

INSPECTION REPORT

NORTHWOOD PRIMARY SCHOOL

Northwood

LEA area: Isle of Wight

Unique reference number: 118166

Headteacher: Mrs Vicki Johnson

Reporting inspector: Mr Brian Gosling
22453

Dates of inspection: 3 – 6 December 2001

Inspection number: 192128

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Community
Age range of pupils:	4 to 9
Gender of pupils:	Mixed
School address:	Wyatts Lane Northwood Cowes Isle of Wight
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Geoff Ruck
Date of previous inspection:	March 1997

INFORMATION ABOUT THE INSPECTION TEAM

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22453	Brian Gosling	Registered inspector	Mathematics History Information and communication technology Equal opportunities	The school's results and pupils' achievements How well is the school led and managed?
10965	Pat Edwards	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents
23574	Lona Thomas	Team inspector	Science Art and design Design and technology Religious education Foundation Stage	How well are pupils taught?
20614	Don Kimber	Team inspector	English Geography Music Physical education Special educational needs English as an additional language	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Northwood Primary School is situated in the village of Northwood and is smaller than most primary schools. Pupils transfer to local middle schools at the age of nine. There are 190 pupils, with a considerably greater proportion of boys (115) than girls (75). There are no pupils from ethnic minority or refugee families, and less than one per cent has English as an additional language. The proportion of pupils who are eligible for free school meals is below the national average. The proportion of pupils with special educational needs is broadly average, whilst the percentage of those who have a Statement of Special Educational Need is above the national average. This is because the school willingly and expertly provides educational opportunities for a number of pupils with physical difficulties. When children start at the school, their attainment is variable and generally a little below the county average.

There have been many changes since the last inspection. Eight of the 12 teachers (equivalent to 5.9 full-time teachers) have started since the last inspection, and lessons have continued during the rebuilding of the school in the last six months. The school held 'Beacon' status until this summer and did not accept the invitation to reapply due to the demands made by the extensive building work at the school. It continues to be very popular with parents. This is reflected in the number of pupils, which has increased by almost a quarter in the last four years.

HOW GOOD THE SCHOOL IS

Northwood Primary School is a very effective school. It is highly effective in some aspects of its provision, particularly for the Foundation Stage pupils in the reception classes and those with special educational needs, although not enough time is given to some subjects. Pupils arrive with attainment a little below the county average and they make very good progress to attain high standards in the national tests. The quality of the teaching is very good and the leadership is excellent, with very good management of the school. The school continues to provide very good value for money.

What the school does well

- Pupils achieve high standards in the national tests in English, mathematics and science.
- Pupils' attitudes and their behaviour are very good.
- The integration of pupils with Statements of Special Educational Need is outstanding and the school's commitment to the principle of inclusion is impressive.
- The teaching is of a high standard and the school's provision for pupils' personal development is very good.
- Links between different subjects of the National Curriculum are explored well.
- There is excellent leadership and very good management of the school.
- The governors are very effective in fulfilling their roles.
- The school is continually evaluating its performance and striving to be better.
- The school works very well in partnership with parents, who have a high opinion of the school.

What could be improved

- The balance of the curriculum does not give sufficient time to some subjects, particularly science in Year 3 and Year 4, and the organisation of the school day does not always make the best use of the time available.
- The provision for information and communication technology has not been developed sufficiently.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1997. Good improvement has been made since then and the school has maintained high standards in pupils' attainment and school provision. The school has held the status of a 'Beacon' school since the last inspection.

The need to improve the evaluation of planned spending, noted in the last inspection report, has been addressed effectively. Furthermore, learning support staff have been employed and trained for all classes in Year 1 and Year 2. The school has focused on improvements in reading and writing, and this has been successful in raising standards, as shown by the results in the national tests. The provision for pupils with special educational needs has improved and additional opportunities have been provided for pupils that means they can now enjoy these activities from 8:30 in the morning and until 5:30 in the afternoon. An independent playgroup has been rebuilt on the school's site and next term they will share a play space with children in the reception classes. The new buildings have greatly improved the accommodation with a new library, a computer suite and equal access for wheelchair users.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2, based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
Reading	D	C	A	A	well above average A above average B average C below average D well below average E
Writing	B	B	A	A	
Mathematics	A	A	A	A	

Standards are high in reading, writing and mathematics at the end of Year 2. Teacher assessments in science show that standards are above the national average. All pupils attained the nationally expected Level 2¹ or better in these subjects, except for some, but not all, pupils with Statements of Special Educational Need. The school has high expectations of the pupils, and the proportion that attained above national expectations in 2001 was well

¹ On Levels: The National Curriculum has been written on the basis that, by the end of Key Stage 1, pupils are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above nationally expected levels.

above the national average and the average for similar schools. The trend in pupils' attainment² is rising and standards have been maintained above the national average, except in reading in 1999 and 2000, as shown in the table above.

Children make very good progress in the reception classes and many exceed the Early Learning Goals³ for children of this age by the time they enter Year 1. By the time the pupils leave the school at the end of Year 4, standards are good in English and mathematics, but there was insufficient evidence to make a secure judgement on standards in science. This is because insufficient time is given to the subject in Year 3 and Year 4. When sufficient time is given to a subject, such as history and physical education, pupils' achieve good standards due to the high quality of the teaching and learning in the school. However, insufficient time is given to some subjects for pupils to achieve as well as they can.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school and work hard to do their best in lessons.
Behaviour, in and out of classrooms	Pupils behave very well in lessons and in the playground. They are polite and friendly and they work and play together well.
Personal development and relationships	Very good. Pupils' develop respect for others and show a very good understanding of other people's needs.
Attendance	Good. Attendance is better than the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 4
Quality of teaching	Very good	Very good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

² On pupils' attainment: An average points score provides schools with a single statistic with which to compare the overall grades attained by their pupils with the grades attained by pupils in other schools. At Key Stage 1, the National Curriculum levels of attainment are given a score. For example, in mathematics Level 1=9 points and Level 2=15 points, and so on. The average test score achieved by a school is calculated by adding up all the scores achieved by the pupils and then dividing by the number of pupils who took the test. These comparisons are the ones used in the figures printed in the summary of the report. When the percentage of pupils attaining a particular level is compared to that in other schools, this is stated clearly in the text.

³ On Early Learning Goals: QCA (Qualifications and Curriculum Authority) has produced a set of Early Learning Goals for children in the Foundation Stage of education. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the time they start the National Curriculum in Year 1 in six areas of learning: communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development; physical development; and personal, social and emotional development. The Foundation Stage continues until pupils enter Year 1, when they begin Key Stage 1 of the National Curriculum.

The quality of teaching is very good overall. More than half of the lessons seen were very good or excellent and there was no unsatisfactory teaching. All except one lesson were judged to be good or better in reception and Years 1 and 2, whilst two thirds of the lessons seen in Years 3 and 4 were good or better.

The quality of teaching in English and mathematics is very good and the skills of literacy and numeracy are taught very well. Lessons are planned carefully and assessment is used well to ensure that the activities meet the needs of all pupils, including those with special educational needs. In all subjects, lessons are well organised and teachers use resources effectively to stimulate the pupils' interest. A feature of the high quality of the teaching is the teamwork that has been established in the school. Teachers plan together and because learning support assistants work well in partnership with them, they make a significant contribution to pupils' learning. Pupils are very clear about the purpose of the lessons and they show a lot of interest, concentrating very well on their tasks for long periods.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, the school provides a range of practical activities that enrich the curriculum and there is a wealth of extra-curricular activities that benefit the pupils. However, there is insufficient balance between some subjects of the National Curriculum, and information and communication technology has not been developed far enough for pupils to achieve as well as they can.
Provision for pupils with special educational needs	Very good. These pupils' needs are carefully addressed in all activities and pupils with statements of educational need are extremely well integrated into all classroom activities.
Provision for pupils with English as an additional language	Any pupil with English as an additional language makes good progress and attains the nationally expected standard in English for pupils of the same age.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	This is very good in all aspects of pupils' personal development. They develop a very good understanding of the needs of others, with a clear appreciation of the effects of their actions on others in the classroom and the playground. There are very good links with pupils at other schools that encourage pupils' understanding of the multicultural richness of modern Britain.
How well the school cares for its pupils	The school cares for its pupils well. There are very good procedures to monitor pupils' development, and the provision for pupils with Statements of Special Educational Need is excellent.

The school works very effectively in partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership and the management of the school is very good. The deputy headteacher and the full senior management team support the headteacher very well and they lead the staff very well as a team that is committed to providing the very best for the pupils.
How well the governors fulfil their responsibilities	Very good. The governors are fully involved in the life and work of the school. This gives them a good understanding of the school's strengths and weaknesses and allows them to play a full and active role in school improvement.
The school's evaluation of its performance	Very good. The school supports teachers new to the school very effectively and the staff and governors are constantly seeking ways to improve its performance.
The strategic use of resources	Very good. The support of financial planning for the school's priorities is excellent and the school applies the principles of best value very well.

The match of teaching and support staff to the needs of the curriculum is good. The new building provides good accommodation that includes a computer suite and a new library. There are good outdoor facilities with an environmental area. Resources for learning are also good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Parents are highly supportive of all areas of the work of the school. 	<ul style="list-style-type: none"> There are no areas of concern for parents.

Inspectors agree with the very positive attitudes of parents to the work of the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children enter the reception classes, their attainment is slightly below the average for the schools in the county. The organisation and management of the Foundation Stage are of a very high quality, as is the teaching the children receive, and, by the time they enter Year 1, children achieve the Early Learning Goals of the Foundation Stage curriculum and many children exceed these goals.
2. Pupils' attainment in the national tests at the end of Year 2 in 2001 was well above the national average and the average for similar schools in reading, writing and mathematics. All pupils except some, but not all, pupils with Statements of Special Educational Need attained the nationally expected Level 2 in reading, writing and mathematics. The school has high expectations of pupils' achievement, and the proportion of pupils who attained the higher Level 3 was well above the national average and the average for similar schools in reading, writing and mathematics. Teacher assessments in 2001 show similarly high standards in science. High standards have been maintained despite the disruption of the building works before and during the national tests.
3. High standards are maintained in Year 3 and Year 4 and, by the time pupils leave the school at the end of Year 4, their attainment exceeds national expectations in English and mathematics. It is not possible to make a secure judgement about standards in science at the end of Year 4 because few examples of pupils' work were available and there were no opportunities to see lessons in the subject. Although girls tend to do a little better than boys in reading and writing, this reflects the national picture and there is no significant difference between the performance of boys and girls in mathematics.
4. The school is committed to its policy for inclusion. For example, its results in the national tests could have been even better, but the school demonstrates its caring and inclusive nature by including pupils with severe learning difficulties. These pupils are fully included in lessons, and the interactions that their classmates make with them are friendly and very caring. Furthermore, the progress of each pupil in English and mathematics is tracked by using assessment tests every six months and the school makes special provision for pupils who show poor or very good progress. This might include additional support or involvement in an activity after school that addresses their particular talents. The school identifies gifted and talented pupils, such as two pupils who are talented at football and attend training with Portsmouth Football Club. The school sets targets for pupils in English and mathematics and has plans to do the same in science. These targets have a significant effect on pupils' attainment by showing them how they can improve.
5. Standards in literacy and numeracy are good because the school teaches the basic skills very well and ensures that pupils develop their skills progressively, building sequentially upon their previous learning. Standards in science are high at the end of Year 2 and pupils benefit from a very practical approach to the subject.
6. Standards in the non-core subjects at the end of Year 2 exceed national expectations in design and technology, history, physical education and religious education, and meet national expectations in art and design, information and communication

technology, and music. At the end of Year 4, standards exceed national expectations in history, music, and physical education, and meet national expectations in art and design, information and communication technology, and religious education. Due to the school's method of teaching many subjects through topics in blocks of time, there was insufficient evidence at the time of the inspection to make a secure judgement of standards in geography at the end of Year 2 and Year 4, and design and technology at the end of Year 4.

7. By the time they leave the school at the end of Year 4, pupils achieve very well in English, mathematics, history, music and physical education. Their achievement is good in art and design, information and communication technology, and religious education. Although no secure judgement can be made about pupils' achievements by the end of Year 4 in some subjects, they achieve very well by the end of Year 2 in science and design and technology. Insufficient time is given to some subjects, particularly science in Key Stage 2, to ensure that pupils achieve as well as they can.

Pupils' attitudes, values and personal development

8. Throughout the school, pupils' attitudes to learning and their interest in their work are very good. Most parents are happy with their children's attitudes to school and feel they are encouraged to behave well and grow in maturity. There are very good procedures for introducing children to the school. As a result, children in the reception classes settle quickly into school routines and they are happy, confident and eager to learn.
9. Pupils enjoy coming to school and they talk about their work with enthusiasm. They respond very well and show interest in the activities provided for them. This was seen in a Year 1 English lesson where pupils sustained good levels of concentration when writing rhyming sentences about the piglet and bear families.
10. During the inspection, pupils' behaviour in lessons and around the school was very good. Pupils with special educational needs are valued in all aspects of school life. They are well respected by the other pupils, who show care and consideration at all times. Pupils discuss and know the 'golden rules' well. Playtimes and lunchtimes are pleasant social occasions where pupils play very well together. This is helped by the range of activities and equipment available as well as the friendly support they receive from adults, who often join in activities with them. The 'buddy' system is well developed and this helps to ensure that all pupils are fully involved at playtimes. There were no exclusions in the last reporting year. Pupils and parents report that incidents of bullying are infrequent occurrences and, when they arise, they are dealt with quickly and effectively.
11. Relationships between all members of the school are open and friendly. Pupils talk to teachers in a friendly way about their work or personal issues. Pupils are courteous, honest and trustworthy.
12. Pupils are willing to accept responsibility and enjoy helping with class and school routines. There is a school council with members elected from all classes except the reception classes, and pupils act as classroom helpers and playground 'buddies', and with the Wednesday lunchtime club when local senior citizens are invited into school. Pupils complete homework tasks responsibly and they use their initiative by helping to organise fund raising for charities such as Red Nose Day and The Blue Peter Appeal.

13. Attendance for the last reporting year was good and remains at a level similar to that found at the previous inspection. Pupils are punctual and this allows lessons to start on time and proceed without interruption, which contributes to pupils' learning.

HOW WELL ARE PUPILS TAUGHT?

14. Teaching in the school is very good overall. It is very good, with examples of excellence in the Foundation Stage. In Key Stage 1 it is very good and in Key Stage 2 it is good. No unsatisfactory lessons were observed anywhere in the school. The high standards of teaching mentioned in the previous report have been maintained and exceeded in the Foundation Stage.
15. The headteacher monitors class teaching each week. The evidence from her observations is shared with the teacher concerned and kept as part of the school's performance-management procedure. Paired observations by other staff members have been undertaken from time to time and are used as a means of sharing ideas and learning from one another. Teachers have received training in observation and feedback techniques, updated to ensure that new teachers receive the same support. Curriculum co-ordinators have not yet conducted monitoring visits to classrooms, but this is planned for the spring term. The monitoring of teaching by the headteacher and the training received by teachers in monitoring techniques have a positive and beneficial impact on the quality of teaching.
16. Teaching in the school is characterised by the very good teamwork between members of staff. Teachers plan together across parallel age groups. This co-operative way of working is not reserved for teachers, but spreads from teachers to learning support assistants and parent helpers. As a result, the whole school works as a team. In this way, new, temporary and part-time teachers are never without a high level of support and advice in their planning and teaching methods. Teachers have a secure knowledge and understanding of the subjects of the National Curriculum, except information and communication technology. Some teachers are unsure how to use this resource effectively in pupils' learning. The school is aware of this and has developed an action plan to address this issue.
17. Pupils are actively involved in their learning. Teachers tell them at the beginning of the lesson what they are expected to learn and then discuss with them when the class is brought together at the end of the lesson how well this has been achieved. In mathematics and English, personal targets are set that are drawn from teachers' careful evaluation of pupils' progress. Individual learning targets for other subjects are not planned in such detail.
18. Pupils with special educational needs achieve very well, not only because of the high-quality support they receive but also because they are respected and accepted as full members of each class. Pupils are very supportive of each other and spontaneously involve pupils with disabilities in lesson activities. For example, one child, who communicates with hand-signals, is encouraged by other pupils to respond to the teacher's questions. A pupil who is near will get up and repeat the question, allowing the pupil to respond by signalling with one of her hands the answer that she wants to give. This is very indicative of the positive and supportive learning ethos that is created in all classrooms in the school.
19. The management of pupils is generally very good. This contributes to the very good behaviour seen in the school and enables effective learning to take place. All members of staff have very good relationships with the pupils based on mutual

respect and a quiet, friendly approach. Teachers use positive remarks to increase pupils' confidence and self-esteem. Consequently, even when behaviour sometimes slips and pupils get rather noisy and over-exuberant, the very good relationships and the respect for the teacher result in a positive learning atmosphere being restored very quickly. On occasions, however, pupils are allowed to call out answers and some pupils tend to dominate.

20. In the best lessons, teachers are very knowledgeable about the needs of the particular age group they teach. This is particularly evident in the reception classes. Teachers provide a wide range of high quality and stimulating activities, carefully planned and structured to ensure that ample opportunities are provided for children to learn through direct teaching as well as through a wide range of rich practical experiences. Teachers have high expectations of their pupils. They plan their lessons well and structure them to follow the national guidelines, which ensures that pupils' learning progresses systematically. They teach the basic skills in literacy and numeracy successfully and, as a result, pupils make good progress in these vital areas through the school. The quality of teaching in English and mathematics is very good through the school. There is an increasing awareness by teachers of the importance of using literacy across the curriculum; for example, in stressing key words or correct technical language in science such as 'prediction', 'reflective', 'opaque' and 'fair testing'.
21. Very good planning underpins the most successful lessons. In a Year 2 literacy lesson, the purpose of the lesson was made clear to pupils and each new component of the programme of work was introduced at a good pace that sustained pupils' high levels of interest and involved them constantly in discussing their work. Pupils develop the skills of reading and learn to follow instructions effectively as they make Victorian toys, for example. Skills in literacy, numeracy, history, and design and technology are woven and inter-linked into all stages of the lesson, and the good resources and challenging tasks help pupils to work swiftly and with interest. As a result, they display very good attitudes to their work and attain very good standards.
22. In the lessons that are less good, but still satisfactory, time is not always used well. Some sessions are too long for a single lesson and teachers end the session with activities such as drawing pictures that are planned more for occupying the time than challenging pupils to extend their learning. In other cases, the most frequent shortcoming is when the teacher talks for too long at the start of the lesson and does not give pupils sufficient opportunities to offer extended answers to questions and suggest ideas. In a few instances the larger number of boys is allowed to dominate sessions and most of the girls become merely passive observers.
23. From the time children start in the reception classes, the school encourages parents to support their learning at home. The amount of homework is increased as they progress through the school and these arrangements contribute well to pupils' learning.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

24. The quality and range of learning opportunities are good in Key Stage 1 and Key Stage 2, and very good for children in the Foundation Stage. The curriculum meets the requirements of the National Curriculum, including sex education and drugs

education, the Foundation Stage curriculum for children under five and the requirements of the locally agreed syllabus for religious education.

25. The curriculum is appropriately broad and relevant, but there is insufficient balance between some subjects of the National Curriculum. This makes it difficult for all subjects to be covered in sufficient breadth and depth to ensure that pupils attain the standards expected nationally. The organisation of the school day provides a long time for some lessons. This can result in a slower pace to the lesson or allow for often unplanned and low-level activities, such as drawing activities, at the beginning and end of lessons. The school has implemented the National Strategies for Literacy and Numeracy very well and these two areas are given prominence in the school's curricular priorities. There has been a recent focus upon improvements in reading and writing and this has been successful in raising standards. The good quality of the subject leadership has helped increase teachers' skills and enthusiasm, and this has contributed to improvements in pupils' learning of the basic skills. The school is in the process of adapting national guidelines for many subjects and recognises the need to develop further the way in which the curriculum is organised to help pupils build their learning progressively in all subjects. Many subjects are taught within a well-developed and imaginative topic approach, which provides strong cross-curricular links that support pupils' learning well. Termly educational visits to places of interest and a wide range of practical activities help to enrich the curriculum.
26. The provision for pupils with special educational needs is very good and fully complies with the Code of Practice⁴ for special educational needs. This provision is comprehensive and is effective in all aspects of the curriculum. The good standards observed in the last inspection have been improved. This has been achieved by very impressive teamwork. The governing body provides strong support for teachers and support staff, and their wholehearted efforts are complemented in many instances by other pupils readily giving help and encouragement to their classmates who have learning difficulties. Teachers write the pupils' individual education plans, and these set out clear and achievable targets for pupils. There are also suggestions for ways in which parents can offer help and support. The 'catch up' programme provides additional support for pupils identified as in need of reading support. The provision and support for pupils with severe physical difficulties are excellent. Her Majesty's Inspectors (HMI) praised the way the school is integrating and including pupils with special educational needs when, following a recent visit, they described provision at the school as 'a model of good practice'.
27. The school successfully ensures that all pupils enjoy equal access to the range of curricular and extra-curricular activities. English as an additional language is well supported and the standards in English that are expected of pupils of the same age are achieved. Ramps help to ensure wheel chair access to all classrooms, and resources for learning are often selected to ensure as full a participation as possible by all groups of pupils. Some after-school activities are arranged so that boys and girls receive equal encouragement, such as girls in gym club, and boys in dance. The art club is run in two groups for older and younger pupils.
28. There is good provision for pupils' personal, social and health education (PSHE) across the school. Members of staff have taken part in professional training relating

⁴ On SEN Code Of Practice: This gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

to 'quality circle time'⁵. The PSHE curriculum provides a basis through 'circle time', religious education, and PSHE lessons for considering topics such as community, friendships and self-awareness. All members of staff maintain an approach that helps all pupils to develop self-esteem.

29. There is very good range of extra-curricular activities, including educational visits. These have a very positive effect upon pupils' learning and personal development. Clubs and activities include recorders, drama, art and craft, football, cricket, chess, computer and nature clubs. Teams for games such as football and cricket play against other schools. Pupils in Year 3 and Year 4 take part in the musical production at the Medina Theatre. Museum visits and school trips, notably those to London and the adventure centre at Wootton, also contribute to pupils' development and progress.
30. The school's links with the local community are very good, as are those with other schools and institutions. There is an independent playgroup on the site, with which the school works closely. Other local visits include those to the Quay Art Centre, the County Press, and the termly visits by Year 4 pupils to the public library. Visitors to the school include an Asian band, the vicar, the community police liaison officer, the fire officer, theatre and education groups, music services (who provide a concert), and a storyteller and drama group who visit during 'Africa Week'. There are also many strong links with other schools leading to, and arising out of, the school's function as a 'Beacon' school. In addition to work with the local group of primary schools, there are close links with the middle school to which most pupils transfer at the end of Year 4. Other links include those with the London Institute for Education, Southampton University, and the West Sussex Institute in Chichester that involves teachers' professional development, educational research and student trainee teachers working in school. The school has received visits from over 50 schools in its role as a 'Beacon' school, and there are good links with schools in Lewisham and Nepal. The school provides two 'lead' teachers for the local education authority for literacy and numeracy, and the headteacher has worked with schools in Bristol, Dorset, Kent and Surrey, and two on the Island, in relation to developing 'whole-school quality circle time'. Pupils' learning is greatly enriched by their visits and activities in the local community and by the benefits of links with other institutions.
31. The provision for pupils' spiritual, moral, social and cultural development has continued to be very good since the previous inspection.
32. The provision for pupils' spiritual development is very good. Acts of collective worship meet statutory requirements and provide opportunities for meaningful reflection. Assemblies are well organised, include a time for prayer and encourage pupils to consider the spiritual aspects of our daily lives. Across the curriculum, spiritual development is encouraged and pupils display awe and wonder towards the natural world as they study pond life through their use of the school's conservation area. Teachers encourage pupils to share their ideas and feelings, and teachers respect and value them. Displays are used well. For example, a display on shape poems by pupils in Year 4 on the subject of fireworks enhances pupils' self-esteem and encourages them to consider more deeply these wonders. Music is played in the foyer throughout the day and this encourages a calm atmosphere as pupils work in the library and while pupils, parents, visitors and staff move around the school.

⁵ On 'Circle time' - this is the provision of a discussion period which provides good opportunities for pupils to talk about issues that face them in everyday life.

33. The provision for pupils' moral and social development is very good. It is promoted through the school's 'golden rules', the PSHE programme which is backed up by the 'healthy school' award. All members of staff have a consistent approach and equally high expectations for pupils' behaviour. Throughout the school, pupils learn to recognise the difference between right and wrong and the qualities of fairness and honesty. This is achieved through themes in assembly, in discussion in well-planned 'circle time' and by the personal example of all the adults working in the school. Adults unfailingly acknowledge positive behaviour. All members of staff demonstrate respect for pupils that raises their self-esteem and confidence. The school council meets regularly with the headteacher to discuss issues, such as lunchtime play arrangements and fund raising for charity. Older pupils gain from their opportunities to act as playground 'buddies'.
34. The school's provision for cultural development is very good. Through subjects such as art, music, English, geography, history and religious education, pupils' knowledge of their own culture is very effectively fostered. Pupils learn to empathise with people of other times in history when studying the Victorians, for example. The school is very aware of the limitations contained in the singular culture represented in the school and of the need to raise pupils' awareness of other cultural groups. To this end, it has established exemplary links with other schools. Pupils enjoy an email link with the British School in Nepal and pupils' appreciation of other communities and cultural traditions is extended through their links with pen friends in a school in Tower Hamlets, London. Pupils exchange visits with these pen friends and benefit greatly both from their visits to London and by being visited on the island by inner-city children from ethnic minority families.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The school has maintained the caring environment and effective support for pupils found at the time of the previous inspection. The teachers know their pupils well and work hard to care for them as individuals. The quiet, unassuming respect adults and pupils show for each other is an important contribution to the school's ethos.
36. Parents are happy with the support and guidance provided for their children and they value highly the caring reputation of the school. The effective procedures for introducing children and their parents to the school ensure that new children settle quickly into the routines of school life. Teachers closely monitor pupils' personal development through formal records and discussions and are aware of their individual needs.
37. Procedures for promoting good behaviour are used consistently by staff. The school's behaviour policy contains a range of rewards and sanctions, and clearly identifies standards and expectations. Issues related to bullying, intimidation and other unacceptable behaviour are monitored carefully through activities such as 'circle time'. These procedures are well supported by the home-school agreement. Parents are happy that school deals with any reported incidents promptly and effectively.
38. The school has very good procedures in place for monitoring attendance. Registers are called efficiently at the beginning of every session and parents are regularly reminded of the need for punctuality and good attendance. The education social worker visits the school regularly and works closely with the school whenever there is considered to be a problem with attendance. Certificates are presented for full attendance during the school year.

39. The school has an appropriate child-protection policy that complies with the procedures of the area child-protection committee, and all members of staff are aware of these procedures. Training has been undertaken regularly by members of the school staff. The school has a comprehensive health and safety policy and regular risk assessments are made. The arrangements for first aid, recording accidents and informing parents are good. Lessons on sex education and drug awareness form part of the programme for PSHE, which is well supported by outside agencies.
40. There are very good procedures for monitoring pupils' attainment and progress. These procedures are especially effective in the core subjects of English and mathematics, and in providing for pupils with special educational needs. Checks are made each half term to assess and record pupils' learning in mathematics, and more regularly in English for reading and spelling. Formal assessment and recording procedures are in place for other subjects and these are being developed as the school evaluates teaching and learning in subjects where planning has adapted recently-published national guidelines for use in 'topics'. In humanities, for example, learning is often assessed in questions such as 'How did it feel to be an evacuee?' Teachers make daily observations in many subjects to monitor progress and this informs their planning for lessons in the weekly planning meetings.
41. The school uses a variety of test materials, in addition to the national test results, to make regular assessments in English and mathematics. The results are analysed and are used very effectively to track pupils' attainment and progress and to identify areas for development. Results of a reading test are used to identify which pupils will benefit from the additional support available. The results of the national tests are also analysed to see, for example, whether there are significant differences between the performance of boys and girls. Such analysis is used to inform the choice of resources as well as identifying priorities in the school improvement plan.
42. All pupils have individual targets, which focus upon English and mathematics, readily to hand in their classroom. These targets are clear and specific, and pupils understand what is required to meet them. Their progress in achieving these targets is recorded on the class 'dartboard' record. A system for tracking pupils' progress though the school was introduced two years ago. At present, this focuses on recording progress each term in English, mathematics, science, and information and communication technology.
43. Very good procedures are in place for the early identification of pupils with special educational needs. Class teachers work closely with the co-ordinator for special educational needs, the literacy support teacher and the special educational needs assistants. Individual education plans are well developed, and there is very good assessment and record keeping for these pupils. The level of support in the school for those pupils with severe physical learning difficulties is outstanding. All have individual support assistants, and the school tries to include them as fully as possible in all aspects of school life.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The views of parents who responded to the questionnaire are very positive. Parents are pleased with all aspects of the school's work and they hold the school in very high regard. All parents who returned the questionnaire agreed that the school encourages their children to achieve their best and said that they would feel comfortable in approaching the school. Very few parents disagreed with any of the

other statements on the questionnaire. It is not surprising, therefore, that the school works very well in partnership with parents and that the number of pupils at the school continues to rise. Inspection findings support these very positive views of parents. The school issues its own questionnaire for parents each year and acts upon any significant concerns or suggestions that these highlight. For example, meetings with parents are now held every term and the annual reports of pupils' progress contain clearer guidance on what pupils can do to improve.

45. The school continues to welcome parents and encourage their involvement since the previous inspection. All parents receive a home visit when their children start at the school. Parents are very supportive and their involvement with the school has a positive effect on their children's learning. A large number of parents and other members of the local community assist teachers in the classroom. This allows small groups of pupils to work with an adult in many lessons. These voluntary helpers work closely with the class teacher and understand clearly the learning intention of the activity, which enables them to provide very good support for the pupils. Parents also help with the many visits that the school undertakes and, when the need arises, give willingly of their time and energies. For example, the whole community was involved in the creation of the conservation area, raising money, digging and laying a path to the pond by the stream.
46. The quality of information provided by the school is very good. There are meetings with teachers each term and parents who are unable to attend are offered alternative dates. Parents are also encouraged to talk to teachers at any reasonable time and weekly newsletters keep them updated about items of interest. The prospectus and the governors' annual report to parents contain useful information that is written in friendly, jargon-free language and attractively illustrated with photographs and pupils' drawings. The annual reports of pupils' progress are clear and informative on how children have progressed and ways in which they might improve. Parent governors hold a regular 'surgery' for parents at the beginning of each month as well as running clubs after school. Some interesting information is also available to parents on the school's web site.
47. Almost all parents are happy with the amount of homework their children receive and find that the 'patchwork' (parents, teachers and children) leaflet and the home-school diary are used well for the transfer of information between parents and teachers. The Parents' Association meets each month and organises fund-raising and social events, such as Christmas and summer fairs. These are well supported by parents and the community, enabling considerable funds to be raised in support of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The headteacher provides excellent leadership that is inspirational, dedicated and enthusiastic. She teaches a reception class for half of each week and this allows her to set a clear example for the high standards of teaching and learning in the school. The headteacher maintains her own professional development and has recently undertaken the leadership programme for serving headteachers. In recent years she has worked with the London Institute for Education to lead an attitudinal survey involving all schools on the island, has been a member of the Qualifications and Curriculum Authority's creativity committee and a guest speaker on raising achievement at conferences for headteachers in Northumberland, has represented headteachers on the Early Years Development Partnership Committee, and worked as a trainer for the 'whole-school quality circle time' model that involved working with schools in Bristol, Dorset, Kent, Surrey and on the Isle of Wight. Her commitment

- and enthusiasm sets an excellent, professional example, and two senior teachers in the school are 'lead teachers' in literacy and numeracy with the local education authority and two teachers are trainers for 'quality circle time'.
49. The management of the school is very good and the school has recently been awarded the 'Investors in People' standard. The headteacher enjoys a very good working relationship with the chair of governors, who is very supportive and an effective leader of the governing body. The headteacher is ably supported by the deputy headteacher and the senior management team. Each member of the senior management team is also a team leader for a key stage and they hold weekly planning meetings with colleagues in the same key stage. They have received training in mentoring colleagues, and the way that they support new teachers in aspiring to the high standards of teaching in the school, as well as inducting them effectively into school routines, is excellent.
 50. Subject co-ordinators lead their subjects well and they are effective in maintaining high standards of teaching and learning. There is a programme of development for the role of the co-ordinators to build on the work of the co-ordinators for literacy and numeracy in monitoring pupils' work, teachers' planning and teaching and learning in the classroom. The school experienced some difficulties initially in lesson observation, particularly in providing feedback to teachers on their performance, and so a consultant was employed to develop this area of its work. Consequently, all teachers now feel themselves as equals in the observation process.
 51. The school improvement plan is a very useful document. Areas for inclusion in the plan are initiated by the senior management team following discussions with colleagues. The headteacher discusses the priorities for development with the chair of governors and then produces a draft that is discussed with the full governing body and all members of staff. The finance committee is kept informed of the priorities so that financial planning can take account of this when the budget is planned. The school is very clear that the improvement plan should be led by curriculum needs rather than budget constraints. The governing body found weaknesses in its system of having one identified governor to monitor the progress of the improvement plan, so it has now appointed a pair of governors to monitor the plan together. Each sub-committee monitors the area of the plan that most directly relates to them and, at each meeting of the governors, the question is asked, 'What difference has this made to pupils' attainment?'
 52. The governors fulfil their responsibilities very well. They are able to take an active role in the development and monitoring of the school improvement plan because they have a clear idea of the strengths and weaknesses of the school. Each governor conducts a classroom observation, usually once each term, with an agreed focus that is related to his or her area of responsibility, such as literacy. The parent-governors hold sessions for parents, and two governors are involved in after-school activities, running a chess club and a nature club that makes good use of the school's conservation area. The vicar of the local church is involved through the community and also provides the piano accompaniment in 'worship through singing'. These contributions provide the governors with a good understanding of the work of the school and give them a high profile in the school. All statutory requirements are fully met.
 53. The school evaluates its performance well and has produced a clear statement of its monitoring procedures for all members of staff. Teaching and learning are monitored and evaluated very well and the school has agreed forms for providing feedback for teachers, with identified points for development. The results of the national tests are analysed by teachers and the governing body to identify strengths and weaknesses in

pupils' learning. The teaching staff acknowledge that the governors ask 'pertinent but friendly' questions about the school's performance. The views of parents are also sought in a questionnaire annually, although, as is shown in their replies to the inspection questionnaire later in this report, they have a very high regard for the work of the school. However, the allocation of curriculum time is not monitored sufficiently to ensure that there is a suitable balance between the different subjects of the National Curriculum.

54. The school's financial planning is excellent and is expertly guided by the chair of the finance committee, who is an accountant. The budget is securely linked to the school improvement plan and is monitored closely through regular meetings of the finance committee, which receives regular budget statements. There have been particular challenges recently due to the increasing number of pupils and the extensive building works at the school. The school was aware of the need to employ more staff to accommodate the increased number of pupils and the delay in receiving funds for these pupils. A contingency fund was established to allow for any emergencies that might arise in the building works and to provide for the equipment in new computer suite once the building was completed. Consequently, the carry-forward figure in last year's budget was a little larger than that recommended. This is an expedient and entirely appropriate use of school funds and this money has now been spent.
55. Day-to-day financial management is very good and the last audit made no recommendations as everything was fully in place. The school administrator is very efficient and she provides a warm and friendly welcome for parents and visitors alike. She provides budget statements each month for the governors and ensures best value by seeking three quotations for every expenditure. This practice was followed efficiently in selecting the provider to equip the new computer suite that best met the school's criteria of cost and compatibility. Best value has also been sought in the provision of professional development for teachers in the use of information and communication technology, where various options were considered before the most suitable for the school was chosen.
56. The teaching staff is suitably qualified. The number of support staff is good and they provide good assistance for pupils within the wide range of curriculum opportunities available. They are complemented by the large number of parents who work well alongside the school staff in the classroom.
57. The school's accommodation is now good following the building works and there are new opportunities for teachers and pupils in the provision of a new library and computer suite. The caretaker and the cleaning staff maintain all areas of the school to a high standard. The school plans to develop a separate play area for the children under five that will be shared with the playgroup that uses the school site. There are good outside areas with a well organised and stimulating playground that includes climbing apparatus. The conservation area was developed with the help of the whole community. They have laid a path down to the stream where a pond is surrounded by a section for pupils with logs to sit on and a separated natural area for animals to visit the pond. A bird hide is also being restored for the pupils' use.
58. Resources are very good for the children in the Foundation Stage notwithstanding the need for a separate play area. They are good for English, mathematics and history, and satisfactory for all other areas of the curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. In order to achieve high standards in all areas of the curriculum, the headteacher, governors and staff should:
- (1) consider the time allocated to different subjects of the curriculum, particularly science in Key Stage 2, and review the way that the school day is organised to ensure the most beneficial use of the time available;
(Paragraphs 7, 25, 53, 89, 94)
 - (2) ensure that all teachers have a secure knowledge and understanding of the National Curriculum requirements for information and communication technology, and make full and effective use of the opportunities provided by the new computer suite.
(Paragraphs 16, 111-115)
(The school is aware of this need and has included an action plan in the school improvement plan. This plans for the professional development of teachers in the subject, and a computer suite has been installed this term to improve provision.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	41
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	20	12	7	0	0	0
Percentage	5	49	29	17	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	190
Number of full-time pupils known to be eligible for free school meals	19

FTE means full-time equivalent.

Special educational needs	YR – Y4
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	40

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	5.0

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	23	16	39

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	22	23
	Girls	15	15	15
	Total	35	37	38
Percentage of pupils at NC level 2 or above	School	90 (93)	95 (90)	97 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	23	23
	Girls	15	15	15
	Total	37	38	38
Percentage of pupils at NC level 2 or above	School	95 (93)	97 (93)	97 (97)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	150
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y4

Total number of qualified teachers (FTE)	8.9
Number of pupils per qualified teacher	21.3
Average class size	23.8

Education support staff: YR – Y4

Total number of education support staff	10
Total aggregate hours worked per week	226

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2.2
Number of teachers appointed to the school during the last two years	3.4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	2000/2001
	£
Total income	377,982
Total expenditure	362,771
Expenditure per pupil	2,073
Balance brought forward from previous year	16,207
Balance carried forward to next year	31,418

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	190
Number of questionnaires returned	73

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	19	1	0	1
My child is making good progress in school.	75	22	1	0	1
Behaviour in the school is good.	75	22	1	0	1
My child gets the right amount of work to do at home.	60	29	4	1	5
The teaching is good.	82	15	1	0	1
I am kept well informed about how my child is getting on.	79	15	4	0	1
I would feel comfortable about approaching the school with questions or a problem.	89	11	0	0	0
The school expects my child to work hard and achieve his or her best.	85	14	0	0	1
The school works closely with parents.	85	12	3	0	0
The school is well led and managed.	90	7	0	0	3
The school is helping my child become mature and responsible.	84	11	1	0	4
The school provides an interesting range of activities outside lessons.	70	25	1	0	4

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

60. The provision for children in the Foundation Stage, which consists of two reception classes, is of a very high standard. The children, who start school at the beginning of the year in which they are five, arrive at the school with attainment that is variable, but generally slightly below the county average. This is confirmed by the initial assessments undertaken during the children's first weeks in the reception class. There are very good procedures for easing the transition from home to school. Parents are offered home visits by the reception teachers, and the children are invited to attend a normal session before they start school. As a result, they settle quickly into the school routine and at the time of the inspection were happy, confident and eager to learn.
61. The management of the Foundation Stage is excellent. The long-, medium- and short-term planning is of very high quality, reflecting the Early Learning Goals and 'stepping stones'. Each area of learning is planned to show classroom activities, resources and assessments. The weekly plans break this down further to include success criteria for the three ability groups. Assessment is thorough and of a high quality. The reception classes are very well organised and stimulating places for children to learn. The provision and support provided for pupils with special educational needs are excellent. Teaching is consistently of a very good standard, with examples of excellence. This is an improvement since the last inspection, when standards of teaching were judged to be at least good and sometimes very good. Very good support is provided by the classroom assistants. Parents also provide a very good level of support because the teachers make clear to them what the children are expected to learn in each activity and how they can support and challenge them. As a direct result of all these contributory factors, by the time the children enter Year 1 they achieve the Early Learning Goals in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, and physical and creative development. In many cases, children exceed these goals.

Personal, social and emotional development

62. The very good management of the classroom and the stimulating activities provided complement the positive behaviour management strategy common throughout the school. Teachers use praise and encouragement well to raise the children's self-esteem and to develop their confidence to tackle new challenges. The children learn to work, share and play together well as they develop respect and care for those around them. Of particular note is the excellent integration of pupils with special educational needs, who participate fully in all activities. In many cases children in the reception classes organise themselves independently, because materials and activities are made easily accessible to them. For example, they find a book and read in a comfortable corner, listen to a tape, use a computer program or move into one of the role-play areas and act out a character from a favourite story or nursery rhyme. Although a few children only concentrate for a short period, the majority remain on task for a worthwhile length of time. Planned discussion times, including the weekly circle time, provide very good opportunities for children to share feelings and ideas in a structured way. They attend acts of collective worship with the rest of the school and this helps them to become full members of the school.

63. The teaching of personal, social and emotional development throughout the Foundation Stage is very good. Relationships are strong and the children are totally at ease with adults and other children. Teachers and learning support assistants provide very good role models and the children are cherished and treated with great respect. A range of high-quality social experiences are planned and organised, including role play in a 'shoe shop', a 'post office' or in the 'bear's cottage', sharing ideas and news, and taking turns in speaking and listening sessions. As a result of the very good teaching they receive, the children make very good progress in this area of learning during their time in the reception classes.

Communication, language and literacy

64. Activities to support the development of these vital areas of learning are thoroughly and thoughtfully planned. Very good resources are used effectively to ensure that children's needs are met fully. They enjoy listening to stories in both reception classes and they confidently read parts of the text together when the teacher is reading to them. In a very good literacy lesson, the children developed a good understanding of the sequence and sounds of the alphabet as they played a game. They had to identify the letter starting their name and were given a badge with the letter and their name written on it, after which they entered assembly in alphabetical order. In another very good lesson, a mistake in a letter addressed to the class was immediately spotted and several children pointed out that a capital letter was in the wrong place. Another excellent activity was planned to help the children recognise their names and those of others and to identify key words in a context that was relevant to them. A class book with photographs of each child and a caption has been compiled. To the song 'Fee-fi-fo-fum', the teacher had made rhymes to include each child's name. As the rhyme was sung, the flap over the appropriate photograph was opened and the caption read out. The children loved the activity and kept saying, 'What did I say?' and, 'Tell me again'. The vast majority can recognise their own name as well as the names of others. Higher-attaining children can read and spell key words such as 'like', 'this' and 'here'. The high standards mentioned in the last inspection have been maintained.
65. The quality of teaching is consistently very good, with examples of excellence. As a result, the children make very good progress in this area of their work. Very good teaching and very good support staff make a major contribution to the children's success. A very good range of resources is available, which are accessible to the children and imaginatively organised to ensure that independent reading and writing activities are used effectively to develop literacy skills. The children enjoy looking through books and tell each other the sequence of the story from the pictures. They turn readily to work in the well-planned writing area, where they select writing materials and try to make sense of words in their early efforts to write lists and send letters to be posted in their class 'post office'. Adult intervention in such activities and in role-play situations is of a high quality and serves very effectively to extend the children's language and ideas.

Mathematical development

66. Children make very good progress in developing mathematical understanding because the teaching is very good or excellent. Children practise counting in many activities. Very good teaching helps the children to reinforce their speaking and listening skills and to use the correct mathematical vocabulary. For example, during an activity to count coins in and out of a container the children easily count forwards

and backwards to ten. They are encouraged to experiment with large and small toys, such as building blocks of various shapes, comparing giant boots with other shoes of varying sizes and looking at the different sizes of the three bears and other characters relating to the class theme of traditional tales. They learn the difference between 'big' and 'small' and investigate the properties of shape. They learn about number from a range of practical activities; for example, when buying stamps from the class 'post office'. Most of the children in the two classes recognise all the numbers to ten and some can recognise numbers beyond this. They sort numerals to ten and put them in the correct order, and use words such as 'more', 'less' and 'same' when they compare groups of objects. The adults promote the use of mathematical language effectively in many activities. For example, when kneading dough to make a 'large' loaf or when using wire rings to blow 'large' bubbles the children use the terms 'larger' and 'smaller' confidently and within relevant contexts. The adults use every opportunity to promote counting activities and use mathematical language as they intervene in children's activities. This enables the children to make very good progress in using and understanding number and mathematical ideas.

Knowledge and understanding of the world

67. A range of rich, varied and very well planned activities helps children to make very good progress in developing knowledge and understanding of the world around them. In relation to the theme of 'traditional tales' the children use the workshop area in the classroom to explore materials and tools. Using a selection of these with construction materials, they designed and made a chair for a bear, a gingerbread house and a bridge for Goldilocks to find her way across. Through such activities the children learn to ask questions about why things happen and how things work. They follow the lead provided by adults, who model such investigations by frequently posing questions and setting challenging tasks.
68. Children regularly work independently on computers to develop early skills in information and communication technology. They operate the mouse competently and understand and act upon positional vocabulary as they move the mouse 'in', 'under', 'over' and 'beside' objects on the screen. They use a programmable toy as a goat or as Goldilocks to find a way across a bridge or through the woods. They plant, tend and observe the growth of cress seeds and observe the effect of changes in the ingredients used in cooking under different conditions as they make porridge and bread.
69. Teaching in this area of learning is very good or excellent. There is a very clear purpose to the planned activities and teachers provide a wealth of enriching experiences and opportunities to develop children's knowledge and understanding effectively. In one excellent lesson, pupils were involved in making bread, in using a pipette to squeeze colour onto coffee filter paper in order to investigate the different patterns and shades created and in blowing bubbles of various shapes, sizes and colour. The awe and wonder experienced by the children through such activities and the very good learning that emanated through a good blend of direct teaching and frequent well-judged interactions were a joy to witness.

Physical development

70. At present the children do not have access to a separate outdoor play area, but money is now available for them to have this facility, which they will share with the playgroup that is housed on the school site. This area will be developed early in the spring term.

71. They use the hall facilities to practise climbing, balancing and dance activities, and they display a good awareness of space and the needs of others. They listen, understand and interpret instructions well. A variety of shoes, ranging from giant boots to ballet shoes and baby slippers, were used in one lesson as a stimulus to encourage movements of different size, strength and shape by the children. In response, the children created imaginative movements to the music. Some children displayed grace and agility in their movements.
72. Children handle construction kits, paint brushes, tools and materials with increasing control. Sand, water, clay and dough are made available and the children use them well, engaging in discussion about what they are making. Model making is very popular and helps the children to make decisions as they independently select materials and use the appropriate glue to affix parts to make the desired object. Very good teaching has resulted in all children making very good progress in this area of learning.

Creative development

73. The teaching is consistently very good and children make very good progress in developing their creative skills. A carefully planned range of activities is provided and the children are able to select from a variety of tools and materials. There is a high level of discussion and conversation during activities that also develop children's speaking, listening and thinking skills. Children enjoy drawing and painting, and respond imaginatively to various stimuli. Pictures are successfully created using pencil, crayon, chalk, paint and a range of fabrics and other materials. Children explore texture and compile collages with the materials selected. Liberal in their use of paint, they explore colour combinations on coffee-filter paper to create a variety of effects. Opportunities are created for them to select and use a variety of musical instruments and they sing a range of nursery rhymes and songs with obvious enjoyment.

ENGLISH

74. Evidence from the inspection confirms the high standards of attainment in English for pupils in Year 2 and, by the time they leave the school at the end of Year 4, standards exceed national expectations. Therefore, the high standards of attainment reported in the last inspection have been maintained. Although results have been a little erratic over the past four years, there has been an upward trend. Girls tend to do a little better than boys in reading and writing, which reflects the national picture.
75. Standards in speaking and listening are very good throughout the school. Generally pupils concentrate well and listen attentively to their teachers. Pupils in Year 2 consider a list of instructions before making a toy. They chat easily to one another and to adults in the room, when talking about their work. At both key stages, class discussions encourage pupils to express their own ideas, and they speak clearly in a variety of formal and informal situations. Year 3 pupils share their ideas and thoughts well when discussing the characters in a story they are planning and the language they might use to describe them. In a whole-school assembly, school council members from each year reported back to the school about topics discussed in council meetings. Pupils, including the younger ones, listened attentively to the representatives from each year group, who spoke clearly and confidently. The school gives a high priority to encouraging pupils' oral skills by giving frequent opportunities

for them to express their ideas and opinions. 'Circle time', with its strong positive ethos and emphasis upon valuing what others say, makes a strong contribution to helping pupils to express themselves. Speaking skills are further developed for pupils in Year 4 with their involvement in the annual school drama production at the Medina Theatre.

76. Pupils have very positive attitudes to reading. Standards, which are very good among many Year 2 pupils, exceed national expectations across the school. The improvement in test results over recent years is due to the attention the school has given to developing this area of pupils' experience. When acquiring new books and resources, especially at Key Stage 2, some topics and stories have been selected to be attractive to boys and so help motivate them to read. Pupils at both key stages say how they are already enjoying the new library. The new reading scheme is well structured and many Year 2 pupils understand how it operates. Pupils get good support, especially at Key Stage 1, from parents and teachers who work very well in partnership to encourage them through regular entries and comments in their reading diaries. This collaboration has a significant effect on the good progress pupils make. Pupils in Year 1 demonstrate a strong commitment to reading tasks in lessons. Many pupils in Year 2 know a range of authors and types of books, and can talk about some of the books they have read. They read with expression and interest, and know the difference between fiction and non-fiction books. They use phonic skills to help them read unfamiliar words. Some Year 4 pupils make use of the local public library, and have a sound knowledge of how to find books in a library. Improving attainment in reading and writing has been prioritised in the school improvement plan. Teachers have developed their own knowledge by attending in-service training courses for raising standards in reading and writing. Some courses have focused upon the boosting of interest and involvement among boys. In Years 3 and 4, pupils talk enthusiastically about their favourite authors and books. They show a sound appreciation of books they have at home, and refer to the humour and sense of adventure they contain. Teachers introduce pupils to a good range of fiction and non-fiction texts. Classroom choices can be drawn from sets such as historical novels, traditional tales, stories from other cultures, mystery and myths. The reading skills of older pupils are sufficiently well developed to enable them to cope with the texts they need for other subjects.
77. Standards in writing are very good at the end of Key Stage 1. In Year 4 the standard of writing for many pupils exceeds national expectations. Writing has been identified as a priority focus for development in the school plans. Throughout the school, teaching encourages pupils to see writing as an activity to enjoy. The 'spelling bee', homework and parental involvement help to raise standards. Year 1 and Year 2 pupils enjoyed learning the ways of spelling the 'O' sound, such as oa, ow, and o-e, when they were able to correct any mistakes made by Alf, a large, purple, bearded puppet magician. Year 2 pupils write diaries, stories and accounts of historical characters. The work of some lower-attaining pupils is well organised, and they show a good appreciation of the grammatical structure of sentences. Middle- and higher-attaining pupils are beginning to structure their work logically when writing more extensively. They develop more imaginative writing with some interesting vocabulary, and often accurately spell less common words such as 'aeroplanes', 'friends' and 'lifeboat'. Most pupils use capital letters and full stops correctly when punctuating their work. Pupils make good progress in their writing due to the good teaching they receive.
78. Pupils in Year 4 continue to make good progress in the appropriate use of punctuation, in extending their range of vocabulary, and in using grammatically-complex sentences. Teachers draw very effectively upon new approaches gained

from recent in-service training to encourage pupils to write stories using a richer and more imaginative vocabulary. Many of the higher- and middle-attaining pupils can choose words adventurously and use them to good effect in their writing. A Year 4 pupil, writing about her character Princess Ann, offered 'Her skin, white as well as silky. Her hair, as gold as the sun, would reach from the top of the tallest tower to the ground'. Pupils with special educational needs receive good support. For example, a Year 4 pupil, who has difficulties with reading and writing, was working with support teacher and showed imagination and developing vocabulary when describing his character as having 'suppressed malice'.

79. All pupils with special educational needs are very well supported by learning support assistants, who work very closely together with the class teachers. They ensure that these pupils have full access to the curriculum and that the specific targets in their individual education plans are addressed. There are some small groups of pupils who, having been identified as needing more help, meet for a twenty-five minute session before school. Good teamwork ensures that all teachers and support staff know what they want these pupils to learn. The excellent provision for pupils with severe physical learning difficulties is again shown in the quality of help they have from support staff and teachers, and in their having their own nominated computers to work with. Pupils with special educational needs make very good progress because of careful planning underpinning learning activities. They also gain much from the support and encouragement of their peers.
80. The National Literacy Strategy has been introduced effectively and literacy is developed well in other subjects, such as science and history. A science vocabulary is developed from an early age as children in the Foundation Stage are introduced to words like 'opaque' and 'prediction'. Year 4 pupils write about historical events such as the Blitz, evacuees, and living conditions during the World War II. The progress that pupils make in developing their literacy skills is assessed every six months. Additional support is given to pupils who have made poor progress, whilst those pupils who make very good progress are given more challenging tasks. Pupils are set targets that show them clearly how they can improve.
81. The quality of teaching is very good overall. Teaching was good, or very good, in all but one of the lessons observed. Teachers have a secure knowledge of the National Literacy Strategy and provide appropriate and interesting activities in lessons. The good quality of their planning underpins the consistent and successful effort to ensure the inclusion and involvement of all pupils in the lesson. Questioning techniques are used well, and pupils work at a good pace and concentrate well. There are also effective links with other subjects to promote pupils' learning. For example, in a Year 2 lesson pupils followed instructions to make toys. They were developing their skills of responding to a sequenced list of instructions as well as their understanding of how they such lists should be structured. This work led to the making of different toys, such as laminated puzzles, wooden peg dolls, and bar jumps for tiddlywinks, and was linked to design and technology. There is a good balance in lessons between whole class, group, and individual activities, and teachers ensure that there is sufficient time for joining together to share and review work at the end of lessons. The very good use of a variety of resources, ranging from individual whiteboards, writing frames, and 'show me' fans, to puppets, mirrors, and a 'piglet family' help pupils to sustain their concentration. In all lessons, pupils are well behaved and listen attentively. Teachers foster the ability of pupils to work well with each other. There are times when pupils with special educational needs take the initiative in successfully supporting each other in their work.

82. The subject is managed very well. Planning is monitored, and the teaching of English is regularly observed. There are very good assessment procedures for checking pupils' progress. The 'catch up' programme, which helps pupils identified as needing more support in reading, has been very effective in raising standards. Reading and writing are currently a school focus. Overall resources are good and are used well. The new library is very attractive and enjoyed by pupils, and the school recognises the need to extend the range of books, and to develop its use by pupils.

MATHEMATICS

83. At the end of Key Stage 1, standards are high. Almost all pupils attained the nationally expected Level 2 in the national tests in 2001 and more than a third attained the higher Level 3. These high standards are maintained in Key Stage 2 and, by the time pupils leave the school, their attainment exceeds national expectations. The high standards noted at the time of the last inspection have been maintained. There is no significant difference between the performance of boys and girls.
84. A significant reason for these high standards is the careful way that teachers assess pupils' learning and then plan tasks that match individual pupils' learning needs. After each lesson, a note is made of the pupils who have achieved the intended learning in the lessons and those who need more work to fully understand the concept being taught. This ensures that every pupil learns each new skill effectively before progressing to the next stage of learning. This skilful approach ensures that all pupils, including those with special educational needs, make good progress. Pupils with Statements of Special Educational Need are fully included in the lessons because of the very good support they receive from their carers, and their enjoyment of lessons is clear in their individual reactions and their interactions with their classmates. The progress of all pupils is assessed every six months and greater support or additional challenge is given to those pupils that make poor or very good progress. Targets are set for each pupil that show them what they have to achieve in order to improve.
85. In Year 1 and Year 2, pupils develop a very secure grasp of the number system. Regular practice helps them to develop a quick, mental recall of number bonds to 20 and, in Year 2, multiplication facts to 10×5 . They are encouraged to create their own 'number stories' using cubes and dominoes, and effective use is made of a Venn diagram to sort various numbers. Pupils measure in standard and non-standard measures, and they recognise and name common shapes well, including circles, squares, triangles and rectangles. They also know common three-dimensional shapes, such as cones, cuboids, pyramids, cylinders and spheres.
86. In Year 3 and Year 4, pupils improve their quick, mental recall of multiplication facts to 10×10 and they investigate number patterns with odd and even numbers. They develop a good understanding of place value and explore different methods to add numbers to 1000. Pupils have a good understanding of fractions, mainly 'half', 'quarter' and 'third', and they use this understanding to show that a half of four is two, for example. Many pupils begin to divide large numbers, such as 460 by 23, by the time they leave the school. They measure parts of the body in centimetres and progress to finding the area and perimeter of their hand. All pupils estimate with reasonable accuracy before measuring. They understand that angles are measurements of turn and they accurately draw angles of 30 degrees and 60 degrees as well as right angles. Pupils create and interpret graphs accurately, but this area of mathematics is less well developed. There is a suitable emphasis on using and applying their mathematical skills. For example, pupils investigate how

many different rectangles can be made from a given number of squares and they work co-operatively to find a principle to work out how many can be made without drawing them.

87. Teaching is very good in both key stages. Teachers plan lessons very well, making good use of their assessments of pupils' learning in previous lessons. There are high expectations of both pupils' work and behaviour, and lessons are happy affairs in which the pupils work well with good levels of concentration. The learning support assistants are very well informed about the purpose of the lesson and they work well with pupils. During question and answer sessions at the beginning and end of the lesson, they carefully note the accuracy of the responses of individual pupils and those who do not contribute. This provides valuable information for the teacher when planning the next lesson. The school works very well in partnership with parents, many of whom help in classrooms. They are very confident and clear about their tasks, and their presence allows most groups to work with an adult, benefiting from one-to-one discussion about their task. This results in very busy lessons with much discussion in different groups. Teachers manage these complex situations very well and lessons are very well organised. There is generally a brisk pace to the lesson and resources are very well organised to suit the purpose of the lesson. In some discussions, however, pupils tend to call out rather than wait to be asked and this sometimes restricts the opportunity of the less confident or less assertive pupil to contribute equally. Teachers' marking of pupils' work is very good. They provide much encouragement and many comments that guide pupils on what they can do to improve.
88. The National Numeracy Strategy has been introduced effectively. There is daily practice of number and multiplication facts and regular homework that allows pupils to develop a good mental recall that gives them confidence in tackling number problems. Lessons have clear learning objectives that are shared effectively with the pupils and this allows them to understand what they are learning and why. The co-ordinator leads the subject effectively and her infectious enthusiasm is instrumental in the high standards of teaching and learning. She has a clear idea of how to develop the subject and wants to establish more ways for pupils to use and apply their mathematical skills and understanding in mathematics lessons as well as other subjects of the curriculum.

SCIENCE

89. The good standards reported at the time of the last inspection have been maintained. The teachers' assessments of pupils at the end of Year 2 in 2001 showed that the proportion of pupils reaching the nationally expected Level 2 in science was above both the national average and the average for schools with pupils from similar backgrounds. The proportion of pupils reaching the higher Level 3 was well above the national average and the average for similar schools. It was not possible to observe any lessons in Key Stage 2, as the subject had been taught earlier in the term. However, insufficient time is allocated to the subject and there was not enough pupils' work on which to make a secure judgement of standards in Key Stage 2.
90. The teachers in Key Stage 1 ensure that children have many opportunities to be involved in practical investigative activities to develop their scientific knowledge and understanding. This was evident in lessons for pupils in Years 1 and 2 where they worked individually, with partners and in small groups. Pupils make good progress

and they continue to benefit from a strongly practical approach to the subject, improving their skills in handling equipment and making careful observations.

91. The theme for this term is 'light and dark'. Year 1 pupils know that the sun is the source of light for the earth and they know that darkness occurs when there is no light. When the classroom darkened suddenly, a pupil observed spontaneously that a cloud must have passed over the sun. Pupils in Years 1 and 2 have designed and made reflective armbands and tested which of the bands shine brightest in the dark. After experimenting with tinsel, some Year 1 pupils understand that the material shines best when near a light source. Year 2 pupils appreciate that a test has to be made fair if it is to be of any use. When they were deliberately given torches of various shapes and sizes to test the efficiency of their reflective arm bands in a dark room, several pupils informed the teacher that this would be unfair and not a good test as each torch would vary in how much light it would cast on the bands. This is indicative of the very good learning that emanated from the lessons observed in Years 1 and 2. Lower-attaining pupils in Year 2 are able to predict outcomes confidently; middle attainers make more accurate predictions and suggest how to make a test fair and the higher attainers do all of this and also evaluate their findings. Year 2 pupils have also made simple electrical circuits and they explain why a circuit may be incomplete and does not work. Pupils in both Years 1 and 2 are developing a good scientific vocabulary and understand words like 'opaque', 'translucent' and 'transparent' during their investigations into light and shadows.
92. The progress of pupils with special educational needs is good because of the well-structured support they receive. They are fully integrated into all the activities and are happy and eager to participate in all aspects of the work.
93. The quality of teaching in Key Stage 1 is very good. Teachers have a secure knowledge of the subject that enables them to ask relevant and challenging questions to develop pupils' learning. Lessons are well prepared and teachers stress the importance of the correct use of scientific language. As a result, the pupils are able to talk about their work clearly and competently. The children are provided with many opportunities to work collaboratively, in pairs and within groups, which plays an important role in developing their social skills. Teachers plan their lessons carefully, including the effective use of learning support assistants and parent helpers, and they make the objectives for each lesson clear. They encourage pupils to predict what might happen, insist they make the test fair and ensure that pupils are given a good range of resources. Also, they do not over-prescribe what the pupils must do, but encourage them to make suggestions and be totally involved with the teacher in setting up the investigations.
94. No lessons were observed during the inspection, as the subject was not being taught in Key Stage 2. As a result, no assessment can be made of the quality of teaching in this key stage. Science shares a blocked time on the timetable with some non-core subjects, and had been taught earlier in the term. However, insufficient time is provided for the teaching of science at Key Stage 2. Teachers' planning indicates that there is satisfactory coverage of the subject and discussions with pupils indicate a satisfactory understanding of how an electrical circuit works and that a switch can be used to break a circuit. They also understand that pushing and pulling are examples of forces. However, as pupils have produced very little written recording of the work covered, a secure judgement cannot be made of overall standards in Key Stage 2.
95. There is appropriate leadership by the two subject co-ordinators, who are able to help and support colleagues in their work. There are satisfactory systems for assessing and recording pupils' attainment and progress, but the use of the information to set

targets for improvement for groups and individuals is not well developed. Pupils' recording of the work covered is not well planned. This is particularly evident in the topic folders of pupils in Year 3 and Year 4, where, apart from disparate sheets of paper, very little work has been recorded. Both co-ordinators have been trained in classroom observations and how to provide supportive feedback for colleagues. Although they have not yet monitored standards in the classrooms, they are starting to do this next term.

96. Extra-curricular activities include a weekly Nature Club that studies the pond and wild-life area in the school. A parent, who is a qualified teacher, runs the club and it is attended by pupils in Years 3 and 4. A pond-dipping session at the time of the inspection inspired high-quality learning, and pupils were spellbound by the plants and creatures they had found. They researched, with great interest, any information they could find to extend their knowledge and understanding of pond life. Their concentration on the tasks undertaken, and the awe and wonder they displayed at their findings, were very pleasing to witness.

ART AND DESIGN

97. Standards in art and design are in line with national expectations in both key stages. No lessons were observed and this judgement was reached through the observation of pupils' work displayed around the school, from photographic evidence and from a few examples of previous class work. At the time of the last inspection, standards were 'above average'.
98. By the age of seven, pupils demonstrate satisfactory skills in using a range of media, tools and techniques in their drawings and pictures. Much of the work is linked to science and history topics. Observational drawings of historical artefacts displayed in the classrooms are of satisfactory quality and in many instances show a strong feeling for design. Black and white paintings by pupils in Year 3 and Year 4, relating to World War II, portray effective images of light and darkness. Good use is made of a digital camera to create images that are then copied and painted by pupils. Evidence of previous work by Year 2 pupils shows a satisfactory understanding of colour, images and pattern, based on the paintings of Claude Monet. However, in general, the study of differences and similarities in the work of artists and designers in different times and cultures is not well developed across the school. In Key Stage 1, effective use is made of viewfinders to draw small pictures of what can be seen and, from that small frame, larger paintings are created. Through such work, the children are given good opportunities to record from imagination and experience as they explore new ideas.
99. Management of the subject is satisfactory and effective use is made of national guidance to support teachers' planning. Resources to support work in the subject are of good quality and are made easily accessible to staff and pupils. The co-ordinators for the subject have a good overall view of the work covered across the school but have not had sufficient opportunities to monitor the progressive development of skills as pupils move through the school.

DESIGN AND TECHNOLOGY

100. It was only possible to see three design and technology lessons, all in Key Stage 2, during the inspection. The lessons were introductions to the eventual designing and

making of a torch that could be used in the blackout during the World War II. The standards attained during the lessons were good, but very little evidence of previous work, apart from the satisfactory designing of posters, was available for scrutiny. Secure judgements cannot therefore be made on the full range of work in the subject. No lessons were seen in Key Stage 1 as the subject had been taught in the earlier part of the term. However, on the basis of evidence from a scrutiny of pupils' work, teachers' planning and discussion with pupils, overall standards in this key stage are judged to be good. Standards in the last inspection report were judged to be 'above average' in both key stages.

101. Pupils in Year 1 and Year 2 have designed and made their own toy vehicles. In one class, they have used computer-produced labels to caption the vehicles. As an introduction to the work in a Year 1 class, a collection of large battery- and friction-powered toy vehicles were brought in by a visitor who explained how they work. This stimulated the pupils to want to make their own vehicles. They produced designs and then made the vehicles. The objectives of the activities were shared clearly with pupils, who understand that wheeled vehicles are made of different parts and that, in order for them to work effectively, the wheels and axles need to be joined correctly. Through this work, pupils develop good skills in assembling, joining and combining materials to make a finished product. They have also begun to develop the skills of evaluating each other's work. Linked to a literacy lesson, Year 2 pupils followed instructions on how to make Victorian toys. They made jumps for tiddlywinks, a duck with hoop, peg dollies and jigsaws, which they laminated to preserve them. The toys made were of very good quality and were displayed with pride and enjoyment by pupils.
102. The quality of teaching in the lessons seen was good overall and ranged from satisfactory to very good. Pupils enjoyed the activity of disassembling a torch, studying the parts and how they work, and putting it all back together again. They worked sensibly together, supporting each other very effectively. There was good support from the teachers and learning support assistants as they aided pupils in their investigations. Good links have been made with literacy, history and science. In the very good lesson seen, the teacher struck a very good balance between giving pupils sufficient opportunities to investigate for themselves and timely intervention through skilled questioning, with open-ended questions providing extra challenge. Pupils with special educational needs were indistinguishable from others in the lesson. They attained standards on a par with their peers, and their pride and happiness in their achievement were obvious to see.

GEOGRAPHY

103. During the inspection no lessons were seen in geography and it is not possible, therefore, to make a secure judgement on pupils' attainment and the quality of teaching. With the topic approach to teaching, there happened to be a stronger emphasis upon history than on geography during the term in which the inspection took place. However, some limited examples of pupils' work were available. Evidence is gained from an examination of this work, discussions with teachers and pupils, and an examination of teachers' planning.
104. Pupils have good opportunities to increase their understanding of how settlements differ, and how they can change. In Key Stage 1 they carry out investigations using the school grounds and the local school area. The investigations of the school grounds link with science, as some of the activities focus upon trees and the pond.

Mapping skills are developed in this work, and also in the surveys of the local area, in which pupils plot their own homes on the school area map. Pupils' geographical vocabulary of places and the environment is further extended with a trip to Portsmouth as part of the topic on transport. Another valuable experience for pupils is the work deriving from the link with a Nepalese school in which pupils exchange information with pupils from the Kathmandu school using email.

105. Pupils' knowledge of places and their ability to recognise similarities and differences between their own locality and distant places are extended in Key Stage 2. There is a link with pen friends in an inner-city school in London. Pupils exchange questions with their pen friends about their local community and environment, and they visit London as part of this work. Local fieldwork includes walking along the River Medina from Newport to the estuary, and comparisons are then made with the River Thames. Year 4 pupils talk enthusiastically about this work. They also are keen to discuss their visit to the 3D Education Centre at Wootton, and recall the orienteering activities which further develop their mapping skills. Pupils in Year 3 and Year 4 also use maps as they consider the Isle of Wight in the context of the United Kingdom, and then as part of the European Union. Many pupils enjoy the practice of using languages from European countries in registration.
106. The school is drawing upon guidelines from the Qualifications and Curriculum Authority to plan the geography aspect of topics. The school recognises the need to strengthen assessment and record-keeping procedures to ensure pupils' regular progression in skills and knowledge as they pass through the school. Geography makes a good contribution to pupils' social and cultural development and good use is made of field visits to motivate pupils and support their learning. Resources for geography are satisfactory overall. Additional sets of maps and atlases, and resources to augment teaching about distant places are needed to help promote pupils' achievements in geography.

HISTORY

107. In Key Stage 1, pupils attain standards that exceed national expectations. Evidence from pupils' work, teachers' planning and talking to pupils indicates that high standards are maintained in Key Stage 2. The good standards noted at the time of the last inspection have been maintained.
108. Pupils develop an enthusiasm for the subject through the school's lively approach to the teaching of history. For example, a class of Year 2 pupils visited a museum in Newport during the inspection to support their work on the Victorians. The whole class, including the teacher, dressed in Victorian costume for the visit and, after returning to the school, continued their lessons as the Victorians might have done. The classroom was reorganised with the desks in rows and a physical education lesson was conducted, in Victorian costume, along the regimented lines that Victorian children would have experienced. This exciting approach to the subject catches pupils' imagination and helps them to gain insights into the daily lives of children in another period as well as showing them how things have changed since then. The creative use of timelines in the classrooms helps pupils to develop a good understanding of chronology. For example, one class has a long line of famous historical characters of whom the pupils have heard and, as events are studied by the class, a label is attached to a character of the period. Famous people are used as a way of making historical periods real for the pupils, who dramatise historical events in their lessons. Role play helps the pupils to understand the opposition of Florence

Nightingale's parents to her ambition to be a nurse. Nurses' outfits and bandages (both dirty and clean) were used to dramatise Florence Nightingale's experiences in the Crimean War in another lesson. The class writhed about on the carpet as injured soldiers while dirty bandages were applied to their wounds. 'This is not good enough', said the pupil acting the famous nurse. 'Is that a rat?' After her intervention, the soldiers were placed in lines to represent beds, and nurses in clean uniforms applied clean bandages to the injured. The pupils' enjoyment is obvious and they develop a good understanding of why certain people act as they did and the consequences of major changes.

109. A significant reason for the good standards in the subject is the focus of the school on the purpose of historical research and the nature of historical understanding. Pupils are not simply introduced to historical facts but teachers actively encourage them to consider what has changed, how it has changed and the effect that this change has on the lives of ordinary people. To this end, each classroom creates a very good display of historical artefacts from the period being studied. Some of the artefacts are loaned from the museum service but a large collection is made from parents and grandparents, some of whom visit the school to talk about the items to the pupils. In Key Stage 2, pupils study World War II and there is a wealth of articles from the period on display that include ration books and helmets. The clarity with which pupils discuss not only what happened to the city children who became evacuees but also how they felt about their experiences demonstrates their good knowledge and understanding of the period.
110. The quality of teaching in Key Stage 1 is good with some very good teaching. It was not possible to observe any lessons in Key Stage 2 during the inspection and, therefore, no secure judgement can be made about the quality of teaching in this key stage. Nevertheless, the quality of teachers' planning in all classes is good and there are high expectations of what pupils can achieve. This results in pupils' very positive attitudes to the subject. The very stimulating resources organised by teachers and the imaginative use of role play promote pupils' enthusiasm for the subject and provide opportunities to ensure that pupils with special educational needs are fully involved in the lesson. Most teachers display their own enthusiasm for the subject and they seem to enjoy the lessons as much as the pupils do. This enthusiasm is infectious and contributes significantly to the good progress of the pupils, who concentrate very well on the exciting tasks they are set. This enthusiasm emanates from the co-ordinator, who leads the subject very well and focuses colleagues on the concept of 'living history'.

INFORMATION AND COMMUNICATION TECHNOLOGY

111. Standards generally meet national expectations at the end of both Year 2 and Year 4. This indicates that the high standards noted in the last inspection report have not been sustained. This is because the school did not maintain sufficiently good resources, both hardware and software, to ensure a high quality of teaching and learning. Nevertheless, as part of the new building works at the school, a new computer suite has been installed with new software that now allows the subject to be taught effectively. Expertise has been brought into the school with the information technology technician, who supports and guides teachers well in the effective delivery of the subject. This is necessary because many teachers are unsure how best to use this valuable facility to promote pupils' learning.

112. In Key Stage 1, pupils use a word processor to enter text. They amend their work using the cursor and backspace keys on the keyboard as well as knowing how to change font and size with a little help. They use these skills to write and print text on their visit to Northwood Church. Pupils develop satisfactory skills in using the shape tool, fill tool and various brush sizes in a drawing program to create pictures of Joseph's 'amazing coat'. Teachers have designed various 'screens' in the 'My World' program that support pupils' work in many topics well. For example, they were given a nave, spire, and tower that they assembled to create a picture of a church. Teachers' plans show that pupils learn how to control a programmable toy in their work in control technology.
113. In Key Stage 2, pupils develop their use of a word processor and increase their understanding of the possible opportunities for the layout of their work, including how to combine text with pictures. They create graphs from data that they have collected, such as favourite fruits, and they interpret these graphs correctly. Although the school has begun to develop its provision for control technology following the introduction of new equipment, there has not been enough time for this to improve pupils' skills sufficiently. Digital photographs are taken to support work in other subjects, but pupils do not yet have sufficient understanding to enter these into the computer by themselves.
114. Only one lesson in Key Stage 2 was seen. It is therefore not possible to make a secure judgement on teaching and learning in the subject. The lesson observed, however, demonstrated the opportunities that are provided by the new computer suite. The lesson was planned well with appropriate acknowledgement of the importance of ensuring that the basic skills of computer literacy are established effectively. Text had been prepared to serve the purposes of the lesson, and the use of 'networked' computers was being developed well by the teacher. Pupils are managed well by the teacher and they are clearly excited by using the new computer suite. Some of the problems encountered in the lesson resulted from the wide and inconsistent variety of options available on the program being used. For example, some pupils had spelling and grammar mistakes shown on the screen while others did not. However, the computer suite has only been installed for a short time. As yet, teachers and pupils are not well enough acquainted with the programs and the computers, which limits pupils' achievements in the subject.
115. The school has acknowledged a need to improve the use of computers and standards in the subject. The co-ordinator has produced a detailed action plan that includes effective proposals to provide training in the subject for teachers and to develop the use of the new computer suite. This is necessary because, currently, the subject is not covered in sufficient depth to enable pupils to achieve as well as they can.

MUSIC

116. Pupils at the end of Year 2 attain standards that are at least in line with those expected nationally for their age, and pupils at the end of Year 4 attain standards that exceed those expected for pupils of their age. Although only one music lesson was observed during the inspection, evidence is also drawn from pupils' responses to music in dance lessons, from their musical contributions to assemblies, and from the video recordings of school productions with pupils in Year 3 and Year 4 at the Medina Theatre. It is evident that pupils, including those with special educational needs,

make good progress as they pass through the school. The high standards seen at the time of the last inspection have been maintained.

117. By end of Year 2, pupils listen attentively to various kinds of music and greatly enjoy their music-making activities. They sing enthusiastically and with good pitch. They also demonstrate they can sing with a degree of feeling. For example, in a dance lesson in Year 2, pupils sang the song 'Ding Dang Dang' quietly at first, and then more loudly as they sang confidently as a round to accompany their movements in three concentric circles.
118. Pupils in Year 3 and Year 4 have opportunities to listen to different types of music, such as folk songs and jazz, and they further develop their appreciation of the mood of a song. In the lesson observed, they were able to quickly learn new songs and carols. They responded very well to aspects of the tune, rhythm and dynamics. Furthermore, they were able to capture the moods appropriate in a variety of contrasting songs and carols, and follow directions regarding the intensity and contrasting feelings in different songs. Year 4 pupils demonstrate their ability to sing well solo or in groups in school productions, such as 'Hiawatha'. They perform significant parts from memory, and are aware of how their part contributes to the whole performance.
119. As only one lesson was seen, it is not possible to make a secure judgement of the quality of teaching. However, the evidence of school productions, the music lesson and the dance lessons observed indicates that teaching is good. The teaching of music was good in the lesson observed. A relaxed but firm style of management helped to set a pleasing learning environment in which pupils were motivated and listened keenly to directions. A sense of enjoyment was transmitted and shared by all, including the support teachers and pupils. The teacher sang and played the piano colourfully, and offered a very good model for the pupils. Interesting comments about singing and the songs were made from time to time. There was an audible gasp from several boys when they were told that the carol they were singing was over 600 years old.
120. The school has adapted nationally-proposed guidelines to develop plans for the music curriculum. These show an appropriate regard for pupils with special educational needs. The musical productions in Key Stage 2 have both words and music written by the headteacher and the visiting music teacher. The writing of each show takes account of the talents and individual needs of the pupils who will be taking part. There is currently no system for assessing and recording pupils' progress in music as they pass through the school. Resources are satisfactory, overall, with a good range that includes tuned and untuned percussion instruments, African instruments and violins. The strong inclusive approach of the school is further illustrated by instruments for use by pupils with special educational needs, who would face difficulties in using other instruments.

PHYSICAL EDUCATION

121. Standards in physical education are above expectations in both key stages. All pupils, including those with special educational needs, make good progress. Thus, the high standards observed in the last inspection have been maintained.
122. Pupils in Year 1 and Year 2 work enthusiastically and find and use space effectively in their dance activities. They create sequences of movements that consist of two or

more joined actions. Year 1 pupils show a good sense of rhythm and a good level of co-ordination as they change speeds and direction when moving around as a toy train. They respond well to music as a stimulus. Year 2 pupils understand the value of warming up and cooling down in physical education. They show good development of body control and co-ordination, and identify differences between their performance and that of others to suggest improvements.

123. In Year 3 and Year 4, pupils are fully aware of the need for safe and responsible movement when using apparatus. Most pupils show good control and good skills when jumping from the floor or from apparatus. Many perform a straight, forward roll, although a few use a hand to push themselves up at the end. Cartwheels and star jumps are among the repertoire of many pupils, and it is evident that the gym club contributes to the high standards seen in lessons. In a dance lesson, pupils in Year 3 and Year 4 respond well to music as a stimulus as they create movements to represent different types of bouncing ball. In moving to 'walking music' they capture the rhythms and moods of the music. In this lesson, a pupil with severe physical disabilities was able to participate well in some movements and to make suggestions with the help of the learning support assistant.
124. Teaching is good overall, and ranged from good to very good in the lessons observed. In lessons generally, there are high expectations, a very good pace, and many good opportunities for pupils to demonstrate and evaluate their performance. Rich and expressive language is used well by teachers, especially in dance lessons, to help pupils capture the mood from a musical stimulus. Other instances include pupils in Year 1 and Year 2 being asked to move 'slowly, as if walking through treacle'. There are also very fruitful cross-curricular links that support pupils' learning. For example, Year 2 pupils studying the Victorians did a physical education lesson in their Victorian dress, following a museum visit. Pupils make comparisons between the past and the present, and in doing so make evaluations of their current activities and learning. Listening and responding to music are other successful elements of many lessons. For example, Year 1 pupils respond very well to a tambourine, cymbals and two-tone blocks, and pupils in Years 3 and 4 create movements imaginatively in response to Mussorgsky's 'Pictures at an Exhibition'. The school's high quality of provision for pupils with special educational needs, and their commitment to inclusion, are evident in the ways teachers and support staff conduct the physical education lessons.
125. The subject is well managed, and good support is offered to staff in many ways. In addition to demonstration lessons, and attendance at in-service courses, teachers, as well as pupils, gain from professional coaches who come into school at intervals. Such activities include the gym club and some games, such as cricket and tennis. There is a good range of after-school games clubs, and the approach of treating pupils as equal but different is illustrated in the girls' football club, for example. The skills and knowledge gained by pupils in gym club contribute to the high standards seen in some lessons. The school makes full use of the 'TOPS' training and resources to support games and it participates closely with the Isle of Wight Sports Council as part of the consistent effort to maintain the high standards in physical education.

RELIGIOUS EDUCATION

126. The high standards reported in the previous report have been maintained in Key Stage 1, but they have dipped slightly in Key Stage 2. All pupils in Key Stage 1, including those with special educational needs, make good progress and attain

standards that are above national expectations. By the age of nine, pupils in Key Stage 2 attain satisfactory standards.

127. Pupils in Year 1 and Year 2 are developing a good understanding of the Christian faith and encounter other religions, such as Judaism, in the course of their studies. Following a visit to the local church, pupils are beginning to appreciate the religious symbolism of candles, the special windows in a church and the cross. They are developing an understanding of the importance of prayer and reflection, and they have good knowledge of the life of Jesus and of festivals like Christmas and Easter.
128. Pupils in Year 3 and Year 4 display a satisfactory understanding of the role played by the main characters in the story of the Nativity. They know the meaning of Advent and the chronological order of events leading up to the birth of Jesus. They know that different faiths have their own festivals, celebrations and ways of praying.
129. Three lessons were observed and the quality of teaching was very good in one and satisfactory in the other two. In the very good lesson, the concept of a precious gift was introduced to Year 1 pupils. Through a variety of rich activities, including discussing the items in a gold bag for their 'precious' significance, pupils began to identify aspects of their own experiences and feelings and what is of value to them. During an activity when pupils drew or wrote what they felt was a precious gift, many displayed good understanding that a gift does not have to be visible. For example, one child wrote, 'My precious gift to my Mum is a hug' and another wrote, 'My precious gift to my Nan is love'. The planning, organisation and pace, and the contribution of the teacher and other adults in this lesson, were of a very high quality. Good features also existed in the other lessons. In one of the lessons, pupils in Years 3 and 4 were given a good variety of activities, including story reading, looking at postcards depicting the birth of Jesus and listening to carols. The lesson succeeded in introducing the concept of aspects of religion, including belief and faith, conveyed and illustrated not only through literature but also through art and music. The main shortcoming in the teaching and learning of pupils in Key Stage 2 is the lack of recorded written work. As a result, they have difficulty recalling work previously covered. The length of lessons, which is sometimes more than an hour, is often too long for pupils of this age.