

## INSPECTION REPORT

### **HAYLANDS PRIMARY SCHOOL**

Ryde

LEA area: Isle of Wight

Unique reference number: 118168

Headteacher: Mr Stefan Hopper

Lead inspector: Mrs Helen Hutchings

Dates of inspection: 9<sup>th</sup> – 12<sup>th</sup> May 2005

Inspection number: 266978

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 9 years
Gender of pupils:	Mixed
Number on roll:	279
School address:	Playstreet Lane Ryde Isle of Wight
Postcode:	PO33 3LJ
Telephone number:	01983 563372
Fax number:	01983 810704
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Angela Evans
Date of previous inspection:	18 <sup>th</sup> January 1999

## CHARACTERISTICS OF THE SCHOOL

Haylands Primary School is a large primary school on the outskirts of Ryde. It is popular with a roll of 279 pupils from 4 to 9 years old, with about a third more boys than girls. Most pupils transfer at the end of Year 4 to one of two adjacent middle schools. The local education authority is currently consulting on changing the pattern of organisation across the area, with final decisions to be taken later in the academic year. Many children join the school from the on-site playgroup, which has recently come under the control of the governing body. The school has grown significantly in recent years and the social intake is broader than at the time of the last inspection. Pupils come from a broad range of backgrounds with the overall socio-economic background being slightly disadvantaged. Attainment on entry is below average overall. An above-average proportion of pupils has either joined the school after the reception year or left before the end of Year 4; in Year 3, almost a fifth of pupils joined the school after the normal point of entry. The percentage of pupils eligible for free school meals is broadly in line with the national average. The proportion of pupils from minority ethnic backgrounds and the proportion for whom English is an additional language are low. There are no pupils at an early stage of learning English. The percentage of pupils identified as having special educational needs, including those who have statements of special educational need, is above the national average. Pupils' specific needs relate to speech or communication difficulties, autism, specific learning with dyslexia and moderate learning difficulties, social, emotional and behavioural problems, physical and visual impairment. The school gained the Investor in People Award in 2005 and the Artsmark, Basic Skills Quality Mark and National Training Award in 2004. The

school provides a number of community activities. The headteacher is recently appointed, following two terms as acting headteacher.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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19693	Sally Hall	Lay inspector	
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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>8</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>10</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>15</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>17</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 and 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>27</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Haylands Primary School is a sound school, with significant strengths and gives satisfactory value for money.** Pupils make satisfactory progress because sound teaching provides structure for their learning through a range of interesting tasks in lessons and a very good range of activities beyond the classroom. The governing body provides a strong strategic direction and the head teacher, in the short time since his appointment, has defined clear priorities for improvement. The school has a strong commitment to supporting individual children, involving parents and maintaining strong links with other local schools.

The school's main strengths and weaknesses are

- Children get a good start to school in the reception classes
- Teachers and support staff know pupils very well and show good levels of care and concern for their well-being
- The school welcomes parents into school and encourages them to become involved in their children's education
- In some lessons, expectations of pupils' behaviour are not high enough and this leads to some loss of time
- Teachers plan a range of interesting activities in lessons but do not always focus enough on what pupils are expected to learn by the end

**Since the school was inspected in January 1999, the rate of improvement has been satisfactory** and the issues identified in the last report have been dealt with. The quality of education provided for children under five is now good. In the physical education lessons observed, appropriate emphasis was placed on the quality of pupils' performance. Teaching generally deals soundly with the acquisition of skills, although the school's planning does not always document how this should happen. Reports to parents provide them with very good information on how their children are doing. As a result of the ongoing work in the school since the last inspection, standards have been maintained and are rising in line with the national trend.

### STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those with similar percentages of pupils eligible for free school meals.*

**Pupils achieve satisfactorily overall.** Children in the Foundation Stage achieve well in relation to their below average attainment on entry and reach standards broadly in line with those expected for their age. When they start school, children's personal and social skills are underdeveloped and, by the time they join Year 1, some children still find negotiating, sharing and taking turns difficult. Throughout the rest of the school, pupils achieve satisfactorily overall. They attain standards in line with those found nationally in the core subjects of English, mathematics and science and in most of their other subjects. Pupils' attainment in reading, speaking and listening is better than in writing, for which the school is developing a range of new strategies. Achievement is good in mathematics, information and communication technology and history.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are developed soundly.** Pupils enjoy coming to school and their attitudes and behaviour are satisfactory. Their attendance is satisfactory. The school has worked hard to raise levels of attendance during the current academic year and there is very little unauthorised absence.

#### **QUALITY OF EDUCATION**

**The school provides a satisfactory quality of education** to prepare pupils for their transfer to middle schools. Pupils learn satisfactorily and make sound progress because teaching adequately meets the needs of all. The curriculum is good and teachers plan creatively within topics to link subjects and ensure that pupils have a broad range of interesting activities. Sometimes planning lacks sufficient focus on the precise nature of the learning to take place and so pupils do not achieve as much as they might do in the time. In some lessons and classes with pupils who have challenging behaviour, a concentration on managing behaviour interrupts learning and slows the overall pace of the lesson. The curriculum is enriched by a very good range of visits and extra-curricular activities. The school's very good links with the community enrich pupils' experiences and have a positive impact on their personal development and academic achievement. Resources and accommodation are very good.

#### **LEADERSHIP AND MANAGEMENT**

**The overall quality of leadership and management is satisfactory.** The headteacher has very recently been appointed so it is not possible to make a judgement on his leadership. He has been supported well by staff and governors whilst managing the school as acting headteacher. All members of the school community work well as a team, are committed to improving the school further and the headteacher's strong vision for the future has the potential to move the school forward successfully. Many other staff are new to their particular responsibilities and execute the leadership of their areas satisfactorily. Governors are effective. They support the school well and carry out their responsibilities thoroughly. The information for parents in the prospectus does not meet requirements fully, but plans to address this are well advanced. The school finances are managed well and best value principles applied effectively.

#### **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Responses to the parents' questionnaire were positive and were endorsed by the parents who attended the parents' meeting before the inspection. Parents feel that their children are making good progress, teaching is good, and that their children are expected to work hard. A significant minority of parents are concerned about disruptive behaviour but feel that any incidents are dealt with swiftly. Pupils' views of the school are also generally positive. Most pupils like school and feel they can turn to adults if they have a problem. They say that they have to work hard and learn new things in lessons. Many pupils do not feel that other children behave well and some say that other children are not always friendly, but they do feel free from bullying and harassment.

#### **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are

- Raise expectations of pupils' behaviour so that time is not lost in lessons
- Focus planned activities for lessons more closely on what pupils are expected to learn and, to meet statutory requirements
- Ensure that the information for parents in the prospectus meet requirements

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning and subjects

Overall, pupils achieve satisfactorily and reach standards in line with those found nationally. Children in the Foundation Stage achieve well and reach standards broadly in line with those expected for their age. In other years, pupils achieve satisfactorily and attain standards in line with those found nationally in the core subjects of English, mathematics and science.

#### Main strengths and weaknesses

- Children in the Foundation Stage reach the expected levels across the range of goals for their learning, but their social development remains below average
- Pupils' standards are in line with those achieved nationally and with those of similar schools
- Pupils achieve well in mathematics, information and communication technology (ICT) and history
- Pupils use their literacy and mathematical skills competently when required to do so in other subjects, but there are not enough opportunities for them to do so

#### Commentary

1. Children joining the school in the reception classes have a broad range of pre-school experiences and the skills and knowledge they bring with them are wide ranging. Many children have poorly developed social skills and are not ready for formal learning. They achieve well in the Foundation Stage so that, by the end of the year, most children have developed the skills and understanding typical of children nationally, although their personal, social and emotional development remain below average.

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

Standards in:	School results	National results
Reading	16.3 (16.9)	15.8 (15.7)
Writing	14.8 (15.7)	14.6 (14.6)
Mathematics	16.6 (17.0)	16.2 (16.3)

*There were 60 pupils in the year group. Figures in brackets are for the previous year.*

2. Pupils achieve satisfactorily in other years, given their entry levels into Year 1 as being broadly typical for pupils of their age, to reach standards in line with those found nationally. In the tests taken at the end of Year 2 in 2004, pupils achieved in line with national averages<sup>1</sup> and those of similar schools<sup>2</sup> in reading, writing and mathematics. The outcomes of teacher assessments in science also placed pupils' performance in line with national averages. Performance in reading was higher than in writing and the school is appropriately focusing on improving its approaches to teaching writing. At the time of the last inspection, the school was performing relatively better when comparisons are made with national performance at the time but the performance levels now reflect the more complex range of needs within the current intake. Results in the national tests have been variable from year to year, but reflect the overall differing starting points and levels of learning difficulties in different year groups. Variations have been consistent across subjects and the overall trend has been rising in line with the trend nationally.

<sup>1</sup> In this context national average relates to comparisons made on the basis of the average points scored per pupil

<sup>2</sup> Similar schools refer to schools with similar levels of free school meals

3. There are greater levels of learning difficulty in the current Year 2 than in 2004, but pupils are attaining levels similar to those indicated by the previous year's test results. This is the result of careful teaching which is structured and matched to pupils' prior attainment. The school uses National Strategies effectively to form the basis for its teaching programmes. Science, in particular, is firmly based on practical activities which interest pupils and retain their concentration. The proportion of pupils in Year 3 joining the school since their peers began in Year 1 is higher than found nationally and presents their teachers with an additional challenge in ensuring continuity with pupils' earlier experiences and knowledge. Pupils in Years 3 and 4 continue to achieve satisfactorily and make sound progress overall. There are no nationally validated tests to make comparisons in Year 4, but inspection evidence confirms that standards are in line with those expected nationally for pupils of their age.
4. Pupils who have special educational needs achieve satisfactorily, as a result of detailed planning and organised help from support staff. Pupils make sound progress in small groups to develop their literacy and numeracy skills, when supported by teaching assistants in class and when withdrawn as a group to do similar work to other pupils in class. Sometimes, when pupils are withdrawn from lessons for other activities that do not relate to class lessons, pupils do not always achieve as well because, when they rejoin their classes in the middle of lessons, they are not able to practise skills they have been taught or engage fully in the rest of the lesson.
5. Pupils use their literacy and mathematical skills competently when required to do so in other subjects. Some opportunities are provided for pupils to develop their writing in subjects such as history and geography, but these are not used enough or consistently across the school. Only a few examples were seen of the use of mathematical skills in other subjects and more could be done to develop numeracy proficiency through more challenging activities, such as problem solving within the relevant context of other subjects. Pupils' ICT skills are developed well in specific lessons and pupils reinforce and develop these in other subjects, such as English, mathematics and geography.

#### **Pupils' attitudes, values and other personal qualities**

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are developed soundly. Pupils' attitudes and behaviour are satisfactory. Their attendance and punctuality are satisfactory.

#### **Main strengths and weaknesses**

- Some teachers' expectations of behaviour are not high enough and there is often too much low level disruption in lessons
- Pupils are generally enthusiastic about participating in interesting practical activities, but are often reluctant to settle down to work which involves writing or recording
- The school now has good procedures to promote attendance and this has resulted in improvements in attendance rates

#### **Commentary**

6. Pupils respond well when staff take a firm approach to behaviour management. In these lessons, pupils understand that they are expected to behave well and know that sanctions will be imposed if they misbehave. Their good behaviour has a positive impact on their achievement. The inspection team shares the views of parents and pupils who feel that behaviour is not always as good as it could be. In some lessons, teachers tolerate calling out, chatting and fidgeting. Some pupils, mainly boys, fool about instead of getting on with their work. This disruptive behaviour hinders their own and others' learning. Some pupils have very complex behavioural and emotional problems, but with high expectations from teachers and support from skilled teaching assistants, as seen in some lessons, these

pupils can be included in lessons, achieve as well as others and cause little disruption to learning. However, some teachers spend too much time dealing with pupils who have challenging behaviour, resulting in valuable learning time being lost. There was one fixed term exclusion last year and pupils say that any anti-social behaviour is dealt with.

**Ethnic background of pupils**

**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	273	1	0
White – Irish	1	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	2	0	0
Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
Mixed – White and Asian	1	0	0
Asian or Asian British – Indian	1	0	0

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

7. Pupils often enjoy lessons which involve practical activities such as science experiments and physical education. They listen carefully, are keen to answer questions and work with sustained concentration. Their good attitudes mean that they achieve well. However, pupils do not often show the same enthusiasm when they are asked to undertake a piece of writing. They are slower to settle to these tasks and some then rush their writing, paying little attention to content or presentation.

**Attendance in the latest complete reporting year 2003/04 (%)**

Authorised absence		Unauthorised absence	
School data	6.1	School data	0.0
National data	5.1	National data	0.4

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

8. The school has worked hard to raise levels of attendance and has sent a leaflet to parents emphasising the importance of regular attendance. Holidays taken during term time are strongly discouraged and any unexplained absences are swiftly followed up. The school works closely with the educational welfare officer when absence is a cause for concern. Attendance rates have been below those found in similar schools, but are mainly due to illness. The attendance rate has improved during the current academic year. Parents nearly always inform the school when their child is absent and there is very little unauthorised absence.
9. Pupils' personal development is satisfactory. There are some good opportunities for pupils to take responsibility, for example, as playground buddies and as members of the school council. However, in lessons pupils are not used to working together in groups or pairs or taking responsibility for their own learning. Although pupils are keen to voice their opinions, they do not always listen well to others. Pupils have an understanding of right and wrong but sometimes forget that they should show respect to others, for example, by holding doors open for visitors. There are good opportunities for pupils to learn about a range of cultures, including western-European traditions, through visits, including trips to local castles, visits by theatre groups and taking part in local carnivals. Events such as the multi-cultural activities week and links with a school in India deepen pupils' awareness of the rich

diversity of other world cultures. Satisfactory opportunities for developing pupils' spiritual awareness are provided through assemblies and through the study of a range of world religions.

### **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides a satisfactory quality of education to prepare pupils for their transfer to middle schools. Pupils make sound progress because teaching is carefully planned and meets the needs of all. The curriculum is good and gives pupils a broad range of interesting activities and very good opportunities for learning beyond the classroom. Arrangements for the care, guidance and support for pupils together with the very good partnerships with parents, other schools and the community provide effective support for pupils' learning.

#### **Teaching and learning**

Overall, the quality of teaching is satisfactory and pupils make sound progress in their learning. Teaching and learning are good in the reception classes. Assessment procedures are satisfactory overall and very good in reception.

## Main strengths and weaknesses

- Pupils make satisfactory gains in their learning because of carefully planned teaching and interesting activities provided for them, but the focus for learning is not always specific enough
- Teaching in the reception classes provides a solid foundation for future learning
- Teaching assistants make a valuable contribution to pupils' learning
- Strategies for managing behaviour are not fully effective
- In some lessons, higher-attaining pupils are not given enough work at higher levels to challenge them sufficiently

## Commentary

10. The quality of teaching is satisfactory and similar to that found during the last inspection. Teaching leads to sound learning and achievement across the whole school and across all subjects. Teaching is good in the Foundation Stage, mathematics, ICT and history and achievement is good in these subjects and for the youngest children.

### Summary of teaching observed during the inspection in 45 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	9 (20%)	18 (40%)	18 (40%)	0 (0%)	0 (0%)	0 (0%)

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

11. The school makes effective use of national guidance to inform teachers' planning and the conduct of lessons, particularly in English, mathematics and science. This ensures that pupils learn in a structured way and develop skills and knowledge progressively. Teaching assistants make a valuable contribution to teaching and pupils' learning. Teachers work well together to plan lessons in year teams and place a strong emphasis on providing activities to capture pupils' interest. However, some planning lacks sufficient focus on the precise nature of the learning to take place, partly because the school has not included the specific skills, knowledge and understanding to be achieved at different levels in the school in its schemes of work.
12. Teachers generally have appropriate expectations of their pupils and plan work at several levels of difficulty to meet the needs of different groups of pupils. However, in some lessons, higher-attaining pupils are given more tasks within their capacity and are not given enough work to challenge them to work at the higher levels. Effective lessons use a range of resources and approaches to interest pupils and provide a stimulus for learning. For example in history, an exciting range of museum resources used in a Year 1 lesson brought daily life in medieval times alive for young pupils and a PowerPoint™ presentation about life during World War II helped Year 4 pupils to understand the limitations placed on everyday life during the blitz. Good displays of books are in place in all classrooms to allow pupils to read around the topic they are studying. Other approaches, such as role-play in drama and activities to enable pupils to observe and carry out practical tasks in science help pupils considerably in their learning.
13. Classroom management is satisfactory and generally staff conduct lessons at a brisk pace, which engages pupils quickly so that they become engrossed in their tasks. Sometimes however, the pace is a little slow during whole class activities because teachers concentrate their efforts too much on responding to each pupil to confirm or challenge an answer, for example when using small whiteboards, and this takes away from the spontaneity of an activity designed to develop speed of thinking. In most lessons and classes which have a number of pupils with challenging behaviour, teachers manage their behaviour efficiently and set a good pace and interest for learning through good academic challenge. However,

in some lessons, because teachers are focusing on managing behaviour, learning is interrupted for the rest of the class. Sometimes in these lessons, most pupils listen quietly but are not required to make extended oral contributions and teachers do not check sufficiently that pupils have understood what has been discussed because they are conscious of the potential for a few pupils to behave inappropriately. On a few occasions, teachers' expectations were not high enough and they were overly reliant on using praise to set the expectations for pupils' behaviour, rather than setting clear boundaries for acceptable levels of conduct.

14. Pupils who have special educational needs learn satisfactorily. Individual education plans, written by class teachers, are clear and specific and appropriate for the targets set. Teachers and teaching assistants share evidence to show how pupils make progress towards reaching their targets. The liaison between teachers and the teaching assistants running the Support Activities for Everyone (SAFE) programme is less effective. Work in lessons is often adapted well by teachers using individual plans as a guide, although the success of this is inconsistent across the school. Teaching assistants provide good support in lessons and when they work with groups of pupils outside the classroom. The work of teaching assistants is not monitored and sometimes, although they are very supportive of pupils, their teaching methods are not consistent with classroom practice so that pupils can receive mixed messages in their learning.
15. Pupils' work is marked regularly, encourages pupils with praise for their efforts and generally pupils understand the quality of their work. However, some marking is not sufficiently diagnostic and as helpful as it might be in pointing what pupils have learned or what they have to do next to improve their work. A few instances were seen where praise was given inappropriately for work which was not of a high enough quality. Whilst most pupils present their work satisfactorily, the lack of a consistent whole school approach to routines such as recording the learning objective, headings and dates is restricting pupils in developing high standards of presentation. Too often plenary sessions are used to review the activities which have taken place and do not include enough opportunities for pupils to evaluate for themselves what they have learned during the lesson.

### **The curriculum**

The curriculum is good. The school provides a good range of purposeful curricular opportunities, enriched by a very good range of extra-curricular clubs and support for learning outside the school day. Resources and accommodation are very good.

### **Main strengths**

- The curriculum in the Foundation Stage is good and ensures that pupils get a good start to school
- Activities outside lessons are very good and support pupils' learning very effectively
- The school plans well for pupils who have special educational needs
- The accommodation provides a very good environment in which to learn and the range and quality of resources are very good

### **Commentary**

16. The school provides a good curriculum, which fulfils statutory requirements. The curriculum in the reception year provides interesting activities, is planned well to cover all the six areas of learning and supports children's good achievement. The very good links with the on-site playgroup ensure that there is continuity of approach between the playgroup and the Foundation Stage. In other years, English, mathematics and science are given appropriate priority. Most other subjects are taught as part of topics which are planned well and provide good opportunities for linking subjects across the curriculum, for example, the study of

plants in science led to good printing work in art and well written information books in literacy. Pupils in Year 2 used weather vocabulary from their geography work to create musical patterns. Subject planning has improved since the previous inspection and shows skills and progression, especially in English and mathematics, although this is less evident for other subjects.

17. Pupils have the opportunity to take part in a very good range of clubs and activities that enrich the curriculum. These include, computing, football, cricket, tennis, recorders, choir, ice-skating, ball games, line and country dancing, art club and athletics. All are well attended. Visits and visitors provide expertise and experiences, such as visits to Quarr Abbey, Carisbrooke Castle, Amazon World and visits from fire-fighters, police officers and a theatre company. These events are organised well and provide good support for work in various subjects. Pupils' learning is also supported by before and after school and lunchtime clubs for quiet activity.
18. Curricular provision for special educational needs is good overall. The school supports pupils with a wide range of complex needs and provides well for pupils with severe learning or physical needs through dedicated support and use of appropriately modified resources and space. The school identifies pupils early on who would benefit from additional support in literacy and numeracy and provides well-matched group activities that are additional to the main curriculum. Teaching assistants teach some of these programmes, so that pupils make progress and achieve satisfactorily.
19. The school is well staffed, with teaching and support staff appropriately qualified and with a wide range of experience. Resources for learning are very good. The accommodation is very good and there have been significant improvements since the last inspection to accommodate the increase in the school roll. Improvements include an additional classroom, an ICT suite, a conservatory for small group work, an office extension and disabled access and facilities. Other spaces in the school have been imaginatively allocated to provide additional accommodation for a variety of uses. The improved accommodation has a positive impact on learning and curriculum opportunities. The school grounds are excellent and enrich the curriculum by providing good and varied play spaces, play trails, a maze and garden areas for each class to plant and tend.

### **Care, guidance and support**

Care, welfare, health and safety are good. Support and guidance for pupils are good. The school satisfactorily seeks to involve pupils in developments.

### **Main strengths**

- Staff show good levels of care and concern for pupils' emotional well-being
- Procedures to ensure pupils' health and safety are good
- Induction arrangements for new pupils are very good
- The school provides good support for those pupils who have fallen behind in literacy and numeracy

### **Commentary**

20. Staff know pupils well and pastoral care is good. Most pupils feel that they can turn to an adult in school if they are worried. The 'Play Zone' provides a useful alternative for pupils who cannot cope in the playground at lunchtime and there is good provision for pupils with physical disabilities. The support staff in the 'Comfort Zone' give good support to pupils who find school life difficult. They successfully raise pupils' self-esteem and develop their social and physical skills. However, strategies are not applied consistently when pupils return to their lessons and insufficient monitoring and evaluation results in some pupils still attending sessions when they have achieved their goals.

21. Staff and governors endeavour to ensure that pupils work in a healthy and safe environment. Risk assessments are undertaken and appropriate arrangements are in place for testing electrical equipment and emergency evacuations. The headteacher co-ordinates child protection and staff know how to report any concerns. The arrangements for first aid are good. Staff have received training in first aid and parents are kept informed when their child is ill or injured. Good records are kept of when medication is given.
22. Staff set clear targets so that pupils know what they need to do to improve their work, but there are few opportunities for pupils to think about their personal academic goals and decide if they have achieved them. Pupils' progress is monitored regularly against expected levels of performance in the core subjects and the information used well to plan appropriate intervention when pupils are falling behind. Pupils who have special educational needs are well supported and cared for and their diverse needs are taken into account. Support is given to pupils with a range of needs beyond their academic progress including play therapy, anger management and emotional problems.
23. Parents value the way new children settle into school. Through close links with the pre-school group, which meets on the premises, children become familiar with school routines quickly.
24. Teachers listen to pupils and welcome their comments. The members of the school council take their duties very seriously and they are presently working on an information pack for new pupils. However, the school rightly wishes to develop the ways in which all pupils can become involved in improving school life as presently there are relatively few structured opportunities for them to express their views.

## **Partnership with parents, other schools and the community**

The school's partnership and links with parents are very effective. The links with the community and other schools are very good.

### **Main strengths**

- The school welcomes parents and helps them to support their children's learning
- The school provides parents with very good information about how their children are getting on
- The school make very good use of the local environment and community to bring topics to life
- Valuable links with the on-site playgroup help children to make a good start in school

### **Commentary**

25. The school works hard to reach out to parents and encourages them to become involved in the life of the school. Through the current Adult Education programme, run in conjunction with the local further education college, parents receive good guidance about how to help their children with their numeracy, for example. There are good opportunities for families to work and learn together through Family Learning courses. Nearly all parents feel that teachers are very approachable and are able to discuss any concerns with them at the end of the school day. The parental responses to the pre-inspection questionnaire were generally positive, but a significant minority were unhappy about behaviour and inspection confirms that behaviour, although satisfactory overall, could be better. The active Friends Association works hard to raise funds and organise social events. The Open Forum meetings provide useful opportunities for parents to discuss any concerns about the school with the headteacher. Parents provide valuable support in the classrooms and on visits. The school has been less successful, in spite of its strenuous efforts, in engaging all parents to ensure that children take holidays beyond term times.
26. Parents receive very good information from the school. Pupils' annual reports are very good and contain useful information about how well the pupils are doing and detailed information about how they can improve their work. Termly consultations give parents very good opportunities to discuss and review their children's targets. Frequent newsletters provide parents with relevant and timely information about future events, as well as celebrating the school's successes. Parents receive valuable information about what their children will be studying and appreciate being able to use this, for example, to plan outings to link with current topics. The prospectus is a helpful document, although it does not contain all the required information and is under review.
27. The school ensures that parents of pupils who have special educational needs are kept well informed of the progress of their children. They have opportunities to speak with teachers or the school's special educational needs co-ordinator at parents' meetings. Staff are readily available at other times and parents take advantage of the many other informal opportunities to discuss their children's progress.
28. The school's very good links with the community enrich the curriculum and have a positive impact on pupils' personal development and academic achievement. For example, visits to a local castle and a nature reserve enable pupils to undertake exciting activities which deepen their knowledge of history and science and give them a good understanding of their own locality. Visitors such as the local police officer bring aspects of the community and the wider world into the classroom and pupils think about others, for example, by raising funds for replacement fishing boats in areas hit by the tsunami in December. The Carnival Club has developed a sense of community amongst families and the school.
29. The school manages the on-site pre-school group and the early years leader monitors its curriculum to ensure maximum continuity. For example, phonics are taught in the same

way. The pre-school group makes good use of the school hall and ICT suite and this helps children to become familiar with the premises and routines. The school is an active member of the local area headteachers' group and the local cluster group. These enable staff to meet with colleagues to share expertise and offer mutual support as well as meeting together for training, for example on creative writing. The school works closely with local middle schools to ensure that the transfer from one stage of education to the next is as smooth as possible.

## **LEADERSHIP AND MANAGEMENT**

The overall quality of leadership and management is satisfactory. The headteacher has been appointed too recently to enable his leadership to be judged. He was well supported by staff and governors whilst managing the school as acting headteacher. Governors are effective and key staff lead their subjects satisfactorily. Management is satisfactory overall and financial management is good. The current school prospectus does not comply fully with requirements.

### **Main strengths and weaknesses**

- The headteacher has a clear vision for the school
- The governors are very supportive and help shape the direction of the school
- Many subject leaders give a clear educational direction to the school's work, but in general they have insufficient opportunities to monitor standards and teaching in their colleagues' classes

### **Commentary**

30. The headteacher has very recently been appointed, having been acting head for the last two terms so it is not possible to make a judgement about his leadership. However, in this short time, he has built an effective team with an evident commitment to improving the school. The priorities for development are well defined and strategies are being implemented throughout the school to bring about improvement. He has a clear vision for the future and the school has the potential to move forward successfully under his leadership.
31. The leadership role of other staff is satisfactory. Most are new to their particular responsibilities. The results of national tests in English, mathematics and science have been analysed carefully and the information used to support improvements; for example, identifying the need to improve writing has led to the introduction of an initiative 'Big Writing', which has the potential to improve pupils' achievement. However, the impact of this has still to be evaluated. In other subjects, leaders provide good support for colleagues in planning for how their subjects should be taught, but they have not had sufficient opportunities to monitor standards and teaching across the school to evaluate the effectiveness of their planning and support.
32. Governors are very knowledgeable, support the school and carry out their duties thoroughly. They work closely with the headteacher, for example, in writing the school improvement plan and share his clarity of vision for future development. They are very aware of the challenges facing the school and have developed good links with the community through the Extended Schools' Initiative, which offers extended school provision such as, full day care in the pre-school playgroup and before and after school clubs. Good systems are in place to involve governors in strategic planning and the governors are aware of the school's strengths and weaknesses. The governors' role in monitoring and evaluating the work of the school is good. They also inform themselves by observing lessons, sharing their views with the teachers and other governors about their perceptions of the classroom

experiences for children. Several governors also come into school regularly to support teachers in their work.

33. The school's performance management procedures are linked well to its plans for improvement and are used effectively to establish priorities for staff development and targets for raising pupils' achievement. The school prospectus is currently being reviewed to ensure that it meets statutory requirements.
34. All members of the school community work well as a team. The school believes strongly in equal opportunities and this is reflected in the way that all pupils have access to a wide and varied curriculum. Staff are committed to ensuring that all pupils, whatever their backgrounds or needs, benefit from all the school has to offer. Pupils who have physical, learning or behavioural difficulties, are catered for effectively. The management of the school's provision for pupils who have special educational needs is satisfactory and time has been invested in sharing whole school policies and practice so that teachers have responsibilities for setting targets, assessing progress and ensuring that pupils with additional needs are identified as early as possible. There is good liaison with other agencies caring for pupils as well as the local education authority's learning support consultant. Training has increased the levels of expertise within the school and effective support is provided for all teachers to enhance their understanding of issues relating to pupils who have special educational needs.
35. The management of the school's finances is good. The school bursar and administrative staff effectively support the smooth running of the school each day, and the management of its finances. Reports are given to the governing body at their regular meetings and specific grants are spent appropriately. The school benchmarks its spending against that of similar schools nationally to inform financial planning well and applies the principles of best value to use its resources effectively.

**Financial information for the year April 2004 to March 2005**

Income and expenditure (£)	
Total income	924,088
Total expenditure	852,424
Expenditure per pupil	2,890

Balances (£)	
Balance from previous year	-26,403
Balance carried forward to the next	45,261

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

36. Provision for children in both reception classes is good. When they join the school, most children have had some pre-school experience and the skills and knowledge they bring with them is wide ranging. Overall they are below typical local and national expectations because a significant number of children show immature readiness for formal learning. The approach to learning has changed considerably since the last inspection and the curriculum is now providing well for individual children's learning needs. Induction procedures are good and parents have clear information about what their children will be doing in school. Some parents come into school to help on a regular basis. They are given clear guidance and so make a good contribution to the children's successes. Assessment procedures are very good. Information is noted regularly in a simple format which tracks the children's progress towards achieving the goals they are expected to reach by the end of the reception year. The information is used very well when planning additional activities and consequently learning is very well matched to the needs of individual children.
37. The quality of teaching and learning is good and curriculum planning is very good. A number of areas of learning are linked, so that children are developing a range of skills, knowledge and understanding through one activity. All staff work very well together as a team to respond precisely to individual children. They interact well by playing with and alongside the children, intervening at just the right moment with a question or prompt to take learning forward. This helps all children to succeed, including those who have difficulty in understanding how they are expected to behave in school. Achievement for the majority of children is good in all areas except for some aspects of social development.
38. Improvement since the previous inspection is good. Children's knowledge and understanding of the world is now effectively developed. There are good opportunities for children to develop their creative and imaginative skills in order to communicate their ideas and feelings. The improvements to provision are due to the good leadership and management of the Foundation Stage co-ordinator.

#### **Personal, social and emotional development**

Provision in personal, social and emotional development is satisfactory.

#### **Main strength and weakness**

- The development of the children's self-esteem and confidence in their abilities is good
- Negotiating, sharing and taking turns are difficult for some children

#### **Commentary**

39. When they start school, the children's personal and social skills are underdeveloped and their emotional development is weak. They achieve satisfactorily, although, by the time they join Year 1, their skills are still below what is expected for this age. Some children still find negotiating, sharing and taking turns difficult although an emphasis is placed on providing opportunities for children's development. For example, role-play opportunities are planned so that children can make up their own stories and act out their experiences. However, this has not yet had an impact on their personal development as a significant number of children do not involve others in imaginative play. They are still learning to deal with their emotions and strong impulses. Children's ability to concentrate is promoted through a satisfactory range of activities. There are good opportunities for the children to develop their understanding about a variety of cultures and traditions.

#### **Communication, language and literacy**

Provision in communication, language and literacy is good.

### **Main strengths**

- Early reading and writing skills are developed well
- Good emphasis is put on the skills of learning letter names and sounds
- Most children listen carefully and contribute well in whole class sessions

### **Commentary**

40. Children make good progress in this area of learning and reach the standards expected. Through careful planning and clear explanations, teachers encourage children to learn the sounds that letters make and then to use this knowledge in their writing. Consequently, children are confident when trying to write for themselves and are willing to have a go. Many of the children are beginning to write simple words and draw pictures to accompany their work. Early reading skills are encouraged well and all children are confident when handling books and beginning to read. Most children listen attentively to their teachers and to each other in large group times.

### **Mathematical development**

Provision in mathematical development is good.

### **Main strengths**

- There are many well-planned mathematical activities
- Children use a variety of mathematical language confidently

### **Commentary**

41. Children enjoy the well-planned activities to develop mathematical skills. Most activities are practical so that, for example, children can experience addition and subtraction using resources to support their learning. As a result, children are becoming competent at counting to ten and beyond and are developing a genuine understanding of the numbers. More-able children learn to count in twos through practical activities linked to their topic of mini beasts. Children sing number songs to help them with their learning and activities are fun. Consequently, learning is enjoyable, children achieve well and reach the expected standard.

### **Knowledge and understanding of the world**

Provision in knowledge and understanding of the world is good.

### **Main strengths**

- Children have good opportunities to learn about living things through visits in the local area
- Children use computers confidently to draw and write

### **Commentary**

42. This area of learning is particularly well planned; activities are practical and consequently capture the interest of all the children. The recent visit to Butterfly World was a very good example of how well first hand experiences extend the children's knowledge and understanding of how living things grow and change. It contributed very well to the development of a wide range of skills in other areas of learning. Very well focused questions enabled children to recall what they had learnt. Children get very good opportunities to develop their computer skills. Most are able to use the mouse with good control to make their own pictures on screen. Due to the very good teaching in this area of learning, all children achieve very well and reach the standards expected of them.

### **Physical development**

Provision for physical development is good.

### **Main strengths**

- Activities are well planned and cover all aspects of physical development
- Outdoor play is used regularly to develop the children's confidence and ability to climb and use space safely

### **Commentary**

43. Most children show good control and co-ordination when steering and pedaling wheeled vehicles and are becoming increasingly aware of their own and others' space. Children have regular access to the playground with a large area for climbing and swinging and the hall for physical education lessons. This enables them to achieve well and reach the expected standards. Children have a good understanding of their own personal needs and how to keep themselves healthy.

### **Creative development**

Provision for creative development is good.

### **Main strengths**

- Very good links are made with other areas of learning
- Children respond well to music and dance

### **Commentary**

44. In both classes, teachers plan a wide range of stimulating activities for the children to develop creativity, often through the context of other areas of learning. Children achieve well and reach the goals expected of them. There are many opportunities for children to experience a wide range of picture making activities, and the work is very well displayed, so that all can admire the finished products. The children sing enthusiastically and dance well during planned sessions. They play happily in the role-play area; this is most successful when an adult plays with them to encourage them to share and take turns.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is satisfactory.

### **Main strengths and weaknesses**

- The school's focus on writing is helping to improve pupils' achievement
- Teachers provide many opportunities to develop pupils' speaking and listening skills
- Handwriting and presentation are sometimes not as good as they could be
- Subject leadership is good and influencing improvements

### **Commentary**

45. Results in the 2004 national tests for Year 2 were average when compared to all schools nationally and when compared with similar schools. The percentage of pupils who reached the higher level than expected for their age, was lower than the national figure, particularly in reading.
46. These results are reflected in standards seen during the inspection. Pupils' achievement is satisfactory and by Year 2 standards are average in reading and writing. Achievement continues to be satisfactory and by Year 4, pupils' standards in English are as expected for their age. This is similar to the judgement on standards in the last inspection.
47. Across the school, standards in speaking and listening are average, which is similar to the judgement in the previous inspection. Most lessons begin with a whole-class session where

pupils are encouraged to listen to instructions and information for their work. In lessons where paired discussions are encouraged, pupils know they are expected to participate, are more attentive and work together sensibly. 'Hot-seating' is used effectively to encourage pupils to pose questions and listen carefully to each other. This was seen in a very good Year 1 lesson when pupils asked good questions of the teaching assistant who was 'in role' as Cinderella. This excited the pupils who were able to learn very effectively about the feelings of the character, and the teaching assistant's lively contribution helped pupils to achieve very well. Teachers work very hard, giving constant reminders, to develop pupils' awareness of speaking in turn and listening to others, but some pupils find this difficult. Opportunities are sometimes missed to extend the vocabulary and speaking skills of more-able pupils when they are given the same speaking tasks as the rest of the class. Overall, achievement is satisfactory.

48. Reading standards are average overall and pupils' achievement is satisfactory. Pupils learn to enjoy books early in their school life through sharing 'big books' with their teachers. In a very good Year 1 lesson, the teacher planned a range of activities and moved from one to another at a good pace, which kept pupils interested and involved. An initial activity on phonics was played as a game, which generated much fun, enthusiasm and concentration. The activity required all pupils to respond by writing on individual whiteboards and achievement was very good. Pupils have many opportunities to read to adults and several parents regularly help to hear pupils read in school. Pupils read accurately and are able to work out unfamiliar words by sounding out or breaking the word down into chunks. Their comprehension skills are weaker and this is why few readers reach the higher levels. Pupils enjoy the good range of fiction and non-fiction books and have opportunities to browse and choose from classroom collections and the small school library. More-able readers in Year 4 read with great fluency and confidence and retrieve information from a variety of sources including the Internet.
49. Standards in writing are average. However, the school has identified writing as a relatively weaker aspect of pupils' English work and is giving priority to raising standards in writing. In Years 1 and 2, there is an emphasis on role-play and practical activities. As a result, writing is improving, with pupils keen to express their ideas and write for a range of purposes. Pupils convey their ideas appropriately in sentences, often using correct punctuation to help make their meaning clear and their story writing is imaginative. All pupils are taught how to plan their writing and this helps them organise their thinking. Many write as they speak because they do not have a secure understanding of the differences between spoken language and the conventions of written language. Older pupils use dictionaries and thesauri well to improve their written vocabulary. Pupils in Year 4 have a good grasp of metaphors, similes and synonyms and understand that, when appropriate, their use can improve their writing. This was seen in a very good lesson where Year 4 pupils were revising their own character descriptions with a very good awareness of the needs of the reader. The teacher's expectations of very good behaviour and pupils' positive attitudes to learning helped them achieve very well.
50. Spelling is generally good and the school has worked hard to improve standards, but sometimes teachers and teaching assistants do not model letter sounds accurately. This can confuse younger pupils who are trying to represent sounds they can hear with letters, for example several pupils wrote "suh" instead of "s" in response to what they heard. Pupils' handwriting and the presentation of their work are often unsatisfactory. Many younger pupils are not learning to join their letters in a systematic, consistently taught way. The presentation of some work is good, but too much untidy and careless presentation is accepted, so that pupils are not always aware that they need to improve.
51. Alongside the planning and guidance from the National Literacy Strategy, which has been adapted appropriately, a structured approach to teaching and the targeting of writing is

supporting the drive to improve standards. An element of this approach is a weekly session where pupils write for a sustained amount of time. This is more effective in some classes than others and is best where teachers are confident in the approach, share their expectations with pupils, provide real purposes for writing and build on learning in previous lessons.

52. Teaching and learning are satisfactory overall, with some good and very good teaching seen. In the lessons that were judged satisfactory rather than good or better, the pace of learning was not efficiently governed by deadlines or pupils were too dependent on teachers or support staff. In a few lessons, teaching time was reduced because of the time spent on managing pupils with behaviour problems. Teachers' planning is detailed and pupils made better progress in those lessons where objectives were made clear to them at the beginning. Pupils achieved well in those lessons which had a good pace, interesting activities and where expectations of behaviour and of work were clear and insisted upon. Marking is positive but does not always let pupils know how they can improve their work sufficiently. Assessment shows pupils the standards they have reached, but targets set are not always followed up sufficiently in lessons or new ones set as a result of targets achieved.
53. Leadership and management are good. There is a clear understanding of the priorities for the subject and the developments for improving writing have been monitored through classroom observation and feedback provided which is ensuring ongoing improvement. Resources are good. The school library is small and inappropriately placed and the school is looking at possible ways to re-locate it to enable increased use.

## **Language and literacy across the curriculum**

54. There are satisfactory opportunities to develop pupils' literacy skills in subjects other than English and pupils use these skills competently. Speaking and listening opportunities are evident in most subjects, for example, through sessions at the end of lessons where pupils recall and share what they have learnt and when teachers give time for talking to partners and group discussions, but often these miss opportunities for in-depth discussion. Opportunities have improved recently for pupils to use and develop their writing skills in other subjects, such as writing accounts of visits for history and persuasive writing in geography.

## **MATHEMATICS**

Provision in mathematics is good.

### **Main strengths and weaknesses**

- Pupils achieve well and reach standards in line with national averages
- Well organised teaching helps pupils of all abilities to achieve well
- Analysis of pupils' progress is used well to focus teaching for individuals
- Leadership of the subject has identified appropriate areas for further development
- Not enough use is made of mathematics in other subjects

### **Commentary**

55. In the tests taken at the end of Year 2 in 2004, pupils achieved results in line with the national average and those of similar schools. More pupils reached the expected level than is the case nationally, while the proportion reaching higher levels was in line with the national proportion. Pupils achieved particularly well in using and applying their numeracy skills and achievement is good relative to their starting point when they entered Year 1. Improvement in attainment has been stronger than in English in recent years. Since the last inspection, results have risen in line with the national trend, making improvement since that time satisfactory.
56. Achievement continues to be good in Years 3 and 4 and standards at the end of Year 4 are in line with expectations for their age. Pupils are prepared well for learning mathematics when they transfer to their middle schools.
57. The standards in the work seen, both in lessons and in pupils' books, in Years 2 and 4 broadly reflect test results in recent years. This shows good achievement for pupils in Year 2 as the year group as a whole joined the school with levels of achievement lower than those of earlier years and has a high level of pupils with identified learning difficulties.
58. Teachers use the National Numeracy Strategy well to ensure that pupils are given a broad and structured range of activities to develop their mathematical understanding. The quality of teaching and learning is good overall. Teachers have strong subject knowledge and use this well to question pupils and extend their thinking in a progressive way by making them explain their methodology. They use mathematical language correctly and carefully develop pupils' confidence and ability to work accurately. Practical activities are used effectively to help pupils' understanding and provide a relevant context for learning. In a Year 1 lesson, good links were made with recent work on fair testing in science when pupils were investigating the capacity of differently shaped containers. This led to a moment of enlightenment for the class when one pupil realised that the tallest did not necessarily relate to the overall capacity and exclaimed, "That's amazing!" as water was about to spill out of a full cylindrical flask.
59. The needs of individual pupils are met effectively because work is matched carefully to their prior attainment and different work set for differing levels of attainment. Pupils with specific learning difficulties receive good support. Generally, pupils' progress is monitored closely

and work provided, often under the supervision of teaching assistants, to enable them to achieve success and make progress. In the good lessons, relationships are constructive and teachers set high expectations of both behaviour and the quantity of work to be achieved. Where teaching is satisfactory but has some weaknesses, teachers' explanations are too long, reducing the time for independent work when pupils' check out for themselves whether or not they understand the concept or the management of the behaviour of a few pupils slows the pace for the whole class. In the lessons observed, generally, teachers did not give sufficient attention to developing the skill of working at speed or time to reviewing what has been learned in lessons to build a sense of achievement for pupils and for the teacher to assess precisely the learning that has taken place. By contrast, in a Year 3 lesson, achievement was good because a quick fire 'bingo' game required pupils to use fast recall of their tables. Marking recognises effort and sets targets for the future. Appropriate use is made of ICT to complement and reinforce pupils' learning in whole class lessons.

60. The subject is led and managed well. A recent emphasis on detailed tracking pupils' performance is used well to raise attainment by providing appropriate support for pupils not making the expected level of progress.

### **Mathematics across the curriculum**

61. When required to do so, pupils use mathematical skills satisfactorily across the curriculum.' Mathematics is not used often enough in other areas of learning, apart from using the context of another subject such as geography for data handling in the form of bar charts. Numeracy displays in all classrooms provide pupils with useful prompts and reminders of the basic rules of addition, subtraction, multiplication and division. However, they are not sufficiently interactive to raise the profile of the subject further by, for example, providing challenge through problem and puzzle solving. In the examples seen of mathematics used in other subjects, pupils used their mathematical skills competently.

### **SCIENCE**

Provision in science is satisfactory.

### **Main strengths and weaknesses**

- Practical lessons are well planned
- The school makes good use of the locality to teach pupils about living things
- Pupils' work is untidy
- Marking does not show pupils how to improve their work

### **Commentary**

62. In the teachers' assessment for pupils at the end of Year 2 in 2004, standards were above the national average and similar to standards at the last inspection. Work seen during the inspection shows that pupils' standards are in line with those expected nationally in Year 2 and in Year 4. Pupils make steady progress and their achievement is satisfactory.
63. Teaching and learning are satisfactory overall. Teachers plan interesting work so that all pupils are keen to learn and become fully involved in their practical work. In a few lessons, the behaviour of some pupils slowed the pace of the lesson. Pupils who have special educational needs are well supported by teaching assistants so that they are fully included in lessons. All aspects of science are covered and the subject has an appropriate practical basis for work. Pupils benefit from the very good resources of the locality. On a field trip, teachers planned activities very precisely; each group was supervised effectively by at least two adults and pupils responded well to their various tasks. Pupils gained greatly from this experience and achieved well. Their questions showed a good knowledge and understanding of living things. Much of pupils' recorded work is on worksheets within charts or with one word responses and this is limiting the development of their skill to plan how to

record the outcomes of their experiments for themselves. This also limits the development of literacy skills, since pupils get too few independent written tasks in science. Marking is unsatisfactory overall since some pieces of work in pupils' folders is unmarked and there are instances where some pupils are praised for effort but inaccuracies in the work not corrected, leaving the potential for misunderstanding in pupils' knowledge.

64. Science is satisfactorily led and managed within the school. Developments include linking science with other areas of the curriculum such as geography, mathematics and personal, social and health education.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is good.

### **Main strengths**

- Pupils achieve well and enjoy their work
- Teachers plan work with the ICT technician
- The technician supports pupils' learning and has a good overview of the subject
- The ICT suite is used very well

### **Commentary**

65. Standards in information and communication technology are in line with those expected nationally. Pupils achieve well because the subject is well resourced and confidently taught. Pupils who have special educational needs make good progress and use ICT well to improve their language and literacy skills. They are well supported in lessons and some have individual programs to help them develop other skills.
66. The school has a good stock of computers, a well-equipped suite and good opportunities for all classes to use it each week. In two classes, interactive whiteboards are used well to teach new skills and supplement work in other subjects of the curriculum. Standards are rising as a result. The provision is better than at the time of the last inspection because the school has improved the resources and now has a full time technician to support the work of all teachers.
67. Teaching and learning are good. Teachers are confident in their own knowledge of the subject and are good at explaining new work, which enables pupils to learn important basic skills well. By Year 2, nearly all are confident using the computer to search for information on the Internet. Teachers' planning, based on a detailed scheme of work, ensures that pupils' skills develop well through the school. They work closely with the technician who teaches pupils in small groups. As a result, pupils are very well supported, behave well and learn quickly. It also allows pupils to learn specific skills in dedicated ICT lessons rather than just use computers in other subjects. This has improved pupils' skills and ensures that the school teaches all aspects of the ICT curriculum. Pupils extend their skills in the popular computer clubs where, for example, they use an Internet site to find information on their topics and to play games. This program has effective ways of ensuring pupils' safety during their searches.
68. Leadership and management are good. The employment of a skilled technician works well and ensures that computers are fixed quickly and both teachers and pupils are very well supported. Good assessment systems, whereby each pupil has a folder with all the work they have covered, provide a useful check on pupils' attainment and progress.

### **Information and communication technology across the curriculum**

69. Teachers use ICT well in a wide range of subjects and pupils use ICT skills satisfactorily across the curriculum. This was seen to good effect in geography, when pupils learned much from their research into the Amazon rainforest; in mathematics, where pupils explored symmetrical patterns; and in literacy where Year 1 pupils reinforced reading skills.

## **HUMANITIES**

Requirements for the geography, history and religious education curriculum are met through the series of topics studied throughout the school. During the inspection, most topics being studied had a strong history focus. Insufficient lessons were seen in geography and religious education to form secure judgements about overall provision.

### **Commentary**

70. In the **geography** lessons observed, pupils' standards were in line with expectations for their age. In a Year 2 lesson, pupils responded well to questioning and showed a good understanding of the main features of rainforests and where they are located in the world. Pupils were given good opportunities to develop their geographical skills, such as placing keys on maps, and in this lesson, higher attaining pupils were developing their writing skills effectively by recording their knowledge in sentences. More generally, pupils are not given enough opportunities to record ideas and knowledge for themselves as much work involves worksheets where pupils are only required to provide limited responses to questions. In a comparative study on Britain and India, Year 4 pupils showed their understanding of the location of both on a map of the world and most understood the main differences between everyday life in Britain and in an Indian village. Whilst teachers make relevant links to include geography within topics, the development of skills and understanding is not carefully planned across the school and the learning objectives for individual lessons do not identify the geographical skills to be developed precisely enough.
71. One lesson was observed in **religious education**. The record of pupils' work shows that they have regular opportunities to study Bible stories and to become familiar with some of the main aspects of other world faiths, in line with the requirements of the locally agreed syllabus. Pupils understand that in the Islamic religion, the Qu'ran is a holy book and they recognise the significance of important Christian festivals, such as Christmas and Easter. Year 4 pupils' study of Hinduism links well with their project on India. Very good displays of books and artefacts provide interest and stimulation for pupils' understanding. Work in religious education is used as the basis for work in other subjects. For example, Arabic script and the layout of a mosque were used well as stimuli for basic designs in art. Work undertaken in religious education lessons is reinforced and extended well by visits from local vicars and through special events, such as the multi-cultural week.

### **History**

Provision in history is good.

### **Main strengths and weaknesses**

- Pupils enjoy the interesting activities provided for them and achieve well
- Very good use is made of the locality to help pupils to develop their understanding
- Pupils are not encouraged to record enough of their ideas for themselves

### **Commentary**

72. Standards in both key stages are in line with those expected nationally. Pupils achieve well in developing the appropriate historical skills and acquiring knowledge of the periods, characters and events they have studied. They have a good sense of chronology and awareness of the particular periods and people they have studied. Older pupils have an increasing understanding of the differences between past and present, of the reasons and consequences of some historical events and why people acted as they did in the particular events studied. For example, Year 4 pupils showed a good understanding of the knock-on impact of damage to services and utilities following the blitz during the Second World War.
73. Teaching and learning are good. Lessons are planned well and conducted at a good pace, with a variety of activities to keep pupils engaged and involved. For example, in a Year 3 lesson introducing pupils to the Vikings, pupils gained greatly from using costume props of Anglo-Saxons and Vikings before taking place in role-play. A follow-up activity to insert appropriate dialogue in bubbles consolidated learning effectively and showed that pupils had an accurate understanding of what they had been studying. Pupils were able to give reasons why Vikings invaded Britain and of the consequences of the invasion. In a Year 2 lesson, pupils took part in an effective series of activities, including planning a siege, making a model castle and viewing exhibits provided by Carisbrooke Castle, giving them

first hand experiences of handling artefacts to develop their understanding of medieval life and castles. This was very good preparatory work for a forthcoming visit to the castle. The plenary session sustained pupils' interest and concentration well while they reviewed their learning and was used effectively to extend pupils' vocabulary. Generally within pupils' work there is an over-reliance on using worksheets to record short responses to issues of history which limits opportunities to develop their skills to write at length. A very good Year 3 lesson sparked pupils' imaginations and enabled them to use their previous learning about Viking longships by making models to include relevant features.

74. Leadership and management are satisfactory. Teachers' planning is monitored to ensure that there is an appropriate emphasis on history within topics across the year, but there is no planned whole school approach to ensuring the progressive development of historical skills and knowledge. There are several stimulating displays around the school which add significantly to the profile of the subject and pupils' interest in it. Very good use is made of visits within the locality to help pupils to develop their understanding.

### **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

In art and design, design and technology, music and physical education it was not possible to observe enough lessons to make overall judgements about the provision that the school makes for these subjects. However, evidence was gained through talking to pupils and staff and looking at displays of work.

#### **Commentary**

75. No **art and design** lessons were observed. Previous work seen and current work displayed shows standards in line with those expected for pupils' ages, which is similar to the finding in the previous inspection. Throughout the school there are attractive displays of pupils' work and these are generally enhanced by their art, for example, in a rainforest display produced by Year 2 pupils. Pupils are given opportunities to work with a range of media including paint, clay, textiles, and printing. Pupils' skills in two and three-dimensional work develop satisfactorily, but pupils have limited understanding of famous artists and their work. There are good links between art and other subjects, including history and mathematics, as in work looking at symmetry in medieval patterns, comparing images and artefacts and making purses based on Tudor designs. The area outside the Year 2 classes houses an interesting art gallery with painted portraits of the pupils. Pupils celebrate, investigate and emulate art forms of other cultures including African and Indian art and made diva lamps from clay to celebrate Diwali. The school has an arts and music week centred around the local carnival. These activities make a positive contribution to pupils' cultural development.
76. It was only possible to observe one **design and technology** lesson. Good links are made with other subjects. For example, pupils in Year 1 enjoyed making large scale papier maché castles associated with their history topic and visit to Carisbrooke Castle. Pupils' previous work shows plans and designs of lampshades and photograph frames. Year 2 pupils studied the shape of different windows before making model houses. Standards are in line with those expected and pupils are achieving satisfactorily in the work seen.
77. In **music**, only two lessons were observed. In a Year 4 lesson seen, pupils followed instructions to play set rhythms on tuned and untuned instruments. Their good attitudes and concentration meant they achieved well, although opportunities were missed for pupils to compose. Year 2 pupils used 'weather words' they had been using in geography well to use their voices expressively and create musical patterns. They repeated and chanted the words in unison, altering tempo and pitch to create an impression of the weather condition. Opportunities were missed to develop the skill of following a conductor and there was a lack of challenge for more-able pupils who did not have opportunities to extend their skills further. When singing together in class or assemblies, pupils sing tunefully and with

confidence. There are good opportunities for pupils to perform outside class lessons and pupils recently participated in a successful performance of Joseph and the Amazing Technicolour Dreamcoat. Leadership identifies strengths and areas for development in the subject and monitors planning.

78. The school participates in a range of musical activities with the community and the local cluster of schools, for example, the Isle Sing event, the Solent Music Project and the local carnival. The music curriculum supports pupils' cultural development well. There are good links between art and music and the school runs an art and music week when pupils get opportunities to hear and play African drums. Various instruments are taught, a parent runs a recorder group for older pupils and there is a successful and popular school choir.
79. Only two lessons were observed in **physical education**. Standards are in line with national expectations. In a Year 1 lesson, pupils listened carefully to instructions and moved well to music. They showed good imagination as they tried different ways of jumping and landing. In a very well organised lesson in Year 4, pupils practiced running, jumping and throwing skills and took it in turn to record each others scores. There are opportunities for pupils to learn new skills in after school clubs such as cricket and tennis. The school is successful in inter school competitions in football, netball and athletics.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

### **Personal, social and health education**

Provision in personal, social and health education (PSHE) is satisfactory.

### **Main strength and weakness**

- Pupils are given a good range of opportunities to develop their understanding and skills
- Planning does not sufficiently provide for the development of pupils' social skills

### **Commentary**

80. Pupils have good opportunities to learn about a range of issues relevant to their personal, social and health development, either within specific lessons, or as they arise in other subjects. These include opportunities for pupils to developing their understanding of citizenship, often related to the ongoing topic they are studying. However, planning does not built sufficiently on the work undertaken in the reception classes to develop pupils' social skills, identified as a weakness on entry to the school. The policy for sex and relationships meets requirements.
81. In the lessons observed, teaching was satisfactory overall and pupils' achievement and learning was satisfactory. Year 1 pupils achieved very well in a lesson, when a local police officer talked with them about her work and discussed with the pupils their roles as citizens. Pupils learn about taking responsibility and understand that there are consequences to their actions. Pupils were involved in fund raising for the Tsunami appeal and understood the nature and magnitude of the disaster. Previous work shows that pupils learn about the value of friendship and special relationships, how to respect and care for animals and how to cope with moral dilemmas. Pupils appreciate opportunities for discussion in 'Circle Time'.
82. As well as teaching assistant support in the classroom, the school has two full time assistants who run a school programme called Support Activities for Everyone (SAFE). This provides a useful range of withdrawal support for individuals, ranging from self-esteem and anger management to handwriting. However, the skills pupils learn do not always transfer into their classroom learning and there is a lack of balance between addressing the needs of the individual, which is successful, and the needs of the class as a community of pupils who are entitled to learn and achieve as well as they can. Communication between the

teaching assistants who run the SAFE programmes and teachers is informal and so there is no shared record of pupils' progress.

83. The school has a healthy school award and is due to be reassessed next term. Healthy snacks are encouraged, fruit is provided and pupils talk knowledgeably about the need for a healthy diet and the impact of an unhealthy lifestyle. There is a contradiction in the school's policy and the practice of giving sweets to pupils during sustained writing sessions, which gives mixed messages and an inappropriate purpose for writing.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>4</b>
Attendance	4
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	3
The leadership of the head teacher	0
The leadership of other key staff	4
The effectiveness of management	3

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7). 0 indicates that there is insufficient evidence to make a secure judgement.*