

INSPECTION REPORT

**ST MARY'S ROMAN CATHOLIC PRIMARY
SCHOOL**

Ryde, Isle of Wight

LEA area: Isle of Wight

Unique reference number: 118195

Headteacher: Mrs Laura Fairhurst

Reporting inspector: P Mathias
21945

Dates of inspection: 2nd June - 6th June 2003

Inspection number: 247852

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: Voluntary aided
Age range of pupils: 4 - 9
Gender of pupils: Mixed

School address: Ampthill Road
Ryde
Isle of Wight

Postcode: PO33 1LJ

Telephone number: 01983 562000

Appropriate authority: The governing body

Name of chair of governors: Mrs Helen Watkins

Date of previous inspection: 23 - 25/2/98

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21945	Mr P Mathias	Registered inspector	Mathematics Science Geography History Physical education English as an additional language Equal opportunities Foundation Stage	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?
9644	Mr M J O Whitaker	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents? How well does the school care for its pupils?
12116	Mrs C Morgan	Team inspector	English Information and communication technology Art and design Design and technology Music Special educational needs	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Mary's is a Catholic Primary School with 146 pupils on roll. The school is smaller than most other primary schools. It caters for boys and girls between the ages of four and nine. An about average number of pupils enter and leave the school at times other than the normal. Overall pupils enter the school with average levels of basic skills. There are 15 pupils who are considered to have some degree of special educational needs which is a below average proportion. Of these four pupils have Statements of Special Educational Need, which is an above average proportion. Ten pupils are identified as being gifted and talented.

Pupils come from homes with a range of social and economic circumstances and the local area has a social regeneration budget. About 14 per cent of pupils are considered to be eligible for free school meals, which is in line with the national average. No pupils currently have English as an additional language. Of the 146 pupils who attend the school, 139 pupils are from white, British backgrounds, four with white non-British heritage and three from black British backgrounds. The school has a majority of pupils who come from non-Catholic families. The headteacher is currently working as an associate headteacher in another school in the area, combining responsibility for both schools.

HOW GOOD THE SCHOOL IS

St Mary's is a good first school, which has made very good progress since its last inspection. The school is very well led by the headteacher who ensures that teachers and support assistants work hard and effectively to ensure that standards in classes are high and relationships are positive. There is a strong family ethos where care and concern for individuals are obvious. The overall quality of teaching is good and is a particular strength in the reception class and in Year 1 and Year 2. This good and occasionally very good teaching in these classes has a clear impact on the successful progress children make in their first year in school and the standards attained at the end of Year 2. The curriculum is wide and interesting and there is an excellent provision of out of school clubs and activities. The school is an attractive and stimulating environment and has good facilities for teaching and learning. Pupils with special educational needs and those identified as gifted and talented are well supported. Pupils have positive attitudes and personal relationships among pupils and between pupils and adults are very good. The school provides good value for money and is very well placed to improve further.

What the school does well

- The overall leadership of the school by the headteacher is very good. There is a strong sense of teamwork and willingness to work together amongst all staff. This emanates from the way the school is led. The expectations of pupils are high and there are very good procedures for assessing pupils' attainment and progress.
- Provision for spiritual, moral, social and cultural development is very good. A particular strength is the recognition given to the multicultural nature of modern British society and the excellent number of school clubs and activities, which the school provides.
- The quality of teaching is good and is a particular strength in the reception and in Year 1 and Year 2. There is very effective use of a very generous provision for teaching assistants and support staff.
- The school has very well developed systems in place to promote pupils' personal development and sense of responsibility and to monitor their academic and personal progress. The latter are now beginning to be used well to track individual pupils' progress.

What could be improved

- The opportunities for older pupils in Year 3 to write independently and the expectations of

the teaching in Year 3 of what pupils should achieve in their writing.

- The quality of handwriting across the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was last inspected in February 1998 it was felt that standards achieved by pupils were good, as was the school's climate for learning. The quality of education needed some improvement, as did the management and efficiency of the school. The report highlighted the need to strengthen the role of the governing body and to improve teachers' planning and their assessments of pupils' work. It was also felt there was a need to review the use of the accommodation in the Foundation Stage for the reception pupils.

Overall the school has made very good progress towards addressing the key issues of that report. The school is very well placed to continue to improve further.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
Reading	C	B	C	C
Writing	C	C	B	B
Mathematics	D	B	A	A

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

The table shows that over the last three years standards have been broadly just above the national average except in 2000 in mathematics where results were below average. In 2002, standards were average in reading and above average in writing. In mathematics, standards were well above average. When these results are compared to schools broadly similar in 2002, results were average in reading, above average in writing and well above average in mathematics. In 2002 the proportion of pupils reaching the higher level (Level 3), was above average in reading and well above average in writing and mathematics. In the teacher assessments in science, standards in 2002 were judged to be above average.

Pupils enter the school with average levels of basic skills and nearly all are ready to begin the National Curriculum by the age of six. Currently standards at the end of Year 2 are average in English, mathematics and science and pupils at the end of Year 4 are working at the standards expected. Standards in most other subjects of the National Curriculum are average at the end of Year 2 and pupils at the end of Year 4 are at expected levels for their age. Exceptions to this are in art, history and geography where standards at the end of Year 2 and Year 4 are above those expected and usually found amongst pupils of these ages.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to learn and respond well to each other.
Behaviour, in and out of classrooms	Good. Pupils are friendly and polite. They follow classroom routines well.
Personal development and relationships	Very good. Relationships between pupils and adults are very positive and there are very good examples of older pupils helping younger ones.
Attendance	Good. Pupils generally arrive punctually and records of absence are carefully kept.

TEACHING AND LEARNING

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

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.

Overall, the quality of teaching is good with particular strengths in the reception class and in Year 1 and Year 2. Good teaching is found across the school. Much good and very good teaching takes place in these classes. The quality of teaching in English and literacy and in mathematics and numeracy is good.

During the inspection there was no unsatisfactory teaching. A strong feature in most lessons is the very effective way a large number of support assistants are deployed by teachers to help individual pupils and small groups.

Particular strengths of the teaching are: - very thorough lesson plans showing a detailed understanding of the needs of individual pupils and of the National Curriculum so that the needs of those with special educational needs are well addressed; very good relationships between all adults and pupils so that all are actively and enthusiastically engaged in the teaching and learning; very good questioning skills to encourage pupils to think things out for themselves; good use of opportunities towards the end of lessons to assess what pupils have learnt and understood. While there are no major shortcomings, areas for improvement are: - to give more explanation to pupils of what they should achieve in the lessons; increasing levels of challenge in the older classes to ensure that standards are high and that all pupils take a pride in their work and increase the pace of learning so that pupils always work with the urgency and excitement found in the best lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is well planned to meet the needs of the National Curriculum in full. There are very good arrangements to provide an excellent range of out of school activities for pupils of this age.

Provision for pupils with special educational needs	Good. The school provides good support in classes for these pupils and teachers ensure that all pupils are fully included in every aspect of school life.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good, a strength of the school. Provision for pupils' social development and their understanding of the other cultures.
How well the school cares for its pupils	Good. There are very good procedures for child protection and to ensure pupils' welfare. Arrangements for promoting and monitoring good behaviour and eliminating bullying are very good. The school has good procedures to collect information about the progress pupils make and the standards they reach. This is beginning to be used systematically to raise standards further. There are good procedures to monitor and improve attendance.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Overall very good. The headteacher provides a strong and determined lead to the work of the school and in bringing the best out of staff. The deputy headteacher is newly appointed and is beginning to work effectively with teachers. The roles of co-ordinators are very well developed.
How well the governors fulfil their responsibilities	Good. The governing body is committed and well informed. It is well led and individual governors carry out their responsibilities conscientiously and effectively.
The school's evaluation of its performance	Good. There are detailed procedures in place to look at how individual pupils perform in the national tests and in other assessments and to ensure that pupils make good progress. This is beginning to be used effectively to raise standards further. There is a strong culture amongst teachers of working together to continue to improve.
The strategic use of resources	Very good. The school's financial planning systems are very robust and very well co-ordinated to ensure that financial resources are closely linked to the school development plan. This is an effective working document. Governors have a clear understanding of how to find best value in their spending decisions. The school uses grants and additional funds very well. Resources for learning are generally good. In music, physical education and history resources are very good. The school is an attractive environment, which is carefully maintained.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The way the school helps their children to be mature.• The way the school expects children to work hard.• Parents feel confident about approaching the school.• The quality of teaching is good.	

The inspection team agrees with the vast majority of parents who have very positive views of the school and the quality of education it provides.

A meeting was held between the registered inspector and parents. Ten parents were present. This group of parents were very happy with the 'family' ethos of the school and the quality of education the school provides.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Generally pupils enter the school with average standards. By the age of six many are ready to begin the National Curriculum. Standards overall at the time pupils transfer to their next school at the end of Year 4 are in line with those expected of children of this age. Currently, this represents good progress for these pupils in Year 4 who come on the whole from a lower than average base. During the inspection there was no significant variation between the relative performance of boys and girls although in the last three years girls did better than boys in the national assessments for seven year olds in reading and writing and about the same in mathematics.
2. In the national assessments for seven year olds in 2002, standards in reading were average and in writing were above average. In mathematics, standards were well above average. In the teacher assessments for science, standards in 2002 were judged to be above average. When compared to schools considered to be broadly similar, standards in reading were in line with most of these schools, above in writing and well above in mathematics.
3. In the 2002 assessments for seven year olds, the proportion of pupils reaching the higher level (Level 3) is above average in reading and well above average in writing and mathematics. National information shows that in the national assessments of seven year olds, the overall trend of improvement has been above and improving at the same rate as most schools.
4. Currently the standards of attainment in Year 2 and Year 4 are in line with those expected in English, mathematics and science and in all other subjects except art, history and geography where they are above expected. Standards in literacy and numeracy are the same as in English and mathematics. Since the last inspection standards in art have risen due to the able and skilful teaching going on. In the other subjects, including information and communication technology, standards seen are about the same as then. However, standards of handwriting and presentation are not consistently high enough across the school.
5. Pupils with special educational needs and those identified as gifted or talented attain well and make good progress. Currently there are no pupils at the school who have English as an additional language.

Pupils' attitudes, values and personal development

6. Pupils have good attitudes to school. The youngest children in the reception class work well together, responding to the positive ethos in the classroom. They comply with the school's behavioural requirements and are confident in their relationships with each other and the adults in school. Throughout the school, pupils respond well to lively, interesting teaching, whether it is Year 2 interviewing 'Florence Nightingale' (in costume) in a history lesson or Year 1 practising ball skills in a physical education lesson. Pupils concentrate well, share resources, co-operate conscientiously and work diligently. They are keen to take advantage of the opportunities it offers, such as after-school sports clubs and membership of the school council.

7. Behaviour is good. In lessons, pupils are polite and co-operative, complying readily with the school's procedures. They are orderly in moving about the school and appropriately respectful in assemblies. Pupils respond well to the school's clear expectation of good behaviour. At play they are lively, but even when confined to classrooms on a wet day, behaviour is good-natured and tolerant. Pupils are polite and friendly towards visitors and they treat school premises and equipment with care. The school is an inclusive community; the small handful of pupils from ethnic minority backgrounds, together with those with special educational needs, are fully involved in all activities. There was no evidence of bullying or harassment towards any group of pupils during the inspection.
8. Personal development is very good. Pupils are keen to respond to opportunities offered by the school - there is good take-up of the outstanding range of extra-curricular activities and the newly created school council is providing pupils with the chance to get more involved in the running of their school. Older pupils in Year 4 have responsibilities towards young children in the reception class - each is allocated a young child to 'buddy', a task that the older pupils accept with enthusiasm. Relationships are very good throughout the school; the working atmosphere created by adults in school presents a good role model to the children. In lessons, pupils respond well to a purposeful and co-operative atmosphere. Relationships are enhanced by the wide range of extra-curricular activities on offer, which gives pupils an opportunity to meet staff other than their class teachers in settings other than the classroom.
9. Attendance is good. Registration is carried out promptly and efficiently and there is little lateness.

HOW WELL ARE PUPILS TAUGHT?

10. The quality of teaching is good and of a consistently high quality in the reception class and in Year 1 and Year 2. This is an overall improvement since the time of the last inspection when in about half the lessons seen the teaching was good. In this inspection nearly three quarters of the teaching seen was good or better. In about one in five lessons the teaching was very good. In about one in three lessons the teaching was satisfactory. No unsatisfactory teaching was seen during the inspection.
11. The good teaching linked to careful planning and evaluation of what pupils need to do to improve, is now ensuring that pupils achieve well in the national tests for seven year olds. The quality of teaching in literacy is good and the lessons are carefully planned to match the structure of the literacy hour. The National Numeracy Strategy is well taught and organised to meet the different abilities in classes.
12. Across the school where teaching is very good or good a particularly strong feature is the very effective way support assistants are deployed and utilised to provide very good help to individuals and to small groups. In some of these lessons, up to five adults including the teacher ensure that each pupil's individual needs are thoroughly met and all pupils have very good opportunities to be actively involved in their lessons. For example, in one science lesson in Year 1 the quality of what pupils learnt was significantly enriched by the way individual pupils were able to discuss with and be questioned by adults. Relationships between the teachers and their assistants are professional and based around thorough, joint planning and evaluations of how successful the lessons were. Teachers have a good understanding of the needs of individual pupils and of the subjects they teach, for example when teaching younger pupils the sound that letters make. The teachers organise their resources well so they are readily to hand when they are needed. Teachers assess carefully what pupils have learnt through detailed questioning. Relationships between teachers and

their pupils are consistently good and as a result pupils work hard and wish to please their teachers.

13. Where teaching is satisfactory and has some weaknesses in some cases, teachers' usual high expectations are not evident. As a result, some lessons move forward at a steady but uninspiring pace rather than at the brisk purposeful speed of the best examples. Not all teachers give sufficient emphasis to the importance of good handwriting or to the teaching of these skills systematically.
14. A strength of the special educational needs provision lies in the number and quality of highly trained support staff. They include a part-time fully qualified teacher. Their dedication and skills ensure that all pupils have full access to the curriculum. They plan closely with teachers and work effectively as part of a team. Pupils with Statements of Special Educational Need are particularly well supported and are enabled to take full advantage of the activities in classrooms. Resources are good, easily accessible and used effectively. Pupils make good progress in terms of their prior attainment.
15. Generally the quality of marking is good and comments are constructive. In many cases these are closely related to pupils' individual targets for improvement. There are appropriate arrangements for the setting of homework, which is closely related to the work that pupils are undertaking in their lessons.

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

16. The school provides a broad and balanced curriculum, the main features of which are the strong cross-curricular links which are made between subjects. Literacy and numeracy skills are generally used well to support work in other subject areas and work in history, science, geography and art is used frequently as a stimulus for activities in English lessons. As a result, the curriculum has an overall coherence and relevance, which encourages pupils to take a positive interest in their work.
17. The time allocated to all subjects is adequate for them to be covered in sufficient depth and although information technology is not taught regularly as a discrete subject it is generally used effectively to support learning across the curriculum. However, opportunities for information technology are not consistently built into teachers' planning and there are missed opportunities for using it to good effect in some lessons.
18. The literacy and numeracy strategies are firmly in place and have been modified and adapted over time to meet the particular needs of the school. In Year 3 however, they are adhered to very closely with insufficient regard to the results of assessment and pupils are not always challenged by the work provided. In particular, there are too few opportunities for pupils to use their skills in extended writing either in English lessons or in other areas of the curriculum in this year group.
19. Planning for other subjects of the curriculum contains elements of national guidelines, and reflects the particular style, ethos and circumstances of the school. This has resulted in a lively and stimulating curriculum, which strikes a good balance between the development of specific subject skills and good cross-curricular links.
20. Provision for pupils with special educational needs is good. The special educational needs co-ordinator and specialists from outside the school work with individual teachers to write pupils' individual education plans. These contain precise and measurable targets and are regularly reviewed. The dedication and skills of the large

numbers of highly trained support staff ensure that lower attaining pupils have full access to all aspects of the curriculum. They plan closely with teachers and work effectively as part of a team. Pupils with Statements of Special Educational Need are particularly well supported and are enabled to take full advantage of the activities in classrooms.

21. The school makes good provision for pupils' personal, social and health education, both in regular times and in lessons. There is a strong focus on relationships, emotional health and well being and citizenship in religious education lessons. Drugs awareness and a healthy lifestyle are taught within the framework of science. A residential trip for pupils in Years 3 and 4, in conjunction with other Roman Catholic schools on the Isle of Wight has a strong focus on team building.
22. The range of extra-curricular activities provided by the school is excellent and includes an exceptional variety of sporting activities, including football, tennis and golf coaching. The local ice hockey team have not only helped develop the physical education curriculum but also helps pupils read. The younger pupils use the immediate locality extensively for visits and the range widens as pupils move through the school. "How Ryde has changed over the last century," was a focus of a display in Year 4.
23. A wide range of visitors come in to add extra interest to the curriculum. Parents and local residents regularly come in to talk about the island and a number of visiting artists and musicians add an extra dimension to the creative curriculum. The school has developed good links with the community, most particularly with the parish church. A series of mini projects with the local business enterprise group has, for example, given pupils an insight into the use of information technology in a local supermarket. Links with other schools are very productive. For example, the local Roman Catholic group of schools, work closely together on joint moderation exercises and school improvement within a shared framework of values. There are joint initiatives with the local high school whose art students come in to work on specific projects.
24. The school's provision for pupils' spiritual, moral, social and cultural education is very good. This represents a marked improvement since the last inspection. Opportunities for developing pupils' spiritual awareness are very carefully planned into assemblies and take place in lessons as the result of teachers' own expertise and awareness. Teachers stimulate pupils' imagination and encourage them to explore beyond the routines of everyday life, particularly when writing imaginatively or thinking about important people in history.
25. The school's provision for pupils' social and moral development is very good and operates within a positive Christian ethos. The school responds well to changing social pressures and evaluates and modifies its provision accordingly. The school builds on pupils' experiences positively and aims to counteract the more negative aspects. This is an inclusive school and all pupils are equally valued and enabled to play a full role in the life of the school. Pupils are encouraged to work collaboratively in a harmonious and purposeful atmosphere, which promotes and supports effective learning. There is a consistently applied, whole-school approach to behaviour management, which is reflected in the very good relations between pupils and between pupils and adults. Pupils respond well to lessons and work with enthusiasm, confidence and independence.
26. Provision for pupils' cultural development is very good. The creative curriculum is central to the ethos of the school and a large number of enriching activities are planned throughout the school year. The school celebrates the uniqueness of the island but also accepts the importance of broadening pupils' horizons beyond it.

Maintaining this balance is always considered when reviewing curriculum provision. The island's many attractions from a scientific exploration of the hovercraft to an historical expedition to Osborne House underpin much of the curriculum. The establishment of 'focus weeks' has been particularly important in broadening pupils' horizons. An 'Indian Week' gave pupils an insight into the richness of Indian culture through exploring its art, dance, clothes, history and food. A 'Music Week' gave pupils opportunities to hear a wide range of different musical genres from different cultures. Links with local art galleries and the Tate Gallery have exposed pupils to a variety of artistic styles, while a link with Anguilla gives pupils an insight into life on a very different island.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

27. Since the last inspection the school has established a good range of procedures for assessing, tracking and recording pupils' progress in the core subjects of English and mathematics. In all other subjects, there are simple and manageable procedures for recording progress which give teachers a clear view of what has been covered and how effectively. This successfully addresses the key issue in the last report.
28. The school has thought carefully about the purpose and use of assessment and in most classes it is used well to inform teachers' planning. The school analyses the results of tests and constantly reviews curriculum provision to take account of identified weaknesses. In Years 1 and 2, the quality of marking is also very good and enables teachers to plan very carefully for the range of abilities within each class.
29. Pupils' academic progress is regularly reviewed and work is assessed in discussion with the pupil concerned. Pupils' work is levelled and they are given both the current level and the prediction for the end of the year. Predictions are also discussed with the head teacher who maintains a careful oversight of pupils' progress. Assessment is used effectively to identify both pupils with specific learning difficulties and also gifted and talented pupils. These pupils are occasionally withdrawn for additional work, which meets their particular needs well.
30. Procedures for child protection and ensuring pupils' welfare are very good. The headteacher is the designated person for child protection purposes. Both she and the deputy headteacher have been appropriately trained. All staff, including support staff, are aware of the action to be taken in cases of concern. All necessary health and safety procedures are in place. The premises committee of the governing body (which includes the caretaker) inspect the buildings and grounds regularly. Regular safety checks on physical education and play apparatus, fire and electrical equipment are made. Fire drills are held termly. The school has a number of staff trained in the administration of first aid, including the action to be taken in the event of anaphylactic shock. When children sustain bumps to the head, parents are told by phone. Risk assessments are carried out in all areas of the school and on all school activities, such as off-site visits.
31. Welfare, in its broader sense, is high on the school's priorities - governors emphasise their commitment to creating a safe and stable environment for pupils through family support initiatives such as the positive parenting courses. The headteacher and the school's own behaviour support worker devote considerable time to supporting families with difficulties. The headteacher, behaviour support staff and education welfare officer meet regularly to discuss pupil welfare issues. The school is involved in the Healthy Schools initiative and the town's schools liaison police officer talks regularly to pupils about personal safety.
32. The school has good procedures for monitoring and promoting good attendance. When a child is unexpectedly absent, the school secretary will telephone the home. A

late book is kept and entries are monitored. Where necessary, the headteacher will contact the parents and, in cases of real difficulty, the services of an education welfare officer are available. Whilst some families do take holidays in term-time, the number is not so great as to have an effect upon the school's attendance levels.

33. Good behaviour is monitored and promoted very well. It is an ongoing priority in the school improvement plan. There is a clear set of rules that is discussed with pupils annually. Behavioural issues are considered by the newly established school council, thus helping to give pupils a sense of ownership. Rewards are given both to individuals and to groups, via the 'house' system. Once a week, pupils who have behaved particularly well are invited to dine with the headteacher or deputy at a special table. So as to promote positive attitudes to behaviour, the school contacts parents with news of good behaviour. Considerable effort is put into supporting pupils with behavioural problems; the school employs its own behaviour support assistant to help such children, and draws freely upon the services of the local behaviour support team. The operation of the behaviour policy is monitored constantly, to ensure consistency between staff, and discussed regularly at staff meetings.
34. The school is very successful at eliminating harassment and oppressive behaviour. The school's commitment to gender and racial equality is clear from its policies and evident in practice. All pupils are fully involved in all activities, both in class, at play and in extra-curricular opportunities.
35. Personal development is very well monitored and supported. Pupils are well known to all staff and that knowledge, together with the very good relationships between staff and pupils, ensures that the child's personal development is well, albeit informally, overseen. Good detail regarding personal development is provided in pupils' annual reports. The school is aware of pupils' home circumstances and considerable efforts are made to support families experiencing domestic or emotional problems.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

36. Links with parents are good. The headteacher staff and governors work hard at creating a welcoming, parent-friendly environment. Information for parents is good. They are offered a formal consultation opportunity every term, at which progress and targets are discussed. The school makes contact with those parents who do not attend consultation meetings. Informal access to staff is readily available; parents appreciate staff's willingness to have an informal word at the beginning or end of the day. Pupils' reports provide considerable detail about progress in the core subjects of English, science, mathematics, religious education and information technology. For foundation subjects (History, geography, art, music, physical education and design and technology) the report describes the work covered in each subject but confines the child's response to one paragraph. The child's personal development is well addressed. Reports meet statutory requirements. Weekly, numbered newsletters keep parents up-to-date with school events in a lively chatty way. Parents are given termly information regarding the topics their children will be studying.
37. The school works hard to involve parents. Positive parenting courses are arranged and parents are invited to family learning sessions at which, for example, parents will work alongside their children in a mathematics lesson. Parents provide good support for the school, both in school and at home. A number of parents provide voluntary help both in classrooms and on school visits. Parents support the home-school agreement (which is renewed each year) and the school homework policy. There is a vigorous 'Friends' association, which acts both as fund-raiser and as an informal link between school, community and parents. Pupils are involved in its activities, for example by running stalls at the summer fair (which helps promote their personal

development) and they benefit from the funds raised which have been used to buy books, play and sports equipment.

38. Parental views of the school are positive. An above-average (59 per cent) number of parents responded to the Ofsted pre-inspection questionnaire and the tenor of those replies was very supportive. No significant concerns were revealed. Parents particularly appreciate the school's caring family ethos and the fact that children are treated as unique individuals. There was parental praise for the wide range of after-school clubs and activities and for the sensitivity of the arrangements for children's transfer to the next stage of their education, at one of two middle schools.

HOW WELL IS THE SCHOOL LED AND MANAGED?

39. The quality of leadership is very good. A particular strength is the very capable and determined lead shown by the headteacher. The headteacher has been successful in ensuring that there is a strong sense of direction to the work of the school and that all adults on the staff have high expectations of themselves and what can be achieved. All make a very positive commitment to the school. There is a strong family ethos engendered by all teachers and their assistants, so that pupils enjoy school and feel that they are valued.
40. The deputy headteacher is newly appointed and is being introduced steadily to specific responsibilities, for example, in managing the school's well-organised behaviour policy. Co-ordinators work very well with other teachers and adult assistants. There is a very well established climate for sharing ideas and in looking at the work of each other to identify strengths and areas for improvement. The headteacher sets a very good example in this and ensures that relationships are positive and the level of professional discussion and evaluation of each other's work is high. Co-ordinators have extensive responsibilities including the management of their own annual budget. They have good opportunities to visit classes to look at the quality of teaching going on and the progress of initiatives each is pursuing. The school is well placed to improve further.
41. The school has made very good progress in addressing the key issues indicated in the last inspection. The governing body's strategic planning is now of a high quality. A particular strength is the contribution made by a very experienced and capable bursar who plays an influential role in guiding the spending decisions of the governing body and in ensuring that longer-term needs are identified and addressed carefully. The school now has in place thorough procedures to assess pupils' progress to ensure that pupils learn systematically, building in an organised way on what they already know and can do. Teachers regularly check to ensure that pupils are making the progress of which they are capable. Since the last inspection the school has successfully identified pupils who are considered to be particularly talented or gifted and provide good support for them to achieve well. The accommodation for the reception class is now good and provides well for pupils to experience all of the areas of learning considered appropriate for children of this age. Now they make good progress towards the Early Learning Goals set for them.
42. Management of special educational needs is sound. The co-ordinator provides help for colleagues in writing pupils' individual education plans. Targets are precise and measurable and are regularly reviewed. Specific learning difficulties are diagnosed by outside agencies who continue to provide valuable support for pupils, in particular those with hearing impairment or behavioural difficulties. However, there is insufficient monitoring of teaching and support to ensure that pupils' specific learning difficulties and the targets on individual education plans are addressed within day-to-day provision. Specific grants are used effectively. The governor responsible for

special educational needs maintains a close liaison with the co-ordinator and observes lessons informally to assess the quality of support for pupils.

43. The governing body fulfils its statutory duties well. The chair of governors is a regular visitor to the school and is well informed. Views of the professional staff and parents are carefully weighed and valued. There is a strong spirit of co-operation between the school and governors to work in the best interests of their pupils.
44. Financial planning is very good and special grants such as the money allocated for special educational needs are well used. Procedures to match spending to the needs of the school development plan are well established and governors have a good understanding of how to achieve best value from their spending decisions. The school development plan is well constructed. Day-to-day administration is effective and unobtrusive and sets a welcoming tone to visitors and parents.
45. The accommodation is good and is well maintained. Good use is made of the outdoor facilities for younger and older pupils. There is a very good match of teachers and support assistants to the needs of the curriculum. These work very effectively together. Resources for teaching and learning are good overall and are carefully stored.
46. Children enter the school with levels of basic skills, which on the whole are average. Currently children make good progress in the reception class and build well on their experiences as they move through the school. Pupils generally achieve well from a range of starting points. By the time they leave at the end of Year 4, standards in classes are currently in line with those expected and reflect the good progress these Year 4 pupils have made from a lower than average base.
47. Taking into account the overall good quality of teaching and the progress pupils make, the positive and purposeful way the school is led and managed and the overall good standards of behaviour and positive relationships across the school, the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

48. The governing body, headteacher and staff should:
 - (1) Raise standards in English by: -
 - (a) Providing more opportunities for older pupils, particularly in Year 3 to write independently and by raising expectations of what these pupils are able to achieve in their writing.
 - (b) Improving the quality of handwriting across the school.
- (Paragraphs 4, 13, 63, 66)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	32
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	16	11	0	0	0
Percentage	0	16	50	34	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than 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)		146
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		4
Number of pupils on the school's special educational needs register		15

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	5
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	4.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
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
	2002	15	14	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	15
	Girls	14	14	14
	Total	25	25	29
Percentage of pupils at NC level 2 or above	School	86 (89)	86 (93)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	15	14
	Girls	14	14	14
	Total	24	29	28
Percentage of pupils at NC level 2 or above	School	83 (93)	100 (100)	97 (100)
	National	85 (85)	89 (89)	89 (89)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group

No of pupils on roll
139
0
4
0
0
0
0
0
0
0
0
0
0
3
0
0

Number of fixed period exclusions	Number of permanent exclusions
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0

No ethnic group recorded	0	0	0
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The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	7.12
Number of pupils per qualified teacher	20.5
Average class size	29.2

Education support staff: YR– Y4

Total number of education support staff	11
Total aggregate hours worked per week	251

Financial information

Financial year	2002/2003
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	£
Total income	394,081
Total expenditure	391,370
Expenditure per pupil	2,681
Balance brought forward from previous year	30,832
Balance carried forward to next year	33,543

Recruitment of teachers

Number of teachers who left the school during the last two years	1.38
Number of teachers appointed to the school during the last two years	3.0

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	146
Number of questionnaires returned	86

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	33	8	1	0
My child is making good progress in school.	65	27	7	1	0
Behaviour in the school is good.	41	49	9	1	0
My child gets the right amount of work to do at home.	37	57	3	1	1
The teaching is good.	64	31	3	0	1
I am kept well informed about how my child is getting on.	50	40	9	1	0
I would feel comfortable about approaching the school with questions or a problem.	72	22	9	1	0
The school expects my child to work hard and achieve his or her best.	63	35	1	0	1
The school works closely with parents.	52	41	7	0	0
The school is well led and managed.	52	35	6	5	2
The school is helping my child become mature and responsible.	57	35	6	5	2
The school provides an interesting range of activities outside lessons.	47	43	6	0	5

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

49. The school makes good provision for children in the Foundation Stage. A total of 30 children attend the reception class on a full-time basis. They begin school full time in the September following their fourth birthday. Many have previously attended the nearby playgroup, which has close links with the school. On the whole children enter the reception class with average levels of basic skills.
50. The overall quality of teaching for children in the Foundation Stage is good and support for children with special educational needs is also of a good quality. There is a generous provision of teaching assistants who work closely with the teachers to make a good professional contribution to children's learning and development. They play a full part in planning, observing and assessing children's progress. They work well with the teacher and close teamwork is evident throughout the day. By the end of the reception year attainment is in line with that expected for this age and many reach the Early Learning Goals in all areas with a few children exceeding the national expectations.
51. All adults who work with these children show high standards of care. They know the children well and notice when they are unhappy or unwell. They are all mindful of the children's safety. There is a good balance of activities going on at any one time and the teacher is particularly mindful to ensure that children receive appropriate experiences across all the areas of learning. Careful records of children's progress in all the areas are kept. Parents are welcomed into the school and value the way their children settle to the routines of the reception class. Resources are generally good and include an appropriate area for outdoor play.
52. The key issue of the last inspection relating to accommodation for this class has been successfully addressed. Standards and provision are much the same as at that time.

Personal, social and emotional development

53. Children make good progress in their personal and social development because of the caring and supportive environment and the close contact they regularly have with adults, who systematically encourage the pupils to work independently and to enjoy school. Children take turns fairly and share their thoughts and feelings with growing confidence. A range of social experiences is provided, for example role play in the well resourced 'toy shop' where children take turns at buying, selling and writing out receipts. They have good opportunities through a 'buddy system' to make friends with older pupils and to play happily with them at play times and at lunch times. Most children will reach the Early Learning Goals.

Communication, language and literacy

54. The quality of teaching is good. The teacher and other adults give good attention to the teaching of these skills. There is a variety of well-placed activities which promote good opportunities to develop speaking and listening skills. The teacher holds children's attention well by the awe and wonder she generates in the way she tells the story or explains how to blend the sounds that letters make into a word, for example how to read and say, "Jig-saw". Children have good opportunities to handle books and some are able to read simple texts. They listen well and join in willingly. Adults effectively encourage children to extend their speaking and listening skills by drawing out from them their opinions about things they are involved in. In writing children copy

words and phrases in well formed letters giving attention to spacing and capitals. They respond positively to the targets which the teacher sets for them in this. Many children reach the Early Learning Goals in this area and some exceed these expectations.

Mathematical development

55. Teaching is good and children make good progress and many are on target to reach the Early Learning Goals at the end of reception class. The adults work well together to ensure children successfully recognise numbers and numerals and can compare two-dimensional shapes. They are able to group objects by size. They are beginning to recognise patterns. They are learning basic mathematical vocabulary because the adults working with them take care to use these words themselves and to emphasise expressively when they repeat them for the children to copy. Teachers' planning is thorough and ensures that all children are appropriately challenged and supported.

Knowledge and understanding of the world

56. Children make good progress in their knowledge and understanding of the world. Teaching is good. Children are given a wide variety of activities to try out, use and explore, for example in making cakes or in visiting the nearby hover terminal, when finding out about people who help us. They are beginning to use new technology such as a digital camera to take photographs and are able to manipulate the 'mouse' on the computer accurately moving the 'cursor' to find their way through a simple program.
57. They work confidently with wet and dry materials, learning about their properties and the spaces they take up. The adults effectively help children to think things out for themselves and to work independently. By the end of the reception year all children are on course to reach the Early Learning Goals in this area.

Physical development

58. Teaching is good and children make good progress in this area to reach the Early Learning Goals. The teachers provide well-planned opportunities for children to grow in confidence in their ability to take care of themselves when going about their daily routine. They handle pencils, crayons, paints, brushes, scissors and glue safely and sensibly. They have good opportunities to travel around, under, over and through play equipment, developing their sense of balance and physical flexibility well. They show awareness of space and the need to work safely when using a range of large and small apparatus. They know the importance of 'warming up' and 'cooling down' and getting ready to dance. They know how to interpret the mood of music in the way they move. They use large wheeled toys confidently going faster and slower as necessary.

Creative development

59. Children make good progress in their creative development and many are likely to attain the Early Learning Goals by the end of the reception year. Teaching is good with well-organised opportunities for children to draw, paint and model and to take part in imaginative role play. Effective organisation by the teacher and adult helpers ensures that all children are involved in all the activities. Staff provide an appropriate balance of activities and good opportunities for children to discuss what they are doing. The teacher plans carefully to ensure that the children build on the small steps to learning they have attained. They sing confidently copying the example set by the teacher.

ENGLISH

60. At the time of the last inspection, standards in English in Year 2 were judged to be above the national average and this was confirmed by the results of national tests that year. However standards were judged to be average in Year 4. Evidence from the current inspection indicates that attainment in English is average across the school. Although standards of speaking and listening exceed national expectations, levels of reading and writing are average.
61. The majority of pupils are articulate, many using a wide vocabulary in conversation. By Year 2, pupils understand the conventions of discussion, speaking clearly and listening well to their teacher and each other. Higher attaining pupils across the school can express a well-argued point of view coherently and support a general point with specific examples from their own experience.
62. Standards of reading are in line with the level expected nationally in Year 2 and by Year 4. Pupils use a wide range of textual, picture and phonic clues to work out unfamiliar words. The majority of pupils in Year 2 are on a reading scheme, and can identify aspects of the books they like and offer opinions on the characters and stories. Higher attaining pupils are generally reading more interesting and demanding books at home. Reading records reveal a good partnership between home and school in hearing pupils read. As a result, pupils lack regular opportunities for sharing a more interesting range of books and reading expressively for an audience and much of the reading is accurate but mechanical.
63. Standards of writing are average in Year 2 and in Year 4. Pupils' writing does not reflect their above average speaking and listening skills. Although pupils demonstrate a good general knowledge and vocabulary in their writing, standards of spelling and punctuation are variable and standards of handwriting and general presentation are below average. Pupils in Year 1 have a good understanding of how to join their letters but many pupils are still not confidently using joined handwriting by Year 4. Although the sounds letters make are taught systematically in Years 1 and 2, opportunities for reinforcing and developing these skills in Years 3 and 4 are more limited. Pupils use their knowledge of the sounds letters make to help them in their reading, but insufficient links are made between reading and writing. Pupils do not make appropriate connections between their knowledge of letter sounds and spelling. Other areas of the curriculum, particularly history and science are used well as a focus for pupils' writing. For example, during the inspection pupils in Year 2 wrote about Florence Nightingale's early life and later in the week recorded their investigations of life in the school pond. However, this good practice is not consistent across the school.
64. Good use is made of information and communication technology to support learning in English and pupils' individual research skills are well developed. In Year 1, there is a clear expectation that all pupils of all abilities will write about anything and everything. Pupils are encouraged to write freely about their experiences, they put familiar stories in order, make their own books and write their own versions of traditional nursery rhymes. They describe pictures and write letters and book reviews. In Year 3, there is a reliance on sterile and unconsolidated grammar exercises and limited tasks with very few opportunities for pupils to write at length either in English lessons or across the curriculum.
65. The quality of teaching in English is good overall. Evidence from both lesson observations and the scrutiny of pupils' work indicates that the quality of teaching of English in Years 1 and 2 is consistently good and frequently very good. As a result pupils make good progress. The quality of teaching in Years 3 and 4 is satisfactory

overall and pupils make satisfactory progress. In Years 1 and 2 teachers have high expectations of what pupils can achieve and there is a good balance in lessons and over time between structured tasks and opportunities for pupils to write freely and creatively. In both Year 1 and 2 classes, teachers provide a lively and stimulating environment and literacy skills are used imaginatively to underpin a meaningful and relevant curriculum. The quality of marking is consistently good and pupils are helped to understand how they can improve their work.

66. Expectations of what pupils can achieve are not high enough in Year 3. The scrutiny of work indicates a reliance on highly structured tasks. Opportunities for pupils to develop and extend what they already know are missed. Although all pupils' work is marked, some marking is insufficiently evaluative and does not provide pupils with a good understanding of how to improve their work. Some marking lacks a clear focus and there is little reference to individual targets. Comments frequently refer only to issues of presentation and the fact that work is incomplete.
67. Good use is made in all year groups of the skilled and experienced support staff. They are used well to ensure that all pupils can fully access the curriculum and pupils with special educational needs make good progress according to their abilities. Pupils with Statements of Special Educational Need, including those with a hearing impairment, are very well supported and are enabled to make a full contribution to all aspects of the curriculum.
68. All teachers manage their classes well. Good relationships between pupils and between adults and pupils are a feature of all classes and this makes a positive contribution to learning across the school. Expectations of behaviour are high and a positive work ethic prevails in all classes. Pupils settle quickly to tasks, work independently or collaboratively as required and concentrate on activities for appropriate amounts of time.
69. The leadership and management of English are good. The recently appointed co-ordinator sets a very good example through the quality of her teaching skills and provides good support for colleagues. She has observed teaching across the school, has interviewed pupils and sampled pupils' work. As a result, she has a very good understanding of what needs to be done to raise standards further. There are good assessment procedures in place across the school. There is a strong focus to the monitoring of teaching and pupils' progress with the aim of constantly evaluating and refining the quality of teaching and learning.

MATHEMATICS

70. Standards in mathematics are average at the end of Year 2 and pupils in Year 4 are at the expected levels for them. This is the same picture as at the time of the last inspection. In the results in the national assessments for seven year olds in 2002, a well above average proportion of pupils reached the expected level (Level 2) and a similar high proportion of pupils reached the higher level (Level 3). Compared to schools with a similar background, results are well above these similar schools. With the exception of the 2000 results, which were below the national average, the performance of seven year olds in the national tests has been high. In 1999 and 2001 an above average proportion of pupils reached or exceeded the expected level. In the most recent assessments, boys and girls attained about the same, which they do in their lessons. The National Numeracy Strategy has been effectively implemented and standards in numeracy are close to those found in mathematics.
71. In Year 1 and Year 2 pupils know addition and subtraction facts to at least ten and many are confidently able to solve simple number problems. They are able to explain sensibly the strategies they use to find a solution. They are able to recognise and

record the times of important events in their days. They know some multiplication facts and that 'multiplication' is the same as 'repeated additions'. They use their knowledge of subtraction to solve a variety of problems. They are able to use non-standard units of measure. Older pupils in Year 3 and Year 4 are able to recognise sequences of numbers. They are able to recognise and use simple fractions. They are able to find the areas of some regular shapes. They use co-ordinates to fix positions and have a secure understanding of the main points of the compass when doing this.

72. The quality of teaching is good and is particularly effective in Year 1 and Year 2. Teachers have a secure knowledge and understanding of the subject. In the best lessons, teaching assistants are very well used to work with small groups of pupils. As a result, all pupils including those with special educational need and those identified as particularly gifted or talented are able to play a full part in their lessons. The teachers encourage pupils to, "Keep a number in your head and count on", which they do speedily and accurately. Pupils are encouraged to estimate accurately and sensibly before carrying out an activity and to use the language of mathematics accurately. Pupils listen carefully and are made to feel important. They are all included in the lessons because the teacher knows for example that "Francis hasn't spoken yet and I would like to hear from her". Where teaching is satisfactory but has some weaknesses, the lessons are slow to start because the teachers spend too much time explaining the rules of a game. In some cases, pupils do not learn anything new because they spend most of their time practising skills they have already learnt.
73. The co-ordinator provides a good lead and regularly reviews the quality of teaching and learning going on in the classes. There are good arrangements for the co-ordinator to manage a dedicated annual budget for this subject, which is carried out efficiently and effectively. Resources are of a good quality and quantity, and are readily available to teachers and to pupils.

SCIENCE

74. Standards in science are average at the end of Year 2 and pupils in Year 4 are at the levels expected for them. This is the same picture as at the time of the last inspection. In the national assessments for seven year olds in 2002, teachers assessed children to be attaining above average. By the end of Year 2 pupils have a good understanding of, 'How I changed since I was a baby' and that 'genes' make us look different. They know how some animals grow and move and what babies need. They know about 'good' and 'bad' foods and of the importance of keeping medicine safely. They are beginning to understand how light works. They know something of why some objects float and others sink. They are aware that some materials are man made and that others occur naturally. In Year 3 and Year 4 pupils know the importance carrying out a test fairly, for example in investigating how plants grow. They know the importance of using constants and variables in order to compare and contrast what occurs. Older pupils know that objects slide more or less when the surface they slide on is changed and are able to explain why this occurs. They are able to make simple electrical circuits and know that some materials are good conductors of electricity and others are good insulators. However, generally older pupils do not take enough care in organising and planning their written work neatly and attractively.
75. The quality of teaching is good and is a particular strength in Year 1 where pupils are currently making good progress, which is closely related to the very good levels of support they receive from the teacher and teaching assistants. Where the teaching is good, the teachers explain clearly what the objectives of the lessons are. The

teachers have a good understanding of the principles involved in the lessons. They have organised resources carefully to enable pupils to learn by using them practically, for example when investigating “Why I cannot see any objects in the dark”. Pupils respond confidently because they are used to discussing their ideas with adults. Occasionally they ask well thought out questions such as, “Why are they called light boxes when they are dark?” They take turns fairly when examining and testing. They work with enthusiasm and interest because the teacher and adult helpers successfully encourage them to do so. Those pupils with special educational needs are very well supported.

76. Where teaching is satisfactory and has some weaknesses the lessons lack the real pace and excitement that typifies the best lessons. Pupils are not clear what is expected of them and they work steadily and few give of their best, for example in setting out their work neatly.
77. The subject is well led by a co-ordinator who has a good appreciation of what should be taught and how science lessons should be organised. There are well taken opportunities for these to be reviewed through regular visits to lessons and by reviewing pupils’ previous work. The co-ordinator managed an appropriate dedicated budget and ensures that resources are of a good quality and quantity and are well stored.

ART AND DESIGN AND DESIGN AND TECHNOLOGY

78. Although these subjects are generally taught separately, in practice there is considerable overlap. For example, in Year 2 pupils design and make masks in connection with their rain forest project. In year 1, pupils make careful observational drawings of sculpture in preparation for making their own models and in Year 3 pupils design and make simple sculptures in response to Anthony Gormley’s ‘Angel of the North’. However, there has been a greater emphasis on the development of the art curriculum, whereas the design and technology curriculum closely follows national guidelines and has not been evaluated and adapted to the specific needs of the school. As a consequence, standards in art and design are higher than those expected nationally while standards in design and technology more closely mirror national expectations. At the time of the last inspection standards in design and technology were judged to be higher than those in art.
79. In both subjects, a good balance is achieved between the development of specific skills. There are good links with other subjects. Particularly in the reception class and Year 1, a healthily experimental approach is maintained with inspiration and flexibility of approach being key factors. Pupils throughout the school have experience of working in a wide range of media including textiles, clay and large-scale three-dimensional work. Sketchbooks are used very effectively to practise important skills and pupils understand the concept of design with the intention of evaluating and modifying their original ideas. Pupils have a good knowledge of the work of artists such as LS Lowry, Rousseau and Paul Klee. They also have a good understanding of art from different cultures. For example, pupils in Year 4 have designed and made Egyptian cartouches and are currently looking at Australian aboriginal art as a stimulus for their own work. There was a strong art focus in the school’s ‘Indian week’. These activities make specific links with work in literacy and history.
80. Extra-curricular provision is good and includes a weekly art club. The school made striking tapestries for the millennium and Golden Jubilee. The latter was chosen for display in Buckingham Palace. Visiting artists make a valuable contribution to the life of the school through a specially themed art week and pupils visit local art galleries and enter local art competitions.

81. The quality of teaching in both subjects is consistently good or better across the school. Staff confidence and expertise are generally high and result in positive attitudes to both subjects. Teachers manage pupils well and lessons are characterised by a lively and enthusiastic buzz of interest and exploration. Good levels of additional adult support make a positive contribution to learning and ensure all pupils are fully engaged in activities. Lively questioning enables pupils to make productive links with other areas of the curriculum and promotes the acquisition of a wide subject specific vocabulary.
82. Both subjects are well led by an enthusiastic and knowledgeable co-ordinator who has done a great deal to maintain the high profile of creative subjects in the school. The art curriculum has been carefully thought out and makes a valuable contribution to pupils' spiritual and cultural education. The design and technology curriculum is currently being evaluated and adapted.

GEOGRAPHY

83. Standards in geography are above expected levels at the end of Year 2 and pupils in Year 4 achieve above expected standards for their age. This is the same picture as at the time of the last inspection.
84. In Year 1 and Year 2 pupils know that their seaside town has changed over time. They are able to compare accurately the way the seafront looks today with how it was 100 years ago. They are able to reconstruct a panoramic view of the current seashore accurately from photographs. Some pupils are able to place features on a simple map of the area and others are able to discuss and draw their own improvements to the existing seafront. They are able to make sensible suggestions about how to improve the environment, investigating the process of waste disposal and appreciate the importance of recycling. They are able to plan their own routes to school and to compare that with the route "Katie Morag takes on her island of Struay."
85. Older pupils in Year 3 and Year 4 are able to describe the weather conditions in different parts of the world using appropriate vocabulary. They know something of the way of life in an Indian village and how it differs from their own. They know that the food in India is much different from their own.
86. The quality of teaching is good and is a particular strength in Year 1, where very good use is made of the generous amount of help from a number of teaching assistants. These arrangements ensure that all pupils including those with special educational needs and those who are identified as being particularly gifted or talented are appropriately challenged and supported. In the best lessons, the teachers prepare thoroughly so that the pupils begin their tasks with all the necessary resources readily to hand. The teachers and teaching assistants question and discuss in lively and enthusiastic ways so that the pupils are encouraged to think things out for themselves and to express their ideas sensibly. Pupils know that their opinions are valued and as a result they are confident and eager to learn.
87. The co-ordinator provides good leadership, managing an appropriate annual budget well to ensure that there is a good provision of resources both in quality and quantity. There are well taken opportunities for the co-ordinator to work with other teachers and to visit classes to look at the quality of teaching and learning going on.

HISTORY

88. Standards in history are above average at the end of Year 2 and pupils in Year 4 also attained above expected standards for their age. This is a similarly positive picture as that at the time of the last inspection.
89. Pupils in Year 2 know that life at the seaside is different today from what was a long time ago. They know something of life in a Victorian house and of the toys children used then. They have good first hand experience of these through visits to local museums and places of interest. They know that some of the buildings in the area have changed and others have remained the same as they were 'a long time ago'. They know something of the lives of some famous people such as Guy Fawkes, Louis Braille and Florence Nightingale. In a very effective and dramatic lesson involving a visit from 'Florence' pupils in Year 2 showed a good understanding and empathy with conditions in the hospital at Scutari, as well as knowing something of the Victorians views on women and work. Older pupils in Year 3 and Year 4 know that the Vikings visited Britain and left their imprint on our language, for example in the story of Beowulf. They know something of the achievements of the ancient Egyptians and are able to appreciate that they too should use 'the scales of life' to measure what they have done. They have a good understanding of the history of their own school from studying early extracts from the original logbooks and are able to deduce that living conditions and health were not as good then as they are today. They have a good understanding of life in Edwardian Ryde and of the links between the area and the Royal Navy. This is very well documented in collections of old local photographs, for example showing the Grand Fleet leaving for battle stations in August 1914.
90. The quality of teaching is good. In the best lessons, the lessons are very well organised so that resources are readily to hand and are of a very good quality. Artefacts and copies of artefacts are cleverly assembled to help create an atmosphere in which pupils are able to empathise very well with the subject. For example, they change 'the stinking bandages' of the wounded soldiers to help Florence in her work. Pupils are prompted very effectively to listen hard and to question carefully to discover information and to understand what happened.
91. The co-ordinator gives a very good lead to the subject and has assembled a very good range of resources, artefacts and materials to support the teaching of this subject. This is well supported through a dedicated budget, which is well managed. The co-ordinator regularly visits classes to look at the quality of teaching and learning going on and to ensure that teachers give emphasis to making the subject lively and stimulating for pupils to enjoy.

INFORMATION AND COMMUNICATION TECHNOLOGY

92. As at the last inspection, information and communication technology is generally used well to support learning in other subjects of the curriculum and standards of attainment are in line with national expectations by the end of Year 2 and in Year 4. The school has kept pace with the raised national expectations of what pupils should know and be able to do and pupils are generally confident in using information and communication technology in a variety of ways as a tool in lessons. All strands of the curriculum are covered, but as information and communication technology is not regularly taught as a discrete subject this tends to be on an ad hoc basis and is not sufficiently monitored by the co-ordinator.
93. Pupils word-process their work in literacy lessons, use the Internet as a research tool in history and geography and use a range of data-handling programmes in science

and mathematics. Pupils are generally confident and access programmes without adult help.

94. The quality of teaching is generally good. Teachers are generally confident in using information and communication technology and are flexible in incorporating it into lessons. However, in some lessons opportunities for using it are missed and not sufficiently identified in teachers' planning.
95. The co-ordinator has good subject knowledge but has not promoted the use of information and communication technology on a systematic basis. There are sufficient numbers of computers in classrooms although there are gaps in software provision. Video and digital cameras are used well and a digital microscope is used effectively in science. Training sessions have increased staff confidence and there has also been training for governors and support staff.

MUSIC

96. Standards in music are in line with national expectations, reflecting a similar picture at the time of the last report. A lack of staff confidence in teaching was recently identified by teachers. As a result, music was specified as an area for development in the school action plan. A recent 'music week' has raised the profile of music in the school, and this has been reinforced by the purchase of a comprehensive range of new instruments. Staff confidence has increased and a scheme of work covering all the strands of the music curriculum is taught throughout the school.
97. In Year 1, pupils understand the concept of a pulse and can clap a steady beat. They are beginning to identify the rhythm of words and higher attaining pupils can create and control a rhythmic pattern. Most pupils understand the difference between clapping a rhythm and clapping a steady beat.
98. By Year 2, pupils are beginning to understand a range of musical terms such as pitch, dynamics, tempo and timbre and are beginning to incorporate them into their own compositions. They can create sound effects using a variety of unpitched instruments and recognise how you can combine sounds to create a wider range of effects. Singing is tuneful across the school and a small school choir makes valuable contributions to assemblies.
99. The quality of teaching is satisfactory or better across the school. Additional specialist knowledge from support staff is also utilised in lessons and in providing individual tuition to pupils. Lessons are lively and engage pupils' interest as they are given good opportunities to use a range of instruments and explore ideas in a practical way.
100. Visits from a number of musicians and musical groups, including members of the London Mozart Players greatly enrich the curriculum. The 'Music week' included visits from an African drummer, a samba band, a local brass band and musicians from a local high school.
101. The subject is led by a confident musician who gives good support to colleagues and has worked with them to plan lessons. Team teaching has been instrumental in developing staff confidence and expertise. Observation of lessons and interviews with pupils have been constructive in identifying areas for improvement and addressing them.

PHYSICAL EDUCATION

102. Standards in physical education are in line with those expected at the end of Year 2 and Year 4. This is the same picture as at the time of the last inspection.
103. Younger pupils in Year 1 and Year 2 are steadily learning how to strike a ball accurately with a bat. They know that getting the timing right is important when the ball is bouncing. They are able to dance and move in a way which reflects the mood of a piece of music, for example when being 'a rain forest'. They know the importance of exercise to make them healthy and of the need to warm up and cool down when they start and stop their activities. They are able to evaluate their own work and that of others sensibly and take turns and co-operate willingly. Older pupils in Year 3 and Year 4 know how to throw effectively, for example when practising the javelin using appropriate lightweight materials. They know that 'fast muscle' is important and that an aim should be high. They are able to hold a tennis racquet appropriately 'like an axe' and are beginning to develop sound hand and eye co-ordination to return balls over the net. They had very good opportunities during the inspection to build well on these skills through a visiting national initiative to promote the game, which was well supported by pupils.
104. Older pupils are able to dance in a variety of forms including dances from the Hindu and ancient Roman traditions. There are very good opportunities both at residential courses and through the provision of a very wide range of out of school activities for pupils to enjoy physical education and team games. These include archery, orienteering, athletics, netball, soccer, cricket, ice hockey and golf. There are regular visits from specialist coaches and some of these are supported through local initiatives. For example, soccer coaching is provided in conjunction with Portsmouth Football Club and a 'football in the community' project for 'lads and dads'. These opportunities are available to all, and boys and girls are all active participants and have the same opportunities.
105. The quality of teaching in lessons is good. In the best lessons, the lessons are carefully planned so that the teachers know what to expect their pupils to achieve by the end of the lessons. The teachers set high expectations of the way pupils should dress for the lessons and pupils invariably are well turned out and try hard. They give of their best, copying the teacher's good examples and demonstrations.
106. In the best lessons, the teachers use their teaching assistants well ensuring that they work purposefully with specific small groups of pupils. The teachers remind their pupils of the basic skills they should remember, for example 'keeping your eyes on the ball'. The lessons begin at a brisk pace and this pace is maintained to the end so that pupils have worked hard over the time available and benefited physically from their efforts.
107. The co-ordinator is well qualified and very enthusiastic. She provides a very good lead to the subject. She has been very influential in ensuring that the curriculum is wide and interesting and much enriched by an exceptional range of out of school activities for pupils of this age. These are well supported by pupils and adults. The annual budget is well managed so that there is a very good range of small and large equipment and apparatus. The very good facilities include hard and grassed play areas and a well-appointed hall. All are well used and maintained.