

INSPECTION REPORT

**CHILLERTON AND ROOKLEY PRIMARY
SCHOOL**

Chillerton

LEA area: Isle of Wight

Unique reference number: 118155

Headteacher: Mrs Teresa Tillbrook

Lead inspector: Mr Paul Canham

Dates of inspection: 10th – 11th May 2004

Inspection number: 255784

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 9 years
Gender of pupils:	Mixed
Number on roll:	41
School address:	Main Road Chillerton Isle of Wight
Postcode:	P30 3EP
Telephone number:	01983 721207
Fax number:	01983 721298
Appropriate authority:	The governing body
Name of chair of governors:	Mr Daron Perkins
Date of previous inspection:	27 th May 2002

CHARACTERISTICS OF THE SCHOOL

- Chillerton and Rookley Primary is much smaller than average for this type of school.
- It caters for 41 boys and girls from the ages of four to nine years taught in mixed-aged classes.
- The school draws its pupils from the local village and another larger village about two miles away.
- Nearly all pupils are White British.
- The school gained the nationally recognised Achievement Award in 2002.
- The school gained the Investors in People Award in 2000 in recognition of the effectiveness of its leadership and management.
- The school gained the Healthy Schools Award in 2001.
- The proportion of pupils whose first language is not English is low. No pupil is in the early stage of learning English as an additional language.
- The proportion of pupils with special educational needs is below average; most of these have moderate learning difficulties. One pupil has a Statement of Special Educational Need.
- The proportion of pupils eligible for free school meals is broadly in line with the national average.
- Attainment on entry to Reception is average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1353	Paul Canham	<i>Lead inspector</i>	Art and Design; Design and Technology; Music; Science; Personal, Social, Health and Citizenship Education; Physical Education.
9388	Anthony Mundy	<i>Lay inspector</i>	
22460	Tricia Davies	<i>Team inspector</i>	English; Geography; History; Information and Communication Technology; Mathematics; Special Educational Needs. The Foundation Stage; Religious Education.

The inspection contractor was:

VT Education
Old Garden House
The Lanterns
Bridge Lane
London
SW11 3AD

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet 'Complaining about Ofsted Inspections', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	1
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	4
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	6
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	9
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	12
THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	21

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Chillerton and Rookley gives its pupils a sound education and it provides sound value for money. Pupils have good attitudes and achieve well in this school, which has a strong ethos. Pupils' personal development is very good, because they receive good teaching and effective support and guidance. The headteacher and key staff give effective leadership and, together, they are committed to promoting equality. Management and governance are satisfactory. The school works in very close partnership with parents, who value the stability that the headteacher has brought to the school since her return following a prolonged absence.

The school's main strengths and weaknesses are:

- Good levels of achievement and standards that are above the nationally expected levels in speaking, listening, reading, mathematics, and science by the end of Years 2 and 4.
- Effective leadership by the headteacher and key staff.
- Good teaching.
- The lack of a formal and systematic approach to monitoring by staff and governors.
- Pupils' good attitudes and very good behaviour.
- Very good personal and social development.
- The lack of a systematic approach to the use of information and communication technology (ICT) in all subjects.
- Very good links with parents.

IMPROVEMENT SINCE THE LAST INSPECTION

Improvement since the last inspection is **satisfactory**. Since the previous inspection the school has undergone a prolonged period of disruption to staffing with the long-term absence of the headteacher. As a consequence, whole-school policies have not been developed, though the school has largely addressed the issues for action identified in the previous report. Standards have improved at a faster rate than those found nationally, and the quality of pupils' writing has improved substantially in recent months. The provision for ICT has been strengthened, though it is not used well enough to support teaching and learning in other subjects. Teaching has improved further. Other improvements include behaviour and links with parents, both of which are very good.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			*similar schools
	2001	2002	2003	2003
Reading	D	A	A	A
Writing	C	C	B	B
Mathematics	D	B	A	A*

Key: A - well above average; B - above average; C - average; D - below average; E - well below average.

* Schools with similar proportions of pupils eligible for free school meals.

The table is based on a very small cohort of pupils and the results should be read with caution. However, the information from national assessment results shows that, when compared with all schools, pupils gained standards in 2003 that were above average in writing, and well above average in reading and mathematics. When the results are compared with similar schools, standards are, again, above average in writing and well above average in reading. However, standards in mathematics are high and in the top 5 per cent nationally. The quality of pupils' work is

improving at a faster rate than that found nationally; boys have performed better than girls in reading, writing, and mathematics over several years. Standards assessed in science are high when compared with all schools. Information from nationally recognised assessments and optional tests show that pupils in Years 3 and 4 continue to achieve well.

Evidence from the inspection shows that achievement is good. Attainment on entry is average and children receive a good start in the Reception class. Standards of work seen in Year 2 during the inspection suggest that the majority of pupils are on course to reach levels above those expected nationally in speaking, listening, reading, mathematics, and science, and to reach expected levels in writing by the end of the school year. Pupils in Year 2 are on course to reach the objectives of the locally Agreed Syllabus in religious education. Because of the requirements of the inspection, it was not possible to gather sufficient evidence to judge standards in all subjects or curriculum areas, although some work of good quality was seen in history, and art and design where pupils showed imagination. No apparent differences in achievement were seen between boys and girls. Pupils with learning difficulties achieve well and make good progress towards their individual targets. Pupils continue to achieve well overall in Years 3 and 4 and standards are likely to reach levels above those expected in most aspects of English, mathematics, and science. Weaknesses in the use of ICT to support learning in all subjects are present in all years.

Pupils' personal development is very good, and spiritual, moral, social, and cultural development is good. The small school community ensures that staff know the pupils well. Relationships are very good and pupils have good attitudes to school and to their learning. Behaviour is very good, and pupils enjoy very good relationships with each other. They are very confident and develop into mature individuals by the time they leave school.

QUALITY OF EDUCATION

The school provides a good quality of education. Good teaching was seen in all year groups. It was not possible to gather sufficient evidence to judge teaching in all subjects. The school provides a sound curriculum which successfully focuses on literacy, numeracy, and science. Pupils benefit from a range of additional activities which have been developed to enrich their learning. The provision for special educational needs (SEN) is sound and is being strengthened further with the return of the headteacher. The quality of care is good and the school is highly valued by parents.

LEADERSHIP AND MANAGEMENT

The headteacher provides good leadership. The quality of management and governance is satisfactory. The governors successfully fulfil their statutory duties.

Since her return, the headteacher has placed a high priority on the implementation of school policies. With the support of a committed staff, the school is beginning to benefit from her good leadership, which is developing a positive climate for learning and a good ethos. Governors are very supportive, though they recognise the need to strengthen and formalise aspects of their role.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very supportive of the school. Parents are pleased that the school has now reached a period of stability. They feel they are well informed, and they are very comfortable about approaching the school with concerns or suggestions. Discussions with pupils confirm that they are very happy at school. They feel safe and well cared for, enjoy their lessons and like their teachers.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Develop a systematic approach to the use of ICT in other subjects.
- Strengthen the role of the governing body.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is good. The standards of work seen in reading, speaking, listening, mathematics, and science are likely to reach levels above those expected nationally by the end of Years 2 and 4. Standards in writing are on course to reach nationally expected levels.

Main strengths and weaknesses:

- Good standards of work seen in subjects during the inspection.
- Good achievement by pupils, including those with SEN.
- Good speaking and listening skills that are used to support work in all subjects.
- Very good personal and social development.
- The use of ICT, which is not systematic or routine in other subjects.

Commentary

1. When children first enter the school into the Reception group, their attainment is broadly similar to that expected of children of a similar age. In response to a stimulating curriculum and good individual attention, these children achieve well. Consequently, the very small group of children currently in Reception are already exceeding the Early Learning Goals. There are particular strengths in personal, social, communication, language, mathematical and physical skills, where attainment is within Level 1 of the National Curriculum.

2. Despite the significant disruption to teaching and to the leadership of the school, standards in Year 2 are improving at a more rapid rate than those found nationally. Information from national assessment results shows that, when compared with all schools, pupils in Year 2 gained standards in 2003 that were above average in writing, and well above average in reading and mathematics. When the results are compared with similar schools, standards are, again, above average in writing and well above average in reading, though standards in mathematics are sufficiently high to be included in the top 5 per cent nationally. The data is based on very small numbers of pupils, though boys have performed better than girls in reading, writing and mathematics over several years. The school's own evaluation has identified the differences in the performance between boys and girls, particularly at the levels above those expected nationally. Standards assessed in science are high when compared with all schools.

3. Pupils in Years 3 and 4 continue to achieve well overall. Information from nationally recognised assessments indicates that pupils are making particularly good gains in mathematics.

4. Teaching promotes speaking and listening skills well. As a consequence, pupils' use of good speaking and listening skills underpinned much of the good achievement seen in lessons during the inspection. Standards of work seen in Years 2 and 4 suggest that the majority of pupils are on course to reach, by the end of the year, levels in speaking, listening, reading, mathematics, and science that are above those expected nationally. Standards in writing are likely to reach expected levels. However, ICT is not used well enough to support other subjects in all years; very recent improvements to the provision have not had sufficient time to develop pupils' skills.

5. Most pupils speak readily and fluently and all listen attentively to adults and each other. Pupils respond well to the good quality reading material in lessons, which they read and talk about with enthusiasm. The most capable pupils in both Years 2 and 4 read challenging material fluently and expressively. The quality of pupils' writing has improved considerably in recent months and it is now neater, so that the standard of presentation is satisfactory. Pupils are beginning to put their improved writing skills to good use in working independently of the teacher, and in gathering

information, and they are expected to use their own words when recording the results of their scientific investigations. Equally, they have some good opportunities to use their mathematical skills in other subjects, such as science and ICT. Higher attaining pupils in Years 2 and 4 are confident and are working at a good level in mathematics. In religious education, pupils in Year 2 are on course to reach the objectives of the locally Agreed Syllabus. Pupils continue to build systematically upon their learning in Years 3 and 4 through, for example, the study of Islam.

6. Owing to the focus of the inspection, it was not possible to gather enough evidence to judge standards in all subjects, although work of good quality was seen in history and some imaginative work was seen in art and design. Circle time also encourages pupils to explore their feelings and develop confidence. No significant differences in achievement were seen between boys and girls.

7. Pupils who have SEN achieve well. These pupils have access to the whole curriculum, and there are no barriers to learning. Pupils with difficulties in reading, writing and mathematics are set targets for their learning and they benefit from good teaching. Where appropriate, the school involves other professionals to make sure that pupils' individual needs are met.

Pupils' attitudes, values and other personal qualities

Pupils' have good attitudes to learning, and their behaviour is very good. Pupils' personal development is good because the school provides good spiritual, moral, social and cultural education.

Main strengths and weaknesses:

- The very good attendance.
- The very good relationships between pupils, and between pupils and staff.

Commentary

8. Pupils greatly enjoy coming to school. They are polite and cheerful. Behaviour is very good in classrooms and in the extensive outdoor areas. During the inspection, pupils of all ages amicably played a variety of lunchtime games in the steeply sloping playground. Children in the Reception group are enthusiastic about their work. They show a mature response to independent activities, work very well with each other and respond readily to well-established routines. Adults' expectations are high and, consequently, children's behaviour is very good. Everyday life in the classroom is characterised by warm, friendly and supportive relationships at all levels, and the needs of individuals are handled with gentleness and thoughtfulness at all times. This picture is a further improvement on the findings in the previous inspection, which reported on the school's positive ethos and good relationships.

9. Attendance is very good, and is very high in comparison with similar schools. In autumn and spring terms, a significant number of pupils attended every session, and a small number may complete the academic year without absence. Attendance monitoring procedures are excellent, and class registers are completed neatly.

10. The school successfully develops pupils' personal qualities and social achievements. Assemblies are used particularly well to reinforce the pupils' understanding of the school as a community. Time in assemblies is also used well to celebrate pupils' achievements and to develop their knowledge of Christianity and other faiths. During the inspection, a story from the Bible was used to focus on moral values and develop a theme through some skilful questions. Pupils responded thoughtfully to the range of questions. Pupils of all ages are aware of their environmental responsibilities, and of the needs of others. Each year they enthusiastically support local and national charities. Pupils have a good understanding of western culture. They are respectful of that of others and the school prepares them adequately for life in a diverse multicultural society.

11. Very good relationships between adults and pupils promote strong moral values. A good programme for personal, social and health education (PSHE) guides pupils in understanding and applying concepts of right and wrong. They rarely need reminding of the school's brief rules for behaviour. Pupils are co-operative, friendly and respectful to their peers and teachers, and are relaxed and adept with visitors. No pupil has been excluded in the current school year.

12. In both classes, boys and girls work and play amicably together. Pupils of all ages have regular classroom responsibilities and, in Years 3 and 4, are appointed as librarians and as supervisors on school buses.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	3.3
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. Teaching is good and the curriculum is satisfactory. The quality of care is very good and the school has very effective links with parents. The quality of education is similar to that reported in the previous inspection.

The quality of teaching and learning is good.

Main strengths and weaknesses:

- Teaching that helps pupils to become fully involved in their work.
- Teaching which ensures that all pupils have an equal opportunity to learn.
- Learning that is independent and collaborative.

Commentary

Summary of teaching observed during the inspection in 8 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	0	7	1	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons. (No percentages given because fewer than 30 lessons were observe.)

13. Teaching is good. There is consistency in the way work is planned and organised and effective teaching was seen in all the subjects and curriculum areas that provided a focus for the inspection. However, not enough evidence could be gathered to judge teaching in all subjects.

14. At all times, lessons were characterised by very good relationships with the class teacher and, therefore, between pupils. A common feature of the good teaching is the time given to pupils to talk about their work, share ideas, and become engrossed in their work. For example, children in Reception worked enthusiastically because the well-planned activities were presented in lively and stimulating ways. As a consequence, children are making good progress towards the Early Learning Goals. In English, science and 'circle time', pupils were given good opportunities to talk about their work and experiences, without affecting the pace of learning. As a consequence, most spoke readily and fluently and all listened attentively to adults and each other.

15. Teachers plan well for the mixed-aged classes, ensuring that the tasks are usually well matched to pupils' needs. The teachers plan activities at different levels so that pupils achieve well, and they encourage pupils to collaborate. Pupils with particular difficulties are sensitively supported and the school makes every effort to ensure that these children are as fully and successfully

involved as possible in all activities. Teaching assistants give close support to lower attainers and those with SEN during literacy and numeracy lessons. A particular feature of the good teaching was effective and skilful questioning, which took careful account of how different individuals learn and repeated information that had not been fully understood. In Reception, detailed assessments make a valuable contribution to planning. Children within this very small group are therefore well known and the needs of each are given closely focused attention. In mathematics, higher attainers in the Year 2 group benefit from having their mathematics lessons with pupils in Years 3 and 4, where they work on tasks that give a good level of challenge.

16. Pupils are encouraged to work with high levels of independence. For example, in science pupils in Years 1 and 2 were seen working well in small groups sharing ideas and findings during investigative work on the distance covered by toy vehicles with varying sized wheels. Small group discussions nurtured early ideas and encouraged pupils to identify the need for fair testing during investigations. The group work also allowed the teacher to assess the understanding of individuals and make adjustments to how pupils are grouped with others or what to share during the final whole class session.

17. Assessment procedures are being strengthened in all subjects. Teachers have drawn together some detailed evidence to show the level at which each pupil is currently working and the extent of his or her progress over time. At present, this detailed assessment information is largely confined to English and mathematics, though the school is developing procedures for other subjects with the help of national guidelines. Information is used to draw up specific targets for each pupil which are reviewed and updated regularly.

The Curriculum

The curriculum is broad and balanced. The school's accommodation and staffing are good and resources for learning are satisfactory.

Main strengths and weaknesses:

- A range of well-planned learning opportunities.
- An effective programme for the development of PSHE.
- The lack of a systematic approach to the use of ICT in other subjects.

Commentary

18. The school has developed a curriculum, which embraces all subjects of the National Curriculum and religious education. It places a strong emphasis on literacy, numeracy and science. This picture is similar to that reported in the previous inspection. Curriculum planning caters well for the different age groups in mixed-age classes. It covers all national curriculum requirements within a two-year rolling programme of work, which takes account of the mixed-age classes. The school's strong emphasis on personal development, and on pupils' listening and speaking skills, underpins much of its work. Children are given a good start in Reception, and personal and social skills are systematically developed throughout the school. The well-planned PSHE programme is enriched by trips to places of interest on the island and by visitors to the school, such as a police liaison officer and a local minister. Parents value the school's emphasis on healthy eating.

19. The school recognises that it has yet to plan for the systematic use of ICT in other subjects, though there is some evidence of its use in science, mathematics and English.

20. The curriculum for children in the Reception class is good. Effective links have now been made between the expectations of the Early Learning Goals for these young children and those of the National Curriculum, so that higher attainment is promoted well while still retaining the richness and variety of the Foundation Stage curriculum. A good balance is maintained between independent activities and adult-directed tasks. Children have many opportunities to work alone

and together on directed and individually selected tasks, although planning does not routinely identify the learning purposes of these free-choice activities. This factor limits the extent to which adults can make a full use of these activities to focus on specific areas of learning that are relevant to the children's current work.

21. Pupils have some opportunities to take part in a selection of activities, which take place during lunchtime and after school. These activities reinforce and build on what has been taught in lessons. Several sporting clubs are offered during the year, team games and individual activities. There is open access to all the opportunities offered by the school, which provide well for all groups of pupils, including those with SEN. Provision for SEN is satisfactory. Systems were not fully operating while the co-ordinator (the headteacher) was away, but reviews of individual pupils' plans (IEPs) and targets have now been restarted and are regular. Class teachers play a key role in drawing up IEPs and setting targets, though they do not always contain sufficient detail to help judge pupil progress.

22. Following a prolonged period of disruption, the school is now going through a settled period of staffing. The very small number of staff, who are exceptionally experienced, are well qualified to meet the demands of the curriculum. The original old brick building has been superbly extended and refurbished to a high standard. It is very well maintained and effective use is made of the available space. The extensive outdoor area, which includes steeply sloped grass and hard core surfaces, includes pond and wildlife habitats. The school has a satisfactory selection of resources, including equipment to teach ICT.

Care, guidance and support

Good procedures ensure effective child protection, health and safety. The caring environment has a positive effect on the standards pupils achieve. The school provides good support, advice and guidance for pupils.

Main strengths and weaknesses:

- The very caring and experienced staff.
- Teachers and other adults that know the pupils well, and respond quickly to their needs.

Commentary

23. Care is very good for children in the Reception class, where staff are always very attentive to children's needs. All adults in the school have good understanding of child protection procedures. Midday assistants provide very good care in the dining hall and playground, and several members of staff are fully qualified in first aid. The school's health and safety policy is based on that produced by the local authority, including procedures for risk assessments and ensuring the safety of pupils on site and during out-of-school visits. The governors and staff have not yet agreed a policy on the use of physical control for pupils with behavioural difficulties. The school and grounds are commendably clean and well maintained.

24. Pupils are relaxed and very happy in the school community. They receive very good individual care from the headteacher and staff, with additional support available from a trained counsellor. Teachers and other adults have good knowledge and understanding of individuals, although little information is formally recorded. A good induction system quickly settles children into the Foundation Stage. Pupils joining other year groups soon make friends in the welcoming school community.

25. Pupils of all ages enthusiastically collect classroom points and stickers for achievement, effort and good behaviour. Sustained good work and personal qualities are rewarded with certificates, and the possibility of being nominated at whole-school assembly as *Improver of the Month*.

Partnership with parents, other schools and the community

The school has very good links with parents, and satisfactory links with the local community and other schools.

Main strengths and weaknesses:

- Parents that very supportive of the school, and enjoy close involvement in their children's education.

Commentary

26. Parents' views were very positive at the pre-inspection meeting, and were confirmed by exceptionally positive responses to the pre-inspection questionnaire. In this small school, pupils benefit greatly from the very good social and educational relationships between parents and teachers. The parents and friends association is very active, and improves the school's budget flexibility by consistently raising money for 'extras'. Recent purchases include books, numerous items for classrooms, and Easter treats. Good co-operation is established between the parents' group and the governing body, and some families are active on both committees.

27. Parents are well informed of the school's routines and expectations when their children enter the Reception class, or join other year groups. Each term, teachers provide detailed over-views of the curriculum to help parents monitor and support their children's learning at home. Teachers' annual written reports are of good quality, showing in some detail what pupils know, understand and can do. However, targets and next steps for learning are sometimes unnecessarily complex. Regular newsletters are informative about events and important dates.

28. A mother and toddler group meets weekly in the hall, and a local church organises annual community and congregational events in the school building and grounds. Regular visitors to the school include a police liaison officer, a minister of religion and a number of senior citizens. Pupils make day visits to places of interest on the island. The school fulfils its allotted role in a local primary school consortium, and maintains links with three middle schools to ensure that pupils transfer without stress at the end of Year 4. Each year, high school students are welcomed for work experience in childcare.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher is good. She has a clear vision for the development of the school. The quality of both leadership and management overall is satisfactory. The school is beginning to evaluate its work well and there are good systems for financial management. Governance is satisfactory and successfully fulfils its statutory duties.

Main strengths and weaknesses:

- The headteacher's good leadership.
- The strong commitment of staff.
- The lack of a formal and systematic approach to monitoring by staff and governors.
- Effective financial management.

Commentary

29. Parents are pleased that the school is now going through a period of stability with the return of the headteacher. Since the previous inspection the school has undergone a prolonged period of disruption to staffing, with the long-term absence of the headteacher. Her absence placed a

considerable strain on the very small number of teachers and adults engaged by the school. A significant proportion of pupils has been taught by several teachers on short-term contracts. Despite these circumstances, standards in the national tests and assessments for pupils in Year 2 have continued to rise at a rate that is above the national trend.

30. The headteacher gives good leadership through clear educational direction. Evidence from a scrutiny of work shows that, with the support of a very experienced staff, her leadership is having a clear impact on standards in pupils' written work, levels of achievement, and the richness of their learning opportunities. Pupils benefit significantly from a small team of committed staff who have created a positive climate for learning by working well together and having a strong focus on the needs of individuals.

31. There are systems in place to monitor aspects of the school's work and to identify strengths and weaknesses. Analysis of information from national tests and assessments is used to good effect in tracking pupils' performance and improving standards. However, whole-school policies have not been developed systematically owing to the disruption to school leadership and staffing. The school recognises the need to implement a systematic approach to the monitoring of teaching and learning and to review the development plan.

32. Owing to the size of the school, teachers are required to take on a range of curriculum leadership roles. English and the provision in Reception benefit from good leadership and management. Adults work successfully together in Reception because all systems are clear and fully understood.

33. The management of SEN is satisfactory. Procedures are fully in line with the Code of Practice, and requirements relating to annual reviews are now being met. Pupils with SEN benefit significantly from the support of staff who are well deployed and focus on individual learning needs, though they do not always contain enough detail to judge pupil progress. The school has yet to draw up a list of pupils who are gifted and talented.

34. The governance of the school is satisfactory. Some governors have had a long association with the school and they are closely involved in its work. They are very supportive and bring a good range of expertise. Their knowledge of the school's strengths and weaknesses is gained mainly through regular, but informal visits. However, governors are aware of the need to strengthen their monitoring role by developing a more systematic approach to monitoring the school's work. Training is already planned to help governors improve their understanding of their role and specific responsibilities. The governor with responsibility for SEN has good background knowledge and experience in this field. Since the headteacher's return, he is liaising more closely with the school to monitor provision in this area. All statutory duties, including promoting inclusive policies in relation to race and disability, are fully met.

35. The part-time engagement of a bursar has a significant impact on the school's effective approach to financial management and the use of resources in helping it achieve its educational priorities and aims. The school consults agencies and the local educational authority, and considers its performance against that of similar schools. Best value principles are considered and governors monitor the effectiveness of spending decisions. The costs are about average and the school provides satisfactory value for money.

Financial information for the year 2003 to 2004

Income and expenditure (£)	
Total income	189,793.00
Total expenditure	190,168.00
Expenditure per pupil	4,100.00**

Balances (£)	
Balance from previous year	13,406.00
Balance carried forward to the next year	13,031.00*

*Deficit budget agreed by the governing body and licensed by the LEA

**Despite the higher than average cost per pupil this is not unusual for a school of this size.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Reception class is **good**.

Main strengths and weaknesses:

- An attractive learning environment, and stimulating activities.
- The commitment and enthusiasm of the staff member working with these children.
- The good liaison between the class teacher and teaching assistant.
- The sensitive support for children with SEN.
- Learning objectives for practical 'play' activities, that are not always explicitly identified.

Commentary

36. There are currently five children in this very small group, and these are all girls. They all joined the school in September and attend full time. The Reception group is attached to the larger class containing pupils in Years 1 and 2, but benefits from having its own teaching space and outdoor area. At the time of the school's last inspection, children of this age were found to be making good progress, and a good level of achievement has been maintained over the subsequent period. As a result, the present group is exceeding the expected learning goals in most areas of learning and, in some significant cases, such as personal, social, communication, language, mathematical and physical skills, is working comfortably within Level 1 of the National Curriculum.

37. These children are well taught. A teaching assistant teaches the group for the greater amount of time. She is well organised, works closely with the class teacher to plan activities, assess children's achievements and needs and enthusiastically translates this planning into a wide range of exciting tasks. These activities have a good balance of independent and directed tasks in all areas of learning. Children's work is celebrated in attractive and imaginative displays, which create a colourful and stimulating place in which to learn. Such valuable liaison with the class teacher ensures that good attention is given to links with National Curriculum programmes of study, as do opportunities for these children to work with the class teacher and with pupils in Years 1 and 2. These arrangements also ensure that the current all-girl group gets to mix with a wider range of pupils.

38. Within this small group, individual children are well known, and personal, social and emotional development is promoted with care, warmth and sensitivity. Children are quick to respond to well-established routines and expectations, and relationships are very good both with adults and between the children. Children are relaxed, confident and spontaneous in their responses and clearly enjoy all they do. Adults are very good role models and their conspicuous enthusiasm and commitment and gentle manner have a significant impact on children. They respond very well to individuals and listen carefully to what they have to say, even when this occasionally threatens to dominate the discussion. Children show this same respect to each other as they work and play harmoniously together. Particular sensitivity is shown towards those with SEN so that they can take as full a part as possible in all activities. Children move confidently between independent tasks, but the potential of these activities is not fully exploited because specific learning objectives are not explicitly identified.

39. **Communication, language and literacy** skills are taught well. Children have plenty of opportunities to talk and share ideas, and most are articulate and all listen well. Where particular individuals are less confident speakers, they are coaxed to contribute in ways that they find comfortable and unthreatening. Children enjoy stories and rhymes, and read simple texts together; the most capable children read such texts confidently on their own. Skilful questioning from adults expands children's response to the text and illustration and their knowledge of formal terms, such as

author and illustrator. Well-prepared literacy sessions move at a good pace, and focused attention is paid to developing a wide range of reading and writing skills. Most pupils have a good knowledge of the sounds of letters and write simple sentences independently and with appropriate punctuation and clearly formed letters.

40. **Mathematical development** is promoted well. Children benefit from a wide variety of mathematical activities that are practical, relate to work in other areas of learning and to the real world, and also introduce them to formal ways of recording their work. So, for example, children measure and weigh the vegetables they are studying; they count and 'tally' the vehicles passing the school and record their data in the form of a computer-generated bar graph, and they record simple addition and subtraction problems using mathematical symbols. These recorded calculations show the children to be working confidently with numbers greater than ten. During the inspection, good attention to mathematical language enabled the children to accurately order, compare and discuss different lengths.

41. Not enough evidence was gathered to make an overall judgement about the teaching of the children's **knowledge and understanding of the world**, but evidence from work on display, for example, indicates that the children are given a good range of experiences within this area of learning. The story *Rosie's Walk* had been used to track the route Rosie had taken and the physical features she passed on her journey. The digital camera had been well used to take photographs of similar features in the village so that children could relate the story to their own locality. Vegetables had been tasted and children had planted their own bean and cress seeds, subsequently eating the cress in sandwiches. Children have ready access to the computer and use it to record work in the way described above, or for imaginary use in 'real' situations such as the class shop. The outside area is a valuable resource as the children have their own little garden to tend.

42. **Physical development** is promoted well. Children benefit from having a small outside area where they can control wheeled toys, for example, although there is no large climbing apparatus. They also have sessions in the hall. In one such lesson, they moved freely and with pleasure, showing confidence and working individually and in pairs. They changed direction, stopped and started and handled equipment with good control, precision and accuracy. Good attention was given to health and safety and to the need to stretch after exercise. There are also many opportunities to handle and use smaller equipment such as pencils, brushes and toys: children use these tools skilfully and sensibly.

43. Provision for **creative development** is good. Children spontaneously sing familiar nursery rhymes together, and with great enjoyment, while completing other work. Role-play areas are regularly changed to match the current focus of the children's work, and dressing up materials and toys, for example, are attractive and varied, representing cultures other than the children's own. They are given many opportunities to 'play' out situations, for example ordering a holiday or selling vegetables in the 'shop'. Art activities include both directed activities, such as observational drawings of vegetables, but 'free' painting activities are also available. The paintings of vegetables showed good observational skills and use of colour. Collage activities allow children to work with a wide variety of materials.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses:

- The focused attention given to improving the quality of pupils' writing.
- Good teaching.
- Pupils' good attitudes and application.
- Good leadership and management.

Commentary

44. There has been much improvement to English since the school was last inspected. Pupils are now making good progress and achieving well in all aspects of the subject. Teaching and learning are also good, with effective attention given to basic and more demanding literacy skills. Where lessons are particularly effective, specific questions are targeted at different age groups and abilities, and pupils are keen to reply in response to the class teacher's good humoured manner and because their answers are clearly valued. Very confident subject knowledge enabled the lesson in Years 1 and 2 to go at a pace, so keeping pupils alert and responsive. Indeed, in both lessons, pupils made a significant contribution to their good progress because they gave their full attention to their tasks and worked hard. Teaching assistants give valuable support to lower attaining pupils and those with SEN. For example, they encourage pupils to take part during whole group discussion in a warm and friendly way so that pupils are happy to make a contribution.

45. Speaking, listening and reading standards are likely to be above national expectations by the end of this school year for pupils in both Years 2 and 4. Pupils are given good opportunities in lessons to develop speaking and listening skills. Most speak readily and fluently and all listen attentively to adults and each other. Pupils do not have a wide background of reading experiences but meet good quality reading material in lessons, which they read and talk about with enjoyment. These enthusiastic attitudes to literature contribute much to pupils' good progress. Reading is accurate and pupils use a range of strategies to identify unfamiliar words: middle attaining Year 2 pupils, for example, used their good knowledge of letter sounds and referred to the story's illustrations to do this. A middle-attaining pupil in Year 4 deduced the likely development of the plot and the meaning of unknown words from the context of the story. The most capable readers in both Years 2 and 4 read challenging material fluently and expressively. Books are well matched to pupils' ability, and resources have been improved so that pupils now have a wider choice. Close attention is given to developing more sophisticated reading skills, such as skimming and scanning text to quickly gather key pieces of information. During this inspection, Year 2 pupils explored possible choices of information in non-fiction material about the Victorians and came to thoughtful and accurate conclusions.

46. Remaining weaknesses in writing, identified in the school's last report, have been tackled well. Work in pupils' books shows progress to have increased considerably in recent months, and to the extent that pupils are now achieving well rather than satisfactorily. Writing is now neater, so that the standard of presentation is satisfactory. The quantity of writing is also greater than before, and pupils have the chance to write for a satisfactory range of purposes and audiences. Most significantly, the school is giving close attention to improving the quality of writing, and is doing this effectively by focusing on increasing pupils' range of vocabulary and by promoting their knowledge and understanding of strategies to add interest and capture the readers' attention; each pupil has been given his or her own resource 'pack' of words and techniques for doing this. Pupils readily turn to this very valuable resource or to dictionaries, and the use of such strategies to enliven their writing is constantly reinforced. Examples of sea poetry, written by pupils in Years 3 and 4 and gathered to form a class anthology, contain imaginative choices of words; the work of higher

attaining pupils in Year 4 shows a precise and evocative use of language, written in a lyrical style. Other more challenging skills are also routinely taught and encouraged. For example, pupils are regularly given the chance to redraft their work to improve it and, during the inspection, pupils in Years 1 and 2 were encouraged to translate their key information into note form.

47. However, pupils' work indicates that the recent good levels of progress in writing have not yet had a full impact on standards in this aspect of English and, as a result, writing standards are likely to be broadly in line with national expectations for the current Year 4 group. In keeping with last year's Year 2 tests, there are also limited examples of pupils reaching the higher Level 3 in writing in the present Year 2 group, and standards are therefore also likely to be broadly in line with national expectations. Early indications from this year's national tests, however, indicate that some Year 2 pupils have gained higher than the nationally expected levels (Level 3).

48. The relatively new subject leader leads and manages the subject well. Improvements had already been introduced before she joined the school, but she has skilfully and rapidly built on these by focusing more closely, for example, on improving strategies for the teaching of spelling. Most particularly, she has initiated training and strategies to sharpen assessment so that staff know more exactly what each pupil should do to improve. This information is translated into individual targets for each pupil which are reviewed and updated regularly with the pupil. Marking also now tends to focus more closely on learning objectives and pupils have some feedback on how well they have met these goals. Informal links with other teachers are good, but staff changes have limited opportunities for her to gain a clear overview of the quality of teaching throughout the school.

Language and literacy across the curriculum

49. The use and development of language and literacy across the curriculum are satisfactory. Links with other subjects are developing well, and pupils are being given greater opportunities to write in other subjects, such as science and history. Research skills are promoted well and enable pupils in Years 3 and 4, for example, to search for information about World War II on the computer.

MATHEMATICS

Provision for mathematics is **satisfactory**.

Main strengths and weaknesses:

- Good teaching in Years 1 and 2.
- The use of textbook material in Years 3 and 4, which include tasks that are not always challenging enough.
- Pupils' good overall levels of application to their tasks.
- Detailed target setting for individual pupils.
- Too little monitoring of teaching and learning.

Commentary

50. Inspection evidence indicates that standards are likely to be above national expectations by the end of this school year for pupils presently in Years 2. In keeping with the findings of the previous report, national test standards for Year 2 pupils have continued to improve. Pupils in Years 1 and 2 make good progress over time and achieve well. This success is mainly due to a close focus on developing pupils' own strategies for working out mathematical problems. Those pupils in Years 3 and 4 are achieving satisfactorily. The present Year 4 group, however, is an able group of mathematicians, and so their attainment is also likely to be above national expectations by the end of the year. The school's last inspection report noted that standards of presentation varied, these are now satisfactory.

51. The quality of teaching and learning is also satisfactory, but is good for pupils in Years 1 and 2. Higher attaining pupils in the Year 2 group benefit from having their mathematics lessons with pupils in Years 3 and 4. Here they meet work that has a good level of challenge for their mathematical capability. Remaining Year 2 pupils, and those in Year 1, are taught in a learning environment where they are explicitly encouraged to express ideas, test out strategies and make predictions, even if they are wrong. As a result, they happily and confidently make contributions during discussion. Lessons are well planned, but the pupils' responses direct the course of the lesson, so that their needs are well met. Small group discussion nurtures early ideas and encourages pupils to explore possibilities. It also allows the teacher to assess individual's understanding and make adjustments to how pupils are grouped with others or what to share during the final whole class session. At all times, these exchanges are characterised by very good relationships with the class teacher and, therefore, between pupils. All these factors contributed to an effective lesson seen in this class during the inspection, where middle-attaining Year 2 and higher attaining Year 1 pupils made good gains in their understanding of division during their exploration of how to share 30 into different sized groups. Year 1 and lower attaining Year 2 pupils were working with high levels of independence, adding the value of different coins to totals greater than ten. The use of a die to determine the amounts of money helped to bring an element of the unexpected to what might have been a mundane task.

52. The curriculum for mathematics is satisfactory, with the greatest emphasis given to number work. The school reports that the adoption of a commercial mathematics scheme has helped to give the curriculum greater structure, and there has been a substantial improvement to the use and application of mathematics in Years 1 and 2, as is indicated in the paragraph above. There is less opportunity, however, for pupils in Years 3 and 4 to explore strategies for solving problems and too great a reliance on textbook material. While these exercises are useful to consolidate knowledge and understanding, they are not always demanding enough for higher attaining pupils; for example. Where a textbook task initiated a piece of independent work about direction, a higher attaining Year 4 pupil made good progress as he confidently set about establishing the average length of a stride, so that he could give approximate directions in metres. Good progress is also made when focused attention is given to particular areas in need of improvement. For example, the school recently identified pupils' knowledge of multiplication tables as being a weakness. During an overall satisfactory mathematics lesson in Years 3 and 4, pupils demonstrated a confident and accurate understanding while identifying pairs of factors, showing that this area had been thoroughly taught. Higher attaining Year 4 pupils had developed a systematic approach for working through possibilities for 48 and 72, for example. The teacher's confident subject knowledge communicated itself well to the pupils and examples became increasingly more challenging, but pupils were rarely asked to explain or demonstrate how they had arrived at their answers. In later textbook activities, used as an introduction to work on direction and degrees of turn, pupils worked swiftly and thoughtfully, with good levels of concentration, these good attitudes contributing much at all times to their learning. In both classes, not enough attention is always paid to quieter pupils to ensure that they have a full chance to participate in whole class or small group discussion. Teaching assistants, however, give close and valuable support to lower attaining pupils and those few with special educational needs during independent work.

53. The subject leader has been absent until recently, and has had little opportunity since her return to monitor the quality of teaching and learning and so ensure that good practice is shared and developed right across the school. Assessment systems are satisfactory, but a good feature is the development of individual pupil target setting. These focus closely on specific areas of improvement for each pupil. Progress is annotated and new targets set once earlier ones have been reached.

Mathematics across the curriculum

54. There are sound opportunities for pupils to use mathematics in other subjects, such as science and ICT.

SCIENCE

Provision in science is good.

Main strengths and weaknesses:

- Good teaching.
- Good attention given to practical investigations and skills in scientific enquiry.
- The lack of a systematic approach to using ICT.

Commentary

55. Pupils' achievement is good because teaching is effective and the curriculum gives them good learning opportunities in practical work and investigations. Pupils in Year 2 are on course to reach, by the end of the year, standards which are above those expected nationally. This picture reflects the standards reached by pupils in the national assessments in 2003. In keeping with the findings of the last report, standards have continued to improve. Those pupils in Years 3 and 4 are also achieving well, and standards in Year 4 are also likely to be above national expectations by the end of the year. Pupils are encouraged to find out for themselves and they are also given very good opportunities to think and talk about their work. No differences were observed between the achievement of boys and girls, and current standards are better than those reported in the previous inspection.

56. The school's last inspection report noted that the standard of presentation improved when pupils were given a printed framework on which to record their work. Evidence from a scrutiny of work shows that pupil's recording skills were unsatisfactory in all years. However, the quality of writing and presentation, and the accuracy of the recordings, have improved substantially since the beginning of the current term. The marked improvement and raising of expectations coincides with the return of the headteacher, following a long absence.

57. Strengths in science include pupils' good skills in speaking and listening. These qualities underpinned pupils' enthusiastic attitudes and enjoyment of the subject in the small number of lessons seen. In Year 2, pupils talked with confidence when reporting on their investigations into forces and whether vehicles with large wheels travel more freely than those with small ones.

58. In Year 4, the most capable pupils used a good range of technical vocabulary and showed a clear understanding of the importance of fair testing during practical investigations. Pupils responded well to the teaching, which encouraged them to find out for themselves and to talk about their findings, all the time drawing upon their knowledge and understanding. Pupils' good attitudes to the subject and secure understanding are beginning to be reflected in their written work. Lower attaining pupils, and those with SEN, showed confidence and achieved as well as others in the class. They were well supported in their work by the class teacher, who showed sensitivity and very good knowledge of the pupils' stages of learning.

59. Pupils respond well to their teachers and show much interest in the subject. Teaching is good because it is engaging and includes closely focused questions based upon the teachers' good knowledge of pupils. As a consequence, pupils were motivated, achieved well, and made good gains in their understanding of forces through investigative science. Pupils were able to relate science in the classroom to their everyday lives.

60. As a small school, much of the planning is done by the staff as a whole, and this strengthens consistency and continuity. However, the school recognises the advantages in developing a systematic approach to monitoring. Effective tracking procedures have helped the school to identify weaknesses in the subject. In keeping with the findings from the previous inspection, ICT has yet to be used systematically to support pupils' work in science.

INFORMATION AND COMMUNICATION TECHNOLOGY

Too little evidence was gathered about ICT to make overall judgements about standards, achievement or provision. Evidence is taken from a session in the ICT suite, discussions with pupils, a scrutiny of work and planning and discussion with the subject leader.

Commentary

61. Further development of this subject since the school's last inspection has been delayed by the long-term absence of the subject leader. Since her return, however, she has ensured that planning covers all the required aspects of the subject within a two-year rolling programme of work which takes account of the mixed-age classes. Resources have also been reviewed so that suitable software is available for teaching all the strands of ICT and to ensure that areas of weakness identified during the school's last inspection in control technology, data handling and word processing are addressed. An assessment system has also been introduced. During her absence, the school started to keep records of pupils' work as a valuable resource to help judge standards accurately. Staff have received training and more is forthcoming.

62. However, these improvements are very recent and the subject remains under-developed. Little use of computers, and only a limited amount of pupils' work, was seen during this inspection. Pupils have weekly sessions in the computer suite to develop skills, but the suite, although readily accessible to both classes, and, therefore also easily supervised, is not routinely used during lessons. Pupils in Year 2 spoke of performing simple operations, such as highlighting and deleting text and loading CDs, but have limited understanding of the use of ICT in the outside world. Pupils in Year 4 use e-mail and access the Internet to search for information. For example, during the inspection, a small group of pupils in Years 3 and 4 located a website to gain information about World War II and effectively negotiated simple lines of enquiry. During this session these pupils showed good working habits, working quietly and diligently.

Information and communication technology across the curriculum

63. The use of ICT within other subjects is not systematic or routine. The school recognises this, and has made such improvement a priority. Teachers are now encouraged to identify opportunities for ICT in their planning for other subjects, and pupils' work in science, mathematics and English, for example, as well as work in history mentioned above, show some evidence that these opportunities take place. This history-based activity also had useful links with English as pupils were encouraged to record information in note-form.

HUMANITIES

Not enough evidence was collected to make judgements on standards, achievement, or provision in each of the subjects of history, geography and religious education. Evidence is taken from a small amount of teaching, discussions with pupils, from a scrutiny of their work and from planning.

Commentary

64. Planning for **history** covers a two-year programme for each class, and is satisfactory. A history topic is studied within a half-term block of work each term. Pupils in Years 1 and 2 gain a good sense of the passing of time and compare differences in people's lives between now and in the past in their current study of the Victorians. Artefacts loaned by the local education authority play an important part in increasing their knowledge and understanding. Old bathtubs, for example, were used as a stimulus for discussion and writing about bath time then and now. Research skills were well promoted in an English lesson, where a non-fiction text about washing clothes was used to identify important facts about the Victorian washday. Earlier studies this school year have included the Great Fire of London. A part of one history lesson was seen in Years 3 and 4 about the effects of World War II on everyday life in this country. Questioning very effectively drew out

pupils' knowledge about the dangers of the war and the need for rationing, but did not consistently probe for causes and reasons. Writing tasks were suitably varied for different ability levels, including those for pupils with SEN and, with guidance from the class teacher, all were able to list some effects of the war and ways in which people suffered. The opportunity to use computer-generated information was usefully exploited for promoting research skills. Other work this year has included a local study of the Isle of Wight, which included a visit to Carisbrooke Castle, the Tudors and Ancient Egyptians.

65. **Geography** topics are planned for and time tabled in the same way as history. Year 2 pupils have looked at ways of travelling to and from and around the Isle of Wight as part of a local study, and compared this island with the imaginary Isle of Struay. Topics in Years 3 and 4 have included weather around the World and produce from other countries.

66. No teaching was seen of **religious education**, but evidence has been taken from pupils' work, discussion with staff and from planning. The requirements of the locally Agreed Syllabus are met, and assemblies are usefully planned to meet the different strands of the Syllabus and support work being covered in lessons. For example, during the inspection, a New Testament story about healing was linked to the study of Christianity in Years 1 and 2.

67. Much of the pupils' studies in Years 1 and 2 take place through discussion and role-play, which are subsequently drawn together and recorded in class booklets. The story of *The Lost Son*, for example, was used as a stimulus for identifying and talking about different feelings and emotions during their studies of Judaism. Thus, pupils were given the opportunity to explore jealousy, selfishness and forgiveness, for instance. They drew pictures of those parts of the story that illustrated these emotions and their thoughtful comments were recorded. The quality of this work indicates that these pupils are likely to meet the objectives of the Agreed Syllabus and making sound progress. Those pupils in Years 3 and 4 continue to build on earlier studies, and are currently learning about Islam. These studies include Muslim beliefs, traditions and festivals and give pupils the opportunity to research information in books and on the computer and write about daily life as a Muslim. A good range of books was available in the classroom to help pupils find out more. The story of Noah formed part of their earlier work on Judaism, and they have also considered the characteristics of friendship.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

68. There was not enough evidence for judgements to be made on any subjects in this area of learning. However, the well-presented displays showed that pupils are given opportunities to work creatively and to apply their skills to the design and assembly of a range of artefacts.

69. In **design and technology**, pupils showed good imaginative ideas in their design and making of 'pneumatic monsters'. The making of these models successfully linked work on forces in science with the choosing and combining of materials in design and technology. In **art and design**, pupils used a range of media, including oil pastels, pencils and paint, and produced examples of two- and three-dimensional work. For example, pupils in Years 3 and 4 had designed some chairs using different fabrics and patterned materials to cover them. Pupils' learning in art and design makes a valuable contribution to their social and cultural development. This is enhanced during 'artsweek' when pupils focus on a multi-cultural theme. The careful and colourful displays of pupils' work in classrooms and around the school demonstrate that the subject is valued and is used to enhance the learning environment. Pupils are encouraged to respect each other's work; such respect makes a substantial contribution to the overall ethos of the school. In **music**, pupils sang and played their brass instruments tunefully and enthusiastically during assemblies. Pupils benefit from a **physical education** curriculum which includes sufficient time for them to develop skills in games, gymnastics, and dance. During the inspection, pupils in Years 1 and 2 produced some good examples of controlled and imaginative movements during gymnastics.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in PSHE is **good**.

Main strengths and weaknesses:

- Informal and well-planned learning opportunities that successfully develop pupils' personal and social skills through the curriculum and ethos of the school.

Commentary

70. Pupils respond well to the PSHE provision, which makes an important contribution to the very good behaviour and to pupils' confidence and self-esteem. Pupils learn from an early age how to act with consideration and responsibility. During circle times, teachers create good opportunities for pupils to work collaboratively, develop awareness, and strengthen listening skills. For example, during the inspection, pupils in Years 3 and 4 expressed their views sensitively when sharing their experiences of being spoken to 'unkindly'.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).