

INSPECTION REPORT

WROXALL PRIMARY SCHOOL

Wroxall, Isle of Wight

LEA area: Isle of Wight

Unique reference number: 118173

Headteacher: Mr Mike Davis

Reporting inspector: David Penney
23039

Dates of inspection: 14th – 17th January 2002

Inspection number: 242883

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 – 9 years |
| Gender of pupils: | Mixed |
| School address: | Castle Road Wroxall Isle of Wight |
| Postcode: | PO38 3DP |
| Telephone number: | 01983 852290 |
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| Appropriate authority: | The governing body |
| Name of chair of governors: | Dr Lionel Alexander |
| Date of previous inspection: | September 1997 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|--------------|----------------------|---|---|
| 23039 | David Penney | Registered inspector | English Design and technology Geography History Music Religious education Special educational needs | What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further? |
| 14283 | Geoff Dye | Lay inspector | | Pupils' attitudes, values and personal development. How well does the school work in partnership with parents? |
| 1696 | Rod Sharman | Team inspector | Foundation Stage Equal opportunities Mathematics Science Information and communication technology Art and design Physical education | How good are the curricular and other opportunities offered to pupils? How well does the school care for pupils? |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Wroxall Primary School is a small school with 101 pupils on roll aged from 4 to 9 years of age, all of whom are from a white ethnic background; none has English as an additional language. Nearly all come from the small village of Wroxall or the wider rural area close to the sea on the Isle of Wight between Shanklin and Ventnor. The ratio of teachers to pupils is good and class sizes are small. Although there is a balance of boys and girls overall, there are more boys than girls in the reception class and significantly more girls than boys in Year 4. The level of provision for free school meals is above the national average at 21 per cent. Thirty-four pupils (34%) are on the school's register of special educational needs, which is well above the national average. Of these, three have Statements of Special Educational Need and this percentage is above national and local averages. The incidence of pupil mobility is high. Pupils' attainment on entry to the school at the age of four years is below average, particularly in their personal, social and emotional development and their communication, language and literacy skills.

HOW GOOD THE SCHOOL IS

This is a good school that gives satisfactory value for money. In the annual national tests, standards in Year 2 are rising in line with the national trend and were above average in 2001. Currently, standards are at or above the levels expected nationally in all subjects. The quality of teaching is good, overall, throughout the school, although teachers now need to allow pupils, especially the higher attainers, the opportunities to develop a wider range of ways of learning in more challenging contexts. The headteacher provides very good leadership and manages the school with great sensitivity. He is well supported by the governing body and a very good team of teachers and teaching assistants who are deeply committed to the pupils in their care.

What the school does well

- Standards at the end of Year 2 in reading, writing and mathematics in national tests in 2001 were above the national average. Standards in reading and some aspects of writing are above average throughout the school. Standards in Year 4 of music and history are above those expected nationally.
- The headteacher provides a very good, perceptive and sensitive steer to the work of the school.
- The teamwork of all members of staff is very good; they share a common sense of purpose and are deeply committed to the pupils in their care. Teaching assistants are highly skilled and effective.
- The governing body has a very good sense of the school's strengths and weaknesses.
- The partnership between the school and the parents is good.
- The quality of teaching and learning is good throughout the school.
- Pupils behave well and have good attitudes to learning.

What could be improved

- The timetabling arrangements for teaching pupils in small groups by withdrawal do not take sufficient account of which lessons they are missing.
- The length of the school day does not meet the nationally recommended time in Years 3 and 4.
- There are insufficient opportunities for children in the reception class to play outside in lessons.
- Schemes of work in subjects other than English and mathematics do not identify in enough detail the skills and understanding pupils should acquire at which stage of their development.
- Pupils identified as higher attaining are not given opportunities to learn in different ways and their thinking is not always challenged enough.

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 September 1997, since when it has improved at a good rate. All the key issues of the previous inspection have been addressed conscientiously and effectively. Standards in the national tests in Year 2 have risen at a rate that exceeds the national trend of improvement. Important developments have been made to the school's systems for evaluating the effectiveness of its work, especially to do with the assessment of pupils' academic progress. Provision in history and information and communication technology now meets statutory requirements. The ratio of teachers to pupils is more favourable than at the time of the last inspection and class sizes are smaller. The school is very well placed to continue this trend of improvement still further.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

| Performance in: | compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | all schools | | | similar schools |
| | 1999 | 2000 | 2001 | 2001 |
| reading | C | B | B | B |
| writing | D | D | B | B |
| mathematics | E | C | B | B |

| Key | |
|--------------------|---|
| well above average | A |
| above average | B |
| average | C |
| below average | D |
| well below average | E |

The table shows that, in the national tests in 2001, pupils in Year 2 achieved results which were above average in reading, writing and mathematics when compared with all schools nationally and with schools with a similar proportion of pupils known to be eligible for free school meals. In writing, boys performed better than girls, as they did in mathematics. However, in reading there was no significant difference in performance between the genders. The school's trend of improvement exceeds the national picture. The findings of this inspection are that the children in the reception class are on track to achieve the standards expected nationally by the time they enter Year 1. In Year 2, pupils' standards are average, overall, in speaking and listening, writing, mathematics and science and match those expected in all other subjects except reading, where they are above average. Standards in Year 4 are average in speaking and listening, writing, mathematics and science and above average in reading. They match the levels expected in all other subjects except history and music, where they are above them. Throughout the school, there is a need to improve the standards of handwriting, presentation and spelling. Most pupils, including those with special educational needs, achieve good standards in relation to their prior attainment but higher attainers do not always make the progress they could because they are not challenged to think in different ways and to justify their opinions, for example. There is no evidence to suggest that there is now any difference in the progress of boys and girls.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Good. Pupils are keen to come to school and work well co-operatively. Some pupils have difficulty sustaining concentration for suitable periods of time. |
| Behaviour, in and out of classrooms | Good. Pupils are polite and courteous to each other and to adults. Their behaviour in and around the school shows thoughtfulness for others. |
| Personal development and relationships | Good relationships. They develop good personal qualities and become more mature as they get older. |
| Attendance | Good. There is very little unauthorised absence. Punctuality is good. One |

| | |
|--|--|
| | pupil has been excluded for a fixed length of time in the last reporting year. |
|--|--|

TEACHING AND LEARNING

| Teaching of pupils in: | Reception | Years 1 – 2 | Years 3 – 4 |
|------------------------|-----------|-------------|-------------|
| Quality of teaching | Good | 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.

The quality of teaching and learning throughout the school is good because of the predominantly good teaching seen in English, mathematics and science lessons and the emphasis placed on these subjects in the inspection process. The teaching of music by a regular visiting music specialist is very good. As a result of this overall standard of teaching, most pupils, including those with special educational needs, achieve good results in relation to their prior attainment. However, higher attainers sometimes do not achieve the highest levels they could because they are not challenged enough to think in new and different ways. Throughout the school, the basic skills of literacy and numeracy are taught well and, overall, pupils learn at a good rate. Teachers plan their work thoroughly, which means that lessons are well structured and resources are readily available. They manage behaviour well so pupils pay attention and generally concentrate well, although in some lessons pupils should complete more work in the time available. Teachers and skilful teaching assistants work well together and relationships are good. This has a beneficial impact on pupils' confidence and rate of learning.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | Sound, overall, although there are weaknesses in the timetabling arrangements for small group work. The time available for teaching and learning in Years 3 and 4 is below the recommended minimum. Provision for extra-curricular activities is good. More opportunities need to be planned for children in the reception class to play outside in lesson time. More work is needed in subjects other than English and mathematics to ensure that pupils acquire skills and understanding in a logical sequence. |
| Provision for pupils with special educational needs | Good. Provision is effectively focused on those with greatest need. Targets on individual education plans are appropriate, realistic and attainable. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Good. Acts of collective worship, circle time sessions and the days when the whole school joins together to work on particular topics, make good contributions to pupils' personal development. |
| How well the school cares for its pupils | Good, overall. Assessment procedures are good in English and mathematics and are used satisfactorily to inform teachers' planning. More work is necessary in other subjects. |

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | Good. The headteacher provides a very good steer to the work of the school. He manages the running of the school with sensitivity and determination and is supported well by key staff who lead and manage their subjects well. |
| How well the governors fulfil their responsibilities | Good. They fulfil their statutory duties well and are fully involved in all appropriate decision-making. They have a very good grasp of the school's strengths and weaknesses. |
| The school's evaluation of its performance | Good. All staff and the governing body are appropriately involved in evaluating the work of the school. The school development plan is a good tool for further improvement that identifies appropriate priorities for development. |
| The strategic use of resources | Good. The school has sensibly used its finances to maintain good levels of enthusiastic and well-qualified teachers and support assistants. All finances are used effectively to support identified priorities and the principles of best value are applied well. The accommodation is attractive and is used effectively. Resources, overall, are satisfactory. |

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|--|
| <ul style="list-style-type: none"> • Their children like school. • Behaviour is good and their children are helped to become more mature individuals. • Their children are expected to work hard. • The school is a very caring organisation and they feel comfortable asking questions or putting forward ideas. • All members of staff are very approachable. • The school is well led and managed. • The flow of information is good, open and helpful. • The school is an intrinsic part of the community. | <ul style="list-style-type: none"> • Some help in understanding 'modern' methods of teaching. |

The inspection team agrees with the positive views expressed by parents. While the focus of each term's work is clearly displayed in each class, some parents expressed the view that they would benefit from the school explaining, for example, how English and mathematics are now being taught. Inspectors agree that this could be beneficial.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the national tests in 2001, the pupils in Year 2 achieved results which were above average in reading, writing and mathematics when compared with all schools nationally and with schools with a similar proportion of pupils known to be eligible for free school meals. The proportion achieving the higher levels was also above these averages. This is an improvement since the last inspection. In writing, boys performed better than girls, as they did in mathematics. However, in reading there was no significant difference in performance between the genders. The school's trend of improvement matches the national picture.
2. In small schools, such as this one, great care must be taken in drawing conclusions from statistics. Because there are so few pupils in each year group, each individual represents somewhere in the region of five per cent of the total. As a result, trends in attainment can seem more volatile than they are merely because one pupil achieves one particular level rather than another. It is this difference in the characteristics of particular groups of pupils that accounts for the differences between national test results last year and the findings of the inspection, detailed later in this section.
3. On entry to the school, children's attainment is below average, overall, particularly in their personal, social and emotional development, communication, language and literacy skills and mathematical development.
4. Inspection findings are that children in the reception class are achieving well in relation to their prior attainment because of the predominantly good teaching they receive from the class teacher and the teaching assistant. Standards currently are in line with those expected nationally. Children are well on track to achieve the 'Early Learning Goals' in all areas of learning – personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development. (The Early Learning Goals are the levels expected of the average child by the time they enter Year 1.)
5. In Years 1 and 2, pupils generally continue to achieve good standards in relation to their prior attainment, overall, and especially in English and mathematics, where the successful adoption of the National Literacy and Numeracy Strategies has been effective in raising standards. As a consequence, by the end of Year 2, standards are average, overall, in English and mathematics and match the national expectations for all other subjects of the National Curriculum and religious education. However, many pupils reach standards that are above average in written English because of the way they choose and use words and phrases to convey meaning. In addition, pupils' standards of reading are above average because of:
 - The good emphasis on developing pupils' reading skills, through the guided reading part of the National Literacy Strategy, individualised reading programmes and the regular use of the attractive library;
 - The good partnership established with parents through the regular and frequent use of reading diaries for each pupil;
 - The wide range of suitable reading material available in both the core reading scheme and the library;
 - The storage and accessibility of all reading material.

6. This pattern of achievement is continued in Years 3 and 4. By the end of Year 4, standards are above those expected of pupils of this age in reading, because of the factors identified above, some aspects of their writing, history and music. In other subjects, pupils' standards match those expected of their age.
7. The school has successfully put a great deal of effort into improving pupils' vocabulary and the aptness of their choice of strong and vivid words and phrases to convey meaning. As a result, many pupils work at levels above those expected of their age in this aspect of their written English. Throughout the school, however, there is a need for pupils to improve the way they present their work, including controlling the height and formation of letters, their spelling and their punctuation skills. This has already been identified as a priority by the school and is contained in the school development plan. Because of the way that the school uses the rich local historical resources and museum loans, pupils are enthused by history and their standards of historical enquiry and interpretation are above average. The skilled teaching of music by a visiting teacher is a crucial factor in pupils' good grasp of rhythm, timbre and pitch.
8. Pupils with special educational needs (SEN) achieve good results in relation to their prior attainment. The targets on their individual education plans (IEPs) are suitable and, where appropriate, clearly focused on measurable improvements. Because of the small numbers of pupils in each class, teachers are able to give them a good amount of individual help and, knowing their needs well, to enable them to succeed through the level of questions they pose. In addition, skilful teaching assistants often work with these pupils individually or in small groups; because of their high levels of expertise, they make good contributions to the progress these pupils make.
9. A small group of pupils have been identified as potentially higher attaining and a draft register has been compiled. The school has already correctly recognised that, although these pupils are making satisfactory progress, they could achieve more highly. Teachers often pose questions satisfactorily to the class as a whole and give enough time for all pupils to consider their answers. However, having asked an individual for their response, they too often do not wait for a full reply but intervene to finish the sentence. Also, there are few occasions when the teacher probes a pupil's understanding with subsequent questions or challenges them or their classmates by, for example, deliberately misunderstanding the answer. Consequently, pupils, particularly the higher attaining, are not able to extend their speaking or reasoning skills fully.
10. There is no evidence currently to indicate that boys are making progress at a different rate than girls in any subject.

Pupils' attitudes, values and personal development

11. Children settle well into the reception class because of the good emphasis put on this aspect of their development by the school. They rapidly gain self-confidence and respond well to the good teaching. They behave well and are polite to adults and each other.
12. Pupils' attitudes to work are good. They are keen to come to school and generally listen attentively to their teachers and other adults. Sometimes they give rapt attention, for example, in a geography lesson in Years 3 and 4 where the teacher seized their attention by drawing 'treasures' from a wooden chest. Overall, however, pupils work well at their tasks and try hard to do their best, although some pupils occasionally do not work as productively as they should. They enjoy the opportunities presented to

work during and after the school day; take-up rates for clubs are good with, for example, almost a quarter of those pupils eligible learning to play the recorder at lunchtimes.

13. Behaviour is generally good in class and around the school. Pupils are respectful, polite and courteous, for example, holding doors open for visitors. Pupils have a clear understanding of what is expected of them. The school rules are followed well and, consequently, there is very little rough or insensitive treatment of others. A crucial factor in this good behaviour is the consistent message given to the pupils by all teachers, teaching assistants and support staff. For example, mealtime supervisory assistants relate well to the pupils and successfully encourage the same high standards as are evident in the rest of the school. However, there is a small but visible minority of pupils, already identified as having special educational needs, who have difficulties in maintaining concentration for sufficient length of time, with the result that they sometimes interrupt teachers when they are instructing the class.
14. Relationships are good throughout the school. All staff know all pupils well and care deeply for them. This dedication and attention results in a supportive ethos that permeates the work of the school. As a result, pupils mature well and become more confident learners as they get older. Older pupils routinely care for and play with younger ones during playtime and dinner breaks. They are eager to help and, for example, will put away benches, books and chairs without being asked.
15. Attendance rates are good and are above the national average. There is very little unauthorised absence and pupils are very punctual at the start of the school day. There has been one exclusion, for a fixed term, during the last school year.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

16. Care must be taken when interpreting the figures given in the next paragraph as only 37 lessons were observed, which means that each lesson accounts for nearly three per cent of the total. In addition, 12 of the 30 lessons observed in Years 1 to 4 were of either English or mathematics, which are well supported by the school's effective use of the national strategies for literacy and numeracy.
17. The quality of teaching is good throughout the school. No teaching was less than satisfactory. In just over a third of lessons, teaching was satisfactory. Just over a half of all lessons were taught well. One tenth of all lessons were taught very well. These are similar proportions to those reported at the last inspection.
18. The quality of teaching and learning is good in the Foundation Stage and, in Years 1 to 4, in the core subjects of English, mathematics and science. The teaching of music by a visiting music specialist is very effective in extending pupils' learning, especially in Years 3 and 4, where the cumulative effects of his work over time are most clearly to be seen. Because of the timing of the inspection, no teaching was seen in art through the school or of design and technology in Years 3 and 4. No history lessons were observed in Years 3 and 4 but, from discussions with pupils and a detailed scrutiny of pupils' work and teachers' plans and records, it is clear that teaching is good in those year groups. In all other subjects and year groups, teaching is satisfactory, overall.
19. As a result of this overall quality of teaching, pupils achieve good results in relation to their prior attainment, particularly in English and mathematics throughout the school, and also in music and history in Years 3 and 4. The school has made important improvements to the way that history is planned and continues to make good use of

the richness of the Island's historical resources. As a result, pupils are enthused and achieve well in this subject.

20. The number of pupils in each class is smaller than is found in most schools; this makes a good contribution to pupils' achievements, as does the high quality of the support given by teaching assistants. Because of these small numbers, which are further divided into groups by prior attainment in many lessons, adults respond quickly to individual problems and needs and interventions are sensitive and purposeful, which encourages pupils to work hard and concentrate on their tasks. There are, however, some instances, as in a design and technology lesson in Year 2, where the teacher is engaged in other activities, such as hearing readers, when pupils would have benefited from his input.
21. In addition, teachers do not challenge pupils to extend their oracy and thinking skills fully enough when replying to questions. Rather than insisting that they justify their opinions fully or challenge their peers to do so, teachers tend to complete pupils' answers before they have the opportunity to do so. Through their words or their body language, they indicate their agreement with the first 'correct' answer given, which stifles further debate and prevents some pupils achieving the standards they could, especially the potentially higher attaining ones. This is a recurrent aspect of teaching throughout the school of which the headteacher is already aware.
22. Throughout the school, teachers have good subject knowledge, which results in them being able to deal with any unexpected problems or questions that occur and the pace and direction of the lesson being maintained. Sometimes, teachers draw very effectively on their personal experience, as in a geography lesson in Years 3 and 4, when the teacher used his travels in India and the artefacts gathered to enthral the pupils and help them learn many snippets that are not readily found in a textbook.
23. Teachers place good emphasis on teaching the basic skills of literacy and numeracy, reinforcing them well in other subjects, which results in pupils learning at a good rate. For example, mathematical data handling skills are used effectively in geography in Year 4 to show temperatures in various parts of the world and, in Year 3, work in religious education is supported very well with some very well chosen phrases to illustrate the theme, "God is....." This is effective because it shows pupils why they learn the skills. The marking of pupils' work, however, varies in the extent to which it shows them what they have to do to improve further. In Year 4 English and mathematics books, marking is of a high standard and leads to visible improvements; in other classes and subjects, however, it is less helpful.
24. Teachers' planning is thorough, which gives a structure and purpose to the lesson. The learning objectives are clearly identified but teachers do not always use the final part to review what has been learned and what remains to be accomplished, which means that pupils do not always understand clearly how well they have done. Activities are chosen well to interest pupils and to meet their developing needs, which helps them to concentrate and to learn well. For example, the focus of an English writing lesson in Year 2 was changed to accommodate the extra work needed to record the results of a visit to a local church, made as part of the religious education lesson earlier in the week. This was a good decision because pupils' interest was high and it allowed the intended teaching point to be made in a meaningful context.
25. Teachers' management of pupils' behaviour is good. They and the teaching assistants have high expectations of how well pupils should behave, which are consistently and insistently reinforced. The occasional outbursts by those identified as having special

educational needs and others are dealt with firmly, fairly and effectively so that the flow of the lesson is not disturbed unduly and other pupils can continue to work. Relationships are good and this results in pupils, including those with special educational needs, becoming confident learners who are willing to 'have a go'. However, teachers' expectations of how much work pupils should finish in a given time are sometimes not sufficiently challenging, especially for higher attaining pupils, and in those lessons some pupils are not as productive as they could and should be.

26. Homework is satisfactory, overall, for pupils of this age. It is used well to reinforce and extend pupils' reading skills, but is not used routinely in other subjects. The majority of parents feel that this is appropriate, but there is scope for the school to review this level of provision, particularly in mathematics.
27. Where teaching is most effective, as in music lessons in Years 2 and 4 and in English lessons in Year 4, teachers' subject knowledge is high, relationships are very good, teachers' expectations of what pupils, including those with special educational needs, should achieve are effectively translated into practice and the pace of the lesson is unremittingly high. As a result, pupils are challenged to achieve well, respond fully and make good progress in learning.
28. Teaching assistants work closely with teachers and give them valuable support. They are skilled and talented individuals who make a good contribution to the progress pupils make, including those identified as having special educational needs. When working with individuals or in small groups, for example for the Additional Literacy Strategy or for 'Springboard' mathematics sessions, teaching assistants show high levels of commitment, patience and professionalism.

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

29. The curriculum is satisfactory. It is broad and meets the requirements of the National Curriculum and the Isle of Wight Agreed Syllabus for religious education. The strengths in the curriculum reported in the last inspection have been maintained and overall there has been satisfactory improvement. Better provision is made for information and communication technology (ICT). Health education has been successfully developed and the school has achieved the National Healthy Schools standard. Care is taken to ensure that pupils learn about cultures that are different to their own.
30. National initiatives to raise standards in writing and numeracy have been enthusiastically implemented. In addition, as part of the effective response to the last inspection, pupils in Years 3 and 4 are given useful opportunities to improve their skills in ICT, for example when they work in small groups with a teaching assistant. However, timetabling arrangements for their withdrawal are such that some miss parts of lessons in other subjects, which is unacceptable. For example, in Key Stage 1 a number have to miss the start of a lesson in physical education and in Key Stage 2 others miss part of a music lesson. The situation is compounded by the fact that the recommended weekly teaching time is an hour less than that recommended nationally. At the moment these arrangements do not appear to be having an adverse effect on standards of attainment, but without a review and appropriate action being taken there is the potential for such an outcome. Apart from these timetabling problems, the school effectively promotes equality of access to the curriculum for all pupils and is keen to identify any potential barriers to their learning.

31. Provision for pupils with special educational needs is good and has improved since the last inspection. All necessary paperwork is in good order; the register of special educational needs is up to date. The co-ordinator has reviewed the way that teaching assistants were deployed and resources are now targeted well to those pupils with the greatest need; teaching assistants are well briefed by teachers and work well with them, making a good contribution to pupils' learning and behaviour. A number of pupils have been identified as likely to benefit from additional support in English and mathematics, which they now receive on a regular basis. This is effective in raising their standards but has led to some difficulties, as explained in the previous paragraph.
32. The curriculum for children in the Foundation Stage is satisfactory. Planning takes due account of the Foundation Stage and the subsequent National Curriculum requirements. In the first term of the year, there has been an appropriate emphasis on developing the children's personal, social and emotional development. This has ensured that the children have settled into school quickly and are making satisfactory progress. Pupils do not regularly have opportunities for planned outdoor play due partly to the lack of a secure outside area. This weakness in provision has been recognised by the school and the development of such an area with the pre-school playgroup is included in the school development plan.
33. Curriculum planning has improved. Schemes of work have been adopted and developed to take account of the revised National Curriculum. The school has successfully implemented the National Literacy and Numeracy Strategies and this is reflected in the predominantly good teaching of basic skills in literacy and numeracy across the school. The teaching of literacy and numeracy in other subjects is satisfactory and pupils have satisfactory opportunities to use ICT in many other subjects. In most of the other subjects, teachers' planning of the curriculum enables pupils to build satisfactorily on the skills they have already learned and this provides them with the continuity that is necessary if they are to make progress. Current arrangements rely on the very good teamwork amongst the conscientious and hard working staff, rather than on brief but effective written guidance. The school is not well placed to maintain this provision should there be a significant change in staffing.
34. An effective feature of the planning of the curriculum is the good links teachers make between subjects in order to enable pupils to develop further the knowledge and skills they have acquired in one subject and apply them in another. This enhances their learning. For example, pupils in Years 3 and 4 used their knowledge and skills in science and design and technology to make a lifejacket that successfully supported a pupil when tested in a local swimming pool. This imaginative project also resulted in opportunities for pupils to sail. However, the arrangements, for this term only, in Years 3 and 4 to link art and design, dance, design and technology and ICT as part of a study about India have gone too far and have resulted in pupils not having enough art and design. Should these arrangements be continued on a regular basis they would have a detrimental effect on standards in art and design.
35. The curriculum is considerably enhanced through well-planned visits to places of educational interest in the local area and through visitors to the school such as musicians and theatre companies. These arrangements contribute significantly to pupils' learning. For example, in science as they visit a mushroom farm in a disused tunnel and when they watch a crane working as part of a study about forces.
36. The good provision of extra-curricular activities has been maintained and together with the emphasis on healthy living contributes to pupils' good personal, social and health education. So, too, do the 'circle time' sessions, which are taken by a skilful and

knowledgeable teaching assistant. Other aspects of personal, social and health education, including appropriate provision for sex and drugs education, are effectively delivered through the topic system as part of science and religious education.

37. The governors are well informed about the curriculum through the curriculum committee and the pairs of governors who are linked to individual subject co-ordinators. Curriculum policies are discussed and approved. The governors have approved a policy for sex education, which together with the attention given to the dangers of the misuse of drugs, is part of the emphasis placed on healthy living.
38. The school has established good links with the community, which benefit pupils' learning and personal development. For example, pupils in Year 4 raised money for their residential visit when they worked with a local hotel as part of a 'mini enterprise'. Visits to a tomato farm and supermarkets add to pupils' understanding of healthy living and how businesses work. Visits from coaches from the Island cricket and tennis associations enhance pupils' skills in physical education. Good links with local clergy provide pupils with the opportunity to attend an after-school club with a Christian content. In addition, clergy lead assemblies and acts of worship.
39. Overall, links with partner institutions are satisfactory. Visits from teachers from the local middle school to talk to pupils, parents and teachers usefully support the pupils' transition to their next stage of education. Good links are developing with the on-site pre-school playgroup. A joint assessment form to record children's personal, social and emotional development has been jointly developed and is now in place. Plans are in hand to extend this to the other areas of learning and to develop a shared outdoor play area. Good arrangements are in place to support children as they move from the playgroup to school.
40. The provision for pupils' spiritual, moral, social and cultural development is good and has been maintained since the last inspection. It is central to the school's positive ethos that seeks to ensure that all pupils feel part of the school and are valued. This makes a significant contribution to the pupils' good personal development. Many parents view this as a strength of the school.
41. Opportunities to provide for spiritual development are good. The acts of worship are carefully planned and conducted with a proper sense of occasion. Pupils are helped to gain knowledge and insights into their own and other people's beliefs. This happened when pupils were asked to think about light and dark as part of a theme looking at opposites. The hall was darkened and a candle was lit. The imaginative use of a mirror enabled pupils to begin to understand the Christian view that believers reflect the light of Christ into the world. Thorough planning enabled pupils to see how candles were also used in Judaism and Hinduism. Often at the end of acts of worship, and in class assemblies, pupils are invited to focus on a lighted candle and this is a moment of calm and spiritual reflection. On other occasions in lessons pupils become totally engrossed in what is happening, for example in an English lesson in Year 4 when pupils were listening to especially vivid writing or a geography lesson in Years 3 and 4, during which pupils were excited to see what would come out of the teacher's 'treasure chest' next!
42. Good provision is made for pupils' moral development. Pupils are taught right from wrong, not only in keeping the rules, but also in a moral sense of doing what is right. As a consequence, pupils have a good sense of what is right. They show good co-operative attitudes to each other reflecting the school's aims. The school provides a

well-ordered environment and pupils know what constitutes acceptable behaviour towards others.

43. The provision for social development is good. Adults provide good role models for the pupils in the way they work together. Pupils are encouraged to form good relationships with each other. They work well together in their lessons, such as music lessons in Year 4, helping each other and sharing resources. Older pupils look after younger children when they start school. A feature of the provision is the use of 'whole-school days' where all the pupils work together for the day on themes such as science, music or play. The social development of pupils is further enhanced by involvement in extra-curricular activities, taking part in a residential visit in Year 4, and by being involved in fundraising for charities.
44. The school successfully promotes pupils' cultural development. Pupils are taught about aspects of British and 'Island' culture in subjects such as history and geography and when they attend local festivals, such as that for country dancing. A suitable emphasis is placed on the knowledge and understanding of other cultures and beliefs in assemblies and during lessons; a good example is the African drumming being learned in music lessons. Also, pupils in Years 3 and 4 are learning about Indian cookery, dance and art as part of a study of that country. A wide range of visits and visitors enhance pupils' knowledge.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The quality of educational and personal support offered to pupils by the conscientious and caring staff is good. Teachers are successful in providing a positive learning environment. The monitoring of attendance is good. The promotion of positive behaviour and prevention of bullying and racism are also good. The attention paid to pupils' personal development is good. Arrangements for child protection and health and safety are good.
46. There has been good improvement in the school's arrangements for assessment, which are now satisfactory overall. These include the establishment of detailed and manageable procedures to assess pupils' attainment and progress in English and mathematics. The assessment in these subjects is good. Teachers regularly and effectively assess how well pupils are getting on in developing skills in using computers. Useful recording sheets have been introduced and are used appropriately by teachers. Apart from assessing pupils' progress in experimenting and investigating, procedures have still to be developed in science and this is included in the co-ordinator's action plan. Assessment in the other subjects is underdeveloped, but is sufficient to enable teachers to make judgments as to how pupils are getting on in order to report this to parents at the end of the year. It is not, however, detailed enough to enable teachers to plan work that closely matches the developing needs of individual pupils.
47. The information from assessment is used satisfactorily to identify targets for pupils to reach at the end of each year in English and mathematics. Effective use is made of nationally standardised tests in the spring term to check pupils' progress towards these targets. Where necessary, changes are made to the support given to pupils or an extra emphasis is given to an aspect of the curriculum, for example in investigations in science or fractions in mathematics. The school does not share the targets that have been set with pupils or with their parents or carers.

48. In the Foundation Stage, considerable emphasis is placed on ensuring that the individual needs of the children are met. Effective arrangements are in place to assess pupils when they start school and throughout their time in the reception class. This information is used well to plan work. A recent and useful innovation has been a joint assessment and record keeping procedure with the pre-school playgroup for children's personal, social and emotional development.
49. Class teachers work very effectively with the teaching assistants to ensure that pupils make steady progress in their learning. Although pupils who are gifted and talented have been identified, the school is at an early stage of developing systematic arrangements for the identification and support of these pupils. Pupils with special educational needs, however, are quickly identified and supported. The targets in their IEPs, including those for statemented pupils, are appropriate. They are suitably quantifiable when dealing with learning targets and are naturally less specific for behavioural issues. Pupils' progress is measured by reference to the targets in their IEPs, which is satisfactory, although the co-ordinator appropriately intends to devise a more rigorous system using National Curriculum level descriptors. Outside agencies, such as the Behavioural Support Service and the educational psychologist are suitably involved, when appropriate.
50. The monitoring of behaviour and the prevention of bullying and racism are good. The staff follow the good quality behaviour and anti-bullying policies consistently. There are a few pupils who have difficulty in controlling their behaviour, but staff usually deal with their behaviour and worries sensitively and with encouragement, so that pupils are helped to overcome any difficulties they may have. Parents are always kept informed and records kept of any ongoing issues. Pupils respond very well to praise and enjoy being mentioned in the 'Rainbow Book' in assembly. The promotion of tolerance and respect for others has a very high priority in the school. There has been no cause to record any racist incidents.
51. The monitoring of pupils' personal development is good. Staff use their good relationships and knowledge of pupils to give informal daily guidance and support that builds confidence, trust and helps them to achieve. Pupils themselves glow with pleasure when their achievements are celebrated, for example in assemblies when they are included in the 'Rainbow Achievement' book. They respond well to praise in lessons. This happened in a physical education lesson in Year 2 when a pupil managed to grip a rope between her legs and successfully climbed a rope. Pupils are pleased when their friends do well. In activities known as 'circle time', they are confident in sharing their experiences, for example what makes them happy or sad. The pupils know that if they have any worries, there will be someone ready to listen.
52. Arrangements for child protection are satisfactory. Recent local authority guidance is used effectively. Currently the school has no children on the 'at risk' register. A small number of pupils are 'looked after'. The school has established good relationships with the local social services department and although the school has not yet received a copy of the required personal plans, the pupils concerned have IEPs. Procedures are securely in place to keep confidential records. Relationships with outside agencies are good.
53. The procedures for monitoring attendance and punctuality are good. Registers are marked efficiently and in accordance with requirements. They are monitored regularly and frequently to allow for any rapid follow-up necessary. Exclusion matters are dealt with efficiently and sensitively; all necessary procedures are detailed and in order.

54. Procedures and practices related to health and safety are satisfactory. The school uses the detailed local authority policy effectively. There is a trained first aider. Accident books are kept properly, as are pupils' asthma inhalers and records. Required checks, for example on fire extinguishers, take place. The school is aware that risk assessment needs to meet the requirements of the health and safety policy, and plans to rectify this. No major concerns over health and safety were noted during inspection.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

55. The school's partnership with parents is good. This aspect of the school's work remains a strength, as it was at the last inspection.
56. The school gives parents a good amount of relevant, up-to-date and readable information about the work of the school and their child's progress. The weekly newsletters are very attractively presented and readable and the prospectus is an informative document. Topic plans are clearly displayed on classroom doors so that parents know what is to be studied in the term ahead. However, some parents would welcome an insight into how subjects are now being taught; inspectors agree that this could be beneficial. Parents of pupils with special educational needs are fully and appropriately involved in their child's education. Parents of children new to the school are encouraged to visit the school with their children to gather information at first hand. Many do so and they are provided with a good insight into what their children will be doing in school.
57. The school is clearly welcoming to parents; the school secretary is a very good 'first port of call'. Teachers are available at the beginning and end of the school day for discussion and advice. Parents feel strongly that the school is a caring and purposeful organisation and report that, because all members of staff are very approachable, they feel comfortable asking questions or putting forward ideas.
58. The 'Friends of the School Association' is very active in organising fund-raising events and provides a welcome support for the work of the school. A good number of parents regularly work in school, for example to help with trips out to the local playground for a Year 1 design and technology lesson, or to help with art and design in Years 3 and 4. Reading diaries are used by all pupils regularly and frequently and provide a good opportunity for communication between home and school. The school has put a great deal of emphasis on fostering such a reading partnership, which has been successful in promoting good progress for many pupils.

HOW WELL IS THE SCHOOL LED AND MANAGED?

59. The leadership and management of the headteacher and key staff are good, overall. This is an improvement since the last inspection.
60. The headteacher gives very good, thoughtful and perceptive leadership to the work of the school. He manages a very good team of teachers and support staff with great sensitivity. He has a thorough grasp of the school's strengths and weaknesses and analyses all available information well.
61. Since the last inspection, the development of the senior management team structure and of the skills of co-ordinators for special educational needs and the core subjects of English, mathematics and science has been effective. They have received appropriate professional training and have a good grasp of what has been necessary to improve

standards and provision in their subjects. In many cases, they have overseen developments, for example the adoption of the National Strategies for Literacy and Numeracy that have led to improved standards and achievements. Because this is a small school and each teacher has responsibility for leading and managing a number of subjects, the influence of such training has spread to the Foundation Stage and to other subjects. Consequently, leadership and management of these aspects of the school's work are broadly satisfactory. However, the developments necessary in these subjects have not yet been fully identified and planned for, as the school has sensibly and successfully addressed improvements in the core subjects and special educational needs provision as a priority.

62. The teamwork between all members of staff, teaching and non-teaching, is very good. There is a very good sense of purpose and a shared vision of where the school is currently and what is needed to improve provision still further. The ethos of open mutual support has been fostered well by the headteacher. The sharing of personal subject expertise has been important in ensuring that all pupils make at least satisfactory progress in subjects other than English and mathematics while schemes of work are being adapted to assure the logical acquisition of skills and understanding. In addition, the system of shared lessons and team teaching in Years 3 and 4 is effective as an induction process and as continuing professional development. The school's aims are fully reflected in its practice and the school is very well placed to continue to improve standards and provision still further.
63. The governing body fulfils its responsibilities well and has developed its role well since the last inspection. Their annual report to parents meets statutory requirements and is an attractive and informative document. The committee structure is effective and is organised well with regular meetings according to an annual calendar. Responsibilities are clearly defined and meetings are conducted efficiently. Many governors are new to the governing body. The need for further training, particularly on how best to monitor and evaluate the work of the school, has already been identified as an appropriate priority. Nevertheless, the governors are fully involved in formulating the annual development plan. They match spending decisions firmly to the priorities identified and monitor expenditure closely. They have prudently built up a large reserve fund to guard against the effects of decreasing numbers of pupils on roll and have addressed difficult issues conscientiously and resolutely.
64. Governors are very well informed of the strengths and weaknesses of the school through informative headteacher's reports, reports from subject co-ordinators and their own individual links with subjects. They visit the school regularly to discuss matters with co-ordinators and to observe pupils working. They support the headteacher very well and provide him with appropriate levels of challenge.
65. The school evaluates the effectiveness of its work well, frequently involving the wider community through, for example, questionnaires. These procedures have improved since the last inspection. The effectiveness of spending decisions is checked through the thorough analysis of information gathered from annual testing, referenced to similar schools, as well as through the information gained from discussions with, and reports from, subject co-ordinators. These lead to improved provision, for example the current emphasis on developing pupils' experimental skills in science and the continuing drive to improve standards in writing. The quality of teaching and learning are monitored regularly and evaluated soundly. There is a clear balance between identifying areas of strength and pointing up aspects that need to be improved. Evaluations would benefit from making clearer the impact that teaching has on learning and from referencing

pupils' standards more closely to National Curriculum levels of attainment. All appropriate appraisal procedures are satisfactorily undertaken.

66. The current school development plan is a full, useful tool for school improvement that addresses suitable priorities for improvement. It has successfully supported a good rate of improvement in the school since the last inspection. All staff and governors are appropriately involved in its formulation. Prudently, the school has delayed the production of next year's plan to accommodate the findings of this report.
67. The resources available to the school are used well. The governors have been committed to maintaining high levels of teaching and support staff, which has resulted in small class sizes. For the reasons explained in the section on teaching, this has been an effective use of the money prudently accrued in the school's contingency fund for just such a purpose. Teachers are well qualified and bring good levels of enthusiasm, experience and expertise to the school. Teaching assistants are highly skilled and committed people who make a significant contribution both to the progress made by individuals and groups of pupils. They also make a good contribution to the smooth running of the school by, for example, ensuring that the attractive library runs smoothly, being largely responsible for the teaching of basic computer skills in Years 3 and 4, developing the use of 'circle time' sessions and linking effectively with pre-school providers. Many undertake the teaching of the extra English and mathematics provision for targeted pupils. The secretary is very efficient; she provides a very good welcome to parents and visitors and contributes greatly to the smooth running of the school. The school cook also makes a full contribution to the work of the school through, for example, helping in food technology lessons in Years 3 and 4 and ensuring that appropriate social and behavioural standards are maintained in the dining hall.
68. All funds are used for the purpose designated. A thorough review of the allocation of support for pupils with special educational needs has resulted in all available funds being used well to target support towards those with the most need, resulting in good levels of achievement. The school uses new technology soundly, for example using a digital camera to record a visit made by Year 1 pupils to the local play area. The school applies the best value principles of challenge, comparison, competition and consultation well.
69. The building is well cared for, attractively decorated and kept very clean. Classrooms are big enough for the numbers currently on roll and the shared areas are used well, for example, for small group work, art and design work and the teaching of computer skills. Extra teaching areas are used well and the school hall is a good size for a school of this type. While the hard play area is a good size for recreation and for physical education lessons, the school field is out of use frequently in wet weather because it has been built on a spring line. Also, there is no purpose-built outdoor play area designated for use by Foundation Stage children. Learning resources are satisfactory, overall, although in aspects of design and technology, history, music and religious education, they are good. The resources recently bought for the personal, social and health education programme are very good. The amount, quality and accessibility of the core reading schemes and of the book stock in the library are good. The attractiveness of the library makes a good contribution to the status of books and to pupils' motivation to read.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

70. In order to improve standards still further, the headteacher, staff and governors should now:

(1) Improve the curriculum by:

- Reviewing the arrangements for withdrawing pupils for teaching in small groups to ensure that they do not miss the same lessons regularly;
- Considering changing the length of the school day in Years 3 and 4 to bring it more nearly in line with that recommended nationally, and
- Providing more opportunities for outdoor play in the reception class.

(Paragraphs: 30, 32, 80, 82, 94, 111, 138 and 140)

(2) Devise manageable assessment procedures to ensure that all pupils acquire appropriate skills and understanding in a logical sequence in all subjects.

(Paragraphs: 33, 34, 46, 61, 113 to 116, 121, 127, 128, 132, 144 and 149)

(3) Ensure that teaching provides pupils, especially the higher attainers, with opportunities to learn in different and challenging ways by, for example, providing difficult and probing questioning and encouraging individual opinions.

(Paragraphs: 9, 21, 25, 49, 61, 83, 86, 92, 97, 98, 100, 107, 121, 122, 126, 133 and 151)

Other issues that should be considered are:

- Improving the way teachers mark pupils' work and use the final sessions of lessons.
- Improving the way pupils present their work and their skills of punctuation and spelling.
- Ensuring that all health and safety checks are carried out regularly.

(References to these issues will be found in the following paragraphs: 7, 23, 24, 54, 91, 92, 99, 100 and 123)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 37 |
| Number of discussions with staff, governors, other adults and pupils | 18 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 0 | 4 | 20 | 13 | 0 | 0 | 0 |
| Percentage | 0 | 10.8 | 54.1 | 35.1 | 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 almost three 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) | 101 |
| Number of full-time pupils known to be eligible for free school meals | 21 |

FTE means full-time equivalent.

| Special educational needs | YR – Y4 |
|---|---------|
| Number of pupils with statements of special educational needs | 3 |
| Number of pupils on the school's special educational needs register | 25 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 0 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 22 |
| Pupils who left the school other than at the usual time of leaving | 16 |

Attendance

Authorised absence

| | % |
|-------------|-----|
| School data | 4.9 |

Unauthorised absence

| | % |
|-------------|-----|
| School data | 0.1 |

| | |
|---------------------------|-----|
| National comparative data | 5.2 |
|---------------------------|-----|

| | |
|---------------------------|-----|
| National comparative data | 0.5 |
|---------------------------|-----|

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)

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 2001 | 9 | 11 | 20 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Percentage of pupils at NC level 2 or above | School | 90 (91) | 95 (87) | 85 (91) |
| | National | 84 (83) | 86 (84) | 91 (90) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Percentage of pupils at NC level 2 or above | School | 95 (91) | 80 (83) | 95 (91) |
| | National | 84 (84) | 83 (82) | 89 (88) |

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

Because there were fewer than either ten boys or ten girls in Year 2 in 2001, details of how many of them achieved the expected levels in the tests is omitted to avoid any possibility of a breach of confidentiality. This is standard practice in all inspection reports.

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 | 84 |
| Any other minority ethnic group | 0 |

This table refers to pupils of compulsory school age only.

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 | 1 | 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.

Teachers and classes

Qualified teachers and classes: YR – Y4

| | |
|--|------|
| Total number of qualified teachers (FTE) | 5.8 |
| Number of pupils per qualified teacher | 17.4 |
| Average class size | 20.2 |

Education support staff: YR – Y4

| | |
|---|-----|
| Total number of education support staff | 4 |
| Total aggregate hours worked per week | 103 |

FTE means full-time equivalent

Financial information

| | |
|--|-----------|
| Financial year | 2000/2001 |
| | £ |
| Total income | 310,509 |
| Total expenditure | 295,762 |
| Expenditure per pupil | 2,595 |
| Balance brought forward from previous year | 39,637 |
| Balance carried forward to next year | 54,384 |

Recruitment of teachers

| | |
|--|---|
| Number of teachers who left the school during the last two years | 0 |
| Number of teachers appointed to the school during the last two years | 0 |
| 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.

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|----|
| Number of questionnaires sent out | 99 |
| Number of questionnaires returned | 34 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 79 | 21 | 0 | 0 | 0 |
| My child is making good progress in school. | 59 | 38 | 3 | 0 | 0 |
| Behaviour in the school is good. | 53 | 47 | 0 | 0 | 0 |
| My child gets the right amount of work to do at home. | 35 | 50 | 9 | 0 | 6 |
| The teaching is good. | 82 | 15 | 3 | 0 | 0 |
| I am kept well informed about how my child is getting on. | 65 | 32 | 3 | 0 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 79 | 21 | 0 | 0 | 0 |
| The school expects my child to work hard and achieve his or her best. | 65 | 35 | 0 | 0 | 0 |
| The school works closely with parents. | 62 | 35 | 3 | 0 | 0 |
| The school is well led and managed. | 74 | 26 | 0 | 0 | 0 |
| The school is helping my child become mature and responsible. | 68 | 29 | 3 | 0 | 0 |
| The school provides an interesting range of activities outside lessons. | 59 | 32 | 0 | 0 | 9 |

Summary of parents' and carers' responses

Parents are very supportive of the work of the school.

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

71. The children start school in the September of the year in which they have their fifth birthday and are taught in the reception class. Most attend full-time from September although parents have the choice for their children to start on a part-time basis. At the time of the inspection all children attended full time. Most children have attended the pre-school playgroup, which is close by on the school site.
72. The children's achievement is good. When children start school their 'Baseline' test results show that their skills, knowledge and understanding in most areas of learning are below those found typically, particularly in communication, language and literacy, mathematics and in their personal, social and emotional development. The children make good progress benefiting from the predominantly good teaching provided by the teacher and the teaching assistant. Most children are well on track to reach the standards expected nationally for pupils aged five in their personal, social and emotional development, in communication, language and literacy, in mathematical development, in their knowledge and understanding of the world and in their creative and physical development.

Personal, social and emotional development.

73. Teaching concentrates a good deal on children's personal, social and emotional development when they start school and this approach has ensured that all the children settle quickly and gain self-confidence in their new environment. The establishment by the adults of regular daily routines enables the children to acquire a sense of belonging. For example, at the start of each day the children sit in a circle with numbered cards in the middle. As the teacher reads out a name, the child finds the appropriately numbered card and gives it to the teacher. When the register is complete one child counts up all the cards to check the number present. Activities such as this encourage children's personal development but also help them with their understanding of numbers.
74. The children behave well, are polite and respond well to the good teaching. Most dress and undress independently and manage their own personal needs as the adults allow the children to try for themselves. The children work well as part of a group, or 'team', for example as they prepare a feast in the 'castle', take turns and form good relations with the others and with the adults. Children move confidently between activities as the adults give clear instructions and provide interesting things for them to do. The teacher is keen that the children should do well and at times there are not enough opportunities for the children to initiate their work rather than making a choice from the tasks set by the teacher. This hinders the growth of children's ability to think for themselves.

Communication, language and literacy.

75. The children make good progress due to the good teaching and the emphasis the school places on reading, writing and developing skills in speaking and listening. This is much appreciated by parents. The children listen attentively and most speak confidently. The teaching provides many opportunities for children to develop their skills in speaking and listening. They enjoy playing the characters in a fairy story as they play in the 'castle' they have built. Adults respond well to the children's ideas. For

example, in a discussion about a toy dragon that had been brought in, most confidently expressed their views as to whether it frightened them or not. One child was of the view that the dragon should teach them instead of the teacher, which caused much amusement.

76. Effective and appropriate use is made of aspects of the National Literacy Strategy. The teacher regularly reads well-chosen books to the children who enjoy books and stories, listening well and retelling the stories. For example, when looking at the illustrations after listening to the story of Sleeping Beauty as part of the work arising from a visit to Carrisbrooke Castle, one child exclaimed, 'I can guess what the writing will be on the next page!' Higher attaining children are well launched in their reading and have already built up a good number of words they know by sight. Most children have made a good start in learning the letter names and the sounds they make.
77. The teacher regularly shows the children how to write, for example as she completes the diary entry for the day taking care when she writes to model how letters are formed and how they join. This helps the children in their own 'writing'. Most have made a sound start with forming their letter shapes and with holding their pencils correctly. The few that have not made a secure start with reading and writing are given good support by the teacher or the very effective teaching assistant and are fully involved in lessons.

Mathematical development

78. Considerable attention is given to children's mathematical development and the teaching is good, leading to children's good achievement. There is a good balance of direct teaching of the whole class by the teacher and opportunities for children to work individually or in small groups. Most children count to ten correctly with higher attainers counting well beyond this. When they sit in a circle and play a clapping game with the teacher and teaching assistant, they clap the correct number given by the teacher. Most correctly clap the number when the teacher adds extra challenge by telling them that she is thinking of a number that is, for example, "four more". Aspects of the National Numeracy Strategy are used effectively by the teacher, especially in providing opportunities for children to think in their heads. For example, the children successfully gave instructions to 'Fluffy', a puppet, to move along a line depicting, in order, the numbers to 20. The large majority of children have an interest in shape and space, making pictures out of two-dimensional shapes, for example cutting out squares and arranging them in patterns.

Knowledge and understanding of the world

79. Children make good progress in their knowledge and understanding of the world. A particular strength in the good teaching is the use of visits to places of interest. During the inspection, the children visited Carrisbrooke Castle. In preparation for their journey, the teacher made effective use of a map on which the children placed objects to represent what they might see on their journey. They looked at maps on their return; the teaching capitalised on their experiences. Children worked in the role-play area to turn it into a castle, complete with its own entrance. In doing this, the children used photographs that had been taken to see how the fortifications had been built. Others used a collection of boxes and card to make a model of the castle using a well-chosen reference 'pop-up book'. Children work with concentration as they put together construction pieces to build towers and ramparts. On other occasions children learn about water and investigate its properties and how some objects sink whilst others float. The children have good control of the mouse when they use the computers in the classroom, for example when they use word processing to write their names.

Physical development

80. Despite the lack of a purpose-built outdoor play area, satisfactory opportunities are given by teachers to enable pupils to make good progress in physical development to reach the standards expected nationally. Effective use is made of the school hall for children to dance, exercise and to use large apparatus. Most children balance on the beams and bars well and are becoming more confident. They move under and over the equipment that the teacher has carefully laid out. In dance the children move about the hall with enjoyment and have a good sense of space. They handle construction equipment competently and use brushes with confidence as they paint. Most cut with scissors reasonably accurately. The planning for physical education lessons is good but the teaching does not make sufficient planned use of the outdoors area.

Creative development

81. Teachers provide good opportunities for children to experience a range of art, music, dance and imaginative play activities and, as a result, children make good progress in their creative development. The good teaching makes good use of the visits provided for the children. Imaginative planning enabled the role-play area to become a castle where pupils enacted out the legend of Sleeping Beauty using the costumes that the teacher had provided. The skilled teaching assistant added considerably to this experience as she too plays a part. Towards Christmas, the children visit a local farm and sit in the hay in a stable to get a feeling of what it would have been like at the birth of Jesus. Experiences such as this also contribute considerably to children's personal and emotional development. Children paint freely and often become absorbed. They draw with pencils and crayons with increasing accuracy, for example when they carefully drew pictures of an old teddy bear when they were reading a book with a similar title. Colourful collages were made as part of the study of water depicting Noah's Ark. In music, the children sing in tune and have a secure sense of rhythm as they sit in a circle and play percussion instruments.
82. The quality of teaching is good overall and leads to children's good achievement. The classroom is well managed and the teacher and skilled teaching assistant work very well together to build on what the children know, understand and can do. Assessment is sound and a useful start has been made to develop joint arrangements with the nearby pre-school playgroup. Planning is good overall and takes proper account of the areas of learning set nationally, although not enough attention is paid to planning for the use of outdoors. This is an aspect of the teaching that requires improvement. Children who experience difficulty in their learning are well supported and have full access to what is provided. All children respond well to the adults' expectations of behaviour and this has resulted in the purposeful environment in which children make good progress.

ENGLISH

83. Overall, standards in Year 2 and Year 4 are in line with the national average. However, throughout the school reading standards are above average and, as they get older, an increasing proportion of pupils in each year group choose words and phrases effectively to convey meaning. Pupils, including those with special educational needs, generally achieve good standards in relation to their prior learning because of good teaching, good support from skilful teaching assistants and the effective adoption of the National Literacy Strategy. However, the progress made by higher attaining pupils is sound rather than good because teachers do not always provide enough challenge for them to extend their learning fully. The reading scheme has been re-organised and

is easily accessible to all. The library is attractively arranged and contains a good supply of suitable books to capture pupils' imagination. The subject is led and managed well and the co-ordinator is clear about what is needed to improve provision and standards still further. Good improvements have been made since the last inspection.

84. In the national tests in 2001, pupils in Year 2 achieved results in reading and writing that were above average when compared with all schools nationally and with those with a similar proportion of pupils known to be entitled to free school meals. The difference between these standards and those found during the inspection is explained by reference to the size and prior attainment of the year groups. When there are small numbers in year groups, results do vary more readily from year to year because the effects of one pupil, accounting for some five per cent of the total, on a percentage measure can be considerable, whereas in larger schools the effect is less marked.
85. In their speaking and listening, most pupils, including many of those identified as having special educational needs, achieve satisfactorily and their standards are average. These standards are not as high as those reported during the last inspection. Throughout the school, nearly all pupils listen politely and attentively to teachers and other adults. A small minority in some classes, who have already been identified as having special educational needs, occasionally do not listen for long enough because they lack the ability to concentrate. They are, however, managed well and the consequent effects on the flow of the lesson and the learning of others are minimal. Pupils respond readily to questioning and answer politely, increasingly able to explain their opinions in complete sentences.
86. However, teachers do not always extend pupils' speaking and listening skills fully enough, particularly for the potentially higher attaining ones. They generally ask questions of the whole class and give enough time for individuals to think and to formulate their answers, which is sound practice. However, they almost invariably ask only those with their hands up rather than challenging others to answer. They sometimes cut in before pupils have finished their explanations and finish their sentences for them. On other occasions, through their body language or the way they praise an answer they stifle further debate because pupils realise that the teacher has decided which is the 'correct' reply. Very rarely during the inspection did a teacher fully probe or challenge pupils' understanding by subsequent questioning or by inviting debate among the pupils themselves, the only example being in a discussion during a geography lesson with a group of Year 3 pupils.
87. Throughout the school, pupils' reading skills are above average, overall, and all pupils, including those with special educational needs, achieve well; this is an improvement since the last inspection. The guided reading sessions of the National Literacy Strategy is used well by teachers to reinforce good reading attitudes and to extend reading skills. The school has a good range and variety of reading scheme books that are accessibly shelved and arranged logically so that pupils themselves can choose a book that interests them from within a given framework. This makes a good contribution to pupils' attitudes to reading. For the older and more fluent readers, there is a good range of books in the library to extend their skills still further. Each class has a library lesson and pupils in Years 2, 3 and 4 are clear about how to access non-fiction books by themselves by using the Dewey cataloguing system. The school has worked hard and successfully to establish good reading habits, which include a strong partnership between home and school. Pupils take their reading books home regularly for parents to hear them read. The reading diary that each pupil has is a good means of communication between the parents and the teacher; comments are frequent.

88. In Year 1, average attainers read with confidence but often hesitate when they meet unfamiliar words while they use their phonic skills to work out what is written. Higher attainers read accurately and occasionally expressively and talk sensibly about the characters in the story. By Year 2, pupils have a bigger store of words that they recognise easily, which helps them improve the fluency of their reading. They retell the story in some detail and are beginning to have favourite genres. They have reasonable research skills and routinely use the contents pages of non-fiction books to find likely sources of information. Year 3 pupils develop confidence and accuracy by reading a range of books. By Year 4, average attainers read confidently, fluently and with good attention to the punctuation used. They offer their opinions on the text and compare a range of authors satisfactorily, although they are not able to say why they prefer one author's books to another's. They use the library with ease and accuracy.

89. Good use is made of pupils' writing skills in other subjects. The school has emphasised the development of pupils' writing skills during the last year. This has had a beneficial effect on the way pupils choose and use exciting and vivid words and phrases. Throughout the school, there are many examples of work where pupils' choice of words is above that expected of their age, which is an improvement since the last inspection. This is particularly the case in Years 3 and 4, where the cumulative effects of previous work are most to be seen. For example, in Year 3 work associated with religious education, pupils write:

“God is like the wind because He talks to me.”

or

“God is like armour because He makes me feel safe.”

90. This also makes a good contribution to their spiritual development. In Year 4, pupils often vary the structure of the sentence and add rhymes to give even greater impact. For example, one pupil wrote:

“Colourful, swirling fireworks on a cold and frosty night.
Pavement like Antarctica, sparks of light.”

91. However, the school has rightly recognised that there is now a need to concentrate on improving pupils' skills of handwriting, presentation, spelling and punctuation, where standards are similar to those reported during the last inspection. Too many pupils of all abilities in every class fail to control the formation, height and look of their work well enough and the net effect is to detract markedly from the good content. In Year 2, pupils' spelling is often, but not always, phonetically plausible. For example, 'teacher' is sometimes written as 'techer' and 'cross' as 'cros', which indicates that the decision made by the co-ordinator to emphasise the teaching of phonic skills is correct and needs to be reinforced further. Most use full stops and capital letters correctly when punctuating sentences but very few attempt other punctuation, such as apostrophes or question marks. By Year 4, pupils spell a greater proportion of common words correctly but still make too many mistakes in their stories ('brillent', 'having', 'lisning'), which indicate that their phonic awareness is not secure enough. Standards of punctuation have improved; in exercises, average attaining pupils use commas in lists correctly, for example, but fail to do so in their stories. Higher attainers, however, use speech marks and exclamation marks generally correctly.

92. The quality of teaching is good. Lessons are thoroughly planned and developed, using the structure of the National Literacy Strategy as a guide. Teachers' subject knowledge is good and they teach the basics well so that pupils acquire skills and knowledge in a

logical sequence. They manage pupils' behaviour well and have high expectations of how they should listen and behave; however, in many classes teachers need to demand a greater amount of finished work from pupils in the time available. The best practice in this regard is in Year 4 where teachers challenge pupils unremittingly to produce the best work of which they are capable. Activities are generally chosen carefully to excite pupils' interest and to sustain their concentration, for example, the compilation of a list of rhyming words in Year 1 or the completion of an account of a visit to a local church in Year 2. Teachers do not always use the final sessions in lessons to review pupils' work critically or to highlight what has or has not gone well.

93. Both teachers and teaching assistants enjoy good relationships with the pupils. These are reciprocated and pupils are increasingly confident learners who are willing to try hard to produce work, secure in the knowledge that their efforts will be appreciated. Teaching assistants make a valuable contribution to pupils' achievements in each class. They work closely with the teacher and, by taking a small group from an already small class, ensure that pupils, often those with special educational needs, receive prompt help to overcome their problems and remain focused on their tasks for suitably long periods of time. Because all adults have a thorough knowledge of the needs of pupils with special educational needs, they achieve good standards in relation to their prior attainment. Satisfactory use is made of wordprocessing to manipulate text to present work.
94. Assessment procedures are good, which is an improvement since the last inspection. The information gained from assessments is used soundly to identify strengths and weaknesses in provision, to set reasonable but challenging targets for individuals and groups to achieve by the end of subsequent years and to identify individuals who would benefit from extra help. The school makes good use of the Additional Literacy Strategy to improve the standards of targeted pupils. Skilful and well-trained teaching assistants often conduct these sessions, which is a good use of resources. However, sessions are sometimes timetabled in such a way that pupils have to miss parts of other lessons, such as music and physical education, each week; this is unacceptable.
95. The leadership and management of the subject are good. The co-ordinator has been inducted into the role well. She has a good understanding of the strengths and weaknesses of standards and provision and has a clear idea of how to continue the good rate of improvement enjoyed since the last inspection, supported by her enthusiastic and able colleagues. The quality of teaching and learning is monitored regularly; evaluations are satisfactory and give clear messages about how to improve performance. As mentioned earlier in this subject section, the quality, range and accessibility of the reading resources are good and the attractive library makes a good contribution to the status and effectiveness of the subject.

MATHEMATICS

96. Overall, pupils' achievement is good. By the age of nine, the standards attained are broadly in line with those expected nationally for pupils of this age. The standards of the seven-year-olds seen in the inspection are average. These standards are similar to those reported at the last inspection. The results of the national tests in 2001 showed that the standards of the seven-year-olds were above average. With a relatively small number of pupils in the year group, standards do sometimes vary from year-to-year. Teaching in both key stages is good overall and most pupils make good progress. Generally, pupils with special educational needs make good progress as they are well supported by the skilled teaching assistants. However, the pupils identified by the school as being more able make satisfactory rather than good progress as their thinking is not always challenged enough. Pupils enjoy their work and concentrate well in lessons. The subject is well managed.
97. Teachers use the daily mathematics lesson effectively to encourage pupils to practise counting and calculating regularly. Most seven-year-olds count on and back accurately up to 100. They confidently double and halve numbers below twenty and recognise odd and even numbers. Pupils are developing their accuracy in adding and subtracting numbers in their head, for example when they add together nine, seven and three. The higher attainers do this successfully with tens and units. At times, the use by teachers of worksheets that set sums out hinders pupils from developing their own ideas for working out calculations. A strength is pupils' understanding of simple fractions. Higher attaining pupils correctly tell the time using both analogue and digital clocks. Most pupils are more confident in telling the time using analogue clocks.
98. By the age of nine, most pupils use mathematical symbols correctly, including those for less than and greater than. Usually, they accurately carry out addition and subtraction with two numbers in their heads and with higher numbers when they use written calculations. Pupils are making good progress in learning to solve written problems, a result of the extra work done in this area following an analysis by the co-ordinator of the national test results. The teachers help pupils to highlight the important facts in the problem and then choose correctly which operation they are to use. At times, the pupils, including the higher attaining pupils, are hindered because they are always accurate in quickly recalling simple number facts such as nine add seven and are not challenged fully enough through the provision of more complex problems. As in Key Stage 1, pupils have a good understanding for their age of fractions. This is due to the emphasis placed on this in the past when analysis of their work showed this to be an area of weakness. Both the seven and nine-year-olds have a sound understanding for their age of the properties of two and three-dimensional shapes, data handling and metric measurement.
99. Overall, the quality of teaching is good in both key stages, as it was at the last inspection. It is never less than satisfactory. Teachers have successfully implemented the structure for lessons provided by the National Numeracy Strategy. Lessons start effectively with an opportunity for pupils to calculate mentally and to recall important number facts accurately, for example in Year 1, pupils are encouraged at the start of this session to 'get their maths brains on'. In Year 4, the teacher effectively consolidated work in multiplying by ten by asking the pupils how this can help them in their other work in mathematics. Pupils respond well to these sessions and are keen to provide the correct answers. Lessons usually finish with a round up or plenary session. Generally these are the least effective part of the lesson. Although teachers consolidate satisfactorily the main points of the lesson, these sessions are often

rushed. Not enough attention is paid to dealing with pupils' errors or what they have found difficult.

100. A strength in the teaching is the way teachers show or model ways of calculating. This happened in a good lesson in Year 3 where pupils were learning how to add together three two-digit numbers. Pupils were challenged to think of ways in which they could do this. Effective and sensitive questioning by the teacher enabled pupils to explain how they had worked the problem out and learning was well consolidated as the teacher wrote the pupils' 'methods' out on the whiteboard. Later in the lesson, when given more challenging work, the teacher encouraged pupils to use one of these methods, now referred to by the child's first name. Teaching such as this enhances learning and encourages the pupils. Whilst teachers often set harder work for the pupils they have identified as being more able, there are not enough opportunities provided for these pupils to think in different and more challenging ways and so they do not always reach high enough standards. This is particularly the case in Years 1 and 2.
101. Teachers have a good knowledge of the subject. Questions are used effectively to check pupils' levels of understanding as well as to consolidate their learning. Questions such as 'How did you work that out?' and 'How do you know?' are used regularly and effectively. Planning is good. Opportunities are satisfactorily taken to develop pupils' mathematical skills when working in other subjects. For example, pupils use graphs in geography and make careful measurements in science. Satisfactory use is made of ICT. For example, in Year 2 a small group used a program that consolidated their understanding of telling the time, in Year 3 pupils benefited from a program that consolidated their understanding of addition and subtraction.
102. Good support is provided for pupils with special needs. Due account is taken of their IEPs or statements in planning. These pupils have appropriate support in lessons from skilled teaching assistants who often work with a small group in an adjoining room. Good use is made of a national initiative to support pupils who find mathematics difficult. Good collaboration between the skilled teaching assistant who takes the small group and the class teacher ensures that this extra help is effectively used and that the pupils benefit.
103. The arrangements for assessing pupils' work are good. Detailed analysis is undertaken of the results of national tests and tests set by the school. The information is used effectively to identify areas that need improvement and to set targets for pupils. These targets are not, however, shared with pupils or their parents/carers. Teachers regularly assess pupils' progress towards these targets and identify those pupils who need extra support or need more challenging work. Pupils' work is regularly marked but, apart from Year 4, pupils are not given regular written advice on how to improve. Little homework is set apart from learning multiplication tables.
104. The subject is well led by the knowledgeable co-ordinator and this has maintained the quality of teaching. Effective arrangements have been established to ensure consistent planning. Pupils' levels of attainment are carefully monitored, as is planning and teaching. The information from these activities is used effectively to draw up and implement plans for improvement. For example, greater attention has been paid to problem-solving. Resources are satisfactory.

SCIENCE

105. Pupils' achievement is good, overall, although higher attaining pupils could be challenged more to develop their own methods of investigation. The standards attained by the nine-year-olds and the seven-year-olds are average. The teacher assessments made as part of the national tests in 2001 showed standards to be above average and the proportion that reach standards higher than those expected for pupils of this age to be average. At the last inspection standards were above average at the end of Key Stage 2 and average for the seven-year-olds. The difference in these standards and those seen is due to there being a different group of pupils. Pupils with special educational needs make good progress as they are often well supported by the skilled teaching assistants. Teaching is good, pupils enjoy their work and the subject is well managed. Pupils do better in their investigational and experimental work than in developing their knowledge of life processes and living things, and in their understanding about materials and of physical processes. This is because teachers have been working hard to develop this aspect of the subject, which had been weaker in the past.
106. By the end of Year 2, pupils show a sound understanding of materials and successfully sort them according to their properties, for example whether they are rigid or flexible. As the school places an emphasis on healthy living, the seven-year-olds are aware of what is needed to be healthy, especially with regard to eating. They have a good understanding of the different sources of light and know what is needed to complete an electrical circuit. Teachers make good use of the local area, especially in Years 3 and 4, and this helps pupils with their learning in science. After looking at creatures found on the beach the nine-year-olds gain a sound understanding of how animals are suited to their environment. As a result of experimenting with soils from the local area and from their teachers' gardens they successfully gain knowledge of how materials can be classified. They know what happens to water when it is heated and have a sound understanding that steam condenses as it cools.
107. The teaching is good in both key stages and pupils learn well. Teachers have a good understanding of the subject. The strengths of the teaching lie in the emphasis teachers place on helping pupils to work scientifically and the imaginative way in which work is planned. In Year 2, pupils are encouraged to work in 'research teams' and considerable emphasis is placed in lessons on making predictions of what might happen and then testing to see if these were correct. The teachers in Years 3 and 4 teach their classes together. This provides continuity within the key stage, especially with regard to scientific enquiry. Teachers have provided pupils with a standard format to plan and record their investigations. Pupils use it regularly and this consolidates their learning. The more able pupils are not challenged enough to develop their own ways of investigating.
108. Teachers provide interesting work for their pupils, which encourages them to learn. In Years 3 and 4, pupils were set the task of designing a life jacket that would support a child of their age. They made detailed investigations, testing materials to see which soaked up the most water, which were buoyant and durable. Using the skills they have learnt in design and technology, they designed, made and tested the lifejacket. Teaching such as this captures the pupils' interest and enhances their learning. Investigations are planned to last for several weeks so that pupils have time to consolidate their learning. For example, in an investigation about soils in Years 3 and 4, pupils had shaken the soils with water and a week later were carefully measuring the levels of the various materials that had settled out. Good use was made of ICT to record their results and to draw graphs and charts to illustrate their findings. In Year 1, a

session of physical education was imaginatively included in a science lesson where pupils were learning about the forces of pulling and pushing.

109. The subject is well managed and this contributes significantly to the good teaching and learning. The co-ordinator, who is relatively new in post, has completed an audit of the subject. Resources have been improved and are now at a satisfactory level. Planning is assured through a useful scheme of work. Detailed guidance has been provided on the assessment of pupils' skills in scientific enquiry. The action plan that has been drawn up identifies the development of assessment across the whole of the subject, which is currently a weak area.

ART AND DESIGN

110. The seven and nine-year-olds attain average standards. This was the position at the last inspection. Pupils' achievement is satisfactory. Pupils with special educational needs make satisfactory progress. As the result of current planning arrangements little direct teaching was seen.
111. Pupils' strengths lie in printing and drawing. Although they develop average skills in mixing colour, overall their painting is not of a high enough standard, particularly painting imaginatively. Teaching in Year 2 provides pupils with satisfactory opportunities to develop their skills. It enables pupils to develop satisfactory skills in drawing, for example when they carefully observe and draw mini-beasts. They use pastels satisfactorily to make drawings of famous buildings and print using a range of materials. On occasion they use watercolour competently for their age as they paint sections of fruit.
112. By the age of nine, pupils have developed their skills satisfactorily and draw pictures of people in Victorian costume as part of their work in history. They use their growing skills with line and tone when they draw shells. They print well using a range of objects. For example, as part of their work about India, pupils print lengths of material and make cushions from them. Pupils use their skills with pastels to design posters, one of which won a poster competition in connection with the celebrations associated with the Admiral's Cup. Both seven and nine-year-olds have experience with clay, which they use satisfactorily to make pots as part of their work in history.
113. No teaching was seen. In Years 3 and 4, art and design is usually taught on a mixture of subject activities that are mainly art and design based. This enables pupils to have experience of a range of different activities. The planning for this term has widened this mixture to include activities in design and technology, dance and ICT. Consequently much less art and design is covered. Effective use is made of the skilled teaching assistants and, during the current term, the school cook. However, these arrangements have resulted in pupils not having enough art and design and not being taught by a teacher. Were such arrangements be continued, it is likely that there would be an adverse effect on standards.
114. The planning for art and design is based mainly on the guidance provided in a nationally produced scheme of work. Care is taken to ensure that pupils have opportunities to learn about art from other cultures. However, not enough detail is included in the school's planning as to the skills pupils should acquire in each year as they move through the school. This adds to the potential for standards to fail with the current arrangements. ICT is used satisfactorily to help pupils design and draw.

115. The subject co-ordinator is relatively new in post and the management of the subject is satisfactory. A portfolio of pupils' work is kept which enables standards to be assessed but pupils' work is not regularly and systematically assessed. The days when the whole school works on art and design activities provides the co-ordinator with a useful opportunity to gauge standards. Resources are satisfactory.

DESIGN AND TECHNOLOGY

116. Pupils' achievement is satisfactory at the age of seven and nine, including that of pupils with special educational needs, and they attain standards that are expected of pupils of their respective ages. This is less good than during the previous inspection. No lessons were seen in Years 3 and 4 but the analysis of teachers' plans and pupils' work indicates that teaching is satisfactory throughout the school. Work is needed to ensure that pupils acquire skills and understanding in a logical sequence and at a rate that is suitable for their capabilities.
117. In Year 1, pupils have a clear understanding that artefacts, such as the swings and seesaws in the local play area, need to be made from suitably strong or flexible materials and gain a secure understanding of fitness for purpose. They have a reasonable grasp of the need for joins to be strong and safe and that certain shapes are inherently more stable than others. They explain in simple terms how a swing works. Standards of design and making in Year 2 are broadly in line with those expected nationally. Pupils label their designs for puppets, for instance, to indicate parts of the body but do not use text to explain their designs or to plan the sequence of their actions. They join a small variety of materials in a small number of ways, for example, sewing, gluing or using split pins. They give good thought to whether their puppets are suitable for the purpose intended but give little attention to evaluating the success of their own designs or those of other people.
118. Year 3 and 4 pupils had recently taken part in a competition, associated with Cowes Week, to design and make a life jacket. Using their scientific knowledge of materials, they designed, made and evaluated a life jacket that supported one of their number when she was left to float in the deep end of the local swimming pool! They gave good thought to relevant issues, such as what size the jacket should be and what colour would stand out best in water. Written evaluations were satisfactory. This sort of imaginative and relevant activity interests and motivates pupils greatly and makes learning meaningful, as well as incorporating the full design process into a focused, practical task. In addition, they develop their understanding of food technology soundly when they prepare an Indian meal, linked to their topic work.
119. Teaching in Years 1 and 2 is satisfactory, overall. The Year 1 teacher used adult help well to take the class to the local play area and gave good attention to safety issues both beforehand and during the trip. This meant that pupils were safe and their behaviour was managed well. She maintained a good emphasis throughout on relevant aspects, such as fitness for purpose and which materials would be best to use when they built their own models. The follow-up lesson occurred at the end of an afternoon and pupils were unable to concentrate for as long as the teacher had expected, so she sensibly altered the organisation to maintain the focus of the lesson, which was good practice.
120. In Year 2, resources were plentiful and carefully distributed by the teaching assistant, whose questioning of pupils forced them to justify why they wanted specific materials and whether that was the best for the purpose. She also skilfully refused to intervene too much, which ensured that pupils developed their making skills satisfactorily,

overall. The teachers' questioning was less effective in extending pupils' thinking and reasoning skills ("What do you think is the best material for the wings of a rocket?"), as they tended to lead to a specific answer and were not followed up with subsequent and probing questions. In addition, he shared his time between making satisfactory interventions to prompt and help pupils and hearing readers, which lessened the extent of his input into pupils' learning. Nevertheless, pupils were fully engaged in their activities and completed the task satisfactorily.

121. Teachers' planning is based on national guidance and assures a broad measure of progression through the activities chosen. However, the school has yet to adapt this guidance into a scheme of work identifying which skills pupils are to learn at specific stages of development, allied to a manageable and effective assessment system. As a result, while most pupils achieve satisfactorily, individual pupil's skills are not systematically assessed and so some potentially higher attaining pupils are not challenged to develop their skills fully enough. Management of the subject is satisfactory. Resources are satisfactory, overall, and are good for food technology.

GEOGRAPHY

122. Pupils, including those with special educational needs, generally achieve satisfactorily and attain standards at the age of seven and nine that match those expected nationally. However, more work is necessary to ensure that all pupils, especially the higher attainers, make the progress they could and should. Teaching is satisfactory, overall, although there are a number of good features. Planning is soundly based on national guidance and takes good account of the potential of the local environment. These findings are similar to those of the last inspection.
123. Year 1 pupils gain a sound understanding of their locality when they visit the local play area. They describe sensibly what the place is like and express their own views on it. Year 2 pupils use a reasonable range of maps and atlases satisfactorily, for example, to find where the Isle of Wight is on a world map and where specified towns are on a map of the Island. In some cases, however, as in the World map, the scale is not suitable for the exercise. They use travel brochures adequately as part of their study into islands to give them an idea of what scenery and conditions are to be found in other parts of the world, such as Japan, Australia and New Zealand. However, they are unable to define easily what an island actually is. They appreciate the changes that characterise different seasons of the year but their work is not presented well enough.
124. Pupils in Years 3 and 4 examine primary and secondary sources carefully and begin to appreciate the differences and similarities between life for the rich and the poor in India. They then contrast and compare them with their own lifestyles. They make satisfactory use of computer technology when they access the Internet to get information about the temperature in countries they would like to visit. They name the continents and oceans of the world correctly. They draw the countries of the United Kingdom accurately onto an outline map but do not locate the main cities accurately. Through their study of the local coastline, they use appropriate field study techniques to identify short-term changes in the environment of creatures of the shoreline and make good links with scientific concepts of environment and classification.
125. The quality of teaching is sound throughout the school, although there are a number of good features. These include the quality of the input into a lesson in Years 3 and 4, where the teacher used his personal knowledge of India and the artefacts he had bought there to stimulate and enthral all pupils, who gave rapt attention. His strategy of removing each artefact in turn from a wooden chest created a very effective sense of

'magic' and inspired a sense of wonder. In addition, he inspired pupils to want to find out more by his technique of hinting that they would be surprised by what they found, which would destroy a number of their stereotypes about the country and its peoples. These high expectations meant that pupils were motivated well to continue their tasks.

126. More generally, teachers plan lessons soundly and organise resources well so that they are interesting and readily available. This ensures that lessons are conducted at a good pace and retain pupils' interest. They manage pupils' behaviour well and relationships are good, consequently pupils are confident and willing to learn. In some lessons and group sessions, teachers successfully promote discussions that begin to extend pupils' oracy skills; in these sessions, pupils co-operate well and respect each other's views. In others, however, teachers tend to dominate the proceedings by, for example, finishing pupils' partly completed answers or by moving on too quickly without encouraging debate.
127. Planning is soundly based on national guidance. This ensures that pupils cover the requirements of the National Curriculum and enjoy, as a class, a broad measure of progression from year to year. However, the school has yet to devise a scheme of work and associated manageable assessment procedures that would ensure that individual pupils acquire skills and understanding in a logical sequence and at the rate that they should and could. Management of the subject and the resources available are both satisfactory.

HISTORY

128. Good improvements have been made in the subject since the last inspection. Only one lesson was observed during the inspection. Nevertheless, through discussions with pupils and analysis of their work and teachers' plans and records, it is clear that pupils achieve well in most classes in the school as a result of the good way teachers use local resources and artefacts to stimulate them. Pupils' standards in Year 2 match national expectations and, in Year 4, exceed them. Pupils with special educational needs also achieve good results in most classes because skilful teaching assistants often support them. The quality of teaching and learning are good in those classes where the teachers enthuse pupils. There is a need to ensure that all pupils, and especially the higher attainers, acquire skills and understanding at the rate they should. Management of the subject is satisfactory, overall.
129. Pupils in Year 1 carefully examine primary source material, for example Victorian toys borrowed from a loan collection. Through the skilful and knowledgeable questioning of the teacher, they become aware of many of the similarities and the differences between life then and their own lifestyles. They gain a reasonable understanding of the process of change over time and are greatly enthused by being allowed to use the toys. They do so sensibly and carefully because the teacher has asked a number of adults to assist, which makes it possible to keep an eye on how they are using the toys and to explain how they are used. To the delight of her group, one teaching assistant even dared to try to use the Diablo herself (with only moderate success!). The management of pupils' behaviour in this lesson was very effective, which meant that both the pupils and the toys were safe and that the pupils learned at a good rate. Their levels of historical enquiry are above those expected nationally. Teaching and learning in this lesson were good.
130. Year 2 pupils have a reasonable knowledge of the basic facts of the Gunpowder Plot but are unable to explain the underlying reasons for it. They order some of the main events in history broadly correctly and appreciate some of the differences between life

in Victorian times and now, focusing on toilet arrangements! Their standards match those expected nationally. By Year 4, pupils achieve well and attain good standards of enquiry skills and chronology and a sound grasp of appropriate historical facts. Through using a good range of primary and secondary sources, including the local environment, they appreciate the main characteristics of Victorian life in Ventnor, such as the use of 'dippers' and other bathing rituals. They examine the differences in class at that time, sometimes using their literacy skills imaginatively, for example writing a postcard home, explaining what they have 'experienced'. By using the richness of the local historical environment, they come to realise some of the facts about life in one of the great houses of the time. They gain a good understanding of chronology through the compilation and interpretation of timelines, one of which won an award in a local competition.

131. The quality of teaching is sound, overall, in Years 1 and 2 and is good in Years 3 and 4. However, as explained above, the teaching seen in Year 1 during the inspection was of good quality. Throughout the school, planning is thorough, resources are used effectively and the management of pupils' behaviour is good. As a result, pupils are interested by the topics they study and concentrate well on them. Teachers' knowledge of the subject is good and they teach basic skills of enquiry and chronology well, which ensures that pupils acquire good subject skills. Where learning is most effective, for example in the Year 1 lesson described above, teachers have high expectations of pupils' learning; consequently, pupils make good efforts to produce acceptable work.
132. Since the last inspection, the school has adopted national subject guidance to form an outline scheme of work and has successfully tailored it to capitalise on the rich resources available to the school. This has been a significant factor in the improvements in pupils' achievements, particularly in Years 3 and 4. The teachers and teaching assistants have good levels of subject expertise and this ensures that, currently, pupils develop good skills and achieve well; this fortunate state of affairs will not necessarily continue should staffing change at some future stage. It is, therefore, now appropriate to develop planning systems further and to incorporate a manageable assessment system to ensure that individual pupils acquire skills and understanding at the best possible rate.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

133. Standards have improved since the last inspection as the result of the successful implementation of the school's detailed action plan. Pupils' achievement is satisfactory. The standards attained by the seven and nine-year-olds are now average. The improvement has been marked in Years 3 and 4 where standards were previously below average. Across the school pupils' progress is satisfactory. Central to the improvement has been the development of teachers' skills, more equipment and planning that provides pupils with opportunities to use ICT in other subjects and also develop the basic skills they need. Pupils with special educational needs make satisfactory progress as they are given sound support and are included in all the activities. Although an audit to identify pupils' experience of ICT at home is planned it has not yet been undertaken. Teachers are not fully aware of what skills pupils might be gaining elsewhere. Consequently, they are not well placed to provide work that challenges those with more advanced skills.
134. Pupils have access to computers from their earliest days in school. By the age of seven, they confidently use them and save and retrieve their work. They use the menus competently to wordprocess their work. Teachers encourage and help pupils to

use ICT to find out more about the topics they study. In the past they had found out a great deal about minibeasts, and added this information to their own observations and drawings. At the moment they are using ICT to find out about buildings. They use graphics packages successfully to draw and design, for example, Christmas cards. Pupils control the movement of a small robot competently.

135. By the age of nine, teachers help pupils use ICT satisfactorily to record the results of their experiments in science and to present their findings, often in the form of useful graphs and charts. They use the Internet and CD-ROMs satisfactorily to find information. For example, a group of pupils were making a 'virtual' tour of the Taj Mahal as part of their study of India. Others were finding information about the customs and climate. The Internet is used on a regular basis to receive and send e-mails. A group of pupils is on duty at the start of each day and, together with a skilled teaching assistant, they open and send e-mails and keep a detailed log of all messages. Pupils use graphics to design the covers of their folders choosing a font that appeals to them. They use ICT based models satisfactorily when they design a flower by rotating and repeating shapes.
136. The school has organised the teaching of ICT to take place in the teaching areas where the computers are located rather than concentrating them in one place and the pupils moving there to have a lesson in a large group. ICT is planned in such a way that teachers clearly show where ICT is to be used in other subjects and what skills pupils are to learn in ICT. In Key Stage 2, and partly in Key Stage 1 most of the teaching of basic ICT skills is undertaken in small groups and taken by skilled teaching assistants in close collaboration with the class teacher.
137. The teaching of skills seen was good. The adults have a good understanding of the skills and work effectively with the pupils providing them with good support and encouragement. They enjoy their work, concentrate and make satisfactory progress in their learning. Pupils collaborate well, taking turns and helping each other when they can. For example, in Year 1, six pupils worked well with a teaching assistant entering data about their individual preferences. The adult carefully showed the pupils the necessary operations and then gave them time to work through these at their own pace, only giving help when it was absolutely necessary. The little teaching seen of ICT skills by teachers is good. The lesson was well organised with good demonstration and good opportunities for pupils to practice.
138. Current arrangements ensure that ICT is used in other subjects and that pupils are also taught basic ICT skills. The strength in this arrangement is that ICT is used satisfactorily in other subjects, for example in mathematics where it is used to practise skills in numeracy as well as to develop skills in data handling. In English, pupils wordprocess and edit their work. Pupils use the Internet in geography to find out about the weather and temperatures in other countries. In science, pupils present their findings in a useful way and in art pupils use ICT satisfactorily to design and draw. The major weakness in the arrangements is that pupils have to be withdrawn from other lessons on a regular basis adding to the number of different groups that are already withdrawn.
139. The subject is well led and this has been a significant factor in the good improvement that has been made. The equipment has improved and is well organised. The co-ordinator keeps a close eye on the subject and a detailed action plan is drawn up and implemented. Pupils' skills in ICT are now regularly assessed. Appropriate arrangements are in place to safeguard pupils' use of the Internet.

MUSIC

140. Pupils' standards at age seven are in line with those expected and at the age of nine are above them. Because of the very good teaching of a visiting music teacher, who takes Years 2, 3 and 4 each week, pupils, including those with special educational needs and those identified as higher attaining, achieve well in relation to their prior attainment. This is an improvement on the findings of the last inspection team. The school needs to ensure that all pupils receive their full entitlement to music and do not miss parts of lessons regularly to attend extra English or mathematics lessons. The extra provision made for instrumental and recorder playing makes a good contribution to pupils' expertise and enjoyment of music and to their personal development.
141. Pupils in Year 2 have a satisfactory grasp of rhythm and pulse. They listen keenly and make reasonable attempts to imitate recorded African drumming but tend to follow the pulse, rather than the rhythm. By Year 4, pupils' grasp of rhythm is secure. They use different parts of their hands to vary the timbre of their drumming and, in small groups, sustain their own rhythmic patterns as part of a complex whole. They collaborate well, improving their composition through practice, which makes a good contribution to their social development.
142. The quality of teaching in these class lessons is very good. The teacher has a very good knowledge and understanding of the subject and encourages the pupils to develop their individual responses to the stimulus, which ensures that all pupils, including those with special educational needs and the higher attainers, achieve good results. Because of his personal expertise, the teacher models rhythm well, is able to correct pupils' mistakes promptly and sensitively and adapts the lesson skilfully to compensate for them. This results in pupils who sustain concentration well and are confident to try their best individually or in small groups. Because of the continual use of praise, pupils' motivation levels are high and they put a good amount of effort into their work.
143. Pupils sing sweetly in assemblies. They sustain a tune well and give good attention to timbre, tempo and dynamics. Singing practices are under-utilised as a means of extending pupils' singing skills.
144. Because formal planning is left to the visiting teacher and because his expertise is high, pupils develop their skills well; extra provision for learning instruments, such as recorders, keyboards and violins, further reinforces and extends learning. The planning scheme identifies a broad progression of skills to be practiced on a whole-class level. While there is no problem currently with pupils' achievements, the level of expertise of other teachers is not high enough to sustain these levels should there be changes in staffing. It is appropriate, therefore, for the school to seek to identify what skills a pupil should acquire at key stages in their development and to formalise planning and assessment systems to assure progress. Co-ordination of the subject is satisfactory. Resources are satisfactory, overall, but there is a good range of recorded music, including much from other cultures. The extra classroom is used well to provide a venue for instrumental music teaching that does not impinge on other classes.

PHYSICAL EDUCATION

145. By the time pupils are aged seven and nine, they attain the standards expected for pupils of these ages. At the last inspection the standards of the nine-year-olds were

judged to be above average. Due to the timetabling arrangements during this inspection it was not possible to observe areas that were strong at the time of the last inspection, for example games. Teaching is satisfactory overall and pupils' achievement is satisfactory. Pupils with special educational needs have full access and achieve as well as the majority.

146. During the inspection the only areas of learning to be seen were dance and gymnastics. The rest of the curriculum is properly planned for but there are problems in games as the school field does not drain well and is often out of use during the winter. A strength in the provision is the good use of coaches from sports associations on the Island, including cricket, hockey and tennis. Several pupils have gone on to play these sports at a high standard, especially in cricket and hockey. Pupils in Year 3 have swimming lessons and many do well, for example just over 50 per cent swam 25 metres, which is the standard expected for pupils to reach at the end of Year 6.
147. The quality of teaching varies but is satisfactory overall in both key stages. In Years 3 and 4, the lessons are usually taught by both teachers working together. These arrangements are designed to enable a teacher less experienced in teaching the subject to learn from an experienced and well-qualified colleague and is an example of good staff development. When the two teachers work together in this way, the teaching is satisfactory. The strengths lie in the good planning and the good collaboration by the adults. However, a weakness is that the teaching lacks a clear lead. This happened in a dance lesson where pupils were developing a sequence based on the creation stories they were learning about. Although the teachers provided opportunities for pupils to show their sequences there was no clear overall lead as to how pupils could improve. When both year groups were taught by a single teacher, with the other making useful assessments, the overall teaching improved and was good. The particular strength in this lesson was the attention paid to helping pupils improve. Due attention is paid to safety. This was seen in a lesson in Year 2 where pupils got out the large apparatus following the specific instructions of the teacher.
148. The school places emphasis on pupils' physical development as part of its drive for healthy living. Teachers draw pupils' attention to the importance of healthy exercise in growing up. Pupils learn about the effects of exercise during the warm-up and cool-down parts of their lessons. Good use is made of this extra time allowance. The planning for the subject is good and pupils have opportunities to experience a good number of activities and team games. For example, as part of the celebrations of the Admiral's Cup older pupils were able to have experience of sailing. Effective use is made of the equipment provided through the 'top sport' arrangements. The management of the subject is good and resources are satisfactory.

RELIGIOUS EDUCATION

149. All pupils, including those with special educational needs and higher attainers, achieve satisfactory results in relation to their prior attainment. Standards at the age of seven and nine are in line with those expected by the local agreed syllabus for religious education. The production of a new local agreed syllabus has been delayed, which has hindered the development of planning and assessment systems that would ensure that all pupils develop the skills and understanding to the full extent they are capable. Sensibly, the school has delayed detailed planning and is relying on national guidance in the meantime. Good attention is given to learning about other faiths. The daily acts of collective worship are used well to reinforce the commonly held ethical elements of Christianity and other faiths and make good contributions to pupils' spiritual development. There are a good number of books in the library to support learning. The

co-ordinator has a clear idea of what is needed to improve the subject. The standards observed during the last inspection have been maintained.

150. Following a visit to a local church, pupils in Year 2 understand that a church is a place of worship and that there are certain accepted ways of behaving there. They know that special events, such as baptism and marriage, take place there. They name, for example, the altar, font and lectern correctly and are clear about the difference between a cross and a crucifix. They have a good knowledge of the local church. Pupils in Year 3 make good use of their literacy skills to record their thoughts about God, for example saying that He reminds them of the wind when He talks to them. Year 4 pupils have developed a sound understanding of some of the Hindu festivals, such as Diwali. They name some of the Hindu gods but are not secure about their place in the pantheon. They realise that creation myths of different religions contain common elements but are different in detail. They use their literacy skills to good effect, for example, when they write a character sketch of some of the characters from Hinduism, such as Rama and Sita. They make good links with cultural traditions, such as Rangoli patterns, and with other subjects, such as design and technology, when they cook Indian food.
151. Teaching is of a satisfactory quality, overall, but has a number of good qualities. Teachers have good subject knowledge, are enthusiastic and manage pupils' behaviour well. These qualities ensure that lessons are planned thoroughly, good attention is paid to teaching the basics of religion and that pupils generally concentrate well on their tasks. However, in a Year 2 lesson arising from a visit to a local church, the teacher spent too long collating information on the board and making relevant extra comments, with the result that the pace of the lesson dropped, pupils were not sufficiently involved in learning at their own pace and opportunities were lost to extend pupils' oracy skills.