

INSPECTION REPORT

BARTON PRIMARY SCHOOL

Newport

LEA area: Isle of Wight

Unique reference number: 118163

Headteacher: Mrs J Boyle

Reporting inspector: Anne Elizabeth Kounnou
30810

Dates of inspection: 21 - 24 January 2002

Inspection number: 194808

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Community
Age range of pupils:	3 to 9
Gender of pupils:	Mixed
School address:	Barton Road Newport Isle of Wight
Postcode:	PO30 2HL
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs D Edwards
Date of previous inspection:	May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
30810	Liz Kounnou	Registered inspector	Art and design Design and technology Religious education Special educational needs Equal opportunities Foundation Stage	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
9614	Carolyn Webb	Lay inspector		Attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
20752	Dr John Collings	Team inspector	Mathematics Science Information and communication technology Physical education	
24528	Garth Muton	Team inspector	English Geography History Music	How good are curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Barton Primary School is a haven of purposeful activity in an economically deprived area of Newport. Pupils enter the nursery at about age three and transfer to a middle school at the end of Year 4, when they are about age nine. The school is an average size with 191 pupils on the school roll, has seven classes from reception to Year 4, and a nursery. The nursery class has 53 children who attend part time either in the morning or the afternoon. Unfortunately, the nursery unit is situated in a very old school building outside the school site about 300 metres away from the school gates. In contrast the main school building has undergone high quality renovation and extension, which has enhanced and improved the original Victorian building. The reception classes are small and most other classes are organised with mixed age pupils. The attainment of children is varied when they start school; overall it is well below that expected for children at the age of three years, a substantial proportion have very poor speaking skills. Last year the proportion of pupils with special educational needs was higher than most schools at about 30 per cent, this year the proportion has risen even higher to about 35 per cent. The proportion with Statements of Special Educational Need is much higher than usual because the school includes some pupils with multiple needs. Over 43 per cent of full time pupils, 72, are entitled to free school meals, this is above the national average.

HOW GOOD THE SCHOOL IS

Barton Primary School is a very good school where all pupils achieve very well because the quality of teaching is very good. Pupils achieve very high standards in reading and writing, and high standards in mathematics when compared to those in similar schools. The school is very well led by a dedicated and caring headteacher who is determined to provide all the pupils with a high quality education. A strong team of teachers, support staff and governors, who are all committed to raising standards even further, ably supports her. The school spends a much higher than average amount on each child; nevertheless, it is a very effective school that provides good value for money.

What the school does well

- Pupils achieve very well in English and mathematics throughout the school.
- The quality of education in the Foundation Stage is very good.
- The quality of teaching is very good overall.
- The headteacher provides very good leadership.
- Support staff provide very good support to pupils and teachers.
- Pupils behave well both in and out of lessons and have good attitudes to school.
- Provision for moral development is very good.
- There are very good links with parents, who have positive views of the school.

What could be improved

- Standards in science, history and geography could be higher.
- Opportunities to develop literacy skills in all the subjects of the curriculum could be planned in a more structured way.
- Curriculum planning does not set out in sufficient detail how pupils of all ages and abilities will systematically make progress in science and the foundation subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good improvement overall since the last inspection of May 1997. Standards are higher now in English and mathematics when compared to the national average because the National Literacy and Numeracy Strategies have been implemented effectively. The quality of teaching has continued to improve and is now very good overall. The quality of education for children in the reception classes has been transformed and is now very good. These improvements have been led by the headteacher who has continued to provide very good leadership overall. The key issues from the last report have been addressed, there has been very good improvement in parental support for learning, mainly due to the school's proactive approach for example in supporting family literacy and numeracy projects which include parents in learning. Curriculum coordinators' roles have improved and are now good, and assessment procedures in English and mathematics are now effective and used well to support pupils' learning. Nevertheless, assessment of other subjects is at an earlier stage of development and as a result lessons are still not consistently planned well enough for higher attaining pupils. Staff have worked hard to produce a very detailed curriculum framework for each key stage showing when the Programmes of Study for all subjects will be taught through each topic. However, there has not been enough improvement in developing longer-term planning that ensures that pupils make progress by increasing their knowledge, understanding and skills systematically over time. An area outside the reception classes has been enclosed to provide a safe and secure play area, but this is not large enough to teach the curriculum for children under five in an outdoor environment.

STANDARDS

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

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

In the 2001 English and mathematics national tests pupils in Key Stage 1 achieved very well. Teacher assessments in science were at the same high level when compared to those in similar schools. Standards have been rising steadily due to the commitment and high expectations of all staff.

During the inspection it was evident that these high standards are being maintained. By the time pupils leave the school at the end of Year 4, when they are age nine years, the majority achieve standards that are in line with the national average in English and mathematics. This is a very good achievement and is due to very good teaching. In art pupils achieve above average standards due to the very high profile the subject is given. In science, history and geography throughout the school, and religious education in Key Stage 1, standards are not high enough mainly because pupils are not systematically increasing their knowledge, understanding and skills in these subjects over time. In all other subjects of the curriculum pupils reach standards that are typical for their ages. This is a very good achievement. In

the Foundation Stage children achieve very well despite their very low starting points because of the high quality of education in the nursery and both reception classes.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are good; they are keen and enthusiastic.
Behaviour, in and out of classrooms	Pupils behave well in most lessons and when playing outside.
Personal development and relationships	All relationships in the school are very good, because all staff support pupils very well treating them with trust and respect.
Attendance	Satisfactory. The school works hard to ensure that all pupils attend regularly and on time.

Pastoral care for all pupils is good due to the very strong leadership of the headteacher. Long-standing positive relationships between the school and many families are a good support for pupils' learning.

TEACHING AND LEARNING

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

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

Teaching is very good overall. A number of outstanding lessons were observed; none were less than satisfactory. The features of very good teaching and learning throughout the school are:

- consistently positive behaviour management creates a calm and purposeful working environment, and keeps pupils on task for most of the time;
- teachers' high expectations result in all pupils working hard in lessons;
- pupils enjoy lessons and want to please their teachers because relationships are very good;
- pupils know what to do because teachers give them clear instructions and explanations;
- teachers value all pupils' work; for example, by displaying it with great care, raising pupils' self-esteem;
- teachers know all their pupils very well, mark work thoroughly and make careful assessments in English and mathematics lessons;
- teachers have good subject knowledge and provide interesting and exciting activities that pupils want to complete;
- support staff work very well in partnership with teachers and play an active role in supporting all pupils in lessons;

Aspects of teaching that could be improved are:

- Lessons do not always start on time;
- Some lessons are not challenging enough for all pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A rich and interesting range of activities is provided throughout the school. However, activities are not systematically planned at the right level for all pupils and this limits the progress that pupils make in some subjects.
Provision for pupils with special educational needs	There is good support for pupils with special educational needs from teachers and support staff. Pupils and parents know the targets that individuals are working towards.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Very good provision is made for moral development. There is good provision for spiritual and social development. Pupils have a wealth of opportunities to learn about their own culture. However, the curriculum does not sufficiently reflect the rich cultural heritage of Great Britain.
How well the school cares for its pupils	Teachers know their pupils well, and make good assessments of academic work in English and mathematics, tracking pupils' progress well. The school provides a good level of pastoral care.

The school works well in partnership with parents due to the very effective links that have been established. Regular newsletters are informative and pupils' annual reports are of good quality. The school works hard to provide a very wide range of interesting activities for all pupils, inspiring them to learn. Informal procedures, based on very good relationships, are an intrinsic part of the very caring ethos that permeates the school. The school is peaceful because all staff treat pupils and parents with care and respect. As a result, an atmosphere of trust and calm pervades the school throughout the day.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is determined, dedicated and caring of staff and pupils. She provides very good leadership. Senior managers and subject leaders support her well and are committed to raising standards even further.
How well the governors fulfil their responsibilities	The governing body know the school well, it is supportive and effective in bringing about improvement.
The school's evaluation of its performance	Good formal monitoring of teaching and learning has recently been established and information shared so that improvements are maintained. However, procedures for rigorously evaluating the impact of school development plans are not well established.
The strategic use of resources	The school development plan highlights appropriate priorities for development and provides sufficient information for the school to measure how well it has used all the grants and additional funds that are available to raise standards.

There are a very good number of well-trained support staff who are very effective in their support of pupils and teaching staff. Learning resources are appropriate with good resources available for teaching literacy and children under five. Accommodation is satisfactory overall, but the accommodation for the nursery is at some distance from the school and the old and tired nursery building does not reflect the high quality standard of education provided within it. Outdoor facilities for the reception class are also limited.

Governors are fully aware of the principles of best value and use these well to compare the school's performance with that of similar schools and all schools. All staff and governors work together as a strong team, a shared commitment to raising standards and providing high quality education drives the school forwards and means that the school is very well placed to achieve even higher standards.

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 quality of education in the nursery. • The welcoming approach of the school. • Their children are happy at school. • Pupils behave well. • Teaching is good. 	<ul style="list-style-type: none"> • More information about their children's progress. • More involvement of parents in the school. • The amount of homework.

The inspection team agree wholeheartedly with the positive views of the parents finding that teaching is very good. The team do not agree with parents' concerns. There are a number of good initiatives to involve parents in the work of the school; for example, family literacy and numeracy projects, and shared sessions in the nursery and reception class for parents and grandparents. The quality of support for parents to help their children learn at home is outstanding in the nursery, and very good in the reception classes. In the Key Stage 1 and Key Stage 2 classes pupils are set an appropriate range of interesting homework tasks.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards in the core subjects of English, mathematics and science are higher now than they were at the time of the last inspection in 1997. This is due to the effective implementation of the National Literacy and Numeracy Strategies and a further improvement in the quality of teaching and learning. Pupils throughout the school are achieving very well. In recognition of this very good achievement over a number of years the school has deservedly received a School Achievement Award from the Department for Education and Employment.
2. When children start school in the nursery, usually at the age of three, many have a very limited vocabulary and very poor speaking skills. The attainment of most children is well below what is expected at this age. Some children are more able and achieve typical standards at this age. When children are assessed in the reception year, before they transfer into Key Stage 1, most have made very considerable progress but are not yet achieving the Early Learning Goals. Very high quality teaching in the nursery ensures that children have outstanding experiences with language and numbers, they learn how to talk together in small groups and how to do some things independently. In the reception classes the very good teaching builds on this very good foundation. Children are immersed in challenging experiences that teach them how to recognise and write letters, numbers and words, to count and add, and to organise themselves. Children in this stage of the school achieve very well.
3. Standards in the national tests at the end of Key Stage 1 in 2001 are below the national average. In reading, 84 per cent of pupils achieved at least the expected Level 2. In writing, 92 per cent achieved at least this level. A reasonable proportion of pupils achieved the higher Level 3. This very significant achievement for the school is well above the typical level of achievement in schools that are similar to Barton. In mathematics, 24 per cent of pupils at the end of Year 2, in 2001, achieved the higher Level 3, and 89 per cent at least Level 2. Teacher assessments in science show good achievement. In both these subjects pupils' achievements are above those in similar schools.
4. There are no national tests for pupils at the end of Year 4 when pupils leave the school. Nevertheless, inspection evidence and assessment information, resulting from optional national tests at the end of Year 4, indicate that pupils continue to achieve very well in Key Stage 2. By the time they leave the school at about age nine, most pupils achieve the expected levels for this age group in English and mathematics. This very good achievement is due to high quality teaching throughout this key stage.
5. The school has begun to analyse data from all these assessments, this shows no significant variation in achievement between boys and girls throughout the school. The available national data for pupils aged seven years shows that, at Barton Primary School, pupils' achievements have risen steadily since 1997 when the school was last inspected. The rate of improvement has been greater than the improvement nationally; the school is steadily closing the gap between pupils' results and those achieved by most pupils in the national tests. This is a significant achievement and reflects the challenging targets that are set.

6. During the inspection the quality of work seen indicates that pupils are continuing to achieve very well. In English the standard of work in pupils books in Year 4 is already reaching expected levels, as are pupils' reading skills. For example, the majority can read accurately and fluently. They use dictionaries and locate information in non-fiction books. Some of the higher reading skills such as skimming and scanning quickly for information are less well developed. Most pupils can write independently, clearly and with imagination with accurate spelling and in neat joined-up handwriting. They are able to redraft their work to improve it and are beginning to be more adventurous with their written vocabulary. Their experience in persuasive writing or explanatory writing is still fairly limited although there are some good examples, such as an explanation of an experiment with magnets in science. Pupils show by their responses that they are able to listen carefully to stories, explanations and instructions. They contribute to class discussions, some more confidently than others; many of the pupils do not yet speak with assurance in all situations and their vocabulary is fairly limited.
7. In Year 2 pupils are working towards the expected level. They cannot yet maintain pace and fluency when reading books appropriate for their age. However, they use a number of strategies to read unfamiliar words including their knowledge of letter sounds. Many pupils find it difficult to extend their ideas into a sequence of sentences without support. Most pupils usually punctuate simple sentences but are not yet using a varied and interesting vocabulary. They appreciate the spoken language through stories and poems and are eager to contribute their ideas. Nevertheless, when discussing new ideas pupils have difficulty in explaining their thoughts mainly because of their restricted vocabulary. For example, they found it very difficult to explain verbally their route to school. Nevertheless they are achieving well due to consistently good teaching that focuses on developing skills well.
8. In mathematics, pupils in Year 4 make very good progress and achieve the expected standards by using a range of mathematical language to explore and discuss two-dimensional shapes and sort these into groups using mathematical criteria. Pupils understand place value, add hundreds, tens and units and find out how many pupils in their class have different coloured eyes and then use graphs to display their findings.
9. In Year 2, pupils do not yet use a sufficiently wide range of different approaches to solve mathematical problems and their understanding of negative numbers is limited. They are not secure in mental addition of tens and units or when solving problems related to time. Nevertheless pupils in Key Stage 1 achieve well due to effective teaching based on the National Numeracy Strategy that builds on pupils' existing skills well.
10. In science, standards are below national expectations in Year 2 and Year 4. Although pupils achieve well the curriculum is not well planned. As a result they do not build on their skills, knowledge and understanding systematically as they progress through the school. Nevertheless they make good progress due to the rich experiences that are provided and good teaching. For example, pupils in Year 4 explain the reasons for day and night, plan and investigation to find the strongest magnet, and use the Internet to find information about the planets.
11. In Year 2 pupils know how to sort animals by simple characteristics, for example, the number of legs or whether they have fur. They identify the sources of sounds when investigating hearing within a topic on the senses and identify healthy foods from those eaten only for a treat.

12. Standards in religious education are below those expected in the locally agreed syllabus for this subject at the end of Year 2. They have achieved the expected level in some of the strands of the locally agreed syllabus, but their overall below average skills in English limits their achievement in religious education. For example, pupils' vocabulary is limited and they are not able to use key religious phrases or be aware that some religious words may have more than one meaning. Nevertheless pupils achieve appropriately in religious education making satisfactory progress in Key Stage 1. In Key Stage 2 progress improves due to the greater emphasis on developing pupils' skills in the subject. By the end of Year 4 pupils' achievement is good and they achieve the level expected in the locally agreed syllabus for religious education. For example, they are aware that prayer can take different forms and is important to some people.
13. Standards in information and communication technology are typical at the end of both key stages. Good use is made of the computer banks; support assistants play a key role in supporting achievement. Some lessons use information and communication technology appropriately although there are missed opportunities in some subjects; for example, science. Overall, pupils achieve well, as they did at the last inspection.
14. In history and geography, standards are below national expectations in Year 2 and Year 4. In these subjects pupils do not achieve as well as they could because the curriculum is not well planned. As a result they do not build on their skills, knowledge and understanding effectively as they progress through the school. Nevertheless they make satisfactory progress due to the rich experiences that are provided. For example; in history in Year 3 and 4 pupils are spellbound by the teacher telling a story as she takes Victorian toys from a dusty trunk.
15. In music, standards are broadly in line with those expected in Year 4, pupils achieve well throughout the school due to the good provision for music. For example, in the autumn term a specialist teacher is provided to teach pupils how to compose music.
16. In design and technology, and physical education, standards are as expected. In both these subjects pupils make good progress. In design and technology, skills are taught through valuable experiences that result in pupils working very hard to achieve a high standard in their work. For example, the individual Christmas cakes and cake boxes, made in Year 3 and 4, were designed and decorated with great care as they were to be a gift for someone special. In physical education, pupils improve their skills well over time because lessons are well planned and the subject is given great emphasis. For example, pupils improve their skills in controlling the ball for rugby well in one lesson, and many pupils take part in extra-curricular sporting activities.
17. In art, standards are above those expected in Year 2 and Year 4 because the subject has a high standing in the school. Displays of artwork all around the school are of a very high standard. Teachers have high expectations and value pupils' work by displaying it with great care. As a result pupils achieve very well.
18. The way that the curriculum is planned means that some higher attaining or older pupils are not always working at a high enough level in most subjects. Pupils included on the special educational needs register make good progress towards their targets. There is very good support for all these pupils from all staff. Lessons are planned to meet pupils' needs and the very good support from classroom assistants and nursery nurses ensures that pupils are involved in all lessons. Of particular note is the policy to integrate a few pupils with multiple needs, these pupils are making

good progress in an environment where they are valued and supported by staff and pupils alike.

Pupils' attitudes, values and personal development

19. Pupils have good attitudes to learning and enjoy being at school, because the headteacher and her dedicated staff successfully promote positive values and good attitudes to school for all who attend Barton. From the time children arrive in the nursery, where they are enveloped in a warm, caring and stimulating atmosphere, they quickly learn right from wrong, how to share and to play happily together. Although many have difficulty in expressing themselves, the constant, gentle encouragement and very high expectations of all staff ensure they develop their social skills. Throughout the school they continue to develop a good work ethic and develop a sense of belonging to a community. Pupils benefit from the encouraging, supportive environments in which they learn. They are enthusiastic about their lessons and keen to learn. Year 1 pupils listened entranced to the headteacher's dramatic rendition of The Three Billy Goats Gruff and empathised when she told them how scared she had been of the troll when she was small. In one physical education lesson, pupils in Year 2 and 3 worked well independently and together. They made thoughtful and sensible suggestions about how to make the game more difficult, and alternatively easier, for the 'joggers'. In Year 3 and 4 pupils are so enthusiastic about the work on magnets that they do not want to stop!
20. Pupils' personal development is good. They quickly learn right from wrong and are encouraged to 'talk through' any problems: circle time (when pupils sit together in a circle for discussions) provides good opportunities to do this, and to also share what makes them happy. Pupils develop a sense of natural justice as they go through the school. There are few formal responsibilities but all know they are expected to behave responsibly and to carry out any tasks they are given sensibly, and they do so. Pupils in Year 4 offer help with reception children and many volunteer for this popular duty. All pupils are encouraged to comment on their own achievements and where they would like to improve in their annual reports. Pupils are aware that others need help and most try to give this. The successful integration of a few pupils with multiple special educational needs has been a very positive experience for all pupils. Pupils learn about difficulties and dangers they may encounter outside their school through the regular visits of the local police officer and representatives of other agencies. They look forward to the next stage of their education with confidence.
21. Relationships are very good between children and with all adults, both at the nursery and in school. Pupils trust staff to deal with their worries, mutual respect flourishes and the school is an inclusive community. Most pupils help one another in lessons and include each other in their play. Some pupils are less aware of the impact of their actions on others. School is a safe but exciting place to be. In the nursery the youngest children were very carefully clearing up before they enjoyed their milk, having been totally involved in the hospital corner where one very patient adult was suffering injections and being liberally wrapped in bandages!
22. Behaviour is good, both in school and outside in the playground. Pupils know the rules and how disappointed staff will be if these are not kept. They want to please their teachers and try very hard to do what they are asked, although for many concentration is a problem. Interruption to lessons is kept to a minimum through teachers' extensive knowledge of their lively pupils and the calming atmosphere, which permeates the school. Sanctions are rarely needed or imposed and any immature, silly behaviour is dealt with sensitively and well. Outside in the two

playgrounds the few incidents are quickly and effectively dealt with by one of the many vigilant, friendly supervisors all of whom willingly watch and sometimes join in the games being played. Although play is exuberant no unkind behaviour was seen and the inevitable minor collisions were regretted. Pupils are concerned when others are hurt.

23. Attendance is similar to most schools in the country and this is a good achievement for the school. There are some regular latecomers, despite the school's reminders to parents of the importance to their children's education of arriving in good time. Holidays taken in term time account for most absence. Most pupils like their school and the majority arrive on or before time in the mornings.

HOW WELL ARE PUPILS TAUGHT?

24. Teaching is now very good overall; a number of outstanding lessons were seen in the nursery, and none were unsatisfactory throughout the school. The proportion of very good teaching has improved since the last inspection in 1997. The improvement has been brought about because the headteacher, deputy headteacher and senior management have high expectations. Longstanding informal monitoring by the headteacher and coordinators for English and mathematics underpins the very good quality of teaching throughout the school. The school has recently introduced more rigorous self-evaluation procedures to monitor lessons, planning and pupils' work on a more formal basis. Written evaluations of the issues raised have been discussed openly at staff meetings. This has been done supportively so that all staff continue to work together as a strong team. All teachers are committed to raising standards higher and improving the school further. Extensive, good quality, staff development and training have been a major part of the support that teachers have received.
25. Teaching is good or better in 81 per cent of lessons seen, with 32 per cent being very good and six per cent excellent, all of these in the nursery where 37 per cent is outstanding. Teaching in the Foundation Stage is very good overall, and is never less than good, 65 per cent of lessons are very good. The high quality of teaching in the Foundation Stage has a significant impact on children's achievement. By the time they are ready to start work in Year 1 most are working towards the early learning goals that are expected. In Key Stage 1, teaching is good overall, with 56 per cent of lessons being good or better and 11 per cent very good. In Key Stage 2, teaching is better; with 93 per cent of lessons being good or better and 33 per cent very good. Consequently pupils achieve very well, reaching comparatively high standards by the time they leave the school at the end of Year 4.
26. Teachers' support and guidance of their pupils are a strength of the school. They treat pupils with trust and respect at all times raising their self-esteem. They manage behaviour very well in a positive way that encourages pupils to develop self-discipline. This characteristic extends to the very good support given to pupils in lessons by non-teaching staff, who maintain the same high standards of care. As a result, all pupils, including those with special educational needs are involved in high quality lessons. Teachers spend a great deal of time preparing lessons that will interest their pupils. Pupils' work and efforts are valued through effective and rigorous marking and by very high quality displays of their work. As a result, most pupils want to learn, they are interested in the activities and want to please their teachers. They know they are expected to work hard and want to succeed. The school identifies pupils who are especially gifted and talented in all subjects, pupils who shine in art and singing are given every encouragement to achieve higher standards.

27. Teaching in the Foundation Stage is very good, all the teachers create a very good environment for young children to learn. Classrooms and the nursery are very well organised; bright and attractive displays of children's work are everywhere, and children take part in imaginative and stimulating activities that all promote learning. All teachers work very well in partnership with each other and the talented nursery nurses and classroom assistants. They have high expectations of the children; for example, taking them to the hall for formal physical education lessons using simple apparatus for climbing and travelling. The good mix between self-directed activities, which the children choose themselves, and very well focused activities led by staff in small groups, is very effective. Children learn to work independently using the interesting resources prepared for them with care, and are challenged to extend their learning regularly by the Foundation Stage team. In the nursery, every single part of the day has a clear purpose to improve pupils' speaking skills in a structured and exceptionally supportive environment. Parents are fully involved in learning through very good provision of story sacks, games and toy pets, who are encouraged to report back to class how they spent their evening at home with the children and their parents. Parents are given good support, so that they understand how best to use the games at home with their children. This is a particularly effective feature of teaching in the Foundation Stage. There are outstanding procedures for assessing children's progress that inform teachers' planning. Consequently children are learning very well.
28. Teaching of literacy and numeracy skills throughout the school is very effective. Teachers have improved their planning since the last inspection. They now set out clear learning objectives and match work well to the different ages and abilities of their pupils. Effective monitoring and assessment ensure that pupils cover the wide range of work recommended in both the National Literacy and Numeracy Strategies. Teaching in both these important subjects is good overall due to:
- consistently positive behaviour management;
 - a good focus on developing vocabulary and oral skills in almost all lessons;
 - children enjoying lessons and wanting to please their teachers;
 - pupils knowing what to do because teachers give them clear instructions and explanations;
 - teachers using assessment effectively to plan the next steps of learning.
- Consequently pupils behave well and are interested in their lessons. Pupils in Year 3 and 4 are enthralled by a story and inspired to create similes in the same style. The lesson focuses well on developing pupils' vocabulary, so that by the end of the lesson they suggest examples such as; 'as black as the midnight sky'. In mathematics lessons very good use of a 'Brain Gym' at the start of lessons in Year 3 and 4 involves all the pupils in calculating tables in their heads. In Year 2, pupils are asked challenging questions and expected to explain the strategies they have used to work out their answers.
29. Aspects of teaching English and mathematics that could be improved are:
- some lessons are not challenging enough for all pupils;
 - the pace of some lessons, particularly introductions to lessons where teachers sometimes talk for too long.
- When this happens pupils do not have enough time to complete their work.
30. The good characteristics are also a key part of the successful teaching of other subjects of the curriculum where teaching is good overall. Similarly, in some of these lessons introductions are too long, or lessons are insufficiently challenging for older or more able pupils. Other lessons do not always start on time; as a result, some subjects are not taught for long enough and pupils struggle to achieve the objectives.

No design and technology teaching was observed during the inspection but pupils' work and planning displayed in classrooms is of high quality and indicates that teaching is also good. Good use is made of specialist teaching of music, particularly in Key Stage 2, where an external specialist teaches throughout the autumn term. Teachers' subject knowledge in most subjects is good. They are confident in teaching and this results in pupils achieving high standards. Longer-term curriculum planning does not have enough detail about what levels of attainment different groups of pupils are expected to achieve in each unit of work. Consequently teachers do not have enough guidance for planning lessons, particularly in science, history and geography. This limits the progress that pupils make in these subjects.

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

31. The quality and range of opportunities provided within the school curriculum are good. There are many examples of practical, creative and exciting activities, which provide good learning experiences for the pupils. Typical examples of this include making a Christmas cake and designing a cake box in design and technology; making toast and baking bread in science, observing the different colours and textures; and acting out a Victorian washday in history. The school also makes full use of its grounds and the local town environment as well as going further afield to places like Carisbrooke Castle. All of this contributes to a rich and varied curriculum, which is accessible to all pupils regardless of gender, ability or ethnicity.
32. There is strong emphasis on literacy and numeracy. Effective implementation of the National Numeracy and Literacy Strategies contributes to the high standards that pupils achieve. Curriculum time is appropriately balanced between other subjects but there is less time available for science than in most primary schools and this limits the progress pupils make.
33. Although the school's arrangements to provide the statutory curriculum are satisfactory there is room for improvement to make it more appropriate for all pupils and to raise standards even further. The school continues to plan its curriculum on a 'topic' basis and since the last inspection has developed a curriculum framework. Teachers work very hard in planning teams to review and develop their planning, continually modifying medium-term plans. These plans are regarded as 'working documents'. The structures in place in subjects other than English, mathematics and physical education do not set out how pupils of all ages and abilities will systematically improve their skills, knowledge and understanding as they work through each topic. The consequence of this is that although individual lessons are exciting and enjoyable, standards in some subjects, particularly science, history and geography are not as high as they could be. This is because pupils are not developing their existing skills. For example, in geography lessons in Year 2 pupils map their route to school using a large-scale road map, older pupils in both Years 3 and 4 mark the route of the Newport Town Trail on a street map. The skills needed for these two activities are very similar and do not help pupils to achieve higher standards. Another consequence of the very practical approach is that in some areas there is little recorded work as learning takes place on an oral basis, in some lessons opportunities to develop crucial literacy skills are missed.
34. Pupils with special educational needs are well supported with good individual plans that set out achievable targets for pupils. A large number of well-qualified support staff provides very good assistance to pupils in lessons. A register of gifted and

talented children has been set up so that pupils with talents in non-academic subjects are encouraged to achieve their best. Children are recognised for their exceptional achievement in sports, music and art. As yet curriculum plans do not spell out how these and other higher attaining pupils will increase their skills knowledge and understanding at a higher level.

35. The inclusive school ethos clearly intends to provide all pupils with high quality experiences. However, the way that some subjects are organised means that the school cannot guarantee that all pupils have access to the same high quality experiences in all subjects. For example, planning for science in some Key Stage 1 classes does not set out precisely how all pupils will have opportunities to work at the same topic.
36. The curriculum meets statutory requirements in all respects including the provision of religious education through the locally agreed syllabus. Daily assemblies are held which include an element of collective worship, although in some assemblies collective worship could have more importance. The governors have decided not to provide sex education and will review this decision in the coming year. Although there is no policy for personal, social and health education, provision for this part of the curriculum is good and aspects of it permeate the whole school day. Many aspects of citizenship are included in lessons; for example, Year 3 and 4 have debated topical issues in Newport and discussed the range of jobs done by different people. Drugs education is included sensitively, as in Year 3 during circle time (when pupils sit together in a circle for discussion). In this lesson the class teacher asked the pupils to focus on ordinary things they might find in the kitchen and discuss their relative safety. Bottles and medicines were mentioned and the teacher sensitively led a discussion about these and wider issues related to drugs in the community. Each year the community policeman visits the school and talks to Years 3 and 4 about 'keeping safe'. Additionally the school plans to take part in a 'healthy schools' project.
37. There are good links with the local community, the school works very hard to foster these; for example, taking pupils to visit the elderly at harvest festival time and Christmas. In addition there are fund-raising events for a number of charities. Links with other schools are good. Several schools combine together for an annual music festival and a country-dance festival as well as sports competitions. Every year in the summer term, before they transfer, Year 4 pupils visit the local middle school. There is cooperation on curriculum development with local schools. The provision of extra-curricular activities is very good and has improved since the last inspection. The school rightly prides itself on the rich learning opportunities that are provided to make school enjoyable and interesting. Pupils walk around the Newport Town Trail, visit the Newport Nature Reserve, Carisbrooke Castle and other places of interest. Year 4 have an annual trip to the mainland, usually to London. There are many lunchtime and after-school clubs; these vary according to the time of the year but include football, cricket, gymnastics, drama, French, recorders, chime bells and indoor games. The chime bell club accompany singing in assemblies with great pride.
38. Provision for spiritual development is good. There is usually a calmness in classrooms, which fosters thoughtfulness. Pupils are valued for their individuality. Teachers know a great deal about their pupils and together with the support staff make sure that every pupil knows that their ideas and thoughts are valued. Older pupils finish the day with some moments of reflection about their own and others' achievements. In a religious education lesson the class teacher very patiently and gently prompted her pupils towards an understanding of what might be special in their lives and what other people might value. Assemblies usually provide a pause in the

busy school day, giving pupils a chance to reflect and think beyond themselves to other people's values and beliefs, as in the case of an assembly for Key Stage 2 pupils with a theme about prayer. There is a powerful sense of belonging in the school. The headteacher skilfully and consistently made every child who contributed, feel special in sharing assembly, ensuring that a child's work, which had been forgotten, was found and brought to the hall.

39. Provision for moral development is very good and has improved since the last inspection. All adult role models of courtesy and respect are outstanding. This extends from dinner supervisors to teachers; for example, dinner supervisors are heard praising young children for walking sensibly through the school at lunchtime. Adult voices are rarely raised to reprimand pupils. It is a school aim for all pupils to acquire a set of moral values and all staff consistently expect good behaviour. Pupils whose behaviour falls short of expectations are reminded at once about how they should behave and asked to apologise if this is thought appropriate. Moral messages are reinforced in assemblies. Good behaviour is rewarded in classes with a badge system and in assemblies, as in the case of a younger pupil who was rewarded with a certificate for setting an example for others. As a result all pupils learn the difference between right and wrong.
40. The provision for social development is good. Pupils respond to the respect and trust they are shown by trying to please. There are opportunities for pupils to work collaboratively and at all ages they are encouraged to cooperate. The very good relationships between adults and pupils is one of the school's strengths; this has important value in teaching pupils about social behaviour. The headteacher constantly reinforces this in her dealings with adults and teachers alike. Although some opportunities to give pupils more responsibility are missed, the development of social responsibility has a high priority in the school. Older pupils are often seen helping and taking the initiative. They set the room out for assembly and even volunteer to clear away the plates and waste at the end of lunchtimes. Younger pupils are taught to pack away physical education equipment safely and in all of the classrooms pupils know the routines and are very efficient in reorganising themselves and packing up at the end of the lesson. In one class older pupils decide amongst themselves whose work should be displayed on the 'I am proud of this work' board. There are high expectations throughout the school, as a result an atmosphere of peaceful calm pervades the school, creating a purposeful working environment.
41. The provision for cultural development is satisfactory overall. The school actively promotes an understanding the traditions of the local area. Many visits are made out of school to museums and many visitors bring an extra perspective. Topics end with a celebration in dance and music of the central theme. Pupils are fully engaged in activities to celebrate harvest, Christmas and Remembrance Day. An assembly theme of celebrations has included Diwali, Chinese New Year and Hanukah. Religions other than Christianity are taught in religious education. The school supports a Rumanian charity with an annual shoebox appeal and some of the pupils have written letters to children in Rumania. However, although some work has been done to introduce pupils to countries and cultures overseas the curriculum does not include enough planned opportunities for pupils to learn about the ethnic and cultural diversity of Great Britain.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school continues to provide the stimulating and caring environment for all children and pupils reported at the time of the last inspection. Pastoral care is very good from the nursery to Year 4, and pupils' welfare is paramount. For example, popular breakfast and after-school clubs are provided and enjoyed by many pupils, who speak enthusiastically about their special activities. The health and safety policy has recently been reviewed and risk assessments take place regularly. Concerns referred to in the last inspection report have been addressed. There are many trained first-aiders on site at all times and practice of first aid is good. All teaching and support staff are aware of child protection issues and follow good guidelines.
43. Overall, assessment procedures are satisfactory and have improved since the last inspection. There are outstanding procedures in the Foundation Stage to clearly identify children's ability when they enter the school at about age three years, and track their progress until they move into Year 1. In Key Stage 1 and 2, procedures are good in mathematics and English, but are less effective in science and the remaining foundation subjects. Targets are set for all pupils in English and mathematics and pupils' progress is monitored against them. The national tests in mathematics and English in Year 2 are used to monitor progress and set targets for pupils in Years 3 and 4. The school analyses the tests in English and mathematics very carefully to identify weaknesses in pupils' knowledge and understanding to ensure future teaching addresses any issues raised. A good range of other tests are used; for example, to check pupils' reading ability in Year 3. In science and the remaining subjects the systematic monitoring of pupils' development of the appropriate knowledge, understanding and skills is not well developed. Consequently, work in these subjects is not always appropriate to the age and ability of pupils. There are many good examples where teachers' marking clearly identifies strengths and weaknesses in pupils' work and gives clear instructions on how it could be improved. Assessment and record keeping are priorities being addressed through the current school development plan and are likely to improve further.
44. Good assessments are made of the progress that pupils with special educational needs make towards their individual targets. Regular reviews take place involving staff and parents. The Learning Support Service teacher is used effectively to make detailed assessments of some pupils so that their individual plans are very specific.
45. Arrangements for monitoring personal development are good. Teachers are sensitive to all pupils' needs and show understanding and warmth in their relationships with them. They know their pupils well and are alert to any difficulties they may be experiencing outside as well as within the school environment. The school's good ethos ensures that all are well supported by all non-teaching and teaching staff. The school is very committed to including all pupils with good provision for pupils with special educational needs and very good provision for pupils with disability to ensure all have full access to the curriculum appropriate to their needs.
46. The school has good procedures to promote and monitor attendance, although punctuality continues to cause problems for some parents and others persist in taking their children away during term time. The education welfare officer visits regularly and supports the school when asked to do.

47. There is a good behaviour policy, which includes a strong emphasis on praise and encouragement of pupils' good behaviour. This is very well implemented and this consistency has a significant effect on the good behaviour of pupils across the school. Pupils are involved in developing class rules and are fully aware of rewards and sanctions. Rewards, such as badges bearing the message 'best mathematician' or 'I've listened today', are sought after, and pupils are proud to have their achievements recognised in assemblies. The school have introduced circle time (when pupils sit together in a circle to discuss issues) and this is often used to enable teachers to lead discussions about issues such as bullying and unacceptable behaviour. Parents agree that the school deals with such issues quickly and effectively. The very effective procedures for personal support and guidance are a key factor in high achievement at Barton. Pupils know how to behave in lessons, are trusted and shown respect; as a result they develop higher self-esteem and try hard to achieve high standards.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. Parents' views of the school are good. They are pleased with the positive values their children are taught and with the school's aims and ambitions for their children. Almost all attend the consultation evenings, and they arrive in 'overwhelming' numbers to see their children perform in the very popular school productions. Videos recording these events are in great demand. Parents find the school welcoming and approachable and appreciate the very good teaching.
49. The headteacher and staff work tirelessly to improve the very effective links and good relationships they enjoy with parents, and to involve them in their children's lives at school. This was a key issue for the school at the last inspection in 1997. Since that time the school has made a great effort to involve parents further in their children's learning. Shared sessions with parents and grandparents in the nursery and reception classes are particularly appreciated, the nursery teacher spends time explaining to some parents each day how they could help their children at home. There are very good resources available for parents to take home and share with their children. The school is rightly proud, not only of the children's achievements, but also of those of their parents. There are very good initiatives to support parents; for example, courses provided include the ongoing family literacy project and the recently completed one on numeracy. Invitations have already been posted for parents to join an art class. Parents enjoy 'their' community room, which is used by the weekly parent and toddler group, amongst others.
50. Parents are kept very well informed about events and their children's progress through the good quality information the school provides. Staff in the office are always ready to help with form-filling or to go through any other documentation with parents. The weekly newsletters, detailing what has happened and what is planned for the following week, are a popular feature. Parents appreciate the many opportunities they have to speak to staff during the day. The school brochure and governors' annual report to parents contain useful information. Annual reports for both nursery and school children include targets on how children can improve their work. Parents of children who have special educational or other needs are fully informed and encouraged to be involved in their children's individual education programmes and reviews.

51. The school encourages parents, welcomes their participation and involvement in school, and seeks their views at regular intervals. As a result, parents' contribution to the work of the school is typical of most schools. Many offer their assistance in the nursery, and a few regularly help teachers in classes and with the library in school. Some parents try to help their children with homework, although few comments from parents were seen in the reading records. There is no official parents' association but many are involved in the fun and successful fund-raising events such as the Christmas fair, enjoyed by all.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The very good leadership and management of the school have been maintained since the last inspection. The determined and caring headteacher continues to provide very good, energetic and positive leadership for all aspects of school development.
53. The leadership and management of the headteacher and key staff in the school are very good and promote high standards. The senior management team is strong and the deputy headteacher provides a very good model of classroom practice for all staff. The positive leadership of senior staff has created a strong spirit of teamwork in the school. As a result, all staff and governors are committed to raising the high standards even further. To ensure that improvement continues, the senior management team have begun to implement self-evaluation strategies in school. For example, they have begun to monitor teaching and learning, giving effective feedback to teachers outlining strengths in school practice and what needs to improve. This is at an early stage of development and has the potential to be an effective tool for school improvement. Due to recent staff changes and a restructuring of responsibilities subject leaders have not been in post for long enough to undertake a rigorous assessment of standards in their subjects. In English and mathematics rigorous analysis of national and school tests results provides valuable information about the standards pupils are expected to achieve. In other subjects, leaders have drawn up effective action plans, have high expectations of themselves and are committed to raising standards even further. Staff work very well together in subject teams and take full advantage of the good opportunities for staff development and training. Consequently the school is very well placed to make further improvements.
54. The headteacher has recently taken over the role of special educational coordinator in partnership with the deputy headteacher. The Learning Support Service teacher, who has undertaken a rigorous audit of special educational needs practice in school, supports them very well. This team have been effective in leading the further development of special educational needs provision. Individual education plans have improved so that targets are now consistently appropriate. Teachers have been well supported when conducting reviews of pupils with special educational needs.
55. Governors have a clear view of the strengths and weaknesses of the school and are committed to raising standards. They work well together as a team and give strong support to the school. All statutory requirements are fully met. Some governors regularly visit classrooms, and many are linked to subjects. They are better informed than they were at the time of the last inspection. As a result, they work more closely with the headteacher and are knowledgeable about many aspects of the school's performance.
56. Through new self-evaluation procedures the school has recently developed good systems for monitoring the development of teaching and learning. Teaching is now very good and standards are much higher because the senior management team are

very effective in carrying out their roles in this area informally. Informal monitoring resulting from the strong team spirit underpins school evaluation. The drive for continual improvement has led to the involvement of the whole senior management team in developing more formal procedures for evaluating school development. This has begun by recording observations of teaching and learning. Monitoring of teachers' planning and pupils' work has taken place in English and the information gained shared with all staff. This culture of formal evaluation is not yet fully embedded in school practice and as a result some opportunities for school improvement are missed. For example, action plans for improvement are written and marked when implemented, but as yet there is no formal evaluation of these plans. Consequently, although staff and governors know that action has been taken, they do not know the effect this has had in raising standards.

57. Information and communication technology is beginning to be used effectively as a management tool. Office staff make efficient use of information and communication technology in most aspects of their work. As yet information and communication technology has a limited role in curriculum development, monitoring assessment and target setting. However, plans are in place, including training for administrative staff and senior managers, to improve the efficient management of information in the school.
58. The school uses its resources well. The school development plan includes sufficient financial information and plans appropriately for the long term. However it does not include a detailed account of all the grants and additional monies available. Raising standards is rightly the key priority for all development planning. Governors are well aware of the principles of best value and use these to compare the school's performance with both similar schools and all schools nationally. There is a shared commitment to providing a rich and varied curriculum for pupils, many of whom live in deprived circumstances. Next year an exciting plan is in place to develop expressive arts through dance, drama, music, poetry and art.
59. Support staff are used very effectively to support individuals or groups of pupils in lessons. They are keen to take part in the training that has been organised for them. They conscientiously use the school systems for tracking and monitoring their pupils. The very good support provided by this large number of staff is a major factor in the high standards that are achieved. Staff are deployed well at lunchtimes and break times so that pupils are managed well and incidents are kept to a minimum. All staff, from teachers to supervisors, share the same high standards, treating pupils with care, trust and respect. This consistent approach from all staff is extremely beneficial to pupils who always know what is expected of them.
60. The resources for learning are typical of those found in most primary schools, those for teaching literacy are good and contribute to the high standards achieved. The school is an attractive environment both inside and outside. It is well kept and enhanced with very high quality displays of pupils' work. Accommodation for the nursery is at some distance from the school and the old and tired building does not reflect the high quality standard of education provided within it. It prevents staff from developing the curriculum to an excellent level. For example, the outdoor environment is very basic and limits the curriculum that can be provided. Since the last inspection a safe secure outdoor area has been provided for the reception classes. However, the area is too small for staff to use it effectively to teach the Foundation Stage curriculum outdoors. This remains a concern for the school, there are extensive plans to provide a centre of excellence for early years education awaiting approval.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. Continue to raise standards in all subjects, and particularly in science, history and geography by:
- i) improving longer and medium-term planning so that it is clear what pupils of all ages and abilities will be expected to learn in each topic and how pupils will systematically increase their knowledge, understanding and skills in all subjects; (paragraphs 30, 33, 41, 99, 108, 109, 110, 114, 118, 119, 121, 124, 127, 130, 136 & 146)
 - ii) improving planning for literacy in other subjects by setting out precisely the level of literacy skills that pupils will be expected to use in each topic. (paragraphs 29, 87, 123, 128, 147)

Minor issues:

Evaluate school improvement more rigorously.
Outdoor area for reception.
Accommodation for the nursery.
(paragraphs 56, 60, 63 and 79)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	53
Number of discussions with staff, governors, other adults and pupils	50

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	17	23	10	0	0	0
Percentage	6	32	43	19	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 one percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	27	164
Number of full-time pupils known to be eligible for free school meals	0	72

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y4
Number of pupils with statements of special educational needs	1	4
Number of pupils on the school's special educational needs register	12	61

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	5.5

Unauthorised absence

	%
School data	0.4

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	18	19	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	15	15
	Girls	17	19	18
	Total	31	34	33
Percentage of pupils at NC level 2 or above	School	84 (84)	92 (94)	89 (78)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	14	14
	Girls	17	18	18
	Total	32	32	32
Percentage of pupils at NC level 2 or above	School	86 (84)	86 (88)	86 (97)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	128
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y4

Total number of qualified teachers (FTE)	8.4
Number of pupils per qualified teacher	19.1
Average class size	23.4

Education support staff: YR – Y4

Total number of education support staff	12
Total aggregate hours worked per week	205.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	27
Total number of education support staff	3
Total aggregate hours worked per week	75
Number of pupils per FTE adult	6.75

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	6
Total number of vacant teaching posts (FTE)	1.4
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.4
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Exclusions in the last school year

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

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

Financial information

Financial year	2001
	£
Total income	491,699
Total expenditure	492,824
Expenditure per pupil	2,969
Balance brought forward from previous year	20,719
Balance carried forward to next year	19,594

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	207
Number of questionnaires returned	51

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	37	2	0	0
My child is making good progress in school.	55	45	0	0	0
Behaviour in the school is good.	51	45	2	0	2
My child gets the right amount of work to do at home.	35	35	22	0	8
The teaching is good.	61	35	2	0	2
I am kept well informed about how my child is getting on.	57	33	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	69	27	4	0	0
The school expects my child to work hard and achieve his or her best.	47	49	2	0	2
The school works closely with parents.	49	37	12	0	2
The school is well led and managed.	47	47	2	2	2
The school is helping my child become mature and responsible.	43	49	4	0	4
The school provides an interesting range of activities outside lessons.	43	47	0	0	10

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

62. The quality of education for the youngest children has improved since the last inspection, since it is now based on the Early Learning Goals for the Foundation Stage in both the nursery and reception classes. The quality of teaching has improved and is now very good. Some outstanding teaching was observed in the nursery and all teaching of young children was at least good. A particularly effective feature is the very high quality of home support that is provided for learning. Story sacks, and other games are available from the nursery and parents are given plenty of help in getting the best from these games. In the reception classes children often take home a special toy pet and talk about the experiences the pet had at home with them. Parents and grandparents regularly share sessions with their children and grandchildren, helping them to talk about special things they have brought from home. Teachers use outstanding procedures for assessing children's progress, keeping very detailed records of their progress in each of the areas of learning, and using this information well to plan activities that will help children learn.
63. The reception classes are now a very good environment for learning and provision in the nursery class is exceptional in all but outdoor play where the facilities available limits the quality of work. Consequently children of all abilities achieve very well in these early years. Many children start with very low levels of ability, and almost all make very good progress towards the Early Learning Goals by the time they leave the reception class. Children who start with higher levels of ability are challenged well and make the same very good progress.

Personal, social and emotional development

64. Children find it difficult to work together and share when they begin working in the nursery at the ages of three or four but achieve very well, almost reaching the learning goals by the time they transfer to Year 1. Very many children start with poor skills in this area of learning. When playing in a large or small group many children find it difficult to recognise the needs of other children.
65. Teachers and nursery nurses work very hard to improve these key skills; for example, in the nursery children have a significant amount of choice in the activities they want to do each day, and are also directed to work at certain activities with teachers or nursery nurses every day. This good mix between self-chosen and directed activities helps children to improve their skills in this area very quickly. The nursery is well arranged so that children can be independent and organise themselves. Good activities are prepared each day, many taught by the adults, others managed by children.
66. In the reception classes, children work very well together and with the teachers. They show curiosity and interest in the activities that are provided; for example, happily explaining what they have been doing as they sit on the 'hot spot' and asking many questions as they read books together. They help one another to tidy away at the end of each lesson. At this stage in the year many are beginning to consider the consequences of their actions for themselves and others.

Communication, language and literacy

67. Many children have very limited vocabulary and little experience with books before they begin; few write their name correctly. However, some children are more articulate and enquiring and know some stories and rhymes. The school provides very well for all of these children, so that all achieve very well. By the time they start work on the National Curriculum in Year 1 most have made very good progress towards the Early Learning Goals for children of this age group, and a few reach these goals.
68. Support for developing children's vocabulary is very good and a strength of the Foundation Stage. Many activities are planned to encourage children to talk to one another in quite formal settings; for example, literacy lessons are used to encourage each child to speak and listen to others. In the nursery, some outstanding teaching encourages children to explain to each other what is happening as the story of Goldilocks and the Three Bears is read to the whole class. The talented teacher holds all the children spellbound during this session; using some children and plenty of props to act out the story. The next day children are seen using the props by themselves repeating the story to each other as they sit on the chairs and try all the porridge. This very strong focus on developing children's vocabulary permeates all activities in the nursery so that gradually children improve their skills. Teachers and nursery nurses value all the contributions that children make.
69. Opportunities to develop early literacy skills in reading and writing are a daily feature of the reception classes. For example, children make notes in the café, which is a Chinese restaurant this week. They take down orders at the table and give them to the cook.
70. Literacy lessons are filled with language activities that are enjoyable and challenging. For example, children sit in a circle around a large wicker tray filled with objects beginning with the letter 'p'. The children have brought some of the objects to school and the support assistants label these with care. There is great excitement as a pink pig puppet festooned with subtle 'p' characteristics (such as a party popper) helps the children to read the labels. Objects are passed around the circle so that all the children remain interested. Independent activities that follow the class work are all based on learning to read and write through play. Children in lessons such as these are making progress at a very good rate.

Mathematical development

71. When children begin in the nursery few can recognise numbers or count accurately up to five. A few children are much more capable and count competently up to about 20, recognising a few number shapes. By the time children move into Year 1 most have achieved very well, but do not reach the learning goals for mathematical development. A few higher attaining children reach these, achieving well in assessments at the end of the reception year.
72. Daily activities in the nursery help children to develop these key skills. For example, children work as a whole class playing a train game. One child is chosen to be the first engine and has to choose one carriage; the next child wears a number two and has to choose two carriages and so on until the fifth engine takes its turn. There are constant opportunities to practise counting up to five and recognise what five represents. At the same time children are happily singing the train song whilst the

- carriages move around. Trikes outside are labelled with numbers, which are matched to special parking bays giving more opportunities for recognising numbers.
73. In the reception class numeracy lessons are very well organised. Plenty of activities are organised that develop children's skills in counting and recognising numbers. For example there is a treasure hunt in the sand pit, where real pennies are buried. Children make a tally chart to record the pennies they find. Other children play dominoes with the teacher who constantly gives them help to match the spots encouraging counting. Beautiful patterns are made on large bright felt shapes with an imaginative range of resources. There are plenty of opportunities to develop children's mathematical vocabulary. Children in lessons such as these are absorbed in the tasks and make very good progress.

Knowledge and understanding of the world

74. In this area too children achieve very well. They increase their knowledge and understanding of the world through the good activities that are provided, so that many are close to achieving the learning goals at the end of the reception year.
75. Cooking, for example, is a regular activity in the reception classes. Children were making popcorn and pretzel shapes linking these to letters as well as gaining an understanding of how cooking changes the food. There is a hospital corner set up in one of the reception classes and doctors and nurses are dressed in uniform operating on the toys. One bear had to have a heart transplant because his heart was not beating fast enough. In the nursery, children are fascinated by a range of everyday objects, ranging from car parts on one day; and from chains and torches to a tape recorder, which records their conversations, on the next. They are delighted with these and the trust the teacher shows them. Beaming with joy at the patterns they make on the ceiling with the torches and laughing with delight when they hear their own voices on the tape recorder.
76. Information and communication technology is used frequently in both the nursery and reception classes. Children are encouraged to use the computers independently and, as a result, are confident when navigating their way around the software. For example, they use the mouse with confidence to drag and drop pictures from one box to another. During the inspection they were introduced to a robot in small groups and soon learned how to control its movements with simple instructions. This represents very good achievement overall.

Physical development

77. Most children run and jump with confidence when they start school. There is a limited range of equipment for developing these skills in the old nursery building. Nevertheless, most children soon learn how to balance on the large climbing frame and control the trikes with some skill. Their control over small tools, such as pencils and paintbrushes, is not as good. The frequent well-planned activities in both the nursery and reception classes result in many children learning to do this appropriately by the time they leave the Foundation Stage.
78. In the reception classes, special physical education lessons are planned in the hall to improve children's skills at controlling their movements on the apparatus. Children listen to the instructions very well and work safely on the benches and mats trying to balance or move with care.

79. However, overall the development of outdoor play is not as good as other areas of learning in either class. The reception children do not have access to a large enough safe and secure outdoor environment. In the summer, the area is used for sand and water activities but it is not large enough for the whole curriculum. The shared area between the classes is used very well. In the nursery, staff make very good use of the limited facilities but there is a clear contrast between the quality of activities that can be provided in this aspect of learning and other learning goals. The poor facilities are limiting children's attainment.

Creative development

80. Children have plenty of opportunities to develop their creative skills from the minute they start in the nursery, so that by the time they leave the reception class they achieve the learning goals for creative development. The well-organised environment stimulates their imagination. Lots of children dress up and play imaginary games. In the nursery, children are pretending to be Goldilocks or the three bears. In the reception classes, there are a crowd of doctors and nurses bustling about in one room, in the other the café is full of children pretending to eat with chopsticks, or pretending to be a waiter or the cook. One little girl regularly dresses up in a long white frock, pretending to be a bride.
81. There are plenty of opportunities for painting and making pictures. Some detailed portraits have been made, carefully painting bright red jumpers. Children learn to mix the colours with care. Other children use paper bags to make decorated hand puppets all with a name beginning with the letter 'p'.
82. Children in both classes regularly sing together. During the inspection all the reception children joined with pupils in Year 1 and Year 2 for a singing lesson. At the end of mathematics lessons they often sing number rhymes together, and some children use the musical instruments to count out the beats. In the nursery there is plenty of singing and listening to music woven into other activities. In this area of learning as with all the others the high quality of the work and very good teaching means that children are making very good progress.

ENGLISH

83. Standards in English are high in the national tests at age seven when compared to those of similar schools. In Key Stage 2 pupils continue to achieve very well and by the time they leave the school at the end of Year 4 pupils' standards in English meet national expectations. Standards in the tests are higher now than they were at the time of the last inspection in 1997. There are a number of factors contributing to this very good achievement:
- The school is committed to raising standards.
 - The quality of the teaching in English is very good.
 - The school is using the National Literacy Strategy effectively.
 - The pupils learn in a positive and caring environment.
 - The leadership and management of English are very good.
84. When pupils enter the school many lack confidence in speaking, their vocabulary is very limited and they are not good listeners. Throughout the pupils' time in school, teachers are providing them with opportunities to increase their confidence in speaking and listening. In whole-class sessions pupils are sensitively encouraged to contribute and as they do their spoken vocabulary gradually develops. In Year 1

pupils contribute plenty of suggestions for vocabulary to describe the Troll. In a Year 4 class pupils re-tell a story heard the week before. The pupils are also taught how to listen very well. Teachers create a calm atmosphere in the classroom so that pupils can begin to appreciate the spoken language through stories and poems, to listen to instructions and to learn by listening. In most classes pupils make very good progress and learn to listen well. Their spoken vocabulary is generally less well developed than that typically expected for their age. This is true of both seven year olds and nine year olds. Some opportunities to develop speaking skills at the right level are missed in other subjects.

85. The very good progress made by pupils in reading is due to a sustained effort made by their teachers and the support staff. Pupils have very positive attitudes and show genuine enthusiasm. Literacy lessons usually start with a shared reading session when pupils learn many different strategies for learning to read. In Year 2, pupils are taught many ways of reading an unknown word; for instance, using the 'Cinderella' story to read together. Teachers often make this part of the lesson fun. At other times teachers use their skills differently. Year 3 and 4 were enthralled as their teacher led them through the reading of 'The Iron Man'. In Year 2, pupils use a number of strategies to read unknown words, with support, including their knowledge of letter sounds. As a result, a number of pupils read independently. Some struggle to maintain pace and fluency when reading books appropriate for their age. By the age of nine, pupils' reading skills have increased so that the majority can read accurately and fluently. Year 4 pupils use dictionaries and locate information in non-fiction books. However, pupils do not have enough opportunities to develop library skills and referencing techniques such as skimming and scanning quickly for information; as a result, these skills are less well developed.
86. The structured lessons in literacy are also used effectively to develop writing skills. The teaching of phonics is a regular part of lessons for the younger pupils. As a result of this, and other constant attention to this aspect of writing, pupils make good progress in spelling. Older pupils who continue to have difficulty with spelling are given extra support. There is a similar dedication to teaching high standards of handwriting. In Year 2 pupils start practising their handwriting every day. This level of commitment means that by the time most pupils leave the school they write in a neat joined-up style. There is an appropriate emphasis on punctuation and grammar and older pupils improve their work by redrafting. In Year 2, many pupils punctuate simple sentences, but their written vocabulary is fairly restricted and they are not always able to extend their ideas into a sequence of sentences. In their last two years in school pupils' competence in writing continues to improve and they begin to write independently for a variety of purposes. In Years 3 and 4, there is a strong emphasis on creative writing. The pupils' poems and stories are valued well by being presented and displayed very attractively, raising pupils' self-esteem.
87. Pupils use computers to practise spellings, draft their writing and present final copies of some work. Support assistants give pupils with special educational needs very good support in lessons. Individual plans spell out the targets that pupils are working towards very precisely; as a result, these pupils also make very good progress. Higher attaining pupils do not make the same very good progress because too many lessons are not challenging enough. For example, in Years 3 and 4 pupils often work at the same level when writing in other subjects. In many subjects opportunities to develop literacy skills further are missed. Planning for these subjects does not set out how pupils will develop their skills in speaking and listening, reading and writing at the right level. Nevertheless, there are good examples of writing in other subjects,

such as an account of the life of a chimney sweep in history and an explanation of an experiment with magnets in science. There are plenty of opportunities in each topic for reading and speaking and listening activities, but these are not always planned at the right level so that literacy skills are not developed as well in other subjects.

88. The quality of teaching is very good. This is an improvement on the last inspection. Teachers use the National Literacy Strategy effectively and plan their lessons very carefully. They take into account the different abilities in their class and provide activities that are generally well matched to pupils' learning needs although on occasions the most able in the class could be challenged a little more. In whole-class sessions teachers are very skilled at involving all pupils in the lesson. They encourage the less able and challenge the more able or more confident. The lessons are always positive; every child's contribution is valued and often used as a learning point. In Year 3 and 4 many children were having difficulty making up similes but their teacher accepted their simple ideas and with encouragement enlarged their thinking.
89. Precious lesson time is used effectively. Pupils are organised quickly into groups and resources are well prepared. The skills of the support staff are utilised to the full so that in all lessons two of the groups have either a teacher, or a classroom assistant working with them. Teachers set achievable tasks in the time available so that everyone has a chance of finishing. In Year 2; for example, pupils had to write some sentences describing a character, and in Year 3, pupils had to write a plan to trap the Iron Man. Often the work is a part of a developing project, which adds importance to the work in the pupils' minds. The pace of lessons is good, and lessons usually end with an effective review of what has been learned. Teachers monitor pupils' reading and writing and keep detailed records. Marking of pupils' work is done consistently well, although teachers do not always follow up this by asking pupils to correct their work or try again. Teachers' control of the pupils is very good. Some of their pupils' behaviour can be very challenging, although this would not be obvious to the casual observer because the teachers use great skill, awareness and sensitivity to channel their pupils' energies into purposeful activity. There is a workmanlike calm in the lessons so that teachers and support staff use their time very productively.
90. Resources for the teaching of reading are very good. There is a good supply of fiction at all levels, and a good stock of sets of books for group reading. The library, which is under-used as a teaching resource, has a reasonable stock of information books. All of the resources are looked after extremely well and easily accessible to the pupils.
91. The leadership and management of English are very good, and have contributed to higher standards by creating a shared commitment among all staff to raising attainment. For the last two years two members of staff who, with the headteacher's support, have introduced a number of good initiatives have shared this responsibility.

MATHEMATICS

92. Pupils' achievement in mathematics is very good. By Year 4 most pupils attain the standards expected for their age. This is true in numeracy and all areas of mathematics (number, algebra, space, shape and measures, and data handling). Key Stage 1 standards have improved significantly over the last three years and since 1997 standards have improved faster than national averages. This improvement is reflected with pupils in Years 3 and 4. This overall very positive trend is due to:

- the effective introduction of the National Numeracy Strategy which has ensured the well-structured progression of pupils' knowledge, understanding and skills;
 - the inspirational teaching particularly in Key Stage 2 classes that continually challenges and entuses pupils to do of their best; and
 - the good assessment and tracking procedures that ensure pupils are consistently given work that is challenging and matched to their needs.
93. There are no marked differences between boys and girls. Pupils with special educational needs are supported very well and also make very good progress.
94. By the age of seven, many pupils understand place value and solve problems such as $400+50+6 = 456$, order up to five numbers including hundreds, tens and units from the highest to the lowest and find the change from 50p if they spend 10p, 4p and 18p. Pupils create graphs to compare the number of pupils with different coloured eyes in the class and higher achieving pupils identify the number of sides and corners of two dimensional shapes, for example, squares, triangles and hexagons. However, pupils are less secure when interpreting graphs, using negative numbers, using standard units of capacity and mass or solving problems that involve multiplication and division.
95. By the age of nine, pupils round numbers to the nearest ten; for example, 1215 to 1220, solve $912+777$ and are aware that $12 / 6$ is equivalent to 6×2 . They identify equivalent fractions; for example, that four eighths is the same as a half, and calculate the perimeter of two-dimensional shapes and investigate the numerical patterns that emerge from recording the number of corners and edges of two and three-dimensional shapes. Many pupils are confident in converting analogue to digital time and interpret a graph of the classes' favourite sweets not only; for example, the most and least favourite sweet; but also, given a fixed amount of money, how many pupils could have their favourite. The vast majority of pupils identify a point on a grid through the use of coordinates. Higher achieving pupils identify the numerical pattern in the coordinates when identifying points along a sloping line and use this to predict whether the given coordinates would be on that line.
96. The overall quality of teaching and learning throughout the school is good in Key Stage 1 classes and very good in Key Stage 2 classes. In a lesson seen with Year 1 pupils, sound assessment from the previous lesson identified the need to consolidate work on the ordering of numbers between 10 to 20. However, in an Key Stage 1 lesson, pupils carrying out independent tasks did not find the activities sufficiently challenging resulting in only satisfactory progress during the lesson. The pace of learning, particularly in Key Stage 2 classes, inspires pupils and maintains their concentration. As a result pupils make very good progress. Key Stage 2 teachers use a very good range of resources including the use of games, challenges, and a combination of actions and repetition to emphasise learning. This wide range of techniques and very good class relationships maintains an ethos of learning where success is valued and pupils want to learn and achieve well. A scrutiny of work revealed that the demands made on pupils in the mixed age classes do not consistently challenge the higher achieving pupils. However, in the lessons seen the good knowledge and understanding of the teachers ensured that the vast majority of pupils were challenged, they managed pupils very well and had high expectations for all pupils.
97. Teachers are familiar and secure with the National Numeracy Strategy, which is applied effectively. The three-part lesson structure is soundly established, planning is good and very firmly based on pupils' prior achievement. Pupils' needs are clearly identified and lessons modified to ensure these are met. Good use is made of

questions at the end of sessions to assess what pupils have understood and teachers ensure through appropriate questions, that all pupils have opportunities to share their work. Teachers clearly identify in planning what is to be learnt in a lesson and this is shared with pupils at the start of lessons. However, all teachers do not consistently apply a review of objectives at the end of lessons. The teachers use a good range of mathematical vocabulary and this results in pupils being able to explain their work using the correct terminology. The oral and mental sessions are delivered with enthusiasm, pupils learn quickly and show good mental ability. In all the lessons seen, pupils were enthusiastic about mathematics and keen to learn.

98. The main teaching activities involve pupils practising their skills and in this part of the lesson teachers manage pupils and resources very efficiently. The vast majority of work is well matched to pupils needs through well-structured work sheets and/or tasks often specifically written by the teachers using information and communication technology.
99. Pupils use information and communication technology particularly to plot graphs and pie charts and good opportunities are made to compare the use of information and communication technology with traditional graph drawing. However, overall insufficient use is made of information and communication technology to record investigations though the use of word processing and tables. Pupils use mathematics to help learning in other subjects. For example, pupils extend the use of coordinates in Years 3 and 4 to support their work on maps in geography.
100. Teachers use informal observation and regular mental tests to assess pupils' attainment. The school analyses the results from statutory and non-statutory tests to identify weaknesses and as a result teachers modify their teaching to address these. Children are assessed when they first come into the school and from this assessment predictions are made as to the progress individual pupils are expected to make. The school then tracks pupils carefully to ensure they are making the progress predicted, and if not, ensure support is given.
101. The school has made good improvement since the last inspection because:
 - the National Numeracy Strategy is now fully integrated into the school's practice which ensures progression in pupils' learning;
 - the role of the subject coordinator has been strengthened and through observation of lessons, teaching has improved particularly in Key Stage 2 classes;
 - the subject is led by knowledgeable and enthusiastic coordinators at each key stage;
 - standards have improved; and
 - good assessment procedures ensure work is well matched pupils' needs.

SCIENCE

102. Pupils' achievement in science is good. By Year 4 most pupils attain standards just below national expectations. However, when compared with pupils in similar schools, pupils' attainment is above expectations.
103. Although standards appear to have fallen since the last inspection, when standards were broadly in line with expectations, the variations in standards between then and now are due to:
 - differences in the pupils;
 - increased rigour in teacher assessment since the last inspection;

- national expectations rising.
104. Overall there has been good improvement since last inspection and this is because:
- there are coordinators in each key stage who are committed to raising standards in science to meet those of the other core subjects of English and mathematics;
 - science has been identified as a focus in the school development plan;
 - the school now uses the nationally recommended scheme of work for science as a basis for their planning to ensure an accurate match between what is taught and what is expected for pupils of this age.
105. There are no marked differences between boys and girls. Pupils with special educational needs are supported well and also make good progress.
106. By the age of seven, pupils identify similarities and differences between humans and other animals and identify foods as either healthy or only for an occasional treat. They use information and communication technology to graph the colour of pupils' eyes in class, when studying the senses, and identify 'what is in the pot' when shaking a tube when studying sound. However, pupils are less secure when making suggestions for investigation and recording them independently. There are missed opportunities here for developing literacy skills.
107. By the age of nine, pupils study the formation of shadows and whether materials are transparent or opaque. They identify light sources and explain why we have day and night. They understand that magnets exert force so that they can either attract or repel each other and with support carry out investigations to find; for example, materials through which magnetism works and which materials are attracted to magnets. Higher achieving pupils compare the strength of different magnets and explore different ways of making a permanent magnet. Pupils are less secure when planning their own investigations and identifying factors in an investigation, which may make it unfair.
108. The quality of teaching and learning through the school is good. Teachers have good knowledge and understanding and use this to challenge pupils' thinking; for example, Year 3 and 4, investigate whether the type of material has any effect on the force of magnetism passing through it, pupils are challenged as to whether the thickness might have an effect. In Year 1 and 2, pupils are encouraged to compare the results of a toast investigation with their predictions. Teachers are very enthusiastic and this generates the interest and involvement of all pupils, and they are eager to learn. In lessons, work is well matched with different expectations for pupils of different ages and abilities. Teachers emphasise the use of correct scientific vocabulary and higher achieving pupils are encouraged to draw their own conclusions from investigations. This emphasis on vocabulary and language makes a significant contribution to literacy. Science also supports mathematics through, for example, the use of vocabulary related to time when recording the Moon's phases. Teachers make very good use of resources to ensure all pupils are fully involved and make good progress. However, an analysis of pupils' work shows that teachers do not always match work to the age and ability of pupils.
109. Although a curriculum framework has been designed to ensure that all aspects of the Programmes of Study for science are covered; how pupils of all ages and abilities will improve their knowledge, understanding and skills systematically in each aspect of the subject is not yet clear. This limits the progress that older or more able pupils make over time. The science curriculum has been identified for review in the school development plan. Planning; to ensure progression of knowledge, understanding and

skills required by the National Curriculum, appropriate to the age, needs and abilities of all pupils; was a key issue at the time of the last inspection. The school is now well placed to make the necessary rapid improvement in longer-term curriculum planning.

ART AND DESIGN

110. Standards in art and design are higher than expected nationally due to the importance the subject is given at Barton. These standards have improved since the last inspection. Classroom and corridor walls are adorned with high quality artwork displayed with great care. A few pupils are identified for their talents in art on the school register of gifted and talented pupils, they are encouraged to shine in the subject. Pupils who are less confident are supported gently. Teachers have high expectations and provide appealing activities to inspire their pupils. Progress in art and design is only limited by a weakness in planning over the longer term, which does not spell out how pupils will improve their talents and skills over time, or the breadth of art and design to be covered.
111. In Key Stage 1, pupils are introduced to sketchbooks in Year 1. They are steadily taught how to use a pencil for shading, investigating how to make different marks in their sketchbooks as a resource before using their new skills to draw historical artefacts. As a result their drawings are of good quality, closely observing the shape of the Victorian washday tools. In Key Stage 2, pupils use pastels to draw Victorian toys. Although they do not use a sketchbook to test out their ideas, they produce skilful drawings, using the pastels with care to represent two-dimensional shapes. Displays around the school show work of a similar quality and portfolios of pupils' work show the range of two-dimensional painting and other techniques pupils have experienced. Three-dimensional models of African animals are displayed in the school corridors. Key Stage 2 pupils have used graphic software programmes to create designs on the computer.
112. Sketchbooks are a relatively recent introduction; pupils in Years 1, 2 and 3 use them tentatively to experiment, mainly with drawing techniques. As yet they are not used as a resource for pupils when creating a piece of artwork, or a tool for teachers to assess pupils progress over time. Consequently, it is difficult for staff to make an accurate assessment of each pupil's progress, or to check the breadth of techniques that have been taught.
113. Very little art teaching was observed during the inspection, but this was characterised by the same good features of teaching seen in all other subjects. Lessons are managed well and teachers have high expectations. Pupils clearly enjoy art and take great care with their work. A few pupils lack confidence in their own ability. More emphasis could be made on developing pupils' skills of evaluation to increase self-esteem in art.
114. The subject makes a satisfactory contribution to cultural development; each topic has good opportunities for art. However, these are mainly within a European style, opportunities to examine art from the wide range of cultures in Great Britain are more limited. The African topic provides pupils with opportunities to look carefully at African artefacts. Art is to play a major part in school development over the coming year. Developing expressive arts is the main school priority, a number of exciting ideas are emerging.

DESIGN AND TECHNOLOGY

115. Standards in design and technology have been maintained since the last inspection, and remain broadly typical throughout the school.
116. In Year 1 and 2, pupils design and make felt dolls to a good standard. They use a range of different fabrics and join these together, mainly by stitching. Pupils take care to select the fabric that would match their skin colour and their clothing. They plan their work appropriately using special planning sheets.
117. In Year 3 and 4 pupils make Christmas cakes as gifts and designed cake boxes to contain them. They take great care with the whole project as the finished article is to be a gift for someone special. The cakes are decorated imaginatively and the boxes made meticulously. Planning at each stage is recorded on planning sheets. Photographs of the finished work are proudly displayed in classrooms.
118. No design and technology lessons were observed during the inspection. Teachers plan design and technology within the school topics, taking care to provide activities that will fire pupils' enthusiasm. However, the longer-term plans do not show how pupils will improve their skills in the subject over time.

GEOGRAPHY

119. Standards are not as high now as they were at the time of the last inspection in 1997 when they were above those expected in Year 4. Pupils' work, at age nine years, is below national expectations. There is insufficient recorded geography work in pupils' topic books to make a judgement on the standards attained by seven year olds over time. The main reasons for this overall fall in standards are:
 - A lack of rigour and detail in planning for progression, which was a key issues at the time of the last inspection.
 - Insufficient opportunities for pupils to practise their recording skills and to develop explanations of their observations.
 - The rich fieldwork opportunities the school is giving its pupils are not being built upon by providing challenging activities in the classroom.
120. At age seven pupils know they live on the Isle of Wight but cannot describe the features of the island and have little knowledge of localities beyond their own. Some of the pupils are able to complete straightforward tasks such as writing instructions on how to follow their route to school on a large-scale map but many need support. Year 4 pupils are not recording enough work to develop their geographic skills. They mark a route on a large-scale road map and the direction followed, and record some observations about features in the town. There is no evidence to show that they can explain the reason for the location of features or that they can compare one environment with another. They do not justify their explanations. Pupils' geographic vocabulary is not as comprehensive as expected at both seven and nine years old.
121. Teaching is sound overall. The main strength is the quality of outside or fieldwork learning opportunities. These experiences enable pupils to make sound progress overall. There are large maps of the Isle of Wight and the United Kingdom painted onto the playground. These make an ideal starting point for younger pupils' map work. Year 1 lessons take place on the playground when pupils find the towns marked on the map of the Isle of Wight. Key Stage 2 pupils take part in the Newport

Town Trail, use the local nature reserve or the school grounds. Pupils value these experiences. They are interesting and memorable but the activities the pupils completed back in the classroom do not make the most of these good introductions to geography projects. Good oral discussions following fieldwork are not built upon with a range of sufficiently challenging activities to develop pupils' geographic skills, knowledge and understanding to a higher level.

122. Teachers manage pupils very well and create a good climate for learning. They consistently provide quality learning experiences through 'topics', and have good knowledge and understanding of the subject. However, the practical and interesting experiences are not planned at the right level for all groups of pupils. As a result, pupils do not systematically improve their geographic skills, knowledge and understanding as they move through the school. Improving this aspect of planning was a key issue in the last report. A great deal of work has been done to develop a curriculum framework for each topic, as yet plans still do not show specifically how pupils of all abilities will make progress over time. Consequently some skills are repeated as pupils move through the school, and are not planned at a higher level for older or more able pupils. For example, Year 1 and Year 2 both planned a route to school. Year 3 and 4 marked a route on a large-scale map at the same level of difficulty as Key Stage 1 pupils.
123. Literacy and numeracy skills are not developed well in the subject. For example, the geographic vocabulary at each level, which may be developed within a topic, is not made clear in planning. Neither are increasingly challenging opportunities for using library and recording skills identified when the topic is planned. Some opportunities to use information and communication technology occur in geography, as when Year 1 use 'My World' to work on a town plan. However, many other opportunities for using information and communication technology in geography are not yet being utilised. The new coordinator for geography monitors teachers' planning, has planned an audit of resources and begun to collect a portfolio of pupils' work to monitor standards. Consequently, with the very good quality of teaching overall in most other subjects, the school is well placed to make the necessary improvements in geography.

HISTORY

124. Standards are not as high now as they were at the last inspection when they were as expected. Standards of work seen in pupils' work and in lessons observed during the inspection by both seven and nine year olds were below average. A lack of rigour in planning, identified at the last inspection has had a limiting effect on attainment. Two new coordinators work well together and have produced a good action plan to improve learning. The school has considerable strengths to build upon and is well placed to make the necessary improvements. These include:
- Examples of good and very good teaching.
 - Good practical experiences for pupils using local features, such as Carisbrooke Castle and the Roman Villa.
 - The provision of exciting first-hand learning opportunities within the classroom.
125. At age seven, pupils describe differences and similarities between the aspects of the past and the present with support. When looking at a picture of a Victorian kitchen pupils thought the pots and pans were similar, one child was able to say what a 'copper' was used for and that today we use washing machines. Pupils show a

fascination with the past; as when their teacher showed them Victorian kitchen artefacts, and were very excited about using some of these to simulate a Victorian washing day. However, pupils cannot always distinguish the difference between historical fact and fiction and although they demonstrate a little knowledge of Guy Fawkes, their awareness of major events and people of the past is underdeveloped. There is little evidence to show that they have an increasing sense of chronology or that they know how to find out more about the past by using different sources of information.

126. Year 4 pupils offer answers to questions about the past, as when their teacher showed them a collection of old toys in a dusty trunk. They notice the simple mechanisms that were used and that the materials used were different from today. They make simple observations from information sources; they record differences between the past and the present in clothes, buildings and vehicles when looking at old photographs of Newport. However, there is little evidence of work at a higher level to show that pupils have an understanding of chronology or that they use relevant terms and dates to describe historical periods.
127. The quality of the teaching of history is satisfactory overall, as at the time of the last inspection. Nevertheless, there are some good and very good features in teaching. Teachers have high expectations of pupils' behaviour and participation. Very good relationships result in pupils trying very hard to please their teachers. The weakness in teaching is the quality of planning for pupils to make sufficient progress. Teachers use National Curriculum Programmes of Study to define what pupils will learn. For example, a lesson may have a focus such as 'toys from the past'. This planning method does not enable the teachers to be clear about the subject skills, knowledge and understanding that pupils are intended to learn in the lesson. Planning does not take into account what the pupils of all abilities already do, know and understand. As a result, although some lessons have outstanding features, holding pupils spellbound, pupils of all abilities are not making enough progress over time.
128. The valuable oral work is not complemented by sufficient opportunities for pupils to develop research and recording skills. In most classes, pupils in different year groups work at the same level. As a result, more able pupils are not working at a high enough level. Information and communication technology is used appropriately; for example, as a research tool finding information about Romans.
129. Learning resources are satisfactory. However, the use of artefacts from the museum, and visits to places like Carisbrooke Castle, The Roman Villa or to walk the Newport Town Trail means that teachers and pupils are often working with excellent resources. There is a shortage of informative and attractive visual aids such as timelines which would be helpful to the pupils as they try to set historical events into the broad sweep of history.

INFORMATION AND COMMUNICATION TECHNOLOGY

130. Standards in information and communication technology are in line with expectations in both key stages. There is progression of knowledge, understanding and skills from Key Stage 1 to Key Stage 2. However, the progression between the years in each key stage is not sufficiently clear and as a consequence pupils do not make the progress they could. Identifying planning for progression was a key issue in the last inspection of 1997.

131. Since the last inspection the school has adopted the nationally approved scheme of work and this has resulted in full coverage of the National Curriculum. Teachers have undergone a significant amount of training and their increased knowledge and understanding means work is now more closely matched to the age and ability of the children, and is assessed more systematically. A knowledgeable new coordinator, appointed in October 2001 is reviewing the subject's provision and has opportunities to monitor teaching identified in the school development plan. She is also aware of the need to ensure the pupils gain knowledge, understanding and skills systematically from one year into the next.
132. Overall, pupils reach the standard expected in both key stages mainly as a result of good teaching by teachers and classroom assistants who are knowledgeable and well informed. In Year 2, pupils program moving toys to make them move forwards, backwards and turn in a series of steps to reach a given goal. They put data into the computer to produce a graph to illustrate the number and types of houses pupils in the class live in, and use a word processor to write poems and import 'clip art' to illustrate their work.
133. Pupils in Year 3 and 4, program the computer to produce simple shapes; for example, squares and triangles and use these to create a drawing of a house. They use a word processor independently by changing fonts, sizes and colours and 'Word Art' to enhance their work; for example, when recording explanations of day and night in science. They use databases to record and compare simple information about the class and, as part of mathematics, graph and interpret information about the sweets pupils like most and least. Pupils use the Internet for research purposes, for example, to support history when studying the Romans and information about the planets to support science.
134. No direct teaching of information and communication technology by teachers was seen during inspection but from scrutiny of work, talking to pupils and observations of pupils working with classroom assistants, teaching overall is good. Very good strategies for managing behaviour and encouraging full participation ensure that pupils learn well. However, although teachers and classroom assistants ensure that an appropriate range of opportunities is provided for pupils, there are times when the work is not sufficiently different between groups of pupils to ensure all are challenged sufficiently. This is because longer-term planning does not set out in sufficient detail how pupils of all abilities are to improve their skills over time. In all discussions with, and observations of pupils they were enthusiastic and keen to learn.
135. There are sufficient computers and a sound range of software. However, there are no facilities to enable a whole class or even half a class to be taught at the same time.

MUSIC

136. Although there was very little opportunity to observe pupils in music lessons during the inspection, there is every indication (from these lessons, school planning and talking to pupils) that standards are broadly in line with those expected when pupils leave the school at about age nine years. These standards have been maintained since the last inspection. Teaching is good and pupils make good progress overall. As in other subjects longer-term planning for music does not set out in detail how pupils will improve their skills over time. A few pupils are identified for their musical

talents on the school register of gifted and talented pupils. This raises staff awareness of their talents and allows pupils who are less academic to shine, raising their self-esteem considerably. However, there is no indication in planning that these pupils are being challenged to achieve higher levels of attainment. There is no structure in place to track each pupil's progress in music through the school.

137. The school provides a wide range of musical experiences for its pupils. There is a strong shared commitment to providing pupils with high quality experiences. There are two music specialists among the staff, and in addition the school budget pays for the services of a peripatetic music teacher to give fortnightly lessons in composition to the Key Stage 2 pupils in the autumn term. In the lessons observed during inspection the quality of teaching reflects teachers' secure subject knowledge and high expectations of participation and behaviour. Pupils' attitudes to the music are sensible and responsible and they make good progress overall. In one lesson a large group of Key Stage 1 pupils sang a series of action songs enthusiastically. The actions helped them with the rhythm and the words. Year 3 and 4 pupils matched adjectives such as 'metallic', 'soft' and 'harsh' to the sounds produced by their instruments. They did not combine the sounds into music. Pupils in Year 3 and 4, are unable to name the group of instruments they use as 'percussion' instruments.
138. Key Stage 2 pupils combine together for weekly singing lessons. Key Stage 1 pupils do this fortnightly. Pupils regularly listen to music in assemblies, where 'composer of the week' has recently been introduced. The name of the composer is displayed in the hall and a teacher plays a relevant piece on the piano as pupils enter and leave assemblies. Some of the older pupils are unsure about the difference between the title of the piece and the name of the composer. Recorded music from other cultures is played occasionally. Recent examples have included some Chinese music during an assembly on the Chinese New Year and some Indian music during an assembly based on Diwali. Key Stage 2 pupils sing to the accompaniment of other children playing recorders and chime bars.
139. All Key Stage 2 pupils have the opportunity to learn to play a recorder, which is provided by the school, in two lunchtime clubs. In addition there is a chime-bar club. Special music events are planned from time to time. Recent examples include a Caribbean Music Day and an African Music and Dance Afternoon. Music forms an important part of traditional celebrations at the school especially at harvest time and Christmas. Musical experiences contribute well to pupils' spiritual development. The annual singing of Christmas Carols to the residents of the elderly people's home has special significance. The highlight of the school's music calendar is the annual 'Music Festival' when pupils prepare dramatic and musical items for a combined school performance at the local theatre.
140. Information and communication technology is used very little in music. Pupils have opportunities to use tape recorders but do not use musical software on computers.

PHYSICAL EDUCATION

141. Standards in physical education are as expected at age seven years and age nine years. The picture was much the same at the last inspection. There is no difference in standards between boys and girls. The role of the coordinator in monitoring curriculum planning and evaluating teaching has been partly addressed. A new coordinator, appointed last October, now monitors planning through the introduction of a published scheme of work. To date she has had little opportunity to observe

lessons and evaluate teaching in the subject. However, opportunities to evaluate teaching throughout the school have been identified in the school development plan from September 2002. During the inspection teaching was good overall. Teachers and support staff have undergone training to ensure all pupils, regardless of ability, are fully included in lessons.

142. Teaching in Key Stage 1 is good. Pupils in Year 2 know why they need to warm up their muscles, they learn appropriate marking tactics through a game of 'taggers and joggers'. They use the hall space well and evaluate their performance at the end of the lesson making some good suggestions for improvement in the game. Pupils in Year 1 work enthusiastically to develop their games skills and develop increased ability to throw and catch balls. For example, pupils develop increased accuracy by throwing between partners and bouncing the balls and catching them over increased distances. They enjoy the work and co-operate with each other well. They show increasing control but they are not challenged sufficiently as they are not given sufficient time to practice and consolidate the skills or to reflect and offer views on their own and others' performance to move the work forward. The effect of all this is the pupils do not reach their full potential.
143. By Year 4, most pupils make good progress; for example, from simple two-handed passing of rugby shaped ball between partners to passing whilst running. Pupils work well in teams and small groups; for example, when passing a ball around a circle as quickly as possible. Teachers plan lessons well, clearly identifying the progression of skills expected. They have good control, and the very good attitudes of pupils, ensures time in lessons is used very effectively.
144. Overall teaching is good, mainly because teachers' have good knowledge and understanding and their expectations are high, both of behaviour and achievement. A few pupils are identified for sporting achievement on the register of gifted and talented pupils. This celebration of achievement is very effective in raising pupils' self-esteem and standards of attainment.
145. As part of physical education lessons pupils in Year 3 learn to swim at the local pool. There is a very good range of extra-curricular activities including athletics, gym and games clubs as well as opportunities for 'Kwik' cricket, tag rugby and sailing.

RELIGIOUS EDUCATION

146. Standards in religious education are as expected when pupils leave the school and have been maintained since the last inspection. In Year 2, pupils do not achieve the levels expected in the locally agreed syllabus. This is mainly because pupils have limited experiences in religious education. Only one lesson was observed and judgements have been made from looking at teachers' planning, the work pupils have completed over the year and by talking to pupils.
147. In Year 2, pupils record very little work in this subject, most lessons are oral. In discussion they appreciate that other peoples feelings are important. They know about some festivals, and know the Christmas story and some other Bible stories, which are read in assembly. However, there are many aspects of the locally agreed syllabus that pupils have little experience of. For example, they do not know religious vocabulary such as baptism. They do not know stories about the origin of the world, or that people wear special clothes for religious reasons.

148. In Year 4, pupils present their work appropriately. They use a hand as a symbol of prayer, copying five aspects of prayer onto each finger. They use the computer to edit poetry and prayers, and to make a list of Golden rules. Pupils know that candles are important religious symbols. They describe the characteristics of friendship and family. They know that God is important in some people's lives. Pupils are aware of the customs in some other world faiths; for example, they know the story of Ramu and Sita associated with Diwali, and know this is a Hindu festival of light.
149. The same good characteristics of teaching that permeate the school were evident in the lesson seen. Pupils were treated with respect and encouraged to make reflective responses. The lesson was planned to provide thoughtful moments of reflection and to increase pupils' understanding of prayer. Pupils had many opportunities to be involved, handling artefacts and making considered contributions.
150. Assembly themes are planned in conjunction with religious education topics to provide broader experiences for pupils. For example, pupils in Key Stage 2 read out their own prayers in assembly.