

INSPECTION REPORT

HAYFIELD PRIMARY SCHOOL

Hayfield

LEA area: Derbyshire

Unique reference number: 112554

Headteacher: Mrs Patricia Hughes

Reporting inspector: Mr John H Good
1411

Dates of inspection: 6th – 10th March 2000

Inspection number: 188238

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	5 to 11 years
Gender of pupils:	Mixed
School address:	Swallow House Lane Hayfield High Peak Derbyshire
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Jane Ayres
Date of previous inspection:	June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
John Good	Registered inspector	Mathematics Art Physical education	The characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning Key issues for action
Janet Butler	Lay inspector		Pupils' attitudes, values and personal development Partnership with parents and carers
Frankie Gaywood	Team inspector	Science Geography History Information technology Music Special educational needs	Pupils' welfare, health and safety
Ben Wigley	Team inspector	Provision for under fives English Design and technology Religious education. Equal opportunities	Quality and range of opportunities for learning Leadership and management

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the High Peak region of Derbyshire and serves the village of Hayfield and the surrounding rural area. The majority of homes are owner-occupied, but the school's catchment area contains housing and families representing a broad, but balanced, socio-economic profile. The school is a smaller than average community primary school for boys and girls 5 to 11 years of age. There are 175 pupils on roll, 88 girls and 87 boys, with significantly more girls in the Year 6 class and more boys in the Year 1 and Year 5 classes. At the time of the inspection, there were 13 pupils under the age of five in the reception class. There are no pupils from ethnic minority communities and none are from homes where English is not the first language. Approximately eight per cent of pupils are eligible for a free school meal, which is less than most schools. The school has identified 15 per cent of its pupils as having special educational needs, which is below the national average. Four of these pupils have statements of special educational needs which is higher than found nationally. Almost all pupils attend some form of pre-school education before they enter the reception class in either September or January. Analysis of their baseline assessment tests shows that although some literacy and numeracy skills are above average, reading and social skills are less well developed for the majority of pupils.

HOW GOOD THE SCHOOL IS

Hayfield Primary is a good school, which has improved since its last inspection. Standards are high at the end of Key Stage 1 and are improving overall in Key Stage 2, particularly in English and mathematics. The quality of teaching is good overall and pupils are provided with good learning opportunities, which allows them to achieve to their full potential. Pupils have very good attitudes and they enjoy school life. The headteacher and the governors have a shared vision for the future development of the school and their leadership and management are very good. The school has below average income but it makes effective use of its delegated budget and gives very good value for money.

What the school does well

- Attainment in the tests at the end of Key Stage 1 is very high in reading, writing and mathematics.
- The percentage of pupils reaching Level 4 or better in the tests at the end of Key Stage 2 is above the national average in English and mathematics.
- Since the last inspection, standards have improved in English, design and technology, information technology, mathematics and physical education.
- The provision for children under five years of age is very good, and this enables them to make very good progress in their education.
- Forty per cent of the teaching seen during the inspection was very good or better, which is a higher proportion than is usually found.
- Pupils have very good attitudes and this is reflected in their very good behaviour and their enthusiasm for school life.
- The challenging aims of the school are reflected in its day-to-day activities.
- The headteacher provides very good leadership for the school and she has excellent support from the governing body.

What could be improved

- Pupils are not provided with a continuous experience in some foundation subjects.
- The balance of the curricular programme gives insufficient time to some subjects.
- The co-ordination of some subjects is in need of further development and extension.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The staff and governors have a shared commitment to continuously improve the quality of education provided at the school. Since the last inspection very significant improvements have been made to the school's provision for children under five. This is now very good and all children are able to make very good progress towards achieving the desirable learning outcomes. The headteacher monitors the teaching on a regular basis and this has improved the overall quality of teaching in the school. Standards have improved since the last inspection in design and technology, information technology and physical education where levels were previously unsatisfactory. There is still some work to do in developing the curriculum, particularly in design and technology, but the school has successfully addressed all of the other issues raised in the previous report. Overall the school has made good progress since its last inspection.

STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	B	A	C	C
mathematics	A	D	B	B
science	A	C	D	E

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

The attainment and progress of the children under five years of age have improved significantly since the last inspection, and all 13 children in the current group are on target to achieve the desirable learning outcomes by the time they are five. Over the four-year period since 1996, the pupils' performances in the tests at the end of Key Stage 1 have been consistently above national averages. In 1999, the Year 2 pupils achieved very high standards in reading, writing and mathematics. During the same period of time there has been considerable variation in the standards achieved by pupils in the Key Stage 2 tests. The results for 1999 were adversely affected by the percentage of pupils with special educational needs in the Year 6 class, and the imbalance in the number of boys and girls. Inspection evidence indicates that standards are improving in design and technology, English, information technology, physical education and science. Across the school, pupils are making good progress in developing their literacy and numeracy skills. In all subjects, the pupils are being provided with opportunities to achieve to their full potential.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils take a real interest in their lessons and are eager to do well. They concentrate well and take pride in the presentation of their work.
Behaviour, in and out of classrooms	Very good. Pupils behave with consideration and self-control at work and play. The school is a very orderly community.
Personal development and relationships	Very good. Pupils are confident in their relationships but also show caring and understanding of others. They are becoming independent, thoughtful and responsible young citizens.
Attendance	Very good. Attendance is well above the national average. Punctuality is good.

Pupils are keen to come to school and they are enthusiastic about all aspects of school life. In class they listen very well, quickly settle down to work and are always prepared to try hard. In practical situations they work co-operatively and very productively in pairs and small groups. They give good support to one another and they have very good relationships with all adults whom they meet in school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	very good	satisfactory	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 is good overall, and it has improved significantly since the previous inspection. The percentage of lessons observed where teaching was very good or better has increased from 10 per cent to 40 per cent, and that for unsatisfactory teaching has fallen from 15 per cent to approximately 5 per cent. Good teaching was observed at least once in each classroom, but the very good teaching occurred most frequently in Key Stage 2 and in the under-fives. Overall the teaching of literacy and numeracy skills is good, but varies from satisfactory to excellent. This variation in the quality of teaching often results from a combination of introductory sessions being too long and explanations being unclear.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good for under-fives, but satisfactory overall. All subjects of the National Curriculum are included, but there is imbalance in the time allocation. The structure of the curricular programme does not give pupils a continuous learning experience in some of the foundation subjects.
Provision for pupils with special educational needs	Very good. The provision is effectively managed and procedures comply with statutory requirements. Pupils are very well supported and are integrated into all normal classroom activities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Staff know their pupils well and relationships are based upon mutual respect. Pupils are given opportunities to reflect upon beliefs, values and customs of people of various faiths. They know the difference between right and wrong and help to draw up the class rules. Pupils have frequent opportunities to interact socially.
How well the school cares for its pupils	Good. The school has good arrangements for the pupils' welfare, and health and safety. Pupils respond well to the high expectations of their co-operation and behaviour.

The school has placed considerable emphasis upon the introduction of the National Literacy and Numeracy Strategies but the time allocation to these areas of the curriculum has led to an imbalance in the time available for some foundation subjects, in particular design and technology, geography, history and religious education. The acts of collective worship too frequently last longer than they should and this results in the first lesson starting late. Teachers, educational care officers and voluntary adult helpers give very good support to pupils with special educational needs and this allows them to make good progress in reaching their individual targets for attainment.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides very good leadership for the school. She has established a working relationship with the staff and governors that is based upon confidence, trust and professionalism. The management of the different subjects by the co-ordinators is of variable quality.
How well the governors fulfil their responsibilities	Excellent. The governors are totally involved in the management and organisation of the school. They fulfil all their statutory duties and give excellent support to the school.
The school's evaluation of its performance	Excellent. The headteacher checks the teaching and analyses test results. The school development plan details priority areas for development and there are very good links to the budget. The systems for the setting of targets are impressive and effective.
The strategic use of resources	Very good. Financial control and planning are very good and the school uses all delegated funds wisely. All resource materials are used very effectively to support pupils' learning. Accommodation is good overall and used efficiently.

The staff and governors are a very good team. They are united in their efforts to improve the quality of education on offer to the pupils, and to improve standards in all areas of the curriculum. Day-to-day procedures are well established and the school runs smoothly. The governing body works effectively through its committees and has successfully adopted the role of critical friend. The senior management team gives good support to the headteacher in formulating the school's response to external initiatives and changes. The whole school monitoring

and evaluating roles of some subject co-ordinators are not fully developed. Accommodation is very well maintained and display is used to provide a pleasant and stimulating environment in which to learn. Throughout the school there is a shortage of storage space, particularly in the hall. There is no secure play area for the under-fives and the cramped conditions of their classroom give little opportunity for them to use large play equipment.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy coming to school. • Their children make good progress in school. • Behaviour is good in school. • The teaching is good. • The school staff are approachable. • Children are expected to work hard and achieve to their best. • The school is well led and managed. • The school helps children to become mature and responsible. 	<ul style="list-style-type: none"> • More consistent use of homework to extend children's learning in the upper school. • The information provided by the school with regard to children's progress. • More parental involvement in the life of the school. • The range of extracurricular activities particularly for sport and team games.

The inspection team cannot endorse the parental criticism of the information the school provides with regard to their children's progress, nor that regarding the involvement of parents in the life of the school. The school operates an open-door policy for those who wish to have additional information to that already provided to all parents. The end-of-year reports are of a good standard and there is regular contact with home via the reading diaries and homework folders. The new homework policy has the support of almost all parents. The team's view is that the school has adopted a sensible approach to the setting of homework which allows pupils time to pursue other activities, as well as having their education extended by home tasks. During the period of the inspection numerous voluntary helpers were present in the school, giving good support to staff and pupils. Scrutiny of documentation shows that parents are frequently invited to attend school events and activities, in some of which they can play an active part, and the team is satisfied that the school makes strenuous efforts to allow parents to be fully involved in the life of the school. The school has limited staff resources available for the provision of extracurricular activities. It has adopted a sensible approach in making these activities available to the junior pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The results of baseline assessment indicate that, on entering the reception class, pupils represent the whole ability range with the majority in the average band. Some literacy and numeracy skills are above average, but the reading and social skills of the majority of pupils are less well developed. By the time they leave the school, pupils' levels of attainment in terms of reaching Level 4 are above national averages in English and mathematics, but below average in science. When the school's 1999 Key Stage 2 test results are compared with those of similar schools, they are above average in mathematics, in line in English and well below average in science. The high percentage of boys in the year group and the percentage of pupils with special educational needs adversely affected the 1999 results.
2. The results of the Key Stage 1 tests in 1999 show that the particular group of pupils achieved results which were very high when compared with both national averages and those for similar schools. All of the pupils in the year group achieved at least Level 2 in writing and mathematics, and all but one reached Level 2 in reading. The percentage of pupils reaching Level 3 was above the national average in reading and mathematics and well above in writing. On the basis of teacher assessments all of the pupils achieved the nationally expected grade in science. The results for 1999 show that the percentage of pupils at the school reaching level 2 in reading, writing and mathematics increased over the previous year's figures.
3. Over the four-year period from 1996, the pupils' performances in the tests at the end of Key Stage 1 have been consistently above national averages. During the same four-year period the school's overall performance in the Key Stage 2 tests has been more variable. The results for individual years reflect the gender balance, and the percentage of pupils with special educational needs, within the relatively small number of pupils in the Year 6 group. Over the four year period, the pupils' performances overall have been well above average in English, above in mathematics, and close to average in science.
4. Analysis of the Key Stage 1 test results for the last four years shows that girls have outperformed boys in reading, writing and mathematics. However, the gap has narrowed in the last two years and in the 1999 results it was significant only in writing. At Key Stage 2 girls significantly do better in English than boys, but levels of attainment in mathematics and science do not show a consistent pattern of higher attainment by either group. During the inspection, classroom observation, scrutiny of pupils' previous work and discussion with pupils did not reveal any significant differences in the attainment of boys and girls. This shows that the measures the school has taken in the last two years to target pupils' weaknesses and most common errors are having a positive effect upon attainment, particularly for the boys in writing and the girls in mathematics.
5. Ninety-three per cent of the parents who responded to the pre-inspection questionnaire were happy with the progress their children are making, and felt that the school expected each individual child to work hard and achieve to his or her best, at all times. Almost all of the parents who attended the pre-inspection meeting were satisfied with the standards achieved by pupils at the school, particularly in literacy and numeracy. Parents feel that the National Literacy and Numeracy Strategies are having a positive effect upon the standards achieved by their children. This view is supported by the members of the inspection team.
6. The inspection evidence indicates that levels of attainment for the majority of pupils at the end of Key Stage 1 are above the national average in English and mathematics, and broadly in line with the average in science. In the other subjects, standards are above the age related expectations in art, and in line with the expected standards in design and technology, history, information technology, music, physical

education and religious education. Pupils in the current Year 6 class are achieving standards in the core curriculum subjects which are well above average in English, and above average in mathematics and science. Standards are above age related expectation in art and in line with them in all other subjects observed during the period of the inspection. The structure of the curriculum programme made it impossible to observe any direct teaching in geography. The school was not able to provide sufficient evidence of pupils' previous work to enable the inspection team to make a secure judgement of the standards pupils are achieving in geography.

7. In all subjects of the curriculum there are pupils who achieve standards that are well above national averages and age related expectations, giving a true reflection of their higher attaining ability. Throughout the school the grouping arrangements for English and mathematics lessons ensure that tasks are well matched to pupils' differing abilities, and that all pupils are given opportunities to achieve to their full potential. In other areas of the curriculum, although all teachers plan tasks satisfactorily to extend pupils' learning, the outcomes are best in Key Stage 2 and the under-fives.
8. Pupils with special educational needs are well supported by teachers, education care officers and other voluntary adult helpers. The school has continued to build upon the foundation laid down at the time of the last inspection report and this enables all such pupils to make good progress in Key Stages 1 and 2. Children under five who have special educational needs make very good progress in achieving the desirable learning outcomes. The school has established a very effective and efficient system for setting and reviewing the targets outlined in pupils' individual educational plans.
9. In Key Stage 1 attainment is very good in spelling, handwriting and reading, good in writing and satisfactory in speaking. All pupils make good progress in developing these key skills as they move through the school and in Key Stage 2 attainment is very good in all of them. Overall standards in literacy are above national expectations in Key Stage 1 and well above in Key Stage 2. The introduction of the National Literacy Strategy has had a very positive effect upon the standards achieved by all pupils. The acquired literacy skills are used to varying degrees in other subjects and this is an area for analysis and review.
10. Standards in numeracy are above national expectations in both key stages. Pupils are making good progress in acquiring and developing numeracy skills. These acquired skills are used effectively in other areas of their work in mathematics, in science and in design and technology, but the teachers' planning does not show how they are used to support learning in other curriculum areas. The National Numeracy Strategy has given more structure to the scheme of work for mathematics and it is already having a positive effect upon the quality of the teaching and learning, and the standards achieved by pupils.
11. The standards achieved by children who are under five years of age are very good, and this represents very significant progress since the last inspection report when standards were judged to be unsatisfactory. Pupils' attainment on entry is tested, using the baseline assessment, and the results are used to plan a programme to raise their levels of attainment in literacy and numeracy. Evidence from classroom observation shows that all of the children in the current group are making good progress. Some of them have already reached the standards required by the desirable learning outcomes, and they are all on track to do so by the time they are five.
12. In the last inspection report, standards in physical education were described as being below average for the under-fives and at the end of Key Stage 1. Standards for the group of children under five years of age are now good. These young children are gaining confidence by working in the large open space of the school hall. They can control body movements and walk, skip, hop and jump in time to music. Pupils in the current Year 2 class achieve standards that are in line with the age related expectations. They are developing hand and eye co-ordination and the skills required to throw and to catch a beanbag

and balls of different sizes. There has been good improvement in the standards achieved by younger pupils in physical education since the last inspection.

13. Throughout the school, satisfactory improvements have been made in the standards pupils achieve in design and technology, and information technology. At the time of the last inspection, attainment and progress in these areas of the curriculum were unsatisfactory. The inspection evidence indicates that levels of attainment in both subjects are now in line with age related expectations in Key Stages 1 and 2.
14. The headteacher and governors have established effective systems for the setting of targets to improve pupils' levels of attainment in English and mathematics. The targets are agreed following careful analysis of a wide range of test results and other statistical data, including the ability profile and gender balance of the appropriate year group of pupils. The targets for the year 2000 are for 76 per cent of pupils to reach Level 4 or better in English, and 71 per cent in mathematics. For the year 2001 the targets are 70 per cent in English and 65 per cent in mathematics. The inspection evidence indicates that these targets are realistic and challenging.

Pupils' attitudes, values and personal development

15. Pupils have very good attitudes to school. They are keen to attend, take a real interest in their lessons and show good levels of concentration. They undertake challenges with confidence and frequently take the initiative for their own learning by asking specific questions and conducting their own research. During the inspection, different groups of pupils developed religious themes to create dramatic performances to share with the whole school during acts of collective worship. Pupils take care with the presentation of their work and are proud of their efforts. They also support the various extracurricular clubs and activities enthusiastically. As they move through the school, the majority of pupils are becoming effective independent learners.
16. Behaviour is very good, both in lessons and around the school. There have been no exclusions in recent years. The policy of helping pupils to modify inappropriate behaviour is very effective. Pupils negotiate their own sets of rules in each class, to supplement the school's behaviour code. There is no evidence of any oppressive or anti-social behaviour. The popular star awards for special effort in behaviour or schoolwork are valued by the pupils, who respond well to the use of public praise and recognition. The high standards of behaviour are very much valued by parents.
17. Pupils are very aware of the impact of their behaviour on others. They show a kind and caring attitude and a sensitive understanding of the needs of the less fortunate, both in school and in the wider world. Relationships are very good and in this area pupils take the lead from the very good role models provided by all the staff. Respect is shown for the values and feelings of others, especially in the way in which several pupils with very special needs are supported by their peers.
18. The provision for the pupils' personal development is very good. Pupils of all ages are very confident and have high self-esteem. They make very good progress with their personal development and social skills in the reception class, and as they grow older most demonstrate a level of self-control and maturity beyond their years. They are very independent and creative when planning and carrying out special events, such as the Christmas concerts, acts of collective worship, senior citizens lunches and fund-raising activities. Although there are few formal positions of responsibility, when given the opportunity pupils carry out their duties carefully and with a clear awareness of community needs.
19. Attendance is very good. The registers indicate that the high attendance figures of recent years are continuing, and are well above the national average. Unauthorised absence is extremely low. Pupils are generally punctual for school.

HOW WELL ARE PUPILS TAUGHT?

20. The quality of teaching has improved since the last inspection and is now a strength of the school. During the four-year period since the last inspection the headteacher has monitored classroom teaching on a regular basis. This has resulted in improvement throughout the school, but particularly in Key Stage 2 and the under-fives. The percentage of lessons where teaching is judged to be unsatisfactory has fallen whilst there has been a very significant increase in the percentage of lessons where teaching is very good. Of the 43 lessons, or part lessons, observed during the period of the inspection, 41 were judged to be satisfactory or better, of which 14 were good, 16 very good and one excellent. Overall, the quality of teaching is good, but there is variation between and within the key stages.
21. Good, and very good, teaching occurs most frequently in Key Stage 2 and the under-fives. Of the 16 lessons where teaching was very good, 12 were observed in the junior classrooms and two in the reception class. Of the 16 very good lessons six were in numeracy, three in art, two in each of science and physical education, and one in history, literacy and music. The one excellent lesson was in the upper school during the teaching of literacy. The two unsatisfactory lessons were observed in Key Stage 1 in personal, social and health education and in science.
22. All teachers plan their lessons thoroughly, which leads to good management of classroom activities and very effective use of adult support. The learning objectives are clear and are always carefully explained to the pupils so that they are fully aware of what is expected of them. All teachers ensure that resource materials are readily available and in sufficient quantity for pupils to work effectively either in groups or individually. The introduction of the Literacy Strategy has led to teachers being more aware of specific subject vocabulary and in all subjects pupils are becoming familiar with the appropriate language and terminology.
23. Where the teaching is very good it often results from the individual teacher's flair, expertise and enthusiasm for the subject. The pre-lesson planning breaks the whole lesson down into smaller units, which build upon each other to achieve the aims and objectives for the lesson. Subsequent tasks extend pupils' learning and successfully build upon their previous achievements. The high quality of the teaching has a real impact upon pupils' rates of progress and levels of attainment. Learning is an enjoyable experience and pupils are eager for the lesson to continue. Very good teaching was observed during the inspection in five of the seven classrooms.
24. All teachers have friendly and supportive teaching styles. They know their pupils well and are aware of their individual strengths and weaknesses. This enables them to meet the needs of all pupils satisfactorily. Relationships are very good and throughout the school all individuals, both adults and pupils, are valued. Pupils with special educational needs are fully integrated into all normal classroom activities and are well supported by the teachers, education care officers and voluntary adult helpers. This good quality support enables them to make good progress in their studies, particularly in acquiring literacy and numeracy skills.
25. The quality of teaching for children under five years of age is very good. The teacher's knowledge and understanding of the requirements of the curriculum for these children are very good. Lessons are thoughtfully planned and focus clearly upon raising the standards the children attain in academic, personal and social areas. The children's learning is progressive, based upon individual needs. Consequently, they enjoy their learning and know what is expected of them and what they need to do in order to improve. The teacher makes very good use of resources and her methods give children opportunities to play, and to become independent learners.
26. Overall, the quality of learning is good throughout the school, but it varies with the quality of teaching and is therefore better in Key Stage 2 and the under fives than in Key Stage 1. In spite of this, on all but one occasion during the period of the inspection, pupils were provided with learning experiences that were at least satisfactory, most frequently good and often very good. All teachers provide pupils with appropriate opportunities to acquire new knowledge, and develop new skills. Where the learning

experience is very good, the tasks are well matched to the pupils' individual abilities and challenge them to achieve high standards. Pupils are encouraged to continue their efforts until they have completed the tasks and achieved successful outcomes. The tasks for higher attaining pupils are frequently open ended and this enables them to develop research skills and continue their studies at home. Such lessons were observed during the teaching of art, history, literacy, music, numeracy, physical education and science. The unsatisfactory learning experience in Key Stage 1 resulted from a combination of too much time being spent on the introductory session and the teacher's lack of subject knowledge, which led to explanations being unclear.

27. The teachers keep comprehensive records of pupils' levels of attainment which they use effectively in planning future work and in the setting of targets for improvement. The headteacher analyses test results and very effective use is made of the resulting information, particularly in English and mathematics, to set targets for the five ability groupings within the individual classes. These targets are reviewed on a regular basis and all teachers are aware of the particular skill and knowledge areas that are in need of improvement. The school's use of statistical data and targets to raise pupils' levels of attainment is impressive. Throughout the school, all teachers mark work fully, regularly and conscientiously. They adopt a positive style with helpful comments that indicate to pupils either how the work can be improved or why it is of a high standard.
28. Almost 90 per cent of those parents who responded to the pre-inspection questionnaire agreed that the quality of teaching in the school is good. Some parents at the pre-inspection meeting, in their response to the questionnaire and in written comment, expressed concerns with regard to the extent of work pupils are expected to complete at home. Some thought the demands were too great and left insufficient time for non-school clubs and activities, while others requested more homework especially in Year 6 in order to prepare pupils for the demands of secondary education. The school negotiated its homework policy in consultation with representatives of the parent body and is monitoring its effect upon pupils' learning. The inspection team's view is that the school has adopted a sensible approach to the setting of homework and the inspection evidence indicates that it is extending pupils' educational experience very effectively in English and mathematics. Nevertheless, it is necessary to ensure that Year 6 pupils are fully prepared for the next stage of education and the school needs to continue to monitor this aspect of its provision.

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

29. The curriculum is broad and relevant and meets the statutory requirements, including provision for religious education. The curriculum also takes account of the National Strategies for Literacy and Numeracy and for personal and social education, sex education and drug misuse. The curriculum for children under five is well balanced and has been considerably improved since the last inspection. All pupils have access to the whole curriculum and extracurricular activities and clubs are offered to junior pupils. The extra time given to literacy and numeracy has reduced the time given to other subjects and results in an imbalance in the curriculum especially in design and technology, geography, history and religious education. The total amount of time given to the curriculum in Key Stage 2 is less than the recommended minimum time. This time is further reduced by the first lesson starting late due to the daily act of collective worship over-running its allotted time.
30. Curricular planning in art, English, mathematics and science is very good, and is satisfactory in other National Curriculum subjects. Schemes of work are in place for the majority of subjects, except design and technology and religious education. In these two subjects, pupils do not make consistent progress through the programmes of study of the National Curriculum and the locally agreed syllabus respectively.
31. The provision for pupils with special educational needs is very good. Pupils receive very good support from well-trained education care officers, and their learning is enhanced by the clear procedures for

planning, monitoring and assessment. The special educational needs register is regularly reviewed and up-dated, and all essential records are kept up to date.

32. The school offers a broad range of worthwhile, extracurricular activities to junior aged pupils. These include art, music, sporting activities and a library club. All of these activities are well attended and help to enhance pupils' learning experiences. Visitors to school, out of school visits to the theatre, museums, the environmental holiday and the local area further increase pupils' interest and motivation in learning. The 'Fun Club', offered every day, demonstrates the school's commitment to its pupils and parents.
33. Hayfield Primary School is a community school and has very good links with the neighbourhood. There is good contact with the local church, senior citizens, and the local playgroups that feed into the school. The Hayfield Playgroup uses the school hall for physical education each half term. A 'Kinder Kids' group uses the school every week and the children have lunch at the school before they are due to start school. Pupils at the school also have opportunity to take part in a range of village activities, notably in the annual May Queen Festival.
34. The school has very good links with other primary schools in the cluster arrangement. They work together on the curriculum and compete in friendly competitive sporting activities. Links with the secondary schools are good and Year 6 pupils visit their appropriate school before transfer.
35. The provision for pupils' spiritual development is very good. Acts of collective worship are held daily, either as whole school assemblies, infant and junior assemblies, or class assemblies. These sessions provide pupils with very good opportunities to reflect on their personal experiences and to consider the deeper questions related to values, beliefs and the meaning of life. Acts of collective worship are meaningful occasions and pupils are encouraged to participate and to develop significant insights into the customs and traditions of Christianity and other religions.
36. The school is very effective in promoting moral values. Pupils clearly know the difference between right and wrong. School rules and class rules are drawn up in consultation with pupils. These are supported by a practical, personal and social education policy. The teachers have high expectations of how pupils should behave. In turn, the pupils are respectful and their relationships with all staff, including supervisors and other adults in the school, are very good. Pupils relate well with each other and co-operate willingly in and out of class. They are encouraged to work together, to share responsibilities and to help one another.
37. Very good opportunities are available for pupils to develop cultural awareness in acts of collective worship, art, English and music, and to some extent in religious education. They learn about their heritage in history, and in English their written work reflects their sensitivity to moral, social and cultural issues.
38. Equal opportunity is practised through a range of activities. In class, pupils have tasks that match their interests, needs and ability levels. Both boys and girls attend coaching sessions in cricket and football. Test results are analysed specifically to highlight any possible gender issues. For example an analysis of the optional tests in Year 3, 4 and 5 revealed the need to improve the writing skills of boys.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The school's safe, caring, supportive environment has a beneficial effect on the lives and learning of all its pupils. The quality of care provided is consistently good and in some aspects it is very good. Effective child protection procedures are in place and meticulously monitored. All the relationships within the school are very good and pupils are very well known by the staff, who show concern for their welfare and development. This is demonstrated in the playground at lunchtime, when supervisors play

games alongside pupils to ensure no one feels isolated, and in class when a pupil feels ill and the teacher deals kindly and efficiently with the situation. The school works assiduously to obtain all the educational and personal support it can for its pupils, including those with special educational needs, working closely with outside agencies and always valuing the support and wishes of the parents and carers. The excellent ethos of the school and its constant re-affirmation by the headteacher and staff promote good behaviour. The procedures for the monitoring of unacceptable behaviour and bullying are very good, clear, effective and consistent. Pupils always know what is expected of them, the principle being 'praise in public, but reproach in private'. As well as awarding achievement stickers for good work, good behaviour is also rewarded and activities outside school are acknowledged and valued.

40. The appropriate safety checks are carried out and the whole school community is involved in monitoring health and safety. A good example was seen in a history lesson on the fire of London, when a pupil in Key Stage 1 offered advice about how to leave the building carefully, quickly and quietly in case of fire. Procedures for improving attendance are satisfactory, but the level of attendance is so good that the school finds little, if any, use for them. The pupils like coming to school and parents make sure that they inform the school when their child is unable to attend. Most send a letter after the pupil returns and the school is careful to ensure this happens as often as possible.
41. The procedures for assessing the attainment and progress of pupils are good overall. All teachers are involved in the target setting of all the work for profiles in subjects such as literacy, numeracy and information technology. The school uses baseline assessment for children on entry and the optional national tests in Key Stage 2. The results of the test in Years 3, 4 and 5 are analysed for common errors, which are then targeted specifically. The school also has a tracking system that monitors small groups of pupils of differing abilities. This contributes well to the whole process of assessment because staff can identify problems at an early stage and take steps to deal with them. The system has been very effective in helping to raise standards in the core subjects, but less so in the foundation subjects where the assessments are insufficiently rigorous. Assessment information is well used to guide the curricular planning, particularly to provide specific groups of pupils with different patterns of work. A good example of this is seen in English where boys have been targeted for writing skills to very good effect. The procedures for monitoring and supporting academic progress are good in the core subjects but less well focused in design technology, geography, history and religious education, where the time lag in acquiring skills and knowledge does not allow the pupils to build efficiently on their previous learning.
42. The school supports the pupils' personal development very well. It sets high expectations for good behaviour and pupils clearly know what is right and wrong. Relationships are very good and pupils help and support each other in many different circumstances. They are encouraged to think about their own feelings and to respect those of others. Parents are encouraged into the school to look at the Wednesday achievement clown, displayed in the foyer. This contains all the achievement stars won by pupils in a week. These are then later displayed in individual classrooms. Personal and social education is linked with the teaching of religious education to reinforce ideas such as friendship and tolerance.
43. The school deploys the education care officers well, to support and guide pupils effectively. They help to promote self-esteem and personal pride in the pupils they work with. Pupils with special educational needs receive a great deal of additional support for academic and personal development, and the provision is very good. The school makes effective use of outside agencies in supporting these pupils. All teachers understand the procedures for the identification and assessment of pupils' special educational needs. Parents are consulted at each stage and the statements and plans are reviewed regularly to ensure that individual needs are met as fully as possible.
44. Because the school has consistently high standards and expectations for personal development, it constantly monitors the behaviour, needs, strengths and problems of the pupils. The teachers notice that pupils are either working particularly well or are lacking confidence. They value the times when pupils

show persistence and concentration, especially if it is sometimes a problem for a particular individual pupil. They create a caring atmosphere in all classrooms in order for pupils to flourish, academically and personally.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. Since the last inspection, the school has successfully addressed the key issue to improve communication with its parents. Significant improvements have been made to the quality and quantity of information available to parents. Parents' views of the school are now good overall, although a significant minority still feel that they are not well informed about how their children are getting on. Parents particularly value the teaching, high expectations and good progress, but several are critical of the range of extracurricular activities, and do not feel that the school works closely with them.
46. In order to establish a more effective channel of communication with parents, the school set up a school and community working party that canvasses parental opinion and reviews its written information. The quality of information provided for parents is good overall, with some very good features. Frequent newsletters keep parents well informed about school activities and there is an extremely useful termly guide to forthcoming topic work in each class, including ways in which parents can support and extend these studies.
47. The inspection team cannot endorse the parental criticism that there is insufficient information about pupils' progress. Parents are aware that the staff are willing to discuss progress at any pre-arranged time, and they are also able to keep abreast of their children's progress by using the home-school reading diaries and the marked work in homework files. There are two progress consultations each year and the school has recently responded to a parental request that an evening be made available to meet the needs of those whose children entered the reception class in January. The end-of-year progress reports are detailed and give a clear picture of progress in the core subjects, along with skills acquired in all areas. They also have a helpful section on targets for improvement in the child's next school year, but are not as specific as they could be about the actual standards achieved by the children.
48. Parents are encouraged to support their children in their learning both at home and at school. Curriculum information is provided through subject meetings and a very thorough induction pack. The effectiveness of the school's links with parents is good overall. Almost all parents appreciate the school's efforts to provide an open door, its response to suggestions and the wealth of information and invitations that they receive. They support school policies, children's work at home, PTA events, information evenings and charitable fund-raisers. As a result, the impact of parents' involvement in the work of the school is very good. They help to raise standards by supporting and encouraging pupils' homework tasks, especially research and reading. More recently there has been considerable parental support for the school's approach to its preparation for the end of Key Stage 2 tests. Many parents and friends volunteer to help in school, especially in Key Stage 1. They support the class teachers well and provide effective guidance for pupils. In Key Stage 2 several parents enrich the curriculum by sharing their specialist skills in activities such as pottery, dance, music, weaving and sewing.
49. The school and community working party and the parent teacher association have been very effective in promoting a greater awareness of the work of the school, and in providing significant financial support. These groups have supported the new homework policy and provided funding for the pupils' homework files. Money raised by the parent teacher association is used each year to improve the learning environment, by providing resources and furnishings. In addition, the activities organised by these groups provide a very valuable contribution to the social life of the village and the personal development of the pupils.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The leadership and management of the school are very good. The school's aims and values are fully reflected in its daily life and are of excellent quality. The leadership has taken very successful measures to raise standards in literacy and numeracy, and has addressed the key issues detailed in the previous inspection report.
51. Comprehensive procedures have been implemented by the headteacher to monitor, evaluate and develop the teaching and learning. She makes classroom observations on a regular basis, noting strengths and weaknesses and discussing them with teachers. The headteacher and the senior management team carry out teacher appraisal and set targets to develop individual teacher's skills and expertise.
52. The headteacher has successfully managed to improve significantly the quality of teaching and has established an environment in which all staff talk freely about their strengths and weaknesses. The senior management team works well and meets regularly to do the initial sifting of data before presenting further initiatives to the whole staff. Consequently, this allows the staff to focus on essential details in the time available. The school uses a range of tests and other evidence to compare pupils' performances. The system of internal monitoring is also successful in comparing the progress of cohorts of pupils as well as that of individual pupils.
53. A carefully planned programme of in-service training is linked directly to priorities identified in the school development plan and to meet the needs of individual teachers. The leadership has a clear vision of how to raise standards in the school and the staff share a commitment to improve the performance of all its pupils. Targets are set not only for individual teachers but also for every class throughout the school.
54. All members of the teaching staff are appropriately qualified, and all but the newly qualified teacher, who is on a temporary contract, have responsibility for a specific curriculum or other area. The six education care officers provide excellent support and make a positive contribution to pupils' learning in English and mathematics. This extra support has a clear and positive impact upon standards achieved by the pupils. Staff meetings are held regularly and records are kept. The curriculum co-ordinators take the lead in discussing schemes of work and other recent developments in their subject, as part of school based in-service training. They fulfil their roles very effectively in English and mathematics, but in other National Curriculum subjects their monitoring and evaluating roles are not well developed. All co-ordinators support other colleagues with effective ideas and resources, and many of them have received appropriate training to extend their subject knowledge and to develop their subject areas even further.
55. The staff, including the school secretary, have clear and detailed job descriptions. The administrative procedures are efficient and professionally undertaken. The daily routines are effectively carried out and the school secretary provides invaluable support. The school is extremely well maintained by the school caretaker and staff.
56. The accommodation available in the school is good overall, but classroom space is limited, especially for children under five in the reception class. Storage space throughout the school is poor. The school hall is of very good quality but is also used for storage, and this is potentially hazardous during physical education lessons. Resources are good in the majority of subjects, though in design and technology they are just adequate. Teachers make good use of resources but the computers in some classes are under-used in developing information and communication technology skills across the curriculum.
57. The management of the provision for pupils with special educational needs is effective. Since the time of the last inspection, the school has continued to build on this provision. The education care officers and outside agencies are deployed effectively and give very good support and guidance to pupils with special educational needs. The procedures for identifying and assessing pupils are clear and well understood. The headteacher and the governors have clearly identified educational priorities for pupils

with special educational needs. A link governor is appointed to carefully monitor statements of special educational needs, and to evaluate whether pupils are achieving their targets. Very good use is made of the funding delegated to special educational needs. The co-ordinator has a clear understanding of her role and has developed good policies and schemes which provide a balanced and progressive programme for these pupils. She has established a good working relationship with all adults who support these pupils.

58. The governing body is very committed to providing a high quality education for pupils and is determined to support the headteacher and staff in its role as a critical friend. The governors have attended appropriate in-service training courses in finance, personnel, target setting, and in literacy and numeracy. They carry out their duties and responsibilities fully and correctly. The governing body has a good mix of expertise and meets every half term. Its committees, which recognise the importance of their monitoring role, usually meet before the main meeting. The curriculum committee is involved in monitoring and evaluating the school development plan. The finance committee is fully involved in all areas of financial planning, monitoring and the identification of priority spending areas.
59. The school development plan is of a very good quality. It focuses on educational objectives covering three years. It is monitored regularly by the headteacher, governors and staff to ensure it offers good value for money. It contains manageable time scales, costs and criteria for success, and it places an appropriate emphasis on literacy and numeracy in order to raise standards in teaching and learning.
60. Expenditure is carefully monitored by the finance committee, and its judgements are put before the full governing body. The monitoring of financial planning is excellent and the school ensures that specific grants, donations, and the significant sums raised by the parent teacher association, are used effectively and efficiently for the designated purpose. The current school budget is in surplus and the governing body is keen to earmark it for special purposes, especially if the school is to continue to fund the extra class introduced this academic year in order to reduce class sizes in Key Stage 1. Governors are acutely aware of future constraints and are planning ahead.
61. The headteacher, staff and governors are very aware of the need to link resources to educational criteria in accordance with the principle of best value. The employment of an additional teacher, and the increase in the number of education care officers, were decisions directly related to improving the quality of education on offer in the school. Similarly the analysis of assessment results is aimed at identifying target spending on areas that relate directly to raising standards. The high quality of the leadership and management of the school contribute substantially to it giving very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- **Improve the balance of the curricular programme by :**
 - i) giving a more continuous learning experience in design and technology, geography, history and religious education; (Paragraphs 29, 116, 117, 119, 124 and 133)
 - ii) increasing the time available for teaching in Key Stage 2; (Paragraph 29)
 - iii) revising the time allocated to various foundation subjects. (Paragraphs 29, 114 and 133)
 - **Ensure the effective co-ordination of all subject areas by:**
 - i) building upon the examples of good practice in the school; (Paragraphs 54, 82, 94, 109 and 137)
 - ii) developing the management, monitoring and evaluating aspects of the role; (Paragraphs 54,101, 109, 118, 125, 137,and 145)
 - iii) providing opportunities to work alongside colleagues in both key stages. (Paragraph 109)
62. In addition to the items listed above, the school also has weaknesses in the accommodation and resources for children under five, in the implementation of the schemes of work for design and technology and religious education, in the use of information and communication technology as a cross-curricular tool, in starting the first lesson on time, and in the storage of equipment and resources. The governors should consider these areas for inclusion in the action plan. They are indicated in paragraphs 30, 56, 70, 130, 148 and 150. .

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	43
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2.3	37.2	32.6	23.3	4.6	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	175
Number of full-time pupils eligible for free school meals	13

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	23

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	3.9
National comparative data	5.4

Unauthorised absence

	%
School data	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	Boys	Girls	Total
		1999	11	15	26
National Curriculum Test/Task Results		Reading	Writing	Mathematics	
Numbers of pupils at NC level 2 and above	Boys	11	11	11	
	Girls	14	15	15	
	Total	25	26	26	
Percentage of pupils at NC level 2 or above	School	96 (81)	100 (69)	100 (91)	
	National	82 (80)	83 (81)	87 (84)	
Teachers' Assessments		English	Mathematics	Science	
Numbers of pupils at NC level 2 and above	Boys	11	11	11	
	Girls	15	15	15	
	Total	26	26	26	
Percentage of pupils at NC level 2 or above	School	100 (91)	100 (91)	100 (94)	
	National	82 (81)	86 (85)	87 (86)	

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

Attainment at the end of Key Stage 2

		Year	Boys	Girls	Total
		1999	14	16	30
National Curriculum Test/Task Results		English	Mathematics	Science	
Numbers of pupils at NC level 4 and above	Boys	9	9	10	
	Girls	13	12	11	
	Total	22	21	21	
Percentage of pupils at NC level 4 or above	School	73 (82)	70 (51)	70 (72)	
	National	70 (65)	69 (59)	78 (69)	
Teachers' Assessments		English	Mathematics	Science	
Numbers of pupils at NC level 4 and above	Boys	7	8	8	
	Girls	15	15	14	
	Total	22	23	22	
Percentage of pupils at NC level 4 or above	School	76 (82)	77 (71)	73 (72)	
	National	68 (65)	69 (65)	75 (72)	

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

Ethnic background of pupils

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

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	8.2
Number of pupils per qualified teacher	24
Average class size	22

Education support staff: YR– Y6

Total number of education support staff	6
Total aggregate hours worked per week	85

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	1998/9
	£
Total income	259621
Total expenditure	235125
Expenditure per pupil	1271
Balance brought forward from previous year	15818
Balance carried forward to next year	40314

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	175
Number of questionnaires returned	87

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	40	4	1	0
My child is making good progress in school.	35	58	3	0	4
Behaviour in the school is good.	30	62	3	1	4
My child gets the right amount of work to do at home.	26	53	17	1	3
The teaching is good.	42	45	7	0	6
I am kept well informed about how my child is getting on.	31	33	29	5	2
I would feel comfortable about approaching the school with questions or a problem.	59	29	7	4	1
The school expects my child to work hard and achieve his or her best.	43	47	4	0	6
The school works closely with parents.	30	49	13	8	0
The school is well led and managed.	28	55	7	4	6
The school is helping my child become mature and responsible.	34	52	7	2	5
The school provides an interesting range of activities outside lessons.	22	41	22	10	5

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

63. The standards of attainment of the 13 children who are under five in the reception class are very good and well above the national expectation. In the previous inspection report, the provision for the under-fives was well below the standards expected, especially in the planning of the work and the children's understanding of what they had to do. Currently, a significant improvement is shown and pupils of all abilities are making very good progress in all aspects of the six desirable learning outcomes.
64. The curriculum is well balanced and provides a wide range of activities that stimulate and promote the children's learning. The children's personal and social development are given a high profile and the majority are developing independent learning skills and select and organise materials that they want to use. Those with special educational needs are well supported by adults, and by the other children, and this enables them to make very good progress in all areas of learning.
65. On entry to the school, children have acquired standards of attainment in line with the national average in language and mathematical development. Within a short time of being admitted, in either September or January, they are assessed individually to establish their ability levels, and a programme is designed to match their individual needs.
66. A particular feature of the provision is the importance placed on developing positive attitudes to language and number work. Although classroom space is very limited, children respond very well to routines and procedures. Their behaviour is very good and they tackle tasks enthusiastically and purposefully. They support one another well in both work and play. Relationships are very good.
67. In their language development children attain very high standards and make very good progress. They have a very good understanding of the letters of the alphabet and recognise an increasing range of words. Children's word building skills are well developed through the use of a carefully structured phonic programme and they tackle unfamiliar words confidently. The children enjoy listening to stories and rhymes that are deliberately associated with their language and number work. As a result of this approach, they have good powers of recall. They enjoy looking at books and talk about what they have read with enthusiasm and enjoyment.
68. The children are making very good progress in their reading. The more able can recognise a number of basic words and are beginning to understand the meaning of text. The children with special educational needs use visual clues effectively when they come across unfamiliar words.
69. In mathematics, the children's attainment is very good and they are making very good progress. They can sort, match and discuss number names in familiar contexts, and use the words 'more' or 'less' in relation to groups of animals and fruits. They are very competent in counting up to 20 and are developing very good mental skills when adding and subtracting. Able children can identify the time to the hour and the half-hour, using clock faces. The children enjoy practical activities in mathematics and use a broad range of equipment confidently, including playdough, to develop an understanding of longer and shorter. They enjoy talking about simple patterns and recognise simple shapes.
70. The children's knowledge of the world about them is very good. They can talk about autumn signs and know about different kinds of food. They understand about different buildings, including a café, and devise successful logos and make paper plates for it. Their paintings are their own freely expressed ideas and are of a very good standard. The children draw and make models and use tools and equipment competently. Although there is an outdoor play area, it is neither enclosed nor secure, and

opportunities for children to undertake structured play using large toys, on a regular basis, are limited. Similarly, opportunities for them to do so in the classroom are irregular because of the limited space available.

71. The physical development of the under-fives is good. They are gaining confidence when working in the wide-open space of the hall. They respond correctly to instructions and change their movements appropriately when music is played. Their control of their body movements, such as walking, skipping and jumping, is good.
72. Children are keen, interested and excited when working in class. They are co-operative and though, in some cases, their concentration span is short, they are stimulated by interesting class tasks which sustain their interest and are motivated in positive ways.
73. The quality of teaching is very good. The teacher and helpers interact very well with the children. The teacher provides clear instructions and makes excellent use of behaviour patterns as well as the resources available. Very good use is made of assessment through direct observation and detailed recording. The children's progress is meticulously monitored and constructively helps future planning. There are indications of a growing relationship between the school and the playgroups, with closer co-operation on issues related to assessment not only of children's knowledge and understanding but also of their skills and attitudes.

ENGLISH

74. The National Curriculum Test results for 1999 In Key Stage 1 indicate that the standards in English, particularly in reading and writing, are well above both the national average and the results of pupils in similar schools. At Key Stage 2, the percentage of pupils attaining Level 4 or better is slightly above the national average, and in line with the results of pupils in similar schools. All pupils, including those with special educational needs, are making very good progress. The extra time allocated to literacy is used very effectively and is having a positive effect in raising standards throughout the school. The last inspection report criticised the rigid adherence to reading schemes and the use of a limited range of texts. Currently, the school uses a wide range of reading schemes and pupils are making very good progress in all aspects of their language work.
75. Pupils throughout the school have well developed listening skills. They listen carefully in both key stages and offer evaluative comments on what they hear. Their oral responses in class show that they carefully consider what others have said. They answer questions confidently using a range of vocabulary and extended sentences, especially towards the end of Key Stage 2.
76. The pupils attain good standards in speaking skills in Key Stage 1 and very good standards in Key Stage 2. They are articulate and offer sustained responses to open-ended questions. Older pupils are positively encouraged to speak at length, and when responding to probing questions they are able to organise their thoughts and present views and opinions in a clear and logical way.
77. In reading, the pupils attain very good standards in both key stages. All pupils, including those with special educational needs, make good progress. The ablest pupils read fluently with expression and understand how punctuation effects the meaning of the text. Through a systematic phonic programme, average and less able pupils make very good progress. They enjoy reading and have a good understanding of what they have read. They read from a range of sources and are familiar with a range of fiction by well-known children's authors. The pupils talk meaningfully about books and authors and about the characteristics of stories, poems, diaries and dialogue.
78. At the end of Key Stage 1, the pupils' written work is of a good standard, and at the end of Key Stage 2 is of a very good standard. They write for a range of purposes and can plan, draft and revise their

written work. Throughout the school they are encouraged to think of alternative words when writing. Their handwriting is neat and legible and the majority of them spell words correctly, in a good range of extended writing covering a variety of topics. They appreciate that written texts display various styles and convey different points of view. They use a range of sentence patterns and are developing their own distinctive style in written work.

79. The regular use of comprehensive activities, poetry and a close study of various texts in literacy sessions extend the pupils' general knowledge of language. Pupils in both key stages are showing increased mastery of language conventions. Their written work covers a range of different purposes, including stories, poems, letters, factual, descriptive and imaginative topics.
80. The quality of teaching is good in Key Stage 1 and very good in Key Stage 2. The teachers use good models of speech and the introductions to lessons are constructive and purposeful. They have a very good relationship with their pupils in both key stages. In planning work, teachers build on previous learning experiences and there is good progression in pupils' knowledge and understanding of language. The teachers take account of the range of ability of pupils and match the work accordingly. Pupils with special educational needs are given relevant and appropriate tasks and make very good progress in all aspects of their language work.
81. Throughout the school, pupils have very good attitudes to learning and are always prepared to do their best and co-operate fully. They show an interest in what they are doing and often enjoy completing the tasks set by their teachers. They are very well behaved, polite, courteous and thoughtful. They co-operate well and support one another positively when working in either small or large groups. Older pupils discuss texts sensibly, share ideas freely and show good powers of concentration.
82. The scheme of work for English, including the literacy programme, is clear and comprehensive. The procedures for monitoring language across the school are very good and pupils' strengths and weaknesses are carefully recorded and discussed fully by the staff. The leadership and management of the subject are very good.

MATHEMATICS

83. The level of attainment in mathematics is above the national average at the end of both key stages. When compared with the results of pupils in similar schools, pupils in Key Stage 1 attain levels which are very high and well above national averages, whilst the results for pupils in Key Stage 2 are above average.
84. The results of the 1999 national tests at the end of Key Stage 1 reflect levels of attainment which are well above national average in terms of the percentage of pupils achieving Level 2. All of the pupils in the year group reached at least Level 2, and 27 per cent of them achieved Level 3, which is above the national average. Over the four year period since the school's last inspection, the pupils' performances in the tests at the end of this key stage have been consistently above the national average and the school has maintained a high standard throughout this period.
85. In the tests at the end of Key Stage 2 in 1999, both the percentage of pupils reaching Level 4 or better and the percentage achieving Level 5 were above the national averages. During the period since the last inspection the overall performance of pupils at the school has been above the national average, but with variation between individual year groups. This variation reflects the gender balance in the individual Year 6 groups of pupils and the percentage of them with special educational needs, rather than a change in the quality of the educational provision.
86. Analysis of the test results since 1996 show that at Key Stage 1 girls consistently outperform boys, but that the gap has narrowed in the last two years. At Key Stage 2 there is no consistent pattern with

regard to the attainment of boys and girls in the end of key stage tests, but during the four year period since the last inspection boys have achieved standards overall which are higher than those achieved by girls. During the inspection, classroom observation, scrutiny of work and conversation with pupils, indicated that levels of attainment at the end of both key stages are above average. This represents improvement since the previous inspection report when standards were described as average throughout the school. The inspection evidence did not indicate any significant difference in the attainment of boys and girls in any area of the curriculum programme.

87. By the end of Key Stage 1, pupils have a secure knowledge and understanding of number to at least a hundred, and some to a thousand. Most pupils can recall addition and subtraction facts to 20 and have good mental recall of many multiplication facts. They can count on from a given number in twos, fives and tens and can recognise other number patterns. During observation of the Year 2 class, pupils accurately told the time in terms of hours, quarter past, half past and quarter to. Almost all of the class can accurately add pairs of two digit numbers and explain their methods, using the correct mathematical language and terminology. Scrutiny of previous work indicated that in other areas of work the majority of pupils achieve above average standards in handling data, and in shape, space and measures. Pupils take a pride in their written work and the presentation is good.
88. Pupils in Year 6 understand the relationship between percentages and fractions. They are very competent in using mental methods to calculate the price of objects that are reduced by 50 per cent, 25 per cent, 20 per cent and 10 per cent. They explain their methods clearly and understand fully that there can be more than one way of solving a problem. They are able to calculate the areas of compound shapes by dividing them into triangles, squares and rectangles. The majority of the class use the memory facility on a calculator to check their answers. Scrutiny of pupils' previous work gave evidence of above average standards being achieved in the use of bar and line graphs to display data, and in their work on probability, angles and decimals.
89. Throughout the school, pupils achieve standards in numeracy which are good for their age, and this reflects the successful way in which the school has introduced the National Numeracy Strategy. Pupils have good understanding of place value and use the information to solve problems and calculations. They are able to add, subtract, multiply and divide competently and accurately. They use mental methods confidently to answer quick fire questions during whole class sessions. The National Numeracy Strategy is having a positive effect upon the mathematical provision in the school and the standards achieved by pupils.
90. Pupils with special educational needs are fully integrated into normal classroom activities. They are given very good support and this enables them to make good progress in achieving their individual targets. During classroom observation, the set tasks were well matched to the ability groups within the class. In addition, scrutiny of pupils' previous work gave evidence of higher attaining pupils being given extension work and opportunities to achieve to their full potential.
91. The quality of the teaching has improved since the last inspection, and although it varies between the key stages it is good overall. In the lessons seen, it was never less than satisfactory, with examples of very good teaching in three lessons in Key Stage 2 and one in Key Stage 1. All lessons were well planned and ensured that the tasks built upon pupils' previous knowledge and experiences. Teaching styles are friendly and supportive and, as a result, all relationships are very good and pupils always co-operate fully. The teachers' management and organisation of both the classroom and the available resources are good, and pupils are provided with a secure and stimulating environment in which to learn. In all classes, the teaching promotes learning and enables pupils of all abilities to make good progress in their studies. In the best lessons, learning is fun and the pupils respond with enthusiasm and commitment. The teachers set challenging, but realistic, tasks for individuals and groups. Very good use is made of question and answer sessions to introduce new ideas, to check for levels of understanding and to recap on previous facts and information. A strength of these lessons is the way the teachers

prepare a range of tasks so that all pupils are given work which extends their learning and stretches them to achieve higher standards. In the less successful lessons, the teachers give too much time to introductory sessions. Some pupils become impatient to start work on the set tasks whilst others find it difficult to concentrate fully for the whole period of time.

92. The pupils' attitudes to mathematics are good and this is reflected in their very good behaviour and their willingness to always try hard. Relationships are very good and this leads to a relaxed and friendly working environment. The pupils are good listeners; as a result they are able to settle down to work quickly and many can work independently for long periods. In all classes, pupils give good support to one another, and they work conscientiously and individually, in pairs or in small groups. Across Key Stage 2, the pupils become more independent learners and take increasing responsibility for their own learning. Pupils in the upper junior classes talk confidently about their work and their experiences in mathematics.
93. All teachers keep details of their pupils' attainments, and assessment is used effectively in the planning of work. The annual reports are informative and were generally well received at the pre-inspection meeting. Homework is sensibly used to extend pupils' learning throughout the school, but is used more extensively in the upper school.
94. The co-ordinator provides good leadership for the subject and has been very involved in the successful way in which the Numeracy Strategy has been introduced into the curriculum. She works closely with the headteacher in the analysis of test results and in the setting of realistic targets for pupils. Very effective use is made of statistical data to identify and correct areas of weakness in the pupils' knowledge and understanding. The monitoring and evaluation of the classroom practice, including the teaching, are very good. The whole staff works effectively as a team and there is a shared commitment to improve and maintain high standards. The time allocation for the subject is good but the first lesson of the day too frequently starts late due to the whole school act of collective worship over-running its time allocation.
95. The school has allocated additional funding in order to purchase resource materials to support the introduction of the Numeracy Strategy. Care has been taken to obtain value for money and these new materials are being used effectively to support the teaching of mathematics and pupils' learning. The accommodation is good.

SCIENCE

96. At the time of the last inspection, standards in science were above average in both key stages, but more recent national test results have shown considerable variation, particularly in Key Stage 2. Last year, the proportion of pupils reaching Level 2 or better in the national tests at the end of Key Stage 1 was very high in comparison with the national average, and the proportion achieving Level 3 was also well above average. These results were also well above average when compared with the results of pupils in similar schools. During this inspection, the level of work seen in lessons and in the pupils' books, shows that attainment at the end of this key stage is now in line with the national average. The difference between these standards is due to there being a different group of seven-year-olds seen during the inspection, from those who took the tests last year and are now in Year 3.
97. In the 1999 tests at the end of Key Stage 2, the percentage of pupils reaching Level 4 or above was well below the national average and below the results achieved by pupils in similar schools. Similarly the percentage of pupils reaching Level 5 was also well below average. However, during the inspection, the scrutiny of work in books, direct observation in classrooms and discussion with pupils indicated that pupils this year are on target to reach standards that are above national average. The current Year 6 class has a different gender balance, with significantly more girls than boys, and fewer pupils with special educational needs.

98. Pupils enter Key Stage 1 with a good breadth and depth of knowledge and a very wide experience relating to the world around them. In Year 1 they cover a range of work on colour, mirrors and mirror images. They consider the changes that take place in a variety of contexts, such as paper burning, chocolate melting, rocks becoming molten and caterpillars becoming butterflies. In Year 2, the work covers forces and materials, where pupils consider the properties of various types of materials and what they are used for. Pupils discuss their different ideas well and explain or hypothesise, for example, why plastic is used or whether crockery is less likely to crack. The pupils' attitudes to learning science are generally very good. They are willing to try out ideas and respect each other's views. They demonstrate well their growing understanding that objects are made from certain materials and some higher attaining pupils are able to explain why. The pupils with special educational needs are making good progress towards achieving the targets set for them.
99. Pupils in Key Stage 2 are developing their ideas and learning about electricity, forces, materials and life processes. They are generally engaged well by their activities, discussing, helping and supporting each other as they consider means of fair tests and recording. For instance, older pupils work well together to make parachutes with certain attributes, brainstorming ideas and planning their investigations effectively. At the end of the key stage, the pupils are active participants in their learning of science, using and building upon prior experience and knowledge to make sound predictions. They are used to having a common starting point and then reaching conclusions about what they have discovered. Their learning of science is well rooted in an investigative approach. They respond very well to the effective questioning of the teacher, who has very high expectations and inspires them with her enthusiasm for the subject. This enables the more able pupils to develop at an appropriate pace. Throughout the key stage, pupils with special educational needs are well supported and make good progress when measured against the targets set for them.
100. Pupils in both key stages generally have very good attitudes to science and rise to the challenge when given the opportunity. Their behaviour in science lessons is consistently very good because they want to learn. The teaching of science is good overall, sometimes very good, but was unsatisfactory in one lesson seen. Where it is effective, pupils make sound progress. Where it is very good, they learn well and make good progress. The lessons are practical, challenging and demand new ideas as well as facts from pupils. The pupils work at a brisk pace, which keeps them on task but still allows time for thought and discussion, both with the teacher and with their peers. The teachers encourage pupils to use what experience they have, to build up and develop their scientific thinking. The most effective teachers are enthusiastic about the subject, have secure knowledge and plan their lessons well to ensure pupils know and understand what needs to be done and what should be learned from an investigation. Good lessons build on what the pupils already know in science and lead them out in different directions so they can see other possibilities. Where lessons are less effective or unsatisfactory, the pupils are not offered enough opportunity to pose and to solve problems, or to ask their own questions. The activities chosen have very narrow scope to follow and do not allow pupils to move out and along their own trails. This restricts their scientific thinking. Some lessons rely too heavily on worksheets that also prevent pupils setting up and developing their own lines of enquiry. In the one unsatisfactory lesson, the introductory session was too long and the teacher also lacked knowledge in one area of the work.
101. The management and organisation of the subject are satisfactory. The governors have appointed a link governor who is very supportive and knowledgeable. There are opportunities for the co-ordinator to monitor the teachers' planning for science and work has begun, informally, on moderating pupils' work as a whole staff, in order to build a portfolio. Assessments and test results are analysed, and used to identify pupils' strengths, weaknesses and common errors. Statistical data is also used effectively throughout the school in setting targets for improvement. Whilst the co-ordinator works well to support her colleagues, her role is underdeveloped at present with regard to the monitoring of the teaching and learning.

102. There is a good range and number of suitable resources to support teaching and learning in all classes. The resources are well managed and used effectively throughout the school. The accommodation is good.

ART

103. Pupils throughout the school, including those with special educational needs, achieve standards that are above those expected for their age. Classroom observation, scrutiny of previous work and discussion with pupils indicate that overall the school has maintained standards that are similar to those reported at the time of the previous inspection.
104. By the end of Key Stage 1, pupils can confidently express ideas and feelings. They experiment with a variety of materials, tools and techniques and achieve increasing accuracy in their drawings, paintings and representations of objects and events. Appropriate attention is paid to the work of famous artists, and displays include, for instance, pupils' representations of V E Day in the style of Lowry. In the Year 2 class, the pupils experimented with pastel crayons to represent fire and smoke in their pictures of the fire of London. They have good understanding of how to use different parts of the crayon to emphasise the outline of buildings, and to obtain different intensities of colour. The majority of pupils successfully merge colours by careful rubbing with their fingers. Pupils in the Year 1 class use a hand lens to observe the finer detail on rocks, stones and wood in order to make pencil sketches. There is a wide variation in the standards achieved but the majority of pupils produce a recognisable product which shows they are developing the skills required for good observational drawings. The weakest aspect of the provision in this key stage is that pupils are given little opportunity to select resources for themselves.
105. Across Key Stage 2, pupils are working with a wide variety of materials, tools and techniques. They are gaining knowledge, developing artistic skills and all pupils are being given the freedom to develop their own artistic style in their paintings, drawings and sculptures. By the end of the key stage, pupils confidently compare artefacts and images. They use the appropriate vocabulary to describe their feelings generated by looking at the work of famous artists. The pupils talk sensibly and maturely about their own and other pupils' work, and accept criticism of their own efforts in a positive way. Year 3 pupils are experimenting with colour mixing and the use of colour to represent moods and feelings. For example, very good links to poetry were made during their discussion of Picasso's 'blue period'. Colour mixing also features in the artwork of the Year 5 class. Here, the pupils used dry brush techniques to create a tree. All pupils made good progress and by the end of the lesson were competently using colour and brushes to create the desired effect. In the Year 4 class, pupils gained inspiration from examples of Aboriginal art works in order to experiment with hatching, scumbling and feathering. They worked very quickly during this lesson and the majority of them produced work of a good standard. In Year 6, a visiting potter led the lesson and demonstrated the use of clay to create a face and head. The pupils were inspired, and by the end of the lesson they themselves had created works in clay of a high standard. The majority of pupils produced a face that had character and reflected their artistic talent and skills.
106. Overall, the quality of teaching is good in Key Stage 1 and very good in Key Stage 2. All lessons are well planned with clear learning objectives and this ensures that in all classes pupils fully understand what is expected of them. The teachers have good subject knowledge that enables them to give clear explanations. The teaching of basic skills is good and all teachers use a variety of methods to maintain pupils' interest and raise their enthusiasm for the subject. The teachers have high expectations of what pupils can achieve and they constantly encourage them, usually on an individual basis, to consider ways in which their work can be improved. In classrooms where there is additional adult support, all members of the team are well briefed and totally involved in the classroom activities. This enables very good support and encouragement to be given to those pupils who require it and results in some pupils, especially those with special educational needs, making additional progress. During the inspection such

support was observed in the Year 6 and Year 4 classes. Where teaching is very good it often stems from the teachers' own expertise and enthusiasm for the subject. During introductory sessions they inspire their pupils who then respond eagerly to the challenging activities which enable them to achieve to their full potential.

107. The teachers make satisfactory use of information and communication technology to support pupils' learning. During the inspection, for example, Year 2 pupils made effective use of a program to produce irregularly shaped patterns and colour in the areas. They were able to control the mouse and respond to on-screen instructions at a level above that expected for their age.
108. Pupils have very positive attitudes and they enjoy art lessons. They listen very well to instructions and this enables them to work independently for long periods of time. Relationships are very good and pupils give good support and encouragement to one another. They respond eagerly to questions and are keen to share their ideas, experiences and knowledge. The pupils' behaviour is very good and contributes to the pleasant atmosphere in the classrooms and to their overall rates of progress. They have good levels of concentration, are all totally involved in all activities and always try their best to achieve high standards. Their work and experiences in art lessons also make a very good contribution to the pupils' spiritual, moral, social and cultural development.
109. Since the last inspection the co-ordinator has led the development and introduction of a new and detailed scheme of work. An emphasis has been given to the development of skills as the pupils progress through the school, and this is having a positive effect upon the quality of teaching, and pupils' rates of progress and levels of attainment. The subject is well led and managed, but the co-ordinator's role is in need of further extension to enable her to work alongside colleagues and monitor the provision. The co-ordinator has built up a good supply of appropriate resource materials that are used effectively in providing high quality experiences for the pupils.
110. The extracurricular art club extends the curriculum for junior pupils. This is extremely well organised and is very popular with the pupils. During the period of the inspection, forty-three pupils were working on a project for the May Day celebrations. The teacher and the education care officer are given very good support by parents.

DESIGN AND TECHNOLOGY

111. It was not possible to see any direct teaching of lessons in design and technology during the period of the inspection. Scrutiny of pupils' work in books, displays and previously made models, indicates that all pupils, including those with special educational needs, are attaining standards in line with national expectations. All pupils are making satisfactory progress. On the available evidence, improvement since the last inspection is satisfactory.
112. In both key stages, pupils of all abilities, effectively create their own interesting designs, experience the making process and evaluate their finished products. In previous work, pupils have learnt how to use textiles, food technology and moving models in a number of creative ways.
113. In more recent work in Key Stage 1, the pupils selected their own design for a drawbridge as part of a whole class project. They considered how the mechanism could be improved. In a Year 2 class, pupils made worthwhile evaluation of recipes for a party. Pupils in one class drew up effective design specifications for a pop-up book, bridges and a Christmas stocking. In another class pupils made satisfactory designs for a lighthouse, as part of their cross-curricular links with English. Although the designs were generally well conceived, few pupils seem to have had an opportunity to improve designs at the initial stage to secure a more effective working model.

114. A revised scheme of work is being produced and this requires further development and implementation in order to provide support for staff in designing, and assessment procedures. The time allocation for the subject varies between classes and is generally insufficient in both key stages.
115. Although the resources for design and technology are at a satisfactory level in terms of both quality and quantity, there is still potential to widen the range of materials and equipment for supporting teaching and learning.

GEOGRAPHY

116. At the time of the last inspection, geography was the main topic focus in many year groups. However, during this inspection no direct observation of teaching in geography was possible. Indeed, due to the way the timetable for foundation subjects is organised, pupils in the school generally have not done any geography since last summer term. Books are sent home at the end of the school year and whilst the co-ordinator brought in a very small sample, there is no current evidence available upon which to judge standards. A very brief conversation with pupils made it clear that they could not properly assess what they have learned, after such a time lag. Therefore it is not possible to make secure judgements with regard to pupils' levels of attainment in geography in either key stage.
117. The teaching and learning in geography are not a continuous process and pupils are not given opportunities to build upon recent experiences and knowledge. There is a policy in place and the scheme of work shows that the statutory requirements for the subject are met. Geography has had a low profile in the school's development programme because of the other initiatives taking place in the school and in the curriculum.
118. The co-ordinator is currently working on extending the curriculum programme in order to cater for the extra class in Key Stage 2. She is keen to do well, and is very interested in the subject. However, her role is underdeveloped at present, in terms of monitoring the planning, teaching, learning and the impact that the time allocated to the subject has on the standards achieved.

HISTORY

119. Because of the way that the foundation subjects are fitted into the overall curriculum programme, not all classes were doing history at the time of the inspection. The level of attainment is in line with age related expectations in both key stages, based upon the evidence seen during the inspection and the scrutiny of work already completed by pupils.
120. In Key Stage 1, younger pupils are making a study of buildings and using this to expand their vocabulary and understanding of past and present times. As they make a time-line, using the buildings they have drawn, they consolidate these ideas and are able to rearrange the pictures to reflect their decisions. Older pupils in the key stage are considering the fire of London and comparing how life was then with how it is now. They make appropriate links between the way people would have done things long ago, and how a modern fire is tackled. The more able pupils assemble their facts to write an account. Some pupils use the computers to begin their writing and a parent-helper discusses it with them, helps them organise their sentences and supports pupils with special educational needs.
121. At Key Stage 2, no work in history is planned for eleven-year-olds until the summer term. Younger pupils make a study of the Romans, and their attainment is in line with national expectations. A factual lesson is linked with a more analytical one where pupils consider the comparisons between the Romans and the Ancient Britons. They contrast accurately the differing armies in numbers, training, gear and dedication and gradually tease out why the Romans won the wars of occupation. Pupils build well upon their previous learning, by asking and answering questions, in order to interpret the past. Other pupils in the key stage have made a study of the Victorians and the Tudors.

122. Pupils in both key stages have good attitudes to history, especially where they feel the excitement and enthusiasm of the teacher. They are eager to answer questions in lessons that require analysis of what they know. Their behaviour is generally good and all teachers deal effectively with any challenging conduct.
123. The teaching of history is satisfactory overall, but was good in one lesson in Key Stage 1 and very good in a Key Stage 2 lesson. Where it was very good, the teacher communicated to the pupils that they were learning skills in history, rather than remembering facts. The teaching was lively, brisk and challenging. All pupils had time to consider their ideas, their thinking was developed to a high level, and they had to concentrate and analyse what they knew in order to evaluate its usefulness to the discussion. Good lessons hold pupils' attention so they can make an effort to explain what they know. In less effective lessons, the teachers rely too much on worksheets, and their questions are not open enough for pupils to develop their own ideas and thoughts. Such lessons mean that pupils deal in facts but do not have opportunities, for instance, either to interpret or link cause and effect.
124. Throughout the school, because of the way the timetable is organised, the learning of historical skills is disjointed and the pupils have long periods of time when they are not experiencing history. Whilst studying the subject, pupils have extended time to look quite closely at a period, but the long gaps between these opportunities mean that skills are not built up systematically. The development of pupils' enquiry and research skills, including the use of the library and information and communication technology, was seen as an area for development in the last inspection report. Steady improvement has taken place in the case of general historical enquiry, but the learning of specific skills lacks continuity.
125. The co-ordinator is conscientious and interested in history and has considerable personal knowledge. However, her role is underdeveloped in terms of monitoring the teaching and learning. The school has not adequately considered the effect of the gaps in the timing of the subject upon the skills and knowledge of the pupils. The monitoring is informal and assessment opportunities are written into planning but cannot be followed up by the co-ordinator. She has a sound vision for the subject but there has been little curriculum development time for the subject since her appointment.

INFORMATION TECHNOLOGY

126. During the inspection, pupils were observed using the computers in a variety of lessons but no sessions of direct teaching in information technology were available. Groups of pupils were interviewed about their use and understanding of computers and the programs presented to them. In both key stages, the majority of pupils of all abilities achieve standards that are in line with national expectations. At the time of the last inspection attainment in the subject was unsatisfactory in many aspects. Satisfactory improvement has taken place in the pupils' keyboard skills and control of the mouse, which are now good. Many use the computers independently, and are able to load, save and print their work.
127. 128. At Key Stage 1, the pupils' learning is sound and effective, and they achieve standards that are in line with those expected for their age. Younger pupils use a graphics package to draw and colour a picture of a building, linking their history topic and art lessons together. Older pupils use the word processor to write an account of the fire of London, linking with their work in history. Pupils know that fonts can be changed in appearance, type and colour, but have not yet had the opportunity to try this for themselves. They understand that the delete key rubs out and know they can change something by moving with the arrow keys. They understand and use file names so they can find work they have stored. They also use programs effectively for spelling and numeracy. Working with the same graphics programme that is used in Year 1, the pupils in Year 2 create a pattern, using more advanced features to colour and control the finished work.

128. At Key Stage 2, pupils build effectively on what capability they have. By the end of the key stage, pupils know about more advanced features of word processing, such as sizing, underlining and italicising fonts for a particular effect. Some move blocks of text by highlighting and most use the dictionary and thesaurus facilities available. They understand how to change the layout of pages between landscape and portrait for a particular purpose. They use the word processor not only to make neat copies of work but also to draft and re-draft work in progress. The school has a digital camera and pupils have manipulated images to make Christmas cards. They also remember using tables and graphs, a flight simulator and control logo, as well as a program for composing music. They know about e-mail and have had a limited opportunity to try out the Internet through the school's involvement in the National Grid for Learning. Throughout the key stage, the pupils' capability is improving, and the majority is becoming more confident and competent.
129. Pupils' attitudes to the subject are very good. They are enthusiastic and interested, and some of them have access to computers at home, which the school encourages them to use for research. All pupils treat the hardware with respect and share their time and work with each other very well. The pupils with special educational needs have full access to the facilities and the more able are encouraged to help out other pupils. However, there is little evidence of their building, systematically upon their ability and skills.
130. The co-ordinator is new to the post this year, but he has made a promising start and the subject is managed in a satisfactory manner. The policy and scheme of work, introduced since the last inspection, are based on the new national documents for the subject. They have given more structure to the curriculum, but there is still work to be done. At the present time the co-ordinator's role in monitoring the standards achieved in the subject, and the extent to which information and communication technology is used to support teaching and learning in other subjects, is underdeveloped.
131. There has been some in-service training, carried out by the co-ordinator, and there are plans to give the staff additional training by an outside agency in order to support them further and improve their skills and expertise. There is a good, well-annotated portfolio of work collected by the co-ordinator and staff, which makes a sound base for developing the skills and capabilities of pupils in the future.
132. An audit of resources has been carried out and additional essential purchases have been made, particularly of hardware. The resources are good, but some are underutilised and therefore ineffectual in raising standards.

MUSIC

133. Levels of attainment in music are in line with age related expectations in both key stages. This represents a reduction in standard since the last inspection report when levels of attainment were described as being above average throughout the school. The inspection team's view is that this lowering of standards results from the structure of the curriculum programme and the time allocation for teaching the subject.
134. By the end of Key Stage 1, pupils sing confidently, with a developing sense of rhythm and pulse. They understand ternary form for a tune, which they not only explain in terms of the common 'musical sandwich' analogy, but also describe in the appropriate technical language. They recognise its musical elements and to illustrate the form they clap a four-beat pattern well with a pupil making a 'filling of the sandwich' on the keyboard. They also use other body parts and different sounds to vary the activity.
135. At Key Stage 2, pupils in the lower juniors successfully build upon their previous experiences and are developing the 'sandwich' analogy to compose their own tunes. They use tuned instruments with good self-control and begin to notate their tunes informally. The majority of pupils are making good progress in their ability to compose and perform. Older pupils in the key stage attain good standards in singing.

They are set high expectations for success in their performance, controlling breath and pitch well. They sing in round, carrying the tune effectively and with a good sense of appreciation. Their attitudes to music are very good overall. They enjoy the subject and derive appropriate social and spiritual benefits from playing and singing together, as well as great pleasure for its own sake.

136. The teaching observed during the inspection was never less than good. This is because the two specialist music teachers teach all the classes within their own key stage. Throughout the school, this effective teaching provides pupils with good learning experiences, enabling pupils of all ability levels to make at least satisfactory progress. Good lessons challenge the pupils' self-discipline and self-control, the activities are chosen to good effect so that pupils make an effort to rise to the demands, and they concentrate well. The lessons are conducted in a lively manner, with humour and good use of body language to conduct the music and to control the session. Very good lessons enable pupils to learn all the skills effectively within the framework set, whilst allowing them to develop their own thoughts and ideas. A very good example of this was seen in the upper junior singing lesson when the pupils practised breathing techniques to control sound and improve their performance.
137. The co-ordinator is newly in post but she has begun an informal review of the scheme of work. She is attempting to build up a wider range of supportive material in order to help non-specialist colleagues take responsibility for teaching their own lessons. She has a clear vision for the future development of the subject, and is being as pro-active as time and resources allow. She is leading the subject well but her role needs further development to include time for monitoring and evaluation of the teaching and learning.

PHYSICAL EDUCATION

138. Attainment at the end of both key stages is in line with age related expectations in gymnastics, and in dance the Key Stage 2 pupils achieve standards which are above those expected for their age. This represents a significant improvement since the last inspection when standards were unsatisfactory in the infants and average in the juniors.
139. By the end of Key Stage 1, pupils can control their movements as they develop basic gymnastic skills and work safely with items of apparatus. They work effectively, both individually and with a partner, in practising skills and are able to discuss how well they, and other pupils, can improve their performance. In a Year 2 lesson the majority of pupils made good progress in developing hand and eye co-ordination and the skills required to catch and throw. Pupils of all abilities are able to catch a beanbag or a ball with two hands, and the majority are equally successful with balls of different sizes. A small number of higher attaining pupils can catch with one hand even when the ball is thrown high. In Year 1, pupils are investigating ways to travel across the floor and on pieces of apparatus, using different parts of their body. The majority is able to hold balance positions and combine two simple movements to demonstrate to the class.
140. Pupils in Key Stage 2 are able to sustain energetic activity and can explain the effects of exercise on their bodies. They are extending their range of gymnastic skills, which they can perform with control and confidence. In dance, the pupils are linking body actions to music and improving their performance by practising and repeating a series of movements. In both Year 6 and Year 3 all pupils are making good progress in dance and the majority is achieving levels of attainment that are above average for their ages. In the Year 6 class, pupils work collaboratively in small groups to produce a dance sequence to perform to the class. They show good teamwork in the way they solve problems, agree a plan and respond to the challenge. Following each performance, the watching group of pupils talk sensibly and maturely about the ways in which they think the sequence can be improved. In Year 3 and Year 4, pupils use the large gymnastic apparatus with confidence and find imaginative ways in which to utilise it in their sequence of movements. All pupils work safely and responsibly when collecting and returning

items of apparatus. By the time they transfer to secondary education, almost all Year 6 pupils swim twenty-five metres in a recognisable style.

141. In both key stages, pupils with special educational needs are fully integrated into normal activities, and they have equal access to all areas of the curriculum. Their teachers give the pupils very good support, thereby enabling them to make good progress. Higher attaining pupils are encouraged to extend their skills and they are influential in setting high standards for their peers to emulate.
142. The quality of the teaching is satisfactory in Key Stage 1, but good, and sometimes very good, in Key Stage 2. It has improved significantly since the last inspection due to many of the teachers having increased their expertise and so becoming more confident. All lessons are well planned with clear educational aims and objectives. The teachers make good use of the new scheme of work, which gives good structure to the curriculum for all pupils. The best teaching was observed during the dance lessons in Year 3 and Year 6. Both teachers are totally involved in the activities and set high standards for pupils to achieve. The lessons are broken down into smaller units that successfully build upon each other. Periods of intense activity are interspersed with spells of rest and reflection. Pupils respond positively to the stimulating teaching styles and their good progress is a reflection of the high quality learning experience. Where the teaching is less successful, but still satisfactory, the lessons move at a more sedate pace and there is not the same positive lead and involvement of the teacher.
143. All pupils enjoy physical education lessons; they have good attitudes and their behaviour is very good. They are always prepared to give of their best and try hard to improve their performance. Relationships are very good and all pupils are able to work effectively on their own, in pairs and in small groups. They accept criticism of their own performance in a positive way and respond sensibly when invited to comment on other pupils' performances. Physical education makes a good contribution to the pupils' personal and social development.
144. During the period of the inspection it was possible to observe activities in only dance and gymnastics, but the school does provide a good range of learning opportunities in all areas required by the National Curriculum. Discussion with teachers and scrutiny of their planning for other areas of the curriculum, including adventurous and outdoor activities, indicated that most pupils achieve levels of attainment in these activities that are in line with expectations for their age. The school has limited resources for the provision of extracurricular activities and these are reserved for junior aged pupils. The football and gymnastic clubs are well attended and extend the curriculum for the enthusiastic pupils who attend. In addition the school organises coaching sessions in cricket and football and participates in inter-school sporting activities as and when they are available in the rural environment of the school.
145. Since the last inspection the co-ordinator has led the development and introduction of a new scheme of work. This has been an important step forward that has had a positive impact upon both the quality of the teaching and the standards achieved by the pupils. In spite of this commendable work, the co-ordinator's whole school management role is underdeveloped with regard to monitoring and evaluating standards across the school.
146. The school has a good range of equipment for work in all areas of the curriculum. The accommodation is good but there is a serious shortage of storage space. At the present time large items of equipment are stored around the perimeter of the hall that serves as a multi-purpose gymnasium, dining hall and assembly area.

RELIGIOUS EDUCATION

147. During the inspection, only one lesson in religious education was seen, which means that it is not possible to make a secure judgement with regard to the quality of teaching throughout the school. In many classes, personal, social and health education is subsumed as an aspect of religious education.

Scrutiny of the pupils' previous work, and class and school displays in religious education, indicate that the standards attained by pupils in both key stages, including those with special educational needs, are satisfactory. All pupils are making sound progress.

148. The school appropriately recognises the importance of religious beliefs and values and many are celebrated successfully, partly within the context of the daily acts of collective worship. There is no scheme of work in place for religious education and the choice of subject content is based loosely on the local authority's locally agreed syllabus. Opportunities in the curriculum for pupils to consider religious issues are less secure, since the time allocation for the subject is limited and the teaching less progressive and inadequately structured.
149. In Key Stage 1, the work seen in pupils' books indicates that pupils know a range of Bible stories and can interpret their moral and social messages. They have knowledge and understanding of Christian and other religious festivals such as Diwali, the Hindu festival of light. In the lesson seen, pupils briefly discussed the quality of friendship and devised a poster to depict their own personal friend, with appropriate captions giving reference to concepts of caring, sharing, trust and loyalty.
150. In Key Stage 2, pupils wrote about special places, churches and temples, and about famous individuals such as Ghandi, Florence Nightingale and Mother Teresa, and recalled their contribution to society.
151. Pupils have good attitudes and they respond very well to the challenges offered to them to participate in the daily acts of collective worship. Pupils of all ages are keen to answer questions and to share their ideas, and knowledge, with their peers. Their behaviour is very good and they are always prepared to give of their best.
152. Since the last inspection there has been some slight improvement in this subject. There is still, however, a need to secure a more coherent programme of study in order to ensure that pupils develop their knowledge, understanding and skills in religious, as opposed to social and moral, education.