater focus could be placed on the development of writing skills.

Commentary

39. Teaching is satisfactory, resulting in satisfactory achievement. Most children are likely to reach the Early Learning Goals. Children are encouraged to develop their speaking and listening skills through role-play, stories and rhymes. The use of role-play in the garden centre extended children's understanding of how to grow and care for plants. Adults listen carefully to what children have to say and encourage their efforts at communicating. Children are encouraged to talk about their own experiences. They extend their vocabulary and gain confidence in speaking within a group. Standards in reading match those expected. Children know many words by sight and use their knowledge of letter sounds to work out unknown words. They are encouraged to write for a relevant purpose. During the current project on Spring, they wrote about what they saw on their Spring walk. Only a few more able pupils are yet beginning to write in sentences. All children are supported well in small groups, enabling them to make gains in their knowledge, skills and understanding.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Children's mathematical skills are developed through practical activities.
- Adults use assessment well to respond to individual needs.
- The pace of learning is not always as brisk as it might be.

Commentary

40. Satisfactory teaching in this area leads to satisfactory learning. The emphasis on learning through practical experience is an important factor in the development of pupils' knowledge, skills and understanding. Achievement is satisfactory. The teacher builds systematically on pupils' prior learning. Most children are likely to achieve the early learning goals by the end of the Reception year. Teachers use assessment well to systematically build on children's prior learning. Emphasis is on numeracy skills and the use of mathematical vocabulary. Oral work is reinforced through practical activities and programs on the computer. With adult support, children develop an interest in counting, sorting, matching and ordering a variety of objects. Most children count reliably to ten, and are beginning to solve simple problems. Through sand and water play, they have a developing understanding of capacity and weight, and begin to use words such as 'full', 'empty', 'heavier' and 'lighter'. In a particularly rigorous lesson, children demonstrated a good knowledge of two-dimensional shapes. They are beginning to describe the properties of three-dimensional shapes and use them to make models.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children's understanding is developed by a wide range of activities.
- They have many opportunities to explore their surroundings.

Commentary

41. Carefully planned activities increase children's knowledge of the local area. Satisfactory teaching leads to satisfactory learning. Children achieve satisfactorily and are likely to reach the Early Learning Goals. Following a well-managed walk in the school grounds, children made posters, seed packets, pictures and labels for their role-play garden centre. They successfully extended their understanding of money as they 'bought' and 'sold' items. Skilful questioning helped them to interpret their discoveries. Children use digital cameras competently to record what they see. Computer skills are developed progressively. Children make good gains in their knowledge of the cultures, values, traditions and beliefs of others, as they listen to stories from Jesus' life and learn about traditions that are special to people. Their understanding of being part of a community develops well through a range of visits and visitors.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Good opportunities are provided for children to respond to rhythm and music.
- Children have a developing understanding of the importance of exercise.

Commentary

42. Children achieve well due to high quality teaching in this area. They are all likely to meet the Early Learning Goals. Adults make very good use of the school hall and the outside area to develop children's physical skills. In an excellent lesson in the hall, children demonstrated awareness of space and others, as they moved with confidence, imagination, control and co-ordination. They explored a variety of ways of jumping and landing. They learn to use climbing equipment safely, and to use a range of body parts as they travel along, over and under equipment. They have regular opportunities to respond to music. Children recognise changes that happen to their bodies when they are active. They demonstrate increasing control in handling tools, objects and construction materials safely.

CREATIVE DEVELOPMENT

Provision for creative development is **satisfactory**.

Main strengths and weaknesses

- There are many opportunities for imaginative and creative development.
- The approach to skill development is not always sufficiently rigorous.

Commentary

43. Children develop their creativity within stimulating, well-resourced learning areas. Teaching is satisfactory and leads to satisfactory achievement. Most children meet the expectations for their age. A few children are likely to exceed the Early Learning Goals. There are many opportunities for them to express their own ideas.

Opportunities are provided for them to experiment with colours to see how they can be mixed and changed. They use a range of materials and create displays, using a variety of painting, printing and collage techniques. Some children are particularly proud of their bubble painted frogs and their contributions to collages. They show developing skill in drawing, painting, threading and joining materials.

However, greater emphasis on skill development in these areas would promote better achievement. Children respond imaginatively to music, songs and rhymes with simple body movements, and use instruments to accompany songs. They recognise sound patterns and loud and quiet sounds, and sing simple songs from memory. Their imaginations are developed well through role-play.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **satisfactory**.

Strengths and weaknesses

- The early introduction of phonics has a positive effect on pupils' spelling and reading. Good assessment and tracking procedures are used well to provide for individual needs.
- Additional literacy support is proving beneficial to those who need it.
- Standards and achievement are not high enough.
- The use of literacy skills across the curriculum is not fully developed.

Commentary

44. Standards in reading, writing, speaking and listening match national expectations in Year 2. This represents an improvement on the results achieved in the 2004 national tests. The achievement of all pupils, including pupils with special needs, is satisfactory. A number of strategies are beginning to have a positive effect on pupils' progress.
45. Standards in speaking and listening match those expected of pupils in Year 2, as a result of increased opportunities for pupils to develop their speaking and listening skills across the curriculum. Most pupils contribute well to class discussions and listen attentively for sustained periods of time. They await their turn when others are speaking and respect the contribution of their peers.
46. Standards in reading match those expected of pupils in Year 2. The strong emphasis on phonics in the Reception class is continued in Years 1 and 2. It is leading to improvements in reading standards and spelling. Assessment is good and is used well to address individual needs. There are opportunities for individual and group reading in most areas of the curriculum. The improvement in library provision has also proved beneficial. Pupils are introduced to a wide range of books and authors. Most pupils are well supported in their reading at home.
47. Standards in writing match those expected of pupils in Year 2. This represents an improvement in standards. However, not enough pupils attain the higher level 3. This disadvantages them in national test conditions. Although there are planned opportunities for writing in other areas of the curriculum, the range of writing is limited. Pupils in Year 2 are developing the ability to write at length, using extended sentences, but there is a lack of rigour, and teachers' expectations are not high enough. Pupils' progress in writing and spelling is carefully tracked, and the results are used to meet the needs of individual pupils. Although handwriting is well taught in specific lessons, pupils do not transfer their skills across the curriculum. Handwriting and presentation are not of a consistent quality across the classes.

48. The quality of teaching and learning is satisfactory. Although teaching was good in the lessons observed, its impact over time is less evident. Pupils' written work shows a lack of rigour and expectation. It suggests a lack of motivation and only a satisfactory level of effort.

Pupils are not learning as effectively as they should. Pupils with special educational needs make good progress when they are withdrawn for individual support. They are fully included in lessons, due to the valuable support given by teaching assistants. Good assessment and tracking procedures enable teachers to have a good understanding of pupils' individual learning needs. Teachers plan effectively and use a range of strategies to engage pupils' interest and challenge their thinking. The marking of written work is inconsistent, however, and pupils are not always given sufficient guidance on what they can do to improve further. There are insufficient opportunities for pupils to assess their own learning. Homework is used well to consolidate and extend learning in lessons.

49. Leadership and management are satisfactory. The subject leader has a clear vision for future development and has created an effective team. She leads by example and has successfully implemented new initiatives, in an effort to raise standards. The curriculum is enriched by the use of interactive technology, drama and special events, such as the forthcoming Shakespeare Fair for the island schools. Good resources support learning. Improvement since the last inspection has been satisfactory.

Language and literacy across the curriculum

50. There are some opportunities for pupils to use their language and literacy skills in other areas of the curriculum. However, such opportunities are not planned for sufficiently. Focused discussions enhance pupils' speaking and listening skills and develop their confidence and self-esteem. There are opportunities to write in geography and history, but the range of writing is limited and does not sufficiently challenge pupils' thinking. Standards in science are constrained by pupils' restricted skills in independent recording which prevent many of them from achieving their potential, on the basis of their ability to think scientifically. Overall, this aspect of the school's work is underdeveloped.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- The introduction of interactive whiteboards has been motivating for pupils and is having a positive effect on their learning.
- Support staff are deployed well to reinforce learning, particularly for pupils with special educational needs.
- There is insufficient rigour in pupils' recorded work. Presentation of work is not good enough.
- Overall assessment arrangements are good but there is insufficient rigour in the marking of pupils' work.

Commentary

51. Standards in mathematics are average in Year 2. The improvement seen in the 2004 national tests is likely to be sustained in the current year, with an increased proportion of pupils (around 30 per cent) working towards the higher Level 3. After two weaker years, the school has now re-established the secure attainment indicated at the last

inspection. However, there is still scope for raising pupils' achievement by raising teachers' expectations of what pupils can achieve.

52. While achievement is satisfactory overall at present – pupils make steady progress – there are aspects of pace and expectation which could be improved, so that standards will be raised further. For example, the use of the new interactive whiteboards is having a very positive effect upon pupils' learning and engages their interest very well. This is now promoting better achievement. On the other hand, the pace of teaching can be slower than necessary, and the

level of expectation is not high enough. There is not always, on the evidence of pupils' past work, a sharp enough focus on ensuring that tasks provided for the potential higher attainers are sufficiently in advance of those for the average and below average attainers. Too often, there is insufficient focus upon the quality of written work and this is a weakness throughout the school. Pupils are not developing sufficient independence and maturity in their ability to organise and record work for themselves or to embed the structures and routines which are the basis of mathematical operations. Pupils with special educational needs do, however, make steady progress, particularly when they are receiving good support. This was particularly evident in a Year 1 class where two support staff, in addition to the class teacher, were supporting pupils very well in extending their knowledge of subtraction facts.

53. There is a strong focus on reinforcing basic numeracy skills, though pupils cover the expected range of work over time. The school makes good use of practical activities to secure pupils' understanding of key mathematical concepts. They use practical resources, such as number lines and individual whiteboards, during the directly taught elements of their numeracy sessions to help them work out their answers.
54. Though teaching and learning were good in the lessons observed during the inspection, the impact of teaching over time remains satisfactory, with areas for improvement. In the best lessons, teachers challenge pupils to think and to develop strategies to help them tackle mathematical problems. They question pupils carefully to ensure that they understand. Plenary sessions are used very well to evaluate pupils' understanding of new work. While pupils are encouraged to be engaged with the new whiteboard technology, there is less evidence of the occasional use of computers in classrooms to reinforce mathematical understanding, although this was evident in one Year 2 lesson.
55. There are good assessment structures in place to provide teachers with information about what pupils know and there has been some very positive work in this area recently. There is a programme of regular testing and target-setting. However, the use of assessment information to guide the planning of future work is less secure and this is an area for further development. The marking of pupils' work is broadly satisfactory, but there is scope for greater rigour in approach, with more guidance for pupils as to how they might improve their work. Homework arrangements are consistent and satisfactory.
56. Leadership and management are satisfactory. The subject leader has a clear understanding of what needs to be done to move the subject forward, although expectations of staff have not always been sufficiently high. Staff have good opportunities for professional development. Improvement since the last inspection has been satisfactory overall.

Mathematics across the curriculum

57. Pupils use their mathematics satisfactorily to support their work in other subjects, primarily in science, geography and design and technology. There were good examples in science of pupils measuring and recording the growth-rate of pea plants and, in design and technology, of the careful measuring necessary to construct their wheeled vehicles.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Although most pupils achieve the expected standard in science, too few have sufficiently developed recording skills to achieve the higher Level 3. Staff expectations are not high enough.
- The emphasis on investigative skills has improved significantly.
- ICT is used well to support pupils' learning.
- The final section of each lesson is used well to test pupils' understanding.
- There are good extra-curricular and enrichment opportunities to extend and reinforce pupils' understanding of science.
- Assessment procedures have improved.

Commentary

58. Standards in science are below average, on the basis of the evidence seen and on teachers' assessments. Performance in science in recent years has fluctuated, though it has mostly been around the national average. While the great majority of pupils are likely to achieve the expected level in 2005, too few are working at the higher Level 3 and this depresses the overall outcome for the school. The key reason for the lower than expected performance at Level 3 is that pupils do not have sufficiently well-developed skills in recording. They are too dependent on the use of worksheets which make few demands on their underlying literacy skills and are not challenged sufficiently to develop greater independence of approach. Numeracy skills are used satisfactorily in terms of measuring, weighing and timing across the various units. ICT skills are being used increasingly well.
59. However, in many respects, pupils are achieving quite successfully. The school has successfully extended opportunities for practical and investigative work and the evidence seen during the inspection would indicate that this is an increasingly strong feature. Resources are being used well to promote learning.
60. Though the lessons seen were good, teaching and learning overall are satisfactory in terms of their impact on standards. Teachers plan satisfactorily and are generally knowledgeable about the subject. Support staff are used well during practical sessions to support learning. Pupils are enthusiastic and are keen to learn. They are motivated well by the practical activities and by the use of the interactive whiteboards during the introductory and plenary sessions. Assessment systems have improved and are now satisfactory. Basic target-setting has recently been implemented through the 'Record Week' activities. The current emphasis upon scientific enquiry skills is a strength. The approach is well-based on systematic prediction of outcomes, carrying out of experiments and presentation of their findings. The approach is reinforced well by teachers' good questioning skills which encourage pupils to consider how cause and effect are linked.
61. A key strength of the provision in science is the good access which pupils have to extra-curricular and enrichment activities in science. These include nature and pet clubs in school, minibeast activities in the school grounds, use of the school pond and a Year 2 visit to a local field studies centre.
62. Subject leadership and management are good. The subject leader has played a key role in extending provision in science and has clear and appropriate plans for future development of the subject. The curriculum is increasingly rich and effective and

pupils are increasingly engaged by the subject. Improvement since the last inspection has been satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- There has been a significant improvement in the quantity and quality of resources since the last inspection, including the provision of interactive whiteboards.
- There is limited use of ICT to support learning across the curriculum.

Commentary

63. Attainment matches expectations in Year 2. Pupils of all abilities, including pupils with special educational needs, achieve satisfactorily, overall. Some pupils achieve very well. This represents good improvement since the last inspection, when ICT was not taught as a separate specialist subject, statutory requirements were not met, and standards were unsatisfactory. There has been a marked improvement in resources, particularly the installation of interactive whiteboards. Teachers are confident in their use, having participated in recent training. Pupils, also, are beginning to use them as a tool for learning. Most pupils are now confident users of computers. They improve their knowledge, skills and understanding progressively, each year. Teachers and teaching assistants play a valuable role in providing support for pupils who need it. Computers are sited in such a way as to be readily accessible, but they are not sufficiently used as a resource to support learning across the curriculum.
64. The quality of teaching in the small number of lessons observed was good. Current standards suggest that, over time, teaching is satisfactory. Pupils in Year 1 recorded a sequence of instructions to move a programmable Roamer forwards, backwards, to the left and to the right. They tested them out, learnt from their mistakes and made the necessary amendments. Previous work shows that they can word process, change text and fonts, label and classify, and create pictures. They learn to create graphs pictorially. In a brief observation in Year 2, pupils created pictures in the style of Mondrian, selecting and using straight line geometric shapes and flood fill tools in a graphics package. They had the choice of creating cool pictures, warm pictures or pictures in which the colours stood out. They are also taught to combine text and graphics and to find information on interactive multifields.
65. Leadership and management, based on outcomes, are satisfactory. The subject leader has a clear sense of educational direction and gives good support to staff and pupils. She is a good role model and demonstrates a strong commitment to improving standards. She has overseen a significant improvement in staff confidence and subject knowledge, and in the quality and use of resources. Assessment of pupils' knowledge, skills and understanding is thorough and constructive. The subject leader plans to involve pupils more in self-assessment, so that they develop a better understanding of the standards they have reached and what they have to do to improve.

Information and communication technology across the curriculum

66. Information and communication technology is used satisfactorily across the curriculum, but there is scope for further development. In ICT lessons, teachers sometimes plan opportunities for pupils to use skills learnt in English or mathematics.

However, skills acquired in ICT lessons are not sufficiently reinforced and further developed in other subjects, for example, mathematics and science, where there are many opportunities for graphical representation. Interactive whiteboards are beginning to be used effectively in most areas of the curriculum.

HUMANITIES

History and religious education were sampled. It was not possible to make a full inspection of religious education as no lessons were observed in this subject.

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- Well managed innovation is having a beneficial effect on pupils' learning.
- Pupils' understanding of how well they can improve is limited.

Commentary

67. Standards match those normally found in Year 2. The achievement of all pupils, including those with special educational needs, is satisfactory. Geography is now taught to mixed Year 1 and 2 classes through an enquiry approach. Mapping skills are being developed more formally. The success of this innovation was evident in lessons. Pupils worked successfully in groups to produce a model of an island, showing physical and human features. In their study of the imaginary Isle of Struay, pupils accurately describe the main features of localities. They accurately describe similarities and differences between the Isle of Struay and Hayling Island, using a developing range of geographical vocabulary. The teachers' good use of the interactive whiteboard in each class, supports pupils' learning.
68. Teaching was good in the three lessons observed. It is satisfactory, over time, because there is insufficient rigour to enable pupils to reach the standards that many of them have the ability to achieve. Teachers insist on high levels of behaviour with the result that pupils apply themselves to their work and make satisfactory gains in their knowledge, skills and understanding. Teachers and teaching assistants carry out ongoing assessment and use the results to address individual learning needs.
69. Leadership and management are satisfactory. The acting subject leader has raised the profile of geography. She has a clear vision for future development and plans to further develop links with literacy, numeracy and ICT, in particular. The curriculum is enriched by studies of the local environment. They consider what they like or dislike about the environment and how to make it safer. Year 2 pupils have a very good opportunity to explore woods and rivers, during their week's residential visit to Minstead village, in the New Forest. Good links are made with science through pupils' study of bogs and ponds. Following their visit to a Global Challenge Yacht, pupils trace its journey on a world map, so enhancing their awareness of continents, oceans and cities. Improvement since the last inspection has been satisfactory.
70. In **history**, it is not possible to make an overall judgement on provision, standards, achievement, teaching or improvement since the last inspection, as no lessons were observed. An analysis of pupils' written work suggests that standards are likely to be similar to those normally found in Year 2. Pupils demonstrate a satisfactory knowledge of rich and poor people in Victorian times and of famous people such as Florence Nightingale and Guy Fawkes. Literacy skills are used satisfactorily, but the range of writing is limited. It seldom includes eye-witness accounts, diaries, or

biographies. The use of mathematical and computer skills is underdeveloped. The subject makes a good contribution to pupils' cultural development. The curriculum is enriched through visits to the Gosport Museum, the Search Museum, Manor Farm Victorian experience, HMS Warrior and a Global Challenge Yacht. Visitors include The Rainbow Theatre and talks about life in the past by local residents.

Resources are very good and have an impact on pupils' learning. They include a 'Room in the Past' which contains a very good range of Victorian artefacts. Assessment is good and is used well to guide planning and to respond to individual pupil's needs. Leadership and management are satisfactory. The subject leader is a good role model and has created an effective team.

71. In **religious education**, it is not possible to make an overall judgement on provision, standards, achievement, teaching, or improvement since the last inspection, as no lessons were observed. Pupils' written work suggests that standards are likely to match those of the locally agreed syllabus. Pupils have a developing awareness of the importance of key figures, special books, sacred places and festivals in Christianity and Hinduism. The curriculum builds upon pupils' own experiences and they are helped to understand the concepts specific to a faith tradition. Religious education has a high profile in the school and links with daily worship, personal, social and health education and spiritual, moral, social and cultural development are carefully planned. In an assembly on new life, links were effectively made with family roots. Pupils sing with meaning, and join in prayers reverently. Their spiritual development is enhanced through participation in Harvest, Christmas and Easter Services at St Mary's Church. They also visit the church to study the building and learn about its use. Their moral development is encouraged through stories relating to love, care, forgiveness and respect for all life. The study of two of the world's major religions enhances their cultural development. There is good support for social development through groupings, drama, visits and visitors. Pupils are successfully taught that what religions have in common is more important than differences. Assessment procedures are good and the results are used to inform planning and to respond to individual pupils' needs. Good resources support pupils' learning. Leadership and management are satisfactory. Priorities for development are satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

72. No class lessons were observed in art and design, design and technology or in music. It is not possible, in consequence, to judge standards, achievement, the quality of teaching and learning or overall provision in these areas of the curriculum.
73. Available evidence indicates that **art and design** has a relatively low profile in the school. The evidence of pupils' art work in display is limited and the standard of the work seen does not suggest that this is likely to be a strength. The range of activities seen in display and in the portfolios of pupils' work is restricted, with some basic paintings, pencil sketches and rudimentary pastel work. There is little evidence of progression through the year or of any rigorous and systematic focus upon the development of pupils' skills. Art is taught in occasional blocks following the current model for delivering the foundation subject curriculum. While this is working well for some subjects, it can be less successful in relation to the progressive development of pupils' skills over time. There is no subject leader for art and design at present and this is further inhibiting progress. Basic assessment procedures are in place, but there is no evidence that these are having a significant impact upon standards.
74. Evidence of pupils' work in **design and technology** was largely restricted to the task undertaken by all Year 1 and 2 pupils in the first part of the current term – the design and building of wheeled vehicles. The subject is offered for two or three intensive sessions during each school year, separated by lengthy intervals. On the evidence

seen, while standards are unlikely to be better than those normally found, the approach is, nonetheless, systematic, with pupils preparing designs, modifying these as they proceed and evaluating the outcomes at the end. Within each activity, they undertake a focused practical task – in this instance, the making and fitting of axles on their vehicle bodies. The overall plan for the subject closely follows the national guidance. Useful assessment procedures are in place. The temporary subject leader is providing satisfactory leadership and has ensured that staff have appropriate training input to update their skills. It is not, however, immediately clear how the differing needs of Year 1 and Year 2 pupils are planned for, within the current arrangements.

75. No class lessons were observed in **music**, although a short singing practice for Year 1 and 2 pupils was observed. While no judgement is possible on standards or teaching, the subject does appear to have some strengths within the curriculum. All class music is taught by one member of staff with specialist skills, while singing is similarly supported by the headteacher. The provision is effectively structured through the use of a commercial music scheme, which strikes a good balance between composition, performance and evaluation. As a result pupils have a progressive experience of the subject and the level of coverage is satisfactory. In addition, music is enhanced well through opportunities to play recorder (in Year 2) and violin, while the occasional choir is active in support of annual school functions. The quality of singing is satisfactory. Effective assessment structures have been implemented to track pupils' progress. The subject leader is relatively new, but capable and has a clear grasp of the subject's strengths and areas for development.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- The school uses available accommodation well.
- Assessment is limited in scope, although teachers encourage pupils to evaluate their own performance.
- There is very little extra-curricular enhancement of the curriculum.
- The quality of teaching is variable; some lessons need more pace and rigour in order to raise pupils' achievement.

Commentary

76. Standards in physical education are similar to those normally found in the elements of the curriculum observed during the inspection – gymnastics and games.
77. In a very successful gymnastics lesson, Year 1 pupils were refining their jumping skills and subsequently devising ways of travelling across apparatus and refining those sequences, using different body shapes. In two games lessons observed in Year 2, pupils were practising their throwing and catching skills. However, neither of these sessions, while satisfactory, had the focus on rigorous development of relevant skills which had been evident in the Year 1 session. Neither pace nor rigour were sufficient to enable pupils to achieve better. In all lessons, pupils were suitably changed for physical activity. No time was wasted in beginning the lesson, although in one of the Year 2 sessions, a constant drift in of pupils who had been working elsewhere made for a very fragmented start. This affected the overall pace of the lesson. Good use is made of warm-up activities, where a challenging pace is sometimes set. All staff follow common practice in asking pupils about the effects of exercise on health. However, the creation of opportunities to evaluate their own work and that of others is more patchy and there is a need for a clear shared approach in this area. Pupils with special educational needs, in particular minor behavioural issues, are managed well by support staff, ensuring that they are enabled to be involved in the lesson.
78. Teaching and learning are satisfactory overall, though one very good lesson was observed. Teachers have good relationships with pupils. They have a positive rapport and pupils are keen to please. Lessons are well planned. The best sustain a brisk

pace. Occasionally, the flow of lessons is broken because teachers stop activities to comment or correct pupils and pupils do not have enough time to concentrate productively on their performance. Again, there is, at times, too little focus on skill development in order to take the quality of pupils' work forward. Teachers' subject knowledge is satisfactory. There have been recent opportunities for staff development in dance.

79. There are few extra-curricular or enrichment activities which extend pupils' opportunities in physical education.
80. The co-ordinator provides good leadership and supports colleagues well. This contributes well to the increasingly consistent practice observed. Assessment structures have been implemented and these are satisfactory. The positive features evident at the last inspection have been sustained.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

81. Personal, social and health education and citizenship was not inspected in depth. The curriculum has recently been reviewed, adding units on emotional and thinking skills. There is now a good programme for personal, social and health education and citizenship. Emphasis in personal, social and health education and citizenship lessons is placed on values, self-esteem, responsibility, friendship, respect for others, and personal standards. Pupils are encouraged to develop self-discipline, and to contribute to the life of the school and the community. They are given responsibilities appropriate to their age. The school promotes safe and healthy life styles.
82. The teaching of citizenship is established as part of the personal, social and health education programme. Pupils are encouraged to take on responsibilities within the school. The focus on citizenship has led to the creation of an elected school council, which provides an opportunity for pupils to take on responsibilities and reflect pupils' views. Pupils are effectively taught about the responsibilities of living in a community, and the need to recognise and appreciate the values and beliefs of other people. Citizenship in the community is fostered through good links with local schools, colleges and wider partnerships, very good community links, and support for a number of local and national charities.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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