



Brightstone Church of England Aided Primary School

Inspection Report

Better
education
and care

Unique Reference Number	118192
LEA	Isle of Wight LEA
Inspection number	280259
Inspection dates	10 July 2006 to 11 July 2006
Reporting inspector	Michael Pye Al

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	New Road
School category	Voluntary aided		Brightstone
Age range of pupils	4 to 9		Newport PO30 4BB
Gender of pupils	Mixed	Telephone number	01983740285
Number on roll	70	Fax number	01983741224
Appropriate authority	The governing body	Chair of governors	Mr Denis Russell
Date of previous inspection	10 January 2000	Headteacher	Mrs Linda Cahill

Age group 4 to 9	Inspection dates 10 July 2006 - 11 July 2006	Inspection number 280259
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This small school is situated on an attractive site. Many pupils travel from the surrounding rural area, but in common with other local schools, the numbers on roll are declining. There are four classes, and the numbers of pupils entering or leaving the school other than in Reception and Year 4 is above average. The numbers of pupils with learning difficulties and disabilities is below average, but above average for those with a statement of special educational need.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The school judges itself to be satisfactory. However the inspector agrees with the parents that it is, 'A good school with strong community links'. It has academic strengths, pupils' personal development is good and there are high levels of care for the pupils.

The high quality of leadership and management has ensured that standards have improved, even during the absence of half the teaching staff for a prolonged period of the year. The very effective headteacher has established some outstanding monitoring and self-evaluation procedures which are resulting in improvements to the quality of teaching and learning. The monitoring follows the school development plan and the targets set for teachers. Evaluation includes a very good focus on the effectiveness of change. The school provides good value for money.

The pupils get a good start in Reception where effective provision helps them to progress well. Pupils also make good progress in the rest of the school as a result of their positive attitudes and consistently good teaching. Results in last year's national tests were average in reading and mathematics and above average in writing. Standards have improved and are now good in mathematics and reading and above average in writing by the end of Year 2. By Year 4 pupils continue to reach standards generally above those expected for their age. There is a need for more high quality opportunities for speaking and listening in order to develop the richness of pupils' vocabulary. There is room for improvement in developing a more challenging and imaginative curriculum to promote pupils' research and creative skills. Improvement since the last inspection has been good, with improvements to attendance, standards in information and communication technology (ICT) and science.

What the school should do to improve further

- Ensure that all pupils benefit from more high quality opportunities to speak and listen.
- Ensure that the curriculum provides more opportunities for pupils to research, solve problems and use their creative thinking skills

Achievement and standards

Grade: 2

Pupils' achievement and standards are good overall. The levels of children's skills and experiences when they enter Reception have generally been above average in recent years. However this is changing and the current year has many pupils with speaking and listening, writing and emotional development levels below that expected for their age group. They make good progress in the Reception class and most children meet, and some exceed the goals expected for their age by the time they start in Year 1.

Pupils are eager to learn and they work hard to achieve the challenging targets set for them. Consequently, by the end of Year 2 standards in reading and mathematics

are above average. The continued above average standards in writing is one consequence of the effective monitoring of teaching. Last year some high attaining pupils did not reach the higher levels in reading and writing. However better use of assessment data now allows teachers to identify at an early stage those pupils who are underachieving. Additional support for those learners is provided, such as the computerised individual learning programmes in writing, and they are now making good progress. This also includes those pupils with learning difficulties and disabilities.

Progress in Years 3 and 4 is good and standards are above average in writing, reading, and mathematics. Standards in ICT and science are good and have improved since the last inspection.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good overall. The spiritual, moral, social and cultural development of pupils is well developed with some very good aspects. Through church visits, pupils learn to reflect on a range of issues. They know much about various cultures through some excellent innovative experiences such as the Nduku Fayre, the Caribbean style nativity play, links with Russia and Maori story-tellers. There exists a very positive ethos in the school, towards work and play. Pupils' behaviour and attitudes are good, and they enjoy school. As one pupil said, 'We're all sensibly silly'. Attendance is good and there are no exclusions.

Pupils relate well to each other, being polite and helpful. The pupils spoke about how good it is to have a 'buddy' to whom they can talk. Each 'buddy' suggests 'something successful (the pupil has achieved) and a tip for improvement'. They work well in teams, value and show respect for others' views. As one pupil said, 'You can say no - you don't have to go with others' opinions'. They are well aware of safe practices. Pupils have an outstanding awareness of healthy living, benefiting extremely well from a school which 'lives' healthily and actively promotes care of the environment. The Eco-school council has made decisions about tree planting, the development of the attractive grounds, recycling, and councillors have spoken to the governors about healthy living. This excellent awareness of the global community is very well extended through the pupils' work for the local community. They fund raise for charities, host a weekly lunch club, and are involved in local parish planning and in the church. Good achievement in ICT and other basic skills, together with their experiences in enterprise activities help prepare them well for later life.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good overall and has shown improvement as a result of thorough monitoring by senior staff. The improvements in marking, for example, mean that teachers give good guidance when reviewing the pupils' 'Big Writing' work. Consequently pupils

have a good idea of how to improve their work and they progress well towards their targets. This is further supported in the good lessons where teachers make clear what the pupils are expected to learn. Year 4 pupils were quickly experimenting with a computer presentation programme and progressing well because the teacher skilfully reminded them during the lesson of the original aim of the exercise. Pupils in need of additional support benefit well from joint lesson planning between the teacher and their assistants. As a result the teaching assistant is clear about the objectives of the lesson. The pupils then benefit from pre-prepared materials and teaching approaches that are well linked to the individual needs of the pupil.

Whilst there are some good paired discussions during lessons there are missed opportunities for pupils to expand on their explanations, and comment on the answers of others. Good teaching in the Reception class enables pupils to develop their social skills and their ability to discover things for themselves.

Curriculum and other activities

Grade: 2

The school provides a good curriculum with some very good enrichment, such as poetry week that supports pupils' learning. Regular visits and visitors help increase pupils' enjoyment and interest in their learning. In this small school there is a good range of well attended clubs, such as tag rugby and music. Pupils benefit from good provision for literacy, numeracy and science. There is a very good use made of environmental projects to stimulate pupils' interests. Pupils' personal and emotional development is good and reflects the good personal, social and health education programme that is effectively interwoven into the curriculum. Since the last inspection the use of ICT is now well established, and the introduction of laptops enables all pupils to easily access computers. There are some good links between subjects, such as when computers are used in history. However the curriculum does not consistently make use of imaginative approaches that challenge pupils to research and solve problems.

Care, guidance and support

Grade: 2

Inspectors agree with the parent who wrote, 'The school is a caring, well organised and motivating environment which enables my child to progress both academically and emotionally'. In this small school, staff, parents and pupils know each other very well, and this knowledge effectively underpins the good levels of care. There are clear health and safety policies and well established practices for child protection and risk assessment. The school has established effective links with a good range of outside agencies which are involved at an appropriate time and support both pupils and their families. Guidance for pupils' academic and personal development is good. Most, although not all, pupils are able to describe how they should improve their work. Pupils know their targets and this enables them to make progress in literacy and numeracy.

Pupils with learning difficulties and disabilities are supported well, and benefit from focused individual education plans. They all make good progress toward measurable and clearly identified goals.

Leadership and management

Grade: 2

Leadership and management are good, with some significant strengths. Good personal development and care means pupils feel safe, well supported, and able to concentrate on their work. The accomplished head teacher has established very effective monitoring and evaluation procedures that give a very clear direction for improvement. A particular strength is the outstanding consideration given to consistently monitoring and measuring the impact of changes that result from self-evaluation.

Evaluation and the subsequent planning for changes, such as those involving writing and in dealing with falling numbers of pupils are effective. This is because accurate research helps build a detailed evidence base upon which decisions are made. Decisions involve a good range people such as governors, staff and parents; teamwork is strong. Good performance management procedures ensure that teachers share, and work towards common targets. The changes have resulted in improved standards in writing and are the consequence of all teachers adopting new and similar approaches in lessons. This consistency is the result of shared in-service training, on-going and effective monitoring and evaluation, together with teachers having common performance management targets. In light of this there is a strong capacity to improve.

Parents give good support, and are overwhelmingly positive about the school. Pupils are very well involved in the local community because of the outstanding links developed by the schools' leadership. One parent, among many, commented on these links and wrote, 'The school is very much a part of village life and has strong community links'. For example, the school was the venue when villagers met with staff, pupils and parents in developing ideas for a parish plan. The headteacher and governing body have been instrumental in promoting an extended role for the school within the community. Community use of the facilities is encouraged. Pupils and families benefit from the on-site pre and after-school organisations, and the resulting ease of transition for new pupils. Parental workshops in ICT have resulted in helpful advice for new parents being published in booklet form.

The Foundation Stage is well led and managed. The good governing body contributes well to school monitoring. It is increasingly challenging the school and is aware of what needs to be improved. Leadership has been particularly effective in strategic planning which has helped to maintain a good level of provision for pupils during a period of falling pupil numbers.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Pupils

You may remember my visit to your school. I spoke with many of you and listened carefully to the interesting things you had to say. Thank you.

These are some of the things I really liked about your school. • Your teachers make learning interesting. • You learn quicker than many other pupils. • You do better in writing, reading and mathematics than many other pupils of your age. • You really are very keen to live healthily and care for your surroundings. The school grounds are lovely. • You invite many people into the school from the village and local area. • Your head teacher and other staff really care for you, and because of this you feel safe and able to concentrate on your work. • You behave well and enjoy school. • The governors, staff and headteacher know your school well and have a clear idea of how to make things even better.

I have asked the school to provide you with even more chances to speak and listen, to use your imagination and solve problems. I wish you well for the future.

Yours sincerely

Mike Pye

Additional Inspector