

INSPECTION REPORT

BEMBRIDGE CE PRIMARY SCHOOL

Bembridge

LEA area: Isle of Wight

Unique reference number: 118181

Headteacher: Mr Harry Kirby

Reporting inspector: Mr Brian McCutcheon
2420

Dates of inspection: 16 – 17 September 2002

Inspection number: 247850

Short 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
School category:	Voluntary controlled
Age range of pupils:	4 to 9
Gender of pupils:	Mixed
School address:	Steyne Road Bembridge Isle of Wight
Postcode:	PO35 5UH
Telephone number:	01983 872668
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Appropriate authority:	The governing body
Name of chair of governors:	The Reverend Andrew Menniss
Date of previous inspection:	24 November 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

There are 135 pupils on roll aged between four and nine years. The percentage of pupils known to be eligible for free school meals is below the national average, while the percentage of pupils on the school's register of special educational needs is broadly average. However, the proportion of pupils with Statements of Special Educational Need is above average. Only one pupil speaks English as an additional language. On entry to the school, there is considerable variation in children's attainment but, overall, it is broadly average. A significant number of pupils attend the school as a result of parental choice and do not live in the area normally served by the school.

HOW GOOD THE SCHOOL IS

This is a good school which is well led by the headteacher. It benefits from a committed staff and pupils make good overall progress in their learning in English and mathematics. This is the result of teaching which is mainly good and is never less than satisfactory. The attitudes of pupils are good and their behaviour is very good. The provision made for pupils with special educational needs is a credit to the school and effective provision is made for pupils' personal development. Provision for the physical development of the youngest children requires improvement, and the school recognises that the monitoring role of co-ordinators needs to be developed. Overall, however, the school's strengths greatly outweigh its weaknesses, and it provides good value for money.

What the school does well

- Pupils make good overall progress in English and mathematics.
- The headteacher provides good leadership and manages the school well.
- Pupils have positive attitudes to school, are very well behaved and relate very well to others.
- The school makes very good provision for pupils' spiritual, moral, social and cultural development.
- The school makes good provision for pupils with special educational needs.
- The school is a caring community where pupils have good support.
- There is a strong partnership with parents, and they hold the school in high regard.

What could be improved

- The methods used by co-ordinators for checking the quality of teaching and pupils' standards in English, mathematics and science are underdeveloped.
- Provision for the physical development of children in the reception class is limited by the lack of a secure outside area and appropriate equipment.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The weaknesses identified in the 1997 OFSTED report have been successfully addressed. Deficiencies in planning and assessment procedures have been rectified and pupils' progress throughout the school is now carefully monitored. The quality of information provided in annual reports has been improved since the last inspection, and parents receive regular information about the work that their children undertake in each year group. Recent teacher assessments for pupils aged seven indicate that younger higher attaining pupils are now achieving well in science. The headteacher has established sound monitoring systems to ensure that he is fully aware of the workings of the school and has also involved the deputy

headteacher in monitoring the quality of teaching. However, the school accepts that the role of co-ordinators requires further development.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
Reading	D	E	A*	A*
Writing	D	D	A*	A*
Mathematics	D	E*	A	A*

Key	
very high	A*
well above average	A
above average	B
Average	C
Below average	D
Well below average	E
very low	E*

There are considerable variations in the school's results, year on year, which are caused by significant differences in the size and make up of individual year groups. The table shows that the school's results in reading and writing were very high in 2001 when compared with the national average and also with the average results of similar schools. In mathematics, the school's 2001 results were also very high in comparison with similar schools and were well above the national average. These excellent results gained the school a 'School Achievement Award' for 2000/2001. The 2001 results were a significant improvement on those achieved in the previous two years when the proportion of pupils with special educational needs was greater. Inspection findings broadly reflect the 2001 results and show that pupils are achieving well in English and mathematics at the ages of seven and nine. School data indicates that good overall performance by pupils has been sustained in the 2002 tests for seven year olds but that standards are not quite as high as in 2001. There are currently no national figures available for comparison with the school's 2002 results.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive attitudes. They enjoy school, listen attentively to their teachers, concentrate well during lessons and persevere with their tasks. They are sensible when working independently and take great care with the presentation of their work.
Behaviour, in and out of classrooms	Behaviour is very good, throughout the school day.
Personal development and relationships	Pupils relate very well to one another and to all adults who work with them. They work together amicably on shared tasks, and respect each other's opinions. Pupils are very aware of the needs of others and a particular strength of the relationships is the caring attitudes shown towards those pupils experiencing difficulties with learning.

Attendance	Attendance is in line with the national average.
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TEACHING AND LEARNING

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

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

The quality of teaching was satisfactory, or better, in all lessons observed, and was good, and occasionally very good in two thirds of all lessons. Pupils in Years 1, 2 and 4 benefit from the most effective teaching where all lessons observed were good or better. The teaching of children under five is satisfactory and children in the reception class make a sound start at the school in relation to both their academic and personal development.

In Years 1 to 4, the teaching is mainly good and otherwise satisfactory in English and mathematics and includes some very good teaching in Year 1. As a result, pupils make good overall progress in their learning in both subjects. Teachers are making effective use of the national strategies for literacy and numeracy, and their planning is thorough and effective. Pupils with special educational needs are well taught across the school, and make good progress in their learning. They benefit not only from the skills of their teachers but also from the good support they receive from the school's conscientious and able learning support assistants.

Throughout the school, lessons are characterised by positive relationships between pupils and teachers, an orderly atmosphere in lessons, clear explanations of tasks and, in the most effective lessons, the good use of questions to probe pupils' understanding. As a result, pupils listen attentively to their teachers, concentrate well and persevere with their lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for reception children is satisfactory, overall. Planning for these pupils appropriately takes account of national guidance for the Foundation Stage and is currently being improved with the help of local authority advisory staff. However, reception children do not have access to a secure outside play area or large toys and equipment to develop their physical skills. This is a weakness in the school's provision. A broad range of worthwhile activities is provided for pupils in Years 1 to 4, and statutory requirements are met. Sufficient time is allocated to promote the key skills of literacy and numeracy and good use is made of this time.
Provision for pupils with special educational needs	The school makes good provision for these pupils.

Provision for pupils' personal development, including spiritual, moral, social and cultural development	Very good provision is made for pupils' spiritual, moral, social and cultural development. Pupils' personal development is a high priority for the school.
How well the school cares for its pupils	The school is a caring and happy community where pupils have good support. Pupils are valued and listened to which makes them feel secure.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has good leadership and management skills. He is very experienced and conscientious, and provides a clear sense of direction for the school. The headteacher is a caring leader who enjoys good relationships with pupils, parents, governors and staff. He has established a very good school ethos in which pupils thrive well. He delegates wisely but recognises that there is scope to develop the monitoring roles of the co-ordinators for English, mathematics and science. The school development plan is well organised, and useful action plans show how individual tasks will be undertaken and evaluated.
How well the governors fulfil their responsibilities	The school benefits from a committed governing body which makes a valuable contribution to the leadership and management of the school. The governors are well led by the chair and are making sound progress in developing their role as critical friends to the school. Statutory requirements are met.
The school's evaluation of its performance	The results of statutory and non-statutory tests are analysed carefully, and pupils' progress across the school is regularly tracked. The headteacher and deputy head have observed and evaluated the quality of teaching, and provided valuable feedback to teachers. Some sampling of pupils' work in English, mathematics and science has been undertaken by co-ordinators but this needs to be extended in order to identify strengths and weaknesses in pupils' performances.
The strategic use of resources	The school budget is analysed rigorously, and financial planning is appropriately linked to the priorities in the school development plan. The governors debate expenditure thoroughly in order to obtain value for money. Careful long-term financial planning has enabled the school to manage significant budget reductions in the current financial year. Overall, the school makes good use of its resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>Parents believe:</p> <ul style="list-style-type: none"> • the school is well led and managed; • their children are well taught and make good progress; • pupils' behaviour is good and they are encouraged to become mature and responsible; • the staff are easy to talk to and have high expectations of pupils' performance. 	<p>A minority:</p> <ul style="list-style-type: none"> • would like to have more information about the progress their children are making; • would like the school to have more extra-curricular activities.

Inspection findings support parents' positive views of the school. The amount of information parents receive about the progress that their children are making is similar to that provided by most schools. The school organises a range of extra-curricular activities for pupils but recognises that there has been some disruption to these resulting from building work and staffing changes during the last 12 months.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils make good overall progress in English and mathematics.

a) English

1. Although there is a wide spread of attainment, the language skills of most children entering the reception class are broadly average for their age. During their time in this class, children make sound progress. They gain confidence and control in speaking and listening with adults and with their peers, and they are given a secure foundation in the early stages of reading and writing. By the time they are five, almost all children attain the Early Learning Goals defined as national 'standards of attainment' for children of their age, and some do even better.
2. In 2001, the school's results in the national tests of reading and writing for pupils aged seven were very high when compared with those of schools nationally, and were also very high in comparison with the average standards of similar schools. School data shows that good overall performance by pupils has been sustained in the 2002 tests, even though this particular year group included a significant proportion of pupils with special educational needs. There are currently no national figures available for comparison with the school's 2002 results. Inspection findings show that pupils of all abilities make good progress in Years 1, 2 and 4 where teaching is particularly effective, and sound progress in Year 3.
3. By the age of nine, almost all pupils are articulate in their speech and express their ideas clearly using well chosen words. Their own good manners and their interest in what others have to say, together with their experience of sustained class discussions, also combine to make them good listeners. They follow the development of a theme or the thread of an argument equally well, whether listening during an assembly, following instructions, or waiting politely for their turn to speak during a discussion. In their reading, almost all pupils have learned to use their knowledge of phonics well to work out unfamiliar words, and most use a wide variety of strategies to make sense of what they read. Pupils of all abilities enjoy reading, and, within their own capabilities, read avidly. They talk enthusiastically about their favourite authors. They appreciate the private pleasure that reading brings, for example when they read in bed at home, just as much as the reading experiences they share with their teachers.
4. Handwriting and spelling are strengths throughout the school. Pupils form their letters correctly from a very young age, and, with practice and perseverance, soon develop a legible cursive style. They try hard, at all times, to present their work neatly. Spelling is also of a good standard overall, and some high attaining pupils spell exceptionally well for their age. Pupils' writing is informed by their reading. Whether learning about the use of exclamation and question marks by looking at their use by the author of 'The Big Sneeze' in Year 2, or, as in Year 4, using the structure of a familiar poem to give shape to their own thoughts about 'Evening', pupils are quick, once shown the way, to make the skills and craft of writing their own. By the age of nine, most pupils have learned to match the language they use, whether spoken or written, to its particular purpose. When writing instructions, historical accounts or stories of their own, they know how to plan their work, choose their words well, organise their ideas in paragraphs, form well structured sentences, and use both spelling and punctuation with a fairly high degree of accuracy.

5. The generally high standard of pupils' work in Year 4 reflects sustained effort on the part of both pupils and staff throughout the school. Teachers prepare their lessons carefully and make sure that pupils know what they are intended to learn. Tasks set by teachers for group and independent work usually offer suitable challenges to pupils of differing abilities, and support staff play a very valuable role in helping specific pupils or groups of pupils, some of whom have special educational needs.
6. Teachers have high expectations of what pupils should achieve, and, most importantly, know how to help them improve. Through their interaction with pupils, the activities they plan, and the texts they choose, they communicate an appreciation of the power and creativity of language just as surely as they teach the routine skills essential for its control. In the most effective lessons, teachers ask focused questions and are rigorous in their pursuit of their planned objectives; at the same time, they respond spontaneously to individual pupils when the need arises. For example, they ask searching questions which gradually deepen pupils' thinking and understanding, and they are skilled at giving pupils both the encouragement to succeed and the knowledge they need to do so.

(b) Mathematics

7. On entry to the school, the mathematical understanding of most pupils is broadly average although there are significant variations in the overall composition of each year group. All pupils, including those with special educational needs, make good overall progress in mathematics. This is reflected in the Year 2 statutory test results for 2001 which were very high in comparison with the average results of similar schools. There are currently no national figures available for comparison with the school's 2002 results. However, the vast majority of pupils reached the expected level and almost two thirds exceeded this standard.
8. In the reception class, children make satisfactory progress through the 'stepping stones' of mathematical development as outlined in the national guidance for these young children. As a consequence, by the time they reach Year 1 most attain standards that are at least in line with those expected for their age and some do even better. The class teacher uses familiar daily activities to promote and consolidate children's mathematical understanding and vocabulary. In a lesson observed, for example, pupils enjoyed art and role-play activities based on the story of 'Goldilocks and the Three Bears'. Through these they consolidated their recognition of the numerals one to three and made sound progress in extending their awareness of the mathematical vocabulary relating to size.
9. Younger pupils make good progress in their learning about shape, space and measures and when developing their numeracy skills. In a Year 1 lesson, the teacher successfully helped all pupils to consolidate their knowledge of number order and to develop the concept of addition by combining two numbers. Her very good teaching during group work then enabled more able pupils to investigate different ways of making the same total; while less able pupils benefited from appropriate practical activities and the good support of classroom assistants. In Year 2, pupils effectively build on their growing understanding of number and place value and, as a consequence, are able to solve more complex problems. In a lesson observed, pupils achieved well at this early stage of the year as they worked with two digit numbers identifying what each digit represents and developing strategies for ordering numbers.

10. Older pupils in Years 3 and 4 are taught in 'sets' with eight more able Year 3 mathematicians joining Year 4 pupils for their numeracy lessons. Pupils in the oldest set are taught by the mathematics co-ordinator and they achieve well in relation to their starting points. In a lesson observed, pupils quickly recalled addition and subtraction facts during the mental starter and, when working in pairs during the main part of the lesson, were able to identify and discuss possible methods of solving word problems, choosing appropriate operations and methods of calculation. Pupils in the younger set could count forwards and backwards in twos, fives, tens and hundreds and made satisfactory progress when learning to sequence two and three digit numbers in a lesson that was observed. They demonstrate a growing understanding of mathematical vocabulary and of the importance of place value.
11. All teachers are making effective use of the National Numeracy Strategy. Mathematics lessons are carefully planned and individual lessons form part of coherent sequences which develop pupils' skills and understanding in the subject. The learning objectives of lessons are clearly identified in the planning and teachers ensure that their classes are made fully aware of what they are expected to learn. Given that the inspection took place in the first few weeks of the autumn term, and teachers were consequently still getting to know their classes, most lessons began at a reasonable pace. However, it will be important to establish a brisk pace for this mental/oral part of the lesson as soon as possible. Teachers explain the tasks to be carried out in the main activity very clearly and, throughout their lessons, motivate pupils well. Pupils have positive relationships with their teachers, concentrate on their tasks and try very hard to meet the expectations which are set for them. Learning support assistants are well briefed and effectively deployed by teachers and they make a particularly valuable contribution to the learning of pupils with special educational needs. Good use is generally made of time at the end of lessons for teachers to check pupils' understanding and skills. Throughout most lessons, teachers introduce and reinforce appropriate mathematical vocabulary and, in the most effective lessons, use skilful questioning to probe pupils' understanding. In these lessons, the needs of all pupils are addressed well, including those of the more able pupils and those with special educational needs. Classroom computers are used well in some mathematics lessons to consolidate pupils' numeracy skills and other evidence indicates that teachers are beginning to make effective use of the school's new mini suite of computers to support pupils' learning.

The headteacher provides good leadership and manages the school well.

12. The headteacher is very experienced and has good leadership and management skills. This judgement is supported by questionnaire returns which indicate that the vast majority of parents consider the school to be well led and managed; and through discussions with school governors who consider his leadership to be a strength of the school. The headteacher is very conscientious, provides the school with a clear sense of direction and has high expectations for the achievements of all pupils. He is a caring leader who enjoys good relationships with pupils, parents, governors and staff and has established a very good school ethos in which pupils thrive well.
13. Since the last OFSTED inspection, the headteacher has developed appropriate monitoring procedures to improve his overview of the work of the school and to evaluate its performance. These include the analysis of statutory and non-statutory test results, the scrutiny of teachers' planning and lesson observations of literacy and numeracy. His lesson observations identify strengths and areas for improvement and provide teachers with valuable feedback which benefits their professional development. The thorough analysis of test results means that pupils' standards and

progress are tracked carefully through the school, and the specific needs of individuals and groups can be identified and addressed effectively. Overall, the headteacher's monitoring procedures provide him with a clear overview of the school's achievements, and he uses the information gathered to raise standards further. His strong commitment, clear thinking and flexibility, particularly in relation to making arrangements for those pupils with special educational needs, contribute significantly to the success of the school.

Pupils have positive attitudes to school, are very well behaved and relate very well to others.

14. Pupils come happily to school and enjoy the time they spend there. Indeed, when asked at random, pupils were quick to tell inspectors there was nothing about the school that they didn't like. From the youngest children in the reception class to the oldest in Year 4, pupils are relaxed in the company of all the adults who work with them. They concentrate well during lessons, and they persevere with their tasks. They can be trusted to work independently, for example, in group work during the literacy hour, and they take great care with the presentation of their work. They support one another well in the classroom, and, when required to do so, they share resources sensibly and fairly. In almost all lessons, pupils listen attentively, raise their hands politely to answer questions, take turns when expected to do so, and respond to instructions with a minimum of fuss. Taking pride in their achievements, pupils always try hard to apply what they have already learned or been taught. For example, almost all pupils take particular pride in producing neat, well formed handwriting, and many derive very great pleasure from having learned to read. They read with great enthusiasm, whether at school or at home, and they talk about the independence this skill has given them.
15. Pupils extend these same positive attitudes to other activities. For example, they clearly enjoy assemblies. They listen with interest to spiritual and moral themes introduced by staff, and they respond respectfully and with sincerity to the opportunities they are given to reflect or pray. On such occasions, and when pupils assemble or leave the hall, the sense of a 'family' united within the Christian faith is strongly felt. The same spirituality and sense of respect is equally evident in the work produced by individual pupils. For example, pupils in Year 4 have considered, and written about, God's creations in the natural world. Their writing not only conveys their sheer joy at God's ingenuity in creating things as diverse as the beauty of the countryside to the power of the tiger, but also reveals their appreciation of God's sense of humour having created, for example, an elephant equipped with a trunk with which to shower himself! Though sincere about their faith, pupils carry their spirituality lightly and unobtrusively, without fear. At the same time, as is shown by their work in religious education, they are aware of, and show respect for, other religions and cultures.
16. The school is fortunate in being able to build on the good manners and generally very good behaviour pupils bring with them from home. All staff have high expectations of pupils' behaviour, and pupils' moral development is nurtured very well. A very positive result of the combined influences of home and school is the high standard of pupils' behaviour. A very calm, orderly atmosphere prevails both in lessons and on the playground, and pupils move around the school quietly and purposefully. Signs of aggression are very rare indeed. Rather, pupils co-operate with one another. In the playground, they congregate in small groups to chat companionably or share a game, and relationships between pupils of all ages are both relaxed and friendly. A particular strength of the relationships is to be found in the caring attitudes shown by pupils

towards those experiencing difficulties with learning. No less significant is the warmth with which pupils respond to the successes and achievements of their peers.

17. The care shown by pupils for their work is also to be found in their attitudes towards the environment. Nowhere has this been more evident, perhaps, than in their response to the Healthy Schools initiative where pupils, parents, staff and community worked together to translate pupils' designs into a bright and welcoming garden. In their work for this particular project, in initiatives to support charities, and in carrying out the various duties assigned to them within their classes or across the school, pupils show themselves to be developing into mature and responsible citizens.

The school makes very good provision for pupils' spiritual, moral, social and cultural development.

18. The school's Mission Statement strongly emphasises the importance of pupils' personal development as well as their academic achievement and this is reflected in the way in which staff nurture and value each pupil. Pupils' spiritual development is very well promoted. Strong links have been established with the Anglican and Methodist churches in Bembridge. Pupils attend services in both churches and the clergy from each denomination lead one of the school's assemblies on alternate weeks. The whole school gathers daily for this act of Christian teaching and worship and these 'family' occasions make a strong contribution to pupils' spiritual development. They are calm and peaceful and are used skilfully, by the headteacher and others who lead them, to promote pupils' spiritual development and a sense of awe and wonder about the world. For example, the vicar sensitively links the trust which pupils have in their family and teachers with the trust which Christians have in God; while the headteacher effectively uses the presentation of a 'Wight in Bloom' award to celebrate how the community's talents have combined to transform the school environment and make God happy. Carefully selected hymns promote values such as love, hope, trust, truth, forgiveness and sharing and are sung by pupils in a reverential way. Their singing has a spiritual quality and there is a strong feeling of unison that embraces all pupils from the very youngest to those in Year 4. In lessons and in personal, social and health education, pupils are encouraged to acknowledge and express their own feelings and thoughts, and to respond to the feelings of others. They are also taught to consider the deeper meanings of life and to acknowledge and celebrate spiritual feelings which are inspired by the beauty of the world and the wonders of nature. For example, Year 3 pupils have observed and made careful drawings of beautiful shells while those in Year 4 have recorded some interesting personal ideas about what they consider to be the most beautiful of God's creations.
19. The school provides very strong moral guidance for its pupils. All staff set a good example by understanding and valuing pupils as individuals; and the Christian values they promote firmly establish high expectations for moral behaviour and attitudes. Good behaviour, thoughtfulness and kindness are promoted consistently by all staff from the time children are admitted into the reception class. Pupils are taught to respect themselves, to value and respect others, and to consider, always, the impact of their actions on others. Teachers appropriately emphasise the importance of individual and collective responsibility, and good behaviour is promoted through positive means. Pupils are made fully aware of what is right and wrong and are involved actively in promoting high standards of behaviour. Even the youngest pupils devise their own class rules which, in Year 1 for example, include 'be kind', 'be helpful', 'be polite' and 'do your best' and these complement the school rules. Through their work, and through fund raising activities, pupils throughout the school also develop their knowledge and understanding of those less fortunate than themselves and learn how to care for others.

20. The same principles which guide pupils' moral development are evident in the school's provision for their social development. In valuing the responses and contributions of all pupils and in seeking to promote their self-esteem, staff provide an effective model for good relationships. Co-operation and collaboration are encouraged through planned opportunities for paired work and group work during lessons, while extra-curricular activities and educational visits provide further opportunities for pupils to interact within larger groups. Assembly themes are chosen with care to foster social values, inclusion and a sense of corporate identity; and pupils are taught to respect the beliefs and traditions of those who belong to other faiths and cultures. Pupils are made aware of the balance that needs to exist between rights and responsibilities and they are encouraged to undertake classroom duties and to be helpful towards younger children. Pupils are also provided with some opportunities to contribute to the quality of life in the school when they are given the responsibility for deliberating, with interested adults, on changes which might benefit the school as a whole.
21. Pupils' cultural development is very well promoted through the school curriculum. Literacy lessons, for example, acquaint pupils with the work of well known children's authors and poets, and a love of reading is encouraged. Visits are used effectively to enhance a number of subjects. In addition to those made to places of interest on the Isle of Wight, which make a significant contribution to pupils' sense of identity, mainland visits are planned in order to extend pupils' experiences of life and to prevent insular concepts developing. Older pupils in Year 4 also undertake a valuable three day residential trip, which includes a visit to France. Cultural development is also fostered through drama and music when, for example, visitors such as an Australian duo playing Tudor music, a group of Christian musicians, or a puppeteer, perform for pupils. The school is aware that it is a predominately white European community within a much more culturally diverse society and appropriate attention is therefore given to reflecting this diversity whenever possible. E-mail links have been developed with North America and Australia in order to promote global awareness and a range of international music is used in assembly. In geography, pupils learn about a village in India, while religious education lessons and times of corporate worship serve to remind them of their religious and cultural heritage and about the beliefs and traditions of others.

The school makes good provision for pupils with special educational needs.

22. Pupils with special educational needs are supported well and make good progress in relation to their starting-points throughout their time in the school. Early identification of pupils' learning needs means that no time is lost, and from reception onwards pupils continue to build on the skills and knowledge they have already acquired. Two special educational needs co-ordinators, one with oversight of pupils in Years 1 and 2, the second with oversight of those in Years 3 and 4, monitor pupils' progress very carefully. In consultation with class teachers, they make sure that the targets in pupils' individual education plans are both challenging and precise. Several pupils with Statements of Special Educational Need associated with learning difficulties are well supported and are helped to play a full part in all activities. During lessons, dedicated and well trained learning support assistants play a significant role. They work closely with individual pupils and with groups of pupils, according to need, intervening when necessary to help pupils understand new concepts and new language or to frame responses to the tasks they have been set. Their intervention is usually very well judged and has a positive impact on pupils' progress and attainment. In most lessons, when pupils are required to work independently, class teachers set tasks which are

accessible but appropriately challenging for pupils with special educational needs. They routinely involve these pupils, as they do all other pupils, in discussions and in all other activities, and, at whatever level, pupils are encouraged to take pride in their own achievements.

23. Where appropriate, some pupils benefit from short periods of tuition outside mainstream lessons. Work is then directly related to targets in pupils' individual education plans and enables them to focus on very specific skills. Great care is taken to make sure that the pupils concerned do not lose any entitlement to the full curriculum. In the case of pupils with autism, the school has worked very hard to develop, and to staff, a suitable working base where the pupils can feel secure and are able to benefit from a specially designed teaching programme tailored to their needs. At other times, the pupils join their peer group or participate in purposefully planned activities with pupils elsewhere.
24. Provision for pupils with special educational needs is managed well and is generous. Delegated funds are used efficiently. The school has also invested additional funds, over and above its delegated budget, to make sure that it can maintain an adequate level of ancillary staffing and good quality learning resources. Teaching and non-teaching staff work together closely as a team to serve the best interests of all the pupils. They are well supported in their efforts by outside support agencies and specialists, including teaching staff from the island's learning support service and from a local special school, whose advice and guidance are particularly valued. Staff training in aspects of special needs work is relevant to identified needs and is made available to both teaching and support staff. The special needs governor is new to her role but is enthusiastic and, through reading, visits and training, is quickly familiarising herself with legal requirements and with the school's provision. All statutory requirements in regard to special needs are met, and the school has been quick to respond to the requirements of the new Code of Practice.
25. Parents are kept well informed of their children's progress. Most parents value the school's efforts on their children's behalf and work in close partnership with staff, for example by helping their children with reading and other assignments at home. Almost all parents attend regular reviews of their children's progress and share their own perceptions of their children's needs with staff. Pupils' own views and aspirations are also taken into account and inform the setting of achievable targets.

The school is a caring community where pupils have good support.

26. The school is a caring and happy community where Christian principles of valuing each individual are practised by everyone. Teachers and support staff set a very good example in their relationships with the pupils who, in turn, develop a caring and inclusive approach to their peers. Staff get to know the pupils well and their needs, both academic and social, are quickly assessed. This ensures that any cause for concern, for example about child protection issues, is dealt with effectively. There is a strong belief in being flexible about the appropriate placement and funding of additional provision for pupils; and early intervention not only reduces the amount of support needed later but also helps pupils to have high self-esteem.
27. Pupils' views and ideas about the school are regularly sought and implemented where possible. They also have the opportunity to talk about their feelings and listen to others' points of view. This climate of valuing and listening to others makes pupils feel secure and happy to maintain the high standards of behaviour and consideration for others expected of them. Consequently, playtimes are free of aggressive or unkind

behaviour and incidents of bullying are very rare. Pupils have a very well planned programme of personal, social and health education which includes appropriate coverage of drugs education and road and water safety awareness.

There is a strong partnership with parents, and they hold the school in high regard.

28. Parents have very positive attitudes about the school and value the well rounded education that their children receive. This strong support has been built on a consultative approach to school improvement and the successful use of the varied talents of parents in all aspects of school life. This results in parents understanding the values the school wishes to promote and gives them a sense of ownership and commitment to the school. The headteacher and the governors make very good use of opportunities, both formal and informal, to seek parents' views. Questionnaires are sent out seeking parents' views and the results are shared. Suggestions for improvements, for example the fencing of the site, are acted on where possible and concerns are always listened to. Close consultations also take place with the Parents' Association to agree how funds raised can best be spent to improve opportunities, resources and the environment.
29. The governors, headteacher and staff provide informative and well presented documentation about the school and what is taught; and regular letters keep parents up to date with school activities. There is an open and welcoming atmosphere where parents feel comfortable in talking to all members of staff. Many parents enjoy the opportunity to attend the Friday assembly when children's achievements are celebrated. The school is particularly good at using the talents offered by parents and friends of the school. As well as a large number helping regularly in classes and hearing reading, they also support the running of the football club and assist with swimming. The recent project to improve the school grounds, following the extension of the school buildings, was met with offers of help with gardening, plumbing and the installation of a splendid wooden windmill made by a parent to form a background to the newly established flower beds. Parents' interest in the school also has a positive effect on the confidence and willingness they demonstrate when supporting their children's learning at home; and this in turn results in children developing positive attitudes to all aspects of school life and learning.

WHAT COULD BE IMPROVED

The methods used by co-ordinators for checking the quality of teaching and pupils' standards in English, mathematics and science are underdeveloped.

30. The headteacher delegates wisely but has been unable to implement, fully, planned changes to the co-ordination of subjects because of staff turnover. However, a senior member of staff, who was appointed at the beginning of 2002, has recently undertaken the co-ordination of mathematics and science. All teachers benefit from regular non-contact time for planning, marking and for the management of subjects and, in their roles as co-ordinators, are conscientious. For example, they routinely seek out and recommend resources and courses to help teachers and support staff; and provide day-to-day advice and guidance. However, the procedures used by co-ordinators for checking the quality of teaching and pupils' standards in English, mathematics and science are currently underdeveloped and should be improved.
31. In English, the co-ordinator has sampled Year 4 writing and prepared a paper on this for governors, with some statistical data related to the comparative performance of

girls and boys. She has also scrutinised teachers' medium-term planning to see whether 'shared writing' is being given sufficient emphasis. However, this was not followed up by sampling pupils' work to find evidence that the planned work had actually been taught. Overall, there is little evidence of any regular or systematic monitoring of teaching and learning by the co-ordinator, through lesson observations and the scrutiny of pupils' work, in order to identify strengths and any weaknesses in English across the school. The recently appointed co-ordinator for mathematics and science has begun to implement some effective procedures for monitoring the standard of teaching and learning in mathematics. However, she has not yet had sufficient time to develop these or to extend them fully to her management of science. She has made a sound start by observing the teaching of mathematics in two classes and undertaking a scrutiny of pupils' work in both subjects. Evidence from the work scrutiny has appropriately been recorded on a class by class basis and this has enabled her to evaluate strengths and areas for improvement. For example, she has identified the need to continue to improve the quality of teachers' marking in mathematics. The school now needs to build on this secure beginning and establish a systematic programme for checking standards and for observing and assessing the quality of teaching throughout the school.

Provision for the physical development of children in the reception class is limited by the lack of a secure outside area and appropriate equipment.

32. The planning for children in the reception class appropriately takes account of national guidance for the Foundation Stage. As a consequence, staff provide some opportunities for children to develop their physical skills by using the adventure playground, the school hall, and, on a weekly basis, the equipment of the Windmills Pre-School, which shares the school site. However, reception children do not have a secure outside area in which they can play, or appropriate equipment designed to promote large scale movements such as climbing 'over', 'under', 'through', 'around' and 'between'. The spontaneous movement of young children between indoor and outdoor environments, which is envisaged in the guidance for the Foundation Stage, is therefore not possible and, as a result, their physical development is limited. In addition, the school has few large toys or wheeled vehicles to promote pupils' physical skills and imaginative play.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

33. The following issues should be included in the school's action plan for improvements:
- (1) Improve methods for checking the quality of teaching and pupils' standards in English, mathematics and science by:
 - a) establishing a systematic programme for co-ordinators to observe and assess the quality of teaching;
 - b) ensuring that subject co-ordinators analyse standards in their subjects by undertaking regular scrutinies of pupils' work and acting on their findings.
 - (2) Improve the provision made for children's physical development in the reception class by:
 - a) creating a secure outdoor area which is linked directly to the reception classroom;

b) improving the quantity and range of equipment for outdoor play.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	8	5	0	0	0
Percentage	0	13	53	33	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 six 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)	N/A	135
Number of full-time pupils known to be eligible for free school meals	N/A	8

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y4
Number of pupils with Statements of Special Educational Need	N/A	7
Number of pupils on the school's special educational needs register	N/A	30

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	3
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	6.5
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	10	17	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	10	10
	Girls	16	17	17
	Total	24	27	27
Percentage of pupils at NC level 2 or above	School	89 (73)	100 (87)	100 (73)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	10	10
	Girls	16	16	16
	Total	24	26	26
Percentage of pupils at NC level 2 or above	School	89 (73)	96 (80)	96 (80)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	132	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	3	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y4

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	22
Average class size	27

Education support staff: YR – Y4

Total number of education support staff	12
Total aggregate hours worked per week	217

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2.6

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001/02
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	£
Total income	429,017
Total expenditure	427,703
Expenditure per pupil	3,122
Balance brought forward from previous year	41,841
Balance carried forward to next year	43,155

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	135
Number of questionnaires returned	64

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	38	3	0	1
My child is making good progress in school.	52	47	0	0	1
Behaviour in the school is good.	44	52	1	0	3
My child gets the right amount of work to do at home.	36	53	11	0	0
The teaching is good.	48	48	0	2	2
I am kept well informed about how my child is getting on.	33	45	17	1	3
I would feel comfortable about approaching the school with questions or a problem.	48	47	2	1	2
The school expects my child to work hard and achieve his or her best.	42	52	3	0	3
The school works closely with parents.	42	44	11	1	2
The school is well led and managed.	52	42	3	1	1
The school is helping my child become mature and responsible.	42	53	2	0	3
The school provides an interesting range of activities outside lessons.	33	38	20	4	5