

INSPECTION REPORT

WESTFIELD PRIMARY SCHOOL

Westfield, Hastings

LEA area: East Sussex

Unique reference number: 114421

Headteacher: Mr Philip Stephenson

Reporting inspector: Mr Michael Allcock
19834

Dates of inspection: 28th February – 3rd March 2000

Inspection number: 197475

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Main Road Westfield Hastings East Sussex
Postcode:	TN35 4QE
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Appropriate authority:	The governing body
Name of chair of governors:	Ms Karen Paine
Date of previous inspection:	September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr Michael Allcock	Registered inspector	Mathematics Geography History Music	What sort of school is it? What should the school do to improve further? The school's results and pupils' achievements How well are pupils taught?
Dr Norma Ball	Lay inspector	Equal opportunities English as an additional language	Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Mrs Val Emery	Team inspector	Under fives English Physical education Religious education	How good are the curricular and other opportunities offered to pupils?
Mr Christopher Shaw	Team inspector	Special educational needs Science Information technology Art Design and technology	How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Westfield Primary is a community primary school in Westfield, a village near Hastings in East Sussex. Most of the pupils come from the village but about 20 per cent come from neighbouring villages or Hastings. There are 207 pupils on roll, similar to the number when the school was last inspected, and close to the average size for primary schools. Some of the accommodation is cramped, especially as class sizes are large, averaging over 29 in each.

The school is arranged in seven classes, each serving a single age group. There are similar numbers of boys and girls in the school but there is a marked gender imbalance in most year groups. There are 44 pupils on the school's register of special needs. This is above average, though the proportion of pupils with statements of special educational need is just below both the local authority and national averages. There are below average numbers of pupils from ethnic minorities but above average numbers of pupils with English as an additional language, though none of them is at an early stage of acquiring English.

Pupils come from a wide variety of backgrounds. Unemployment amongst families is at about 20 per cent. About 35 per cent of pupils live in housing association accommodation. An average number of pupils, about 14 per cent, are eligible for free school meals. Socio-economic circumstances are below average overall. Not all children have had pre-school education when they start school. Attainment on entry, as measured by the local education authority's baseline assessment procedures is below average overall.

HOW GOOD THE SCHOOL IS

Westfield Primary is a good school. Pupils achieve sound or better standards by the time they are eleven. The quality of teaching is never less than satisfactory and is mostly good or better. The headteacher provides effective leadership, and is well supported by a committed staff and governing body. The school has high unit costs but still manages to provide good value for money.

What the school does well

- Standards are high for children in the foundation stage.
- Teaching and learning are very good for children in the foundation stage. They are good at both key stages. Teachers are very well supported by high levels of well trained classroom assistants.
- Pupils have very positive attitudes and behave well. Their personal development and relationships are very good.
- The headteacher, senior staff and governors provide good leadership and management.
- There is a rich and well balanced curriculum, which is extended out of school hours by a very good range of extra-curricular activities. Provision for pupils' moral, social and cultural development is very good. It is good for their spiritual development.
- Pupils are well cared for. Provision for pupils with special educational needs is effective. They make good progress.
- There are effective links with parents.

What could be improved

- More use could be made of the outcomes of assessment to plan strategically what should be done next by groups of pupils or individuals.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since it was inspected in September 1997. The serious weaknesses identified in provision for children in the foundation stage have been rectified. Children make very good progress, from below average attainments on entry, and now achieve above expected standards in all areas of their curriculum by the time they reach Year 1. Teaching and

learning for children in the foundation stage are very good. All the programmes of study for information technology are now taught, meeting National Curriculum requirements. However, standards are below those seen nationally by the end of Key Stage 1 and insufficient evidence is seen in lessons, displays and pupils' books of information technology being used to improve pupils' skills and to support work widely across the curriculum. Co-ordinators monitor teaching and learning appropriately, often using the effective buddy system linking pairs of teachers from different parts of the school. Assessment procedures are good but the use of information gained is not always well used to plan strategically for cohorts, groups or individuals.

Literacy and numeracy skills are now well applied to support work widely across the curriculum. Reading and writing skills are appropriately taught and reinforced in many subjects. Pupils now enjoy regular opportunities to engage in investigative and problem solving tasks, allowing them to use and apply their mathematical and scientific skills. This work is often open-ended, challenging higher attaining pupils to work at a high level. Parents indicated that they believe the identification of, and provision for, able and talented pupils has improved. Not all foundation subjects have revised policies but the school is appropriately waiting for the new curriculum to be finalised before embarking on change. Policies that have been updated, for instance that for mathematics, incorporating numeracy, which is an excellent planning tool, are useful documents. Teachers' individual daily planning now features a helpful, accessible common format. Teaching has improved overall.

As was reported in 1997, the accommodation has many limitations. The school makes good use of its building stock and grounds but there are numerous deficiencies. The field needs draining. The temporary classrooms have no toilets or running water: necessitating a long walk across a windy playground to the nearest facilities. Many classrooms are too small for the classes they have, especially those that number over 30. The library is too cramped to house the school's reference collection, restricting its use for research. The school is well placed to continue to improve in light of the hard work undertaken to respond to key issues from its last inspection and national initiatives over the last three years.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	B	B	C	C	well above average A above average B average C below average D well below average E
Mathematics	B	C	A	A	
Science	D	C	C	C	

The information shows that in the 1999 tests for 11 year olds, when compared to the national average and to schools with similar intakes, pupils' standards were well above average in mathematics and in line with the national average in English and science. Trends over time are broadly upward in all three subjects, consistent with the national pattern. Boys and girls attained similar standards in the tests of English. Boys outscored girls in mathematics, with the girls outperforming the boys in science. The school has set challenging, but achievable targets for improvement for the next two years, following an assessment of relative strengths and weaknesses of the two year groups concerned.

Inspection findings conclude that the majority of children in the foundation stage achieve above expected standards in all areas of their curriculum. By the time pupils are seven, standards in English, in speaking and listening, reading and writing, mathematics and science are at the nationally

expected level. Religious education meets the expectation of the locally agreed syllabus but standards in information technology are below those expected nationally. By the time they leave the school, at the age of eleven, standards in English, mathematics, science, information technology and religious education are at the expected level. Above average standards are seen in foundation subjects, with pupils' attainments at the end of both key stages above the national expectation in art, music and physical education. Standards in design and technology exceed national expectations by the end of Key Stage 1, as do those in history at the end of Key Stage 2. Pupils achieve sound standards overall from below average attainment on entry.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils' attitudes to their work are very positive. They try hard to do their best.
Behaviour, in and out of classrooms	Good. Their behaviour shows a confidence that they are liked and valued by adults and peers. They respond accordingly and clearly show that they recognise the difference between right and wrong.
Personal development and relationships	Very good. Teachers make very good provision for pupils' personal and social development. Pupils are well known to staff and very constructive relationships are fostered.
Attendance	Good. The school's attendance rate is above the national average while unauthorised absence is below.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Good	Good

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

The quality of teaching is good overall. In lessons observed during the inspection, teaching was never less than satisfactory and in over 80 per cent of lessons seen was good or better. It was excellent or very good in 30 per cent of lessons. Teaching has improved since the last inspection, especially for the under fives.

English is well taught throughout the school, effectively promoting pupils' key literacy skills. Mathematics teaching is also good, with the school having made a positive response to the requirement to teach numeracy skills effectively, to raise standards in the subject. Teaching is also a strong feature of the school's work in science. It is more variable in information technology, with teaching good for Key Stage 2 pupils. In religious education, it is satisfactory.

The high quality of teaching effectively supports pupils' learning, so that it is good overall, and very good for children in the foundation stage. Teachers show good knowledge of their subjects, capture and sustain pupils' interest, so that they concentrate very well and work at an increasingly independent level. Pupils try hard in all areas of their curriculum, sustaining a good work rate and achieving considerable satisfaction from their endeavours. The school strives to meet the specific needs of its pupils. Those with special educational needs are well supported. The school is committed to providing the pupils with a high level of individual reading support but more care should be taken to ensure that pupils do not miss other important work while reading. Higher attaining pupils are not always set challenging enough tasks, especially in the core subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school has worked hard to ensure all subjects are given appropriate consideration. Strong features include a taster lesson per week in a range of modern foreign languages in Year 6 and a strong commitment to personal, health and social education. A very wide range of extra-curricular activities is undertaken.
Provision for pupils with special educational needs	Good. Pupils are well supported in lessons, making good progress towards their targets, especially in literacy and numeracy.
Provision for pupils with English as an additional language	The needs of pupils with English as an additional language are well met within the classroom. They make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. There is very high quality provision for moral, social and cultural development. Provision for pupils' spiritual development is good.
How well the school cares for its pupils	Good overall. Good procedures are in place for child protection. The school effectively monitors and promotes good attendance and behaviour. Assessment procedures are thorough but the use of information gained is not always well used. Some security issues have been brought to the school's attention.

The school works in close partnership with parents, providing them with good quality information. Parents feel that teachers are accessible and helpful. Parents make a sound contribution to the work of the school, including homework. Very good provision is made within the curriculum for children in the foundation stage and in music. Extra-curricular activities are a significant strength of the school. All teachers know their pupils very well, provide caring support and are very good role models.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. Strong leadership and a very positive pastoral programme instituted by the headteacher give clear messages to all within the school's community. Other key teachers have been instrumental in supporting the school effectively through a period of considerable staff change.
How well the governors fulfil their responsibilities	Good. Informed and well led, governors play a major part in the leadership and management of the school.
The school's evaluation of its performance	Good overall. Clear aims, priorities and targets identified and set. Not all performance data fully used.
The strategic use of resources	Good. Budget very well managed. Staff, learning resources and unsatisfactory accommodation effectively deployed.

The headteacher and chair of governors are effective in their roles. They have comprehensively reviewed serious weaknesses in provision for children in the foundation stage and other key issues from the school's previous inspection. Teaching and learning, the curriculum and the leadership and management for children in the foundation stage are now a significant strength of the school. Other areas of weakness have been addressed, mostly in full, showing good improvement. Those teachers and chairs of governors' sub-committees who make spending decisions are conscious of the need to review and evaluate their outcomes. The principles of best value are appropriately applied when

goods and services are purchased. There are a very good number of teachers and support staff, well matched to the school's curriculum. Resources are good, with particular strengths in music. The school's accommodation is inadequate, lacking many essential requirements for a primary school, for example toilets and running water in temporary classrooms.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents feel comfortable about approaching school with problems. • Good teachers and support staff. • Pupils like school. • Pupils are making good progress. • The school expects pupils to work hard and do their best. 	<ul style="list-style-type: none"> • The closeness of the partnership between parents and the school. • The amount of information they are given about how pupils are making progress. • Variable provision of homework.

The positive comments made by parents were supported by the inspection. The school works consistently to establish a productive partnership with parents. The headteacher and staff are available to parents and help with problems and concerns. There is a comprehensive and overall good range of information for parents on the progress pupils are making, including targets set, as well as information about what is taught in class. Homework provision is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The school has greatly improved standards for children in the foundation stage since its last inspection. Standards in English, mathematics and science, the subjects assessed at the end of Key Stages 1 and 2 have also improved but less dramatically. In relation to their attainments on entry to the reception class, the rate of pupils' learning is good. They achieve sound standards by the time they leave the school. This is because of the good quality of teaching they receive, their very positive attitudes to learning, good behaviour and the open, constructive relationships within the school.
2. Children under five enter the school with below average levels of attainment overall, as measured by the local education authority's baseline assessment, across a narrow range of capabilities. This is particularly noticeable in their language and social skills. All children make very good progress in all areas of learning, so that standards are above expected levels by the time they reach Year 1 in language and literacy, personal and social development, mathematical development, knowledge and understanding of the world, creative and physical development. All evidence of serious weaknesses in the school's provision for children under five and their achievements during the foundation year has gone.
3. When the school's average point scores are compared, the attainments of pupils at the end of Key Stage 1 in the 1999 national tests were similar to national averages in reading and writing but below in mathematics. Using the average points score allows a more accurate assessment of attainment than that used previously, when the proportion of pupils achieving the expected level was calculated. However, analysis of the results indicates that whereas the school was close to or above the national average in the proportion of pupils achieving the expected Level 2, it was below in the achievement of the higher Level 3. This can be traced to the below average attainments on entry to the school, for while the school broadens and consolidates pupils' learning, it is not able to bring a sufficient number up to Level 3 to obtain the higher points score. When compared to schools with a similar intake, the pupils' results are below the national average in reading, writing and mathematics. Results over time indicate a weaker cohort in 1999, as standards had risen steeply in reading and writing for the previous three years and in mathematics in each year but 1998, when there was a tailing off. 1999 results were against this trend, taking reading and writing close to, and mathematics below, national average points scores. Girls outperformed boys in reading and writing over the four years, with standards more evenly balanced in mathematics. This is much as is seen nationally.
4. Teacher assessments show that the percentage of pupils reaching the expected standard of Level 2 in science, which is not tested at Key Stage 1, was below the national average. However, the proportion achieving the higher Level 3 was close to that seen nationally. Results in experimental and investigative science were above the national average. Inspection evidence shows that pupils attain standards at the level expected by the locally agreed syllabus in religious education. However, attainment in the other core subject, information technology, is below that expected nationally. Standards are above expectation in art, design and technology, music and physical education. Standards in history and geography are as expected.
5. In the 1999 end of Key Stage 2 National Curriculum tests, the school's average points score, both compared to all and to similar schools, showed that standards in mathematics were well above the national average. Standards in English and science were broadly in line with national findings. As at Key Stage 1, the comparatively low percentage of pupils attaining the higher level, in this case Level 5, in English and science depressed the overall points score. However, the school achieved an above national average proportion of higher level scores in mathematics, which explains the substantially better comparative result. The trend over time is upward, in line with that seen nationally but with slightly higher outcomes. Girls have outscored boys in English and science, as is seen nationally. However, boys

outperformed girls significantly in mathematics, far more than is seen nationally. The school has set itself challenging performance targets for pupils at the end of Key Stage 2 for the next two years. These are realistically modified, so as to be achievable by recognition of the relative strengths of the two year groups involved. Teacher assessments correlated imprecisely with pupils' test results at the end of both key stages, especially in writing and mathematics at Key Stage 1 and English at Key Stage 2.

6. Work seen during the inspection broadly confirms the results of the 1999 tests, though these were different groups of pupils. Inspection evidence finds pupils by the end of both key stages to be attaining at the expected levels in English, mathematics and science. The higher attaining pupils are very confident with problem solving and investigative approaches to mathematics but the proportion of these pupils appears to be too small to have the dramatic effect seen in last year's Key Stage 2 tests. By the time pupils leave the school, at the age of eleven, their attainments in information technology and religious education are at the expected level of the National Curriculum and the locally agreed syllabus. Standards in foundation subjects are above those expected in art, history, music and physical education. Standards in design and technology and geography are in line with those expected nationally.
7. Standards in English in the aspects of speaking and listening, reading and writing are at the expected level by the time pupils leave the school. Phonics and other strategies to aid reading are well taught, so that pupils rapidly acquire confidence with new words in unknown texts. Older pupils read with increasing fluency, both in literacy lessons and to support work in other subjects, such as history. Pupils at Key Stage 1 learn to write in narrative and non-narrative forms, showing growing awareness of the purposes of the writing and using appropriate vocabulary. This is further developed higher up the school, so that pupils write extended pieces within English lessons, to contribute to individual and class topics, and when they produce reading books for younger pupils. Pupils throughout the school listen carefully to adults and each other, understanding the conventions of discussion and are confident and articulate speakers, showing good standards in relation to their attainment on entry to the school.
8. Standards are at the expected level in mathematics. Pupils achieve good standards in relation to their attainments on entry to the school. Numeracy skills are well developed, as pupils have daily opportunities to use strategies consolidating mental facility and agility with numbers. Pupils undertake a good level of problem solving, involving the use and application of mental skills. Older pupils are further challenged to choose the appropriate mathematics to fit the task. Numeracy skills are usefully applied in other subjects, such as science, geography and design and technology. The school has implemented the National Numeracy Strategy effectively. Its policy has been very substantially modified to incorporate new methods and organisational strategies, facilitating teaching closely matched to the needs of pupils of all levels of achievement.
9. Pupils' standards in science are in line with the national expectation at the end of both key stages. Pupils at Key Stage 1 develop appropriate skills of prediction and record the results of investigative work in a variety of ways. Pupils at Key Stage 2 improve their understanding of experimental design, ensuring fair testing. They acquire an appropriate level of technical language and a sound grasp of scientific knowledge.
10. Standards in information technology are in line with national norms by the time pupils leave the school. However, the attainments of pupils at Key Stage 1 are below those expected and their range of key skills, including saving and retrieving their work, is limited. Older pupils design and use databases and are increasingly using CD ROMs and the Internet when involved in independent research. Many write simple programs to control objects on the screen, or off, such as a set of traffic lights.
11. Standards in religious education meet the expectations of the locally agreed syllabus. Pupils at Key Stage 1 know, and confidently retell, many Bible stories and recall major Christian celebrations. Pupils at Key Stage 2 learn about the key figures in the Old Testament in work on Judaism and are developing an appropriate awareness of other major world religions,

especially Islam. Work in religious education is strongly supported by assembly themes and personal and social education lessons.

12. The achievement of pupils with special educational needs is good in relation to their previous learning and their assessed needs. The school makes good provision for them, both in terms of the additional support they receive and in the effective match of work to targets on their individual education plans, especially those for literacy and numeracy. The work of pupils with Downs Syndrome, for instance, fits easily into the range of the class teaching. This is because their needs are met effectively by the special educational needs staff and by the classroom teachers. All the pupils with special educational needs make good progress throughout the school. Those with individual education plans do well against the targets agreed for them.
13. The small number of pupils with English as an additional language makes good progress. Gifted and talented children are well supported in reception and make good progress, due to very good teaching and activities that are geared accurately to their needs. The progress of gifted and talented pupils is satisfactory at Key Stages 1 and 2.

Pupils' attitudes, values and personal development

14. Pupils have a very good attitude to school and also show very good enthusiasm in lessons. The majority of pupils are very attentive, stay on task well and appear to enjoy their work. This is something that parents particularly appreciate. The good attitudes of pupils noted in the previous inspection report have been continued in the school. The school has worked well to address the serious weaknesses in behaviour, attitudes and personal development noted for children in the foundation stage. Children in the reception class behave very well, show very good enjoyment and enthusiasm for their work and have very good personal development. Overall, lessons are well-paced, interesting and engage pupils' attention well. Such positive attitudes in pupils make a good contribution to standards attained and the quality of learning. Of the lessons seen throughout the school during the inspection almost 50 per cent were characterised by excellent or very good attitudes and behaviour, and in over 90 per cent they were good or better.
15. Pupils also show very good interest and involvement in school life and participate very well in class, as well as in a range of activities. Pupils work well together in lessons, join in class discussions well and share their ideas, such as in Year 6 when pupils engaged in a very lively discussion on electronic communication. Pupils show good commitment to their school in the duties they undertake, such as helping in assembly, looking after the library and also in the help that Year 6 pupils give to helping younger pupils at playtimes, through the buddy scheme recently introduced in the school.
16. The behaviour of pupils overall is good. The positive features of behaviour noted in the previous inspection report have continued. In most lessons and around the school the vast majority of pupils are sensible and well behaved. They are polite and aware of the needs of other people. At play they are lively and energetic but show good-natured tolerance of each other. There are a small minority of pupils whose behaviour can be challenging at times but they are well directed by staff, who show a sensitive approach to their needs. Pupils are very clear about the standards of behaviour that are expected of them and rise to meet these standards well. There is a clear understanding of the rewards for good behaviour and also the consequences of poor behaviour. There have been no recent exclusions. Pupils are careful with property, both their own and the school's. Good behaviour makes a very positive contribution to pupils' personal development.
17. The personal development of pupils and relationships are very good overall. The very good relationships, especially between staff and pupils, are a feature of the school. Pupils are relaxed, sociable and mix well in lessons and at play. Staff provide very good role models, showing care and courtesy in their relationships with pupils. Pupils show kindness and concern for each other and listen politely to the contributions that others make to discussions in class. Bullying, racism and sexism are not features of the school and the absence of such oppressive behaviour is very good. When incidents of unacceptable behaviour do occur,

sometimes in the form of over excited play, they are dealt with promptly by staff. Pupils have a very good understanding of how their behaviour affects others. This is successfully reinforced in the school in lessons and especially the personal and social education programme, in assemblies and through the behaviour policy. Pupils are gently and consistently encouraged to reflect on causes and consequences of their behaviour by adults in the school. The school consistently emphasises the importance for pupils to develop independence and take responsibility for their actions. Foundations for this development are well established in reception. Overall, very good opportunities are provided for pupils to take responsibility and show initiative and they respond to this very positively. Pupils respond to charity initiatives, show care and concern for each other and the school, for example the garden and litter squad who take care of the playground. The school council is an efficient and active body with representatives from all year groups. Within this ethos, pupils are encouraged to take ownership for their work as well as for their actions.

18. Pupils' awareness of others and respect for them is very good. The school works well to foster respect for the feelings, values and beliefs of others. In personal and social education, art, music, history and religious education this area of personal development is well planned and consistently emphasised. Pupils are given good opportunities to learn about other faiths such as Islam and Hinduism, and how faith is reflected in customs and cultures. There are also studies of different countries, such as the work done in geography on Zambia. Through the study of the Tudors, Victorian and even Ancient Egypt, pupils reflect thoughtfully on the faiths, beliefs and customs through history. The work being undertaken in personal and social education on unacceptable behaviour helps to provide all pupils with valuable understanding and social skills, which will be of great value in their life. Pupils also show good recognition of the needs of others beyond the school community and actively support charities and fundraising initiatives. During the inspection the school council discussed earnestly, ways in which they could raise money to send to Mozambique to help support victims of the floods in that country.
19. Attendance is good and above the national average for similar schools at over 95 per cent. Unauthorised absence is below the national average. Registers are taken efficiently and there are good procedures for reporting and following up on absences. Punctuality to school is satisfactory. Although the school does emphasis the importance of prompt arrival at school, a few pupils continue to show a pattern of regular late arrival. The education welfare officer visits the school regularly.

HOW WELL ARE PUPILS TAUGHT?

20. The quality of teaching is good overall. In all lessons seen, teaching was at least satisfactory, with over 80 per cent good or better. It was excellent or very good in 30 per cent of lessons. This represents very substantial improvement since the school's last inspection, especially for children in the foundation stage, when teaching in half of all lessons seen was rated unsatisfactory. Serious weaknesses in teaching for the youngest pupils have now been eliminated and very good practice is the norm.
21. Parents' views about the quality of teaching are very supportive. At the pre-inspection meeting with the registered inspector, parents commented positively on the teaching of literacy, praising the thorough teaching to a well-structured format. Inspection findings strongly support these views. The high quality of teaching contributes very significantly to the pupils' learning and the progress they make. All pupils are taught in single age classes, eliminating the need for planning for two different year groups. However, some classes are very large, adding to the already cramped conditions in some classes, especially those housed in temporary classrooms, without appropriate facilities.
22. Teaching is now very good for those children in the foundation stage. No lesson seen was judged less than good and nearly 80 per cent were very good. Very well taught lessons were observed in all six areas of learning for under fives. The reception class teacher, and others who work with the school's youngest pupils, display very good understanding of their learning needs and have very high aspirations for them. They set consistently challenging work, so

that children make very good progress in the foundation stage, ensuring that their attainments are above those expected nationally by the time they are five, from a low base.

23. At Key Stage 1, teaching is good overall, with very good features seen in English and music lessons. All teachers in this key stage, except the co-ordinator, are either new to the school, or temporary. The school's induction and teaching and learning procedures are very supportive, so that they are quickly gelling into a team and, especially in Year 1, ensuring that the very good start children make in reception is maintained.
24. The teaching of Key Stage 2 pupils is good overall and ranges from satisfactory to excellent. Excellent and very good teaching is seen in music, which is very enthusiastically taught by a dedicated specialist, who also works her magic on the younger pupils. Very good teaching is also seen in English, personal and social education, history and physical education. Good teaching is seen in all other subjects observed except design and technology. The headteacher's commitment to a broad and rich curriculum and a European and world view, as part of work for the oldest pupils, is seen in his lessons with Year 6. Pupils enjoy well taught German lessons and, next term, have a similar introduction to Spanish.
25. The high quality of teaching effectively supports pupils' learning throughout the school. This is most true in reception, where all areas of pupils' learning are very good. Overall, teachers ensure that their lessons evoke pupils' interest very effectively, so that concentration is maintained, even in the necessarily lengthy introductions to some literacy and numeracy lessons. Pupils are encouraged to work at an increasingly independent level. However, the lack of a reference library is inhibiting developments in this key area, especially for the older pupils. Teachers encourage pupils to work hard, stay on task and work productively at a brisk pace. Pupils with special educational needs express enjoyment in learning. They are well integrated in lessons and work with enthusiasm to achieve their targets.
26. The quality of teaching for pupils with special educational needs is good. Pupils with special educational needs take part in all lessons with the help and support of the teacher, the assistant special needs co-ordinator and the learning support assistants. Pupils progressively acquire and reinforce skills and knowledge and are helped to meet key literacy and numeracy targets on their individual education plans. Teachers provide different materials, focussed help and encouragement, and work closely to the individual education plans where appropriate. The individual reading programme, although effective in many cases, particularly at Key Stage 1, sometimes disrupts teaching and learning as pupils are withdrawn or read in another part of the room. The assistant special needs co-ordinator applies appropriate skills to the teaching of reading and uses rewards and praise effectively to motivate pupils. Good resources provide an extra challenge.
27. Teachers throughout the school have a secure knowledge of the subjects they teach. Good teaching is seen in English and mathematics, as the school has soundly thought out strategies for teaching literacy and numeracy, so that pupils acquire key skills at a steady rate and reinforce them appropriately over time. Less apparent are opportunities for pupils to develop information technology skills and use them to support work widely across the curriculum. Planning is detailed, with clear learning objectives, effectively shared with pupils and reviewed in whole class sessions at the end of many lessons, not just in literacy and numeracy. Teachers settle their classes quickly. They expect good behaviour and consistent application to the task in hand. In the best lessons, for example, for children in the foundation stage and in music, high standards are demanded and pupils respond very positively. However, the higher attaining pupils are not always sufficiently challenged, for example by the books they read independently or to design and carry out their own experiments in science. Tasks are varied and interest pupils. Direct teaching, to the whole class, and to small groups, when other pupils are involved in independent tasks in English, mathematics and other subjects, is a strong feature and effectively supports the pupils' acquisition of basic skills.
28. Pupils are well managed. Relationships, between adults and pupils, and between the pupils themselves, are very constructive. Humour and praise are well used, so that a relaxed classroom style is possible, with overt management strategies seldom needed. Parent

helpers and support staff are well briefed. Those leading guided work in subjects across the curriculum have a clear understanding of what teachers require of them. Good levels of resourcing are available in most subjects and teachers deploy them effectively, often supplementing them with artefacts and materials of their own. This was seen in a Year 1 art lesson, when a wide variety of lighting, from a grandfather's prized miners' lamp to a modern lava lamp, were introduced to excited pupils. Teachers use probing questions to assess and extend pupils' levels of understanding. They measure progress towards meeting learning objectives accurately, enabling them to plan effectively what pupils will need to attempt next. Appropriate homework is set and followed up in all classes. Most parents are appreciative of the progress it helps their children make and are willing partners in its completion.

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

29. The school provides a rich and stimulating curriculum. The curriculum has good breadth and balance, covering all requirements of the subjects of the National Curriculum, religious education and personal and social education. It is enhanced by the provision of French, German and Spanish in Year 6 and very good links with a wide range of cultures through overseas connections, visits and visitors. It also provides an exciting range of activities in the foundation year.
30. Curriculum planning is good. A consistently good planning system has been implemented throughout the school, which is based on a long-term yearly plan of topics and schemes of work. Good medium plans are developed from these, which provide teachers with well-founded guidance to plan work in their short term planning. The curriculum gives due emphasis to the development of literacy and numeracy. The school has appropriately implemented the requirements of the National Literacy and National Numeracy Strategies, resulting in all pupils having well structured daily lessons in both subjects, with mathematics a particular strength. The good quality of the framework for planning has been maintained since the last inspection at Key Stages 1 and 2. The lack of organisation and structure, identified as a serious weakness in the under fives' curriculum, has now been very successfully addressed. A practical, relevant and challenging curriculum is now provided, which covers all the required areas of learning for children in the foundation stage. As a result of this and the level of challenge provided, children are now making good progress and reaching the expected levels for their age by the time they enter Year 1. A good number are well within Level 1 of the National Curriculum.
31. The curricular provision for pupils with special educational needs is very good in the early years and good at Key Stages 1 and 2. The provision for pupils with statements is very much suited to their needs. Each area of the curriculum is considered separately and no pupil is excluded from any area. For instance, there is good attention to providing work at an appropriate level in many science lessons. The school is good at identifying and supporting pupils with special educational needs, particularly in language. Pupils who have specific problems, such as behavioural or emotional, are given the special consideration they need. The process for reviewing pupils and their individual education plans is good, as the school holds regular meetings to review each pupil on the special needs register. The assistant special needs co-ordinator has helped class teachers design a reading programme, which helps many pupils to make good progress in their reading in the early stages. However, this is applied indiscriminately and is not always appropriate for pupils who are approaching the higher level reading skills, which need to be employed in Key Stage 2.
32. There is satisfactory equality of access and opportunities within the school. The school monitors examination results by gender and has identified the under achievement of girls in some subject areas. However, the school are at the early stages of developing strategies to address this perceived inequality. Within sports and after school clubs there are equal opportunities for all pupils to participate and join in a good range of activities.
33. A particular strength of the curriculum is the very good provision for extra-curricular activities. It is wide and varied, focusing on sporting, language, art, musical and environmental activities. A good number of pupils participate in these clubs, indicating their enthusiasm and appreciation of what the school offers. They are supported by a good

majority of teachers, who enable these opportunities to be available. Additionally, there are frequent visits to places of interest linked to educational themes and a residential trip offered for Years 5 and 6, which is frequently located abroad, in France for example. The very good links with other cultures provide further opportunities to enrich the pupils' education with a range of experiences. The visit from a headteacher from Gambia, for example, provided good opportunities for pupils to have first hand experience about the people with lives that are different from their own.

34. Provision for personal and health education is good. Sex education is taught appropriately in Year 5 within the science 'My Body' project. Health and drugs education are also covered appropriately within the science programme. Regular times are set aside at Key Stage 1 for circle time, to discuss and develop personal issues, such as feelings and relationships. At Key Stage 2, this continues to be a priority, but sessions are organised on a basis of when the need arises, owing to pressures of time. They do, however, provide good quality guidance.
35. The school has strong links with its partner institutions and with the local community. Good links are in place with the local secondary school. In addition, regular participation with the local cluster group of schools concerning curricular issues has strong benefits for curriculum development and involvement in cluster events. The vicar leading good quality acts of collective worship on a weekly basis extends good links with the local church. A productive link with a large primary school in Hastings provides pupils with good opportunities to compare large urban schools to small village schools. A useful link with the Hastings Education Business Partnership provides further valued support.
36. A further strength of the school is the very good provision for pupils' spiritual, moral, social and cultural development to enhance pupils' personal development. There are particular strengths in the very good promotion of moral, social and cultural development. All adults in the school provide very good models through their relationships with each other and with the pupils, characterised by honesty and respect. They treat pupils consistently and fairly, with a shared commitment to helping them to understand and be responsible for the consequences of their actions. The very good provision for spiritual, moral, social and cultural development has been maintained since the last inspection.
37. Good provision is made for spiritual development. The good quality of daily acts of collective worship makes a strong contribution to this good provision. Assemblies are well planned, broadly Christian in content, providing valuable opportunities for reflection and prayer on religious and moral themes. Pupils have good opportunities to reflect on life's fundamental questions, as the need arises within the school community. Such occasions as the birth of a brother or sister, the death of a pet or accidents that occur, provide valuable first hand experience to enable pupils to reflect on these issues. Teachers are also aware of the potential for spiritual awareness through other curricular experiences in art, music and the natural world.
38. Provision for moral development is very good. Pupils are encouraged to take responsibility for their actions and show care and respect for others. They are given a very clear understanding of the principles that separate right from wrong through a well understood code of conduct, which is consistently applied by all adults in the school. Pupils are encouraged to develop a strong sense of moral responsibility through personal and social education, religious education and daily acts of collective worship. Issues are dealt with sensitively, both in planned lessons and on informal occasions, as they arise.
39. Another strong feature of the school is the very good provision for social development. A wide number of school responsibilities are established in the form of monitors for such responsibilities as playground equipment, milk monitors, a gardening squad and monitors for audio-visual equipment in collective worship. Additionally, an active school council involves two pupils from each class, including the reception class, in consultation and in making decisions concerning whole school issues. Pupils are encouraged to organise their own charitable fund raising events, for the Blue Peter premature babies appeal, for example. Regular contributions are made for the sponsorship of Action Aid, where the school has

pledged support for a child in India. Pupils regularly organise events and raise money to support this.

40. The school is very active in its promotion of the cultural development of the pupils and the provision is very good. In particular, the links with European schools for purposes of exchanging information about lifestyles and culture in Austria, Germany, Spain, Denmark and Rumania are developing into a potentially very supportive area and is very good provision. Links with two schools in Gambia have resulted in a visit from one of the headteachers. The school does not have a rich variety of cultures within its community and consequently, rightly considers this area to be important, and makes a conscious effort to bring tolerance and understanding into the school. Good links are established with local artists who provide extra support for the school. For example, a local potter will be working with the pupils in the near future. Further good provision is made through a variety of visits and visitors, such as trips to Drama Days and visits from drama groups and live musicians. Additionally, there is good provision for an annual residential trip abroad for older pupils.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school provides a happy and caring environment in which all pupils are valued. The school has maintained this caring ethos since the previous inspection. The steps taken to ensure pupils' welfare, health and safety, including the school's arrangements for child protection, are satisfactory. There is a clear policy for child protection and the headteacher is the designated person. Teaching staff show a positive commitment to their pastoral responsibilities. There are regular reviews of the school premises and the school give a high priority to matters of health and safety. However, a number of security concerns were reported to the school during the inspection. Appropriate arrangements are made in school for the care of pupils who are unwell and two members of staff are fully trained in first aid.
42. Procedures for monitoring and improving attendance are good. The school has a good attendance profile but maintains a consistent approach to making speedy contact with parents if pupils are absent from school. Efficient monitoring of attendance and punctuality, together with timely reminders to parents of the importance of regular and prompt attendance, helps to maintain the school's good attendance record and has led to an improvement in punctuality since the last inspection. Monitoring of behaviour through the behaviour policy and through records kept of sanctions and poor behaviour is good. The majority of pupils behave well but where behaviour is poor appropriate monitoring procedures are used to meet the needs of individual pupils. Rewards and sanctions are clear, consistently applied by staff and well respected by the pupils. Oppressive behaviour is not a feature of the school but there are good and sensitive procedures in place to monitor and eliminate any unacceptable behaviour that may occur. Teaching staff discuss anti social and unacceptable behaviour with pupils on a regular basis and encourage all pupils to reflect on what is unacceptable behaviour, its consequences and the problems which arise from this behaviour.
43. The school has a range of good procedures in place to assess attainment and to monitor the progress of pupils. Teaching staff keep clear and accurate records of pupils' achievements in a range of standard tests as well as in classroom activities. In reception, very good records are maintained and this represents a considerable improvement since the last inspection. The use made of assessment information to guide curriculum planning is unsatisfactory overall but is a developing area within the school. The progress and attainment of pupils is assessed on a weekly and half termly basis and this is used to inform short and medium term planning. There is some variation in the detail and effectiveness of planning reviews but it is still in the early stages of development and staff increasingly share good practice. Less well developed is the use made of assessment information to inform long term strategic planning. For example, the need to respond to standard attainment test results, which will require a planning response over a longer time scale, in order for teaching to respond sensitively and successfully to promote improvements in attainment. This is particularly so in English where there has been a lack of sharpness and definition in the planning response to recent standard attainment test results. The school has made a good start on setting individual targets for pupils. General targets are shared with parents and

identified in pupils' annual reports. Specific academic targets are also used with increasing success by the school to promote pupils' progress.

44. There are good procedures for monitoring and supporting both academic and personal development of pupils. Staff have a very good knowledge of pupils in their care, in addition to detailed records of pupils' achievements in academic work. Staff also maintain a useful summary record of pupils' progress, including personal development. The summary records kept by teachers of pupils in their care are a good feature of the school and provide a quick and easy reference point for staff to identify pupils' needs. Where pupils are identified as being in need of additional support, the school has made good arrangements for providing additional time and specific teaching, such as in English where additional reading support is provided for pupils whose skills are less well developed.
45. The school has adopted a sensible approach to the identification and assessment of special educational needs. Unless a pupil arrives at the school with identified needs, it is not until the pupils have settled in, towards the end of the reception year, that the very good teacher assessments and evaluations are more formally compared with the pupils' expected performance. The school follows all the statutory procedures and has a good system of communication with parents to keep them informed at every stage. The twice-yearly testing of reading ages and the careful analysis of the attainment of pupils with special educational needs is a strong feature. It has shown that pupils make progress, whether they start school in reception or at a later stage, such as the beginning of Year 3. However, the burden of providing an individual education plan to pupils whose reading age is just below their chronological age needs to be considered against the disruption caused to pupils' learning in other subjects. For instance, pupils sometimes have extra reading during the numeracy hour. The school has not properly analysed the effect that this has. Since the last inspection the school has maintained its good provision for pupils with special educational needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. The parents are very satisfied with the school's provision and achievements. They have a positive perception of the school, as a caring environment in which their children are encouraged to do their best and work hard. Parents regard both progress and teaching as good and value the fact that their children like coming to school. Parents feel comfortable about approaching the school with questions and problems. Some parents were unhappy about the quantity of homework set for pupils but the inspection found homework provision to be satisfactory. Some parents were not happy about the information they received about the progress their children were making and did not feel that there was a close partnership with the school. Overall, the inspection found that parents are provided with a good range of information. The school places great importance on forming a close and productive link with parents and the inspection found that good and effective links were established with parents. The school does recognise that regular parental contributions are limited but value the support parents give with a range of out of school activities, visits and sporting events.
47. The school has developed good and effective links with parents and is working with increasing success to improve and extend these links. The headteacher and staff are welcoming and try to be as available as possible to meet with parents. Each term parents have the opportunity to meet staff and at the autumn and spring meetings they can discuss in detail their child's progress. The annual reports of pupils are clear and well structured. However, there is only limited information provided on the levels of achievement of pupils in subjects of the curriculum, which would provide parents with a more exact idea of the standards their child has reached. A good feature of reports is the targets set to promote improvement, which are clearly set out in the report and acknowledged by parents.
48. The range and quality of information provided for parents is good. The prospectus and regular newsletters are of good quality and provide a good range of valuable information. Also helpful to parents are the curricular events, such as those organised to explain the recent literacy and numeracy strategies in school. This has given parents a valuable insight into new curricular developments. There is clear and helpful information provided for parents on a regular basis about what is being taught in the classroom, which enables them to

provide more effective support for their child at home. The home school reading book gives parents a useful medium to communicate with school, as well as to provide information about homework. As yet the use of the reading book is variable and does not yet form an effective link with parents in all classes. School publications are clear, well presented and very informative. Information for new parents is satisfactory and the induction of new parents and pupils into the school is sensibly organised. Most parents have a good command of English but the school shows care and sensitivity in communicating with a few parents who are unable to read or write.

49. The impact of parents' involvement with the work of the school is satisfactory. The school do seek to encourage good parental involvement and have sound induction arrangements for parents who are able to help in school on a regular basis. Only a limited number of parents make this commitment and their contribution is welcomed. Parents also provide good and loyal support to the school in the help they provide with out of school visits and sporting fixtures. The work of Friends of Westfield is valued in the school and the funds raised by this group of parents are welcomed. Monies raised recently have been spent on a variety of projects including benches for the playground and a contribution to the cost of the adventure play area.
50. The contribution made by parents to pupils' learning at home and at school is satisfactory. Parents' support of reading at home, topics and other homework is variable but satisfactory overall. The home school agreement has had a positive impact on the school and the consultation process involved has been a valuable experience. Parents have not yet been involved in any structured consultation process by the school beyond the home school agreement.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The leadership and management of the headteacher and key staff of the school are good. The headteacher provides a clear and coherent vision for the school, based on a dedication to caring for, and developing the pupils as individuals. The headteacher, and all staff with special responsibilities, work together as a team to provide a stimulating and supportive environment, promoting effective teaching and learning and showing commitment to high standards. Since the last inspection, all the recommended improvements have been made. The school has very successfully turned the early years provision from a serious weakness to a strength. It has also introduced the new literacy and numeracy strategies, developed other key areas of the curriculum, such as science and information technology, and introduced a range of new technology. Despite some difficulties with staffing since the last inspection, now nearly all staff have curricular management responsibilities. They have a good understanding of their roles and areas for development in their subjects. The school has a policy of joint responsibility, where necessary, to help newly appointed teachers find their feet. In information technology, for example, the headteacher supports the co-ordinator who is in her fourth year of teaching. However, in some cases this has resulted in staff having a multiplicity of roles. Developments in some areas of reading have suffered as a result of this, along with geography. The new deputy headteacher will shortly take full responsibility for key areas, including English, after a period of induction. The headteacher, who is a special needs specialist, is ably supported by a very well qualified and experienced non-teaching assistant. Pupils with special educational needs, including those with statements, are well served and the school is committed to equality of opportunity for all.
52. The governing body is effective in fulfilling its responsibilities. They are committed to the school and take an active interest in all aspects. They are very supportive and have a clear view for the school's development. This is because communications between the school and the governors is good and the governors' monitoring schedule provides good opportunities for focused visits to monitor the work of the school. Governors are linked to a particular class and get to know the teacher and pupils very well by staying with them as they move through the school. There is an appropriate range of committees who report efficiently to the full governing body. Governors fulfil their statutory responsibilities well and statutory requirements are met, with the minor omission of some details from their annual report to parents. The governors' action plan has been successful in correcting the weaknesses

identified during the previous inspection. For instance, curriculum co-ordinators are now effectively monitoring teaching and learning, providing useful information on pupils' progress and enabling staff to share good practice.

53. This monitoring programme is very good. It works on three levels. Firstly a buddy system where teachers link up with another teacher, generally across key stages, to observe and help each other teach. Secondly, subject co-ordinators visit classrooms to observe policy-into-practice, checking that their programmes of study are delivering the desired progression in learning. Finally, the headteacher and key stage co-ordinators look more closely at teaching, especially the literacy and numeracy hours. The results of these processes are shared at staff meetings. What this exercise has not revealed however, are the inconsistencies in the recording of assessment details on each pupil. As a result, it is not always possible to tell at what National Curriculum level a pupil may be working in a given subject. The school has not yet analysed pupil performance data, such as those provided by the standard attainment tests, in sufficient detail for it to develop or strengthen those areas of the curriculum where the pupils are performing less well. On the other hand, it has been able to establish that boys and girls perform equally well in most areas of learning.
54. The appraisal and professional development of teachers is very good. It has been developed with the help and approval of all staff and meets their needs as well as the needs of the school. In addition to a high percentage of trained appraisers, there is a teacher who oversees requests for in-service training and ensures that they accord with the needs of the school and its development plan. The school has a very good system of induction for new teachers, which includes a mentor and the phased take up of additional responsibilities. In one case, a newly qualified teacher is lucky enough to have the assistance of a full-time qualified teacher as well as a non-teaching assistant. Trainee teachers are well served with a staff mentor.
55. The school's priorities for development are good. These have been largely driven by the need to implement the improvements advised by the previous inspection and the national imperatives, such as the literacy and numeracy strategies. All staff are involved in setting the agenda, which is not driven by the budget but, rather, by the perceived needs. The governors are clear in their support for this agenda, particularly where their expertise can be directly involved, such as in voicing the need to improve the accommodation or drawing up plans to introduce new technology. The school sets targets for the pupils to achieve, both on an individual level and for the school as a whole. The actions taken to achieve these are satisfactory. The targets for attainment in the core subjects are ambitious, and will need more focussed teacher assessments if they are to be achieved. In some cases, such as the emphasis on individuals reading to adults, the actions taken can be counter-productive, limiting the development of some pupils or removing them from lessons at a critical point. All teachers work very hard and the school's efforts to develop teaching and learning have a marked effect. This is particularly the case in the early years where pupils are making very good progress in all areas. In all areas, the commitment to improve standards is good. In consideration of the good quality of the leadership and the teaching, the support of the parents and the very good attitudes of the pupils, the capacity to improve is also good.
56. Extremely careful and very well considered financial planning supports all the school's educational decisions. The school takes advice from the governors and the local education authority, and targets funds where they are most needed. The headteacher is effective in raising money through grants and donations. The larger than average per capita sum available is used effectively in resourcing and staffing. The school uses computer systems satisfactorily in this process. However, teachers using the educational computers for their own work will need to consider a more secure method of filing, especially as pupils become more familiar with the new system. Specific grants made to the school, for instance for the large classes, the special educational needs pupils and the Internet computers, are all used very effectively. Competitive tendering, within the constraints of local systems, ensures good value.
57. The school has secured a very good staffing ratio, both teaching and non-teaching, and good resources. Each curricular area has high quality equipment and materials, which teachers

put to very good use. The number of computers is below average, considering recent initiatives, but the school has good Internet connections. The accommodation is unsatisfactory. The school shares a large community hall, which is ideal for physical education and assemblies but the shortage of space in the school means that the hall also has to be used for other teaching. For example, the school may have a focus on design and technology and use the hall to give extra space. Besides very small rooms in the main block, which restrict learning in, for instance, science and information technology, the temporary huts are isolated, without water or toilets and equally cramped. The dining hall is cold and the lack of space necessitates pupils being crammed close together. The library is a small area in a corridor and cannot be used as a learning resource centre. The staffroom is in an adjoining old house, along with the special needs centre and a music practice room. This isolation places an added burden on teachers. Everybody in the school works hard to overcome these difficulties. The school is a lively, vibrant and welcoming community. The displays of pupils' and teachers' work, particularly in art, design and information technology are inspiring and show the school's pride in its achievements.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. The governors, headteacher and staff should now:

- (1) Use the outcomes of assessment to plan strategically what must be done to raise standards for cohorts, groups of pupils and individuals by:
 - referencing all non-statutory assessments undertaken to National Curriculum levels of attainment; (paras. 53, 70, 75, 86, 100)
 - using levelled assessments to ensure closer correlation between teacher assessments and eventual results in end of key stage tests; (paras. 5, 55, 75, 86)
 - analysing differences in attainment in tests by groups, for example girls or the higher attaining, to attempt to further raise standards, particularly at the higher Levels 3 and 5. (paras. 5, 32, 43, 53, 75, 78)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- (1) Improve pupils' attainments in information technology by the end of Key Stage 1 and the use of information technology, throughout the school, to support work widely across the curriculum.* (paras. 4, 10, 27, 71, 107, 111, 112, 113, 114)
- (2) Improve the level of challenge to the higher attaining pupils, especially in the core subjects. (paras. 27, 70, 75, 84, 89, 99)
- (3) Bring to the further attention of the local education authority the deficiencies of the accommodation.* (paras. 21, 25, 57, 75, 94, 110)
- (4) Rationalise the withdrawal programme so that the range of reading experienced by average attaining pupils is not unduly limited and that pupils involved do not miss key teaching in other subjects. (paras. 26, 31, 45, 55, 70, 108)

*Items already identified for development by the school.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	57
Number of discussions with staff, governors, other adults and pupils	33

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1.8%	28.0%	50.9%	19.3%	-	-	-

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

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		207
Number of full-time pupils eligible for free school meals		28

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		44

English as an additional language

	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	4.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	14	17	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	13
	Girls	13	15	16
	Total	25	27	29
Percentage of pupils at NC level 2 or above	School	81 (90)	87 (86)	94 (93)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	13	12	14
	Total	25	24	26
Percentage of pupils at NC level 2 or above	School	81 (90)	77 (93)	84 (96)
	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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	18	12	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	15
	Girls	8	9	11
	Total	23	24	26
Percentage of pupils at NC level 4 or above	School	77 (73)	80 (53)	87 (67)
	National	70 (65)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	16
	Girls	9	9	11
	Total	24	24	27
Percentage of pupils at NC level 4 or above	School	86 (79)	86 (67)	90 (73)
	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	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	205
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)	9.5
Number of pupils per qualified teacher	21.8:1
Average class size	29.6:1

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	172

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	368535
Total expenditure	367265
Expenditure per pupil	1749
Balance brought forward from previous year	175
Balance carried forward to next year	1445

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	207
Number of questionnaires returned	71

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56.0	40.0	1.0	3.0	-
My child is making good progress in school.	51.0	44.0	4.0	1.0	-
Behaviour in the school is good.	32.0	58.0	4.0	2.0	4.0
My child gets the right amount of work to do at home.	35.0	52.0	10.0	3.0	-
The teaching is good.	57.0	42.0	1.0	-	-
I am kept well informed about how my child is getting on.	32.0	49.0	11.0	6.0	2.0
I would feel comfortable about approaching the school with questions or a problem.	56.0	31.0	11.0	-	2.0
The school expects my child to work hard and achieve his or her best.	52.0	45.0	1.0	-	2.0
The school works closely with parents.	34.0	46.0	15.0	3.0	2.0
The school is well led and managed.	49.0	44.0	6.0	-	1.0
The school is helping my child become mature and responsible.	48.0	45.0	4.0	-	3.0
The school provides an interesting range of activities outside lessons.	39.0	42.0	10.0	1.0	8.0

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

59. The school has made excellent progress in addressing the serious weakness in the provision for under fives identified in the last inspection. Provision is now very good and the children's rate of learning is very good.
60. Children enter the reception class in the September of the academic year in which they are five. Initially, they enter on a staggered part-time basis, the youngest first, which is a good arrangement as this allows them to have more time and attention from the available adults. They remain on a part-time basis until the term in which they are five. A satisfactory programme of induction meetings and visits, ensures that all children are familiar with their teacher and new class before they enter the reception class. The children's attainment on entry covers a range of abilities, but overall is below average, with particular weaknesses in listening skills and social development. The rate of learning is very good and by the time they enter the Year 1 class, children reach the expected levels for their age and a good number are well within Level 1 of the National Curriculum.
61. The quality of teaching is very good and is well founded on a good understanding of the particular needs of these children to be involved in a practical curriculum. The very good planning and resourcing provides a challenging environment, which not only extends and supports children's spontaneous play, but also extends the developing language and communications in their play. A wide range of exciting activities extends children's knowledge, experiences, interests and competencies and develops their self-esteem in their ability to learn. The monitoring of children's progress is excellent, involving very regular focused assessments and detailed notes for individual children. This information is used very well to identify strengths and areas of concern, in order to plan suitable activities. Classroom management is very good with a successful mix of teacher directed and child centred activities very often in evidence. Teaching makes high demands on these young children, in terms of pace and challenge. The high level of confidence promoted in the children, enables them to meet these demands successfully. Basic skills are taught extremely thoroughly and with a good degree of success. Because of this, children are well equipped to enter the National Curriculum, when appropriate.

Personal, social and emotional development.

62. A good number of children enter school with poorly developed social skills. The very good teaching focuses strongly on ensuring children's rapid progress in these crucial areas, promoting activities where children develop constructive relationships and independence, with a positive attitude towards their learning. All adults in the classroom consistently provide caring support for the children and consideration for others is a high priority. They provide good role models in all situations. The rate of development is good and by the time the children reach Year 1, they have reached the early learning goals. They are eager and ready to learn in all situations.

Language and literacy.

63. Language and literacy skills are developing at a good rate with due emphasis on both speaking and listening, and reading and writing skills. Very many opportunities are provided for children to communicate their thoughts, feelings and ideas to an adult and to each other. Good examples of this are whole class sessions when questions such as 'What can you tell me about...?' are asked in numeracy lessons or interaction with children playing in the launderette, extend the opportunities to speak and listen to each other. Circle time provides further good opportunities for children to explore their own and each other's feelings. The teacher frequently shares books with the children and an excellent emphasis on the development of good early reading skills enables most children to make a confident start to independent reading by the time they enter Year 1. Children take their books home every evening, to share them with adults and quickly learn to link sounds to letters and read a

range of common words. They make a confident start in reading simple starter reading books. Every opportunity is taken to develop the skills of letter formation and to encourage the children to become confident 'writers'. Children experience a wide variety of activities to reinforce these skills. They paste the letter 'f' for example and sprinkle fairy dust over it to reinforce the shape. In their current work concerning their favourite shoes, they are encouraged to construct simple sentences describing their shape and colour. Books have a high priority in the classroom, supported by attractive displays of books. By the time the children enter Year 1, they have achieved the early learning goals of language and literacy and a good number are well into Level 1 of the National Curriculum. This is because of the very good teaching they encounter.

Mathematical development.

64. In their mathematical development, the rate of learning is good and the teaching is very good. At the start of numeracy sessions, children are given imaginative and enjoyable activities, which include counting, matching and working with numbers. They recite numbers up to 40 for example, using their fingers and dramatically emphasise the multiples of 5 and 10. They match coins to numbers and 'buy' articles from the 'shop' with coins. Reinforcement of mathematical concepts in group activities is varied and matched well to various levels of ability, reinforcing concepts that have been taught earlier. By the time children enter the Year 1 class they have reached the early learning goals and a good number are well within Level 1 of the National Curriculum.

Knowledge and understanding of the world.

65. The teaching of this area of learning is very good, focusing on the development of skills, knowledge and understanding that help children make sense of the world. Activities are based on first hand experience that encourages exploration. Children are curious and want to investigate which shoes, for example, have the best grip. They slide shoes down a ramp at an increasing angle, to find the answer. Adults help children to communicate, report orally and record in picture form. Children have opportunities to look closely at a range of textiles through a magnifying glass and record similarities and differences from their close observations. Regular access to the computer is enabling children to become skilled at moving the mouse accurately through such activities as matching shapes or activating sound and movement in an activity called 'Story of Chip'. Children also reach the early learning goals in this area, showing good progress.

Physical development.

66. Children have regular access to a good range of appropriate physical challenges. The teaching is very good and by the time they enter Year 1, their rate of learning development is very good and they meet the early learning goals for physical development. A good number are well within the Key Stage 1 National Curriculum. During activities in the school hall, children use a range of large and small equipment. They carry out a range of jumps, work with good control and balance, and show ingenuity in devising ways of travelling across apparatus. Outside the classroom, they have good access to well constructed climbing apparatus to climb under, over and through and to jump and balance. Also outside, the children regularly use a good variety of wheeled vehicles, which help them to develop good control and co-ordination in pushing, pulling and pedalling.

Creative development.

67. A rich environment where creativity and expressiveness are valued, together with a wide range of activities and very good teaching, promote good standards and progress. By the time the children reach Year 1, they are meeting the early learning goals for creative development and a good number are well within the Key Stage 1 National Curriculum. The teaching is very good and in their art work they explore colour, texture and form. For example, they closely observe and draw a variety of fruits and vegetables using oil crayons. Work of a high standard is on display in the classroom, illustrating these skills. At the time of the inspection, they were using magnifying glasses to enable them to replicate the varying

texture of a range of materials, which they did with great skill. A wide range of techniques is experienced where they make artefacts connected to their work. Children's examples of robins, wasps and butterflies are well displayed in the classroom, again reflecting the high standards reached by the children.

ENGLISH

68. Standards are average in all aspects of English at both key stages. The National Curriculum tests in 1999 indicated that pupils were achieving standards, which were broadly in line with the national average at both key stages. The results were below the national average for pupils achieving the higher grades at both Key Stage 1 and Key Stage 2. At Key Stage 1, results were below the national average in comparison with similar schools, whilst at Key Stage 2, results were broadly in line with the national average for similar schools. Although the inspection findings are in agreement with the Key Stage 1 1999 test results and with the judgements of the last inspection, there are strong indications that standards are above average in the reception and Year 1 classes. The pupils achieve good standards in relation to their attainments on entry to school, which are below average overall. Boys' and girls' results are broadly similar. The trend in results over time is similar to that seen nationally.
69. Pupils' reading skills are well developed when they enter Year 1. These standards are maintained and the rate of learning is satisfactory throughout the school. The well-established phonic skills and other strategies to support reading are effectively taught and consistently applied in work across the whole curriculum. Pupils enjoy reading and develop good self-images of themselves as successful readers in Years 1 and 2. Reading to an adult at school is regular and is complemented by regular support from adults at home through an effective and well-established partnership. The development of the skills to help pupils to decode words is quickly and thoroughly established. The development of pupils to become discerning readers who appreciate a wide range of literature is slower than usual. This is because teachers do not monitor as rigorously the books, which pupils read alongside their reading scheme books, through Key Stages 1 and 2. In addition, some books for average and higher attaining pupils do not have sufficient challenge. Insufficient pupils lower down the school are able to identify favourite authors or books other than those on the reading scheme. The development of reference skills is good. Pupils in Years 3 and 4 have a good understanding of index and contents. They develop accurate reading with varying degrees of pace, confidence and expression. At the top end of the school, they confidently talk about characters and how the plot is developing. In Year 6, most pupils can clearly indicate their knowledge of the difference between inference and deduction and a majority reach the required levels in reading by the end of the year. The monitoring of reading through diagnostic testing is rigorous. However, it is not done with sufficient consideration for its usefulness for pupils of average and above ability. The pupils' records kept by teachers and other adults are complimentary and supportive to the pupils but overall give insufficient detail of targets for improvement. Class records for reading are also kept conscientiously, but are not identified closely enough to National Curriculum levels to enable teachers to track pupils' progress through the National Curriculum easily.
70. The development of writing skills is satisfactory throughout the school. Pupils come into Year 1 with an enthusiasm and self-confidence as writers. By the time they leave school in Year 6, their attainment is in line with the national average. At Key Stage 1, pupils learn to write for a variety of purposes in both narrative and non-narrative form. Their awareness of the reader is developing appropriately and interesting vocabulary is starting to be employed. Higher attaining pupils use a range of punctuation within sentences accurately. Their attainment in writing by the end of Year 2 is in line with what is expected nationally. Good attention is given to writing in other areas of the curriculum, in history and science for example. Pupils have good opportunities to write for a variety of purposes. They write class books such as 'Life in the next millennium', books for younger children such as 'Mr. Greedy', book and film reviews, accounts of trips, newspaper reports and regularly write poetry. Overall, the range is good. Insufficient evidence is seen of information technology being used to support writing in English, and widely across the curriculum, in most classes.
71. Pupils enter Year 1 with varying levels of skill in spoken language, although a majority speak

clearly and confidently. Teachers build on these strengths through regular opportunities to use spoken language purposefully, for example, through question and answer sessions, discussions, reviews at the end of literacy sessions and during circle time. At Key Stage 1, pupils give clear explanations and answers to questions. At Key Stage 2, they develop a range of appropriate technical language, for example, when explaining the differences between inference and deduction, or building effective vocabulary for an argument in persuasive style. By the time pupils leave the school, the gains they have made are overall satisfactory and they are reaching the appropriate levels for their age.

72. Pupils' behaviour and their attitudes towards English are good. Teaching is very well focused towards personal development and relationships, these being very good. Pupils develop respect for each other's views in discussions, for example in Year 2 they discuss what they like or dislike about a poem. They are beginning to understand that poetry is very personal and show respect for each other's views. Pupils are hard working, on task and attentive, particularly in the first part of the literacy hour, where work is with the whole class. The level of good response drops in some lessons when pupils are involved in group work.
73. The quality of teaching in English is generally good and sometimes very good throughout the school. This supports the satisfactory rate of learning during Key Stages 1 and 2. Examples of very good teaching have strong characteristics such as continually challenging pupils through the whole lesson and very clear explanations of the objectives of the lesson. Teachers make a brisk start to lessons with an effective recap of what has been previously learned. Consistently good management of pupils is a strong feature of all teaching. This results in a good rate of learning. In the less effective lessons, the expectations of what is to be achieved in the independent group work are not high enough. On the other hand, where expectations are high they are sometimes not made explicit to pupils or monitored sufficiently. It is at this point of the lesson that the rate of learning drops. A good level of questioning is a consistent strength in the teaching. The questions require pupils to make personal responses and involve them in a good level of discussion and participation in lessons. The rate of progress of pupils with special educational needs is good in relation to their prior attainment. This is mainly due to the good quality of support they receive from a good number of adults. The recommendations of the National Literacy Strategy are fully implemented through a well-constructed plan of action and review. Monitoring procedures are good and have identified areas for development in sentence level work, which the school is currently addressing successfully.
74. The subject is well managed and the co-ordinators provide effective leadership through close liaison with teachers and regular monitoring. The deputy headteacher, one of the joint co-ordinators, is newly in post and has a good understanding of how the subject is to be developed. Both medium and short term planning are good, firmly based on the National Literacy Strategy. Wide ranging assessment procedures are in place, some of which are not closely enough aligned to National Curriculum levels to be helpful to teachers. A result of this can be seen in the weak match of teacher assessments to pupils' test results in the 1999 end of Key Stage 1 and 2 assessments. The school makes appropriate use of this data on a short-term basis, for example to group pupils and provide appropriate work. It lacks sufficient precision in using results of such information as results of Key Stages 1 and 2 standard attainment tests, to inform longer term planning for teaching. For example, to use the information to find ways of raising the numbers of pupils reaching the higher levels in reading and writing at both key stages. The library is too small to be used for independent work, inhibiting its usefulness to promote the acquisition of research skills by older or higher attaining pupils, and necessitating that teachers make good provision within classrooms. Pupils' standards have been maintained since the last inspection. The quality of teaching has been improved overall.

MATHEMATICS

75. The school has made satisfactory progress in mathematics since the time of its last inspection. Standards in mathematics have improved over time, with the 1999 result in the National Curriculum test at the end of Key Stage 2 a high point. As was reported following the last inspection, attainment is comparatively higher at the end of Key Stage 2 than Key

Stage 1. Standards in the last year and over the last few years support this. There has been a trend upward over time, as the school adds value and pupils achieve standards that compare well to their prior attainment. Teaching remains a strength of the subject but the best teaching is now seen for children in the foundation stage, not later in Key Stage 1.

76. The results of the 1999 end of Key Stage 1 national tests indicate that the school's overall attainment is below that of both all schools and those with similar intakes, based on average points scores. This follows well above average results in the two previous years and can be attributed, at least in part, to a lower attaining year group and also to the large number of staff changes that have occurred at that key stage. Boys and girls achieved similar results over the last four years, as is the pattern nationally. In teacher assessments of pupils' attainments all areas of mathematics were judged to be below average, particularly at the expected Level 2, with the use and application of mathematics the weakest element.
77. The 1999 results for pupils at the end of Key Stage 2 indicate that pupils' attainments are well above the national average both compared to all schools and that of schools with similar intakes. The school was successful in getting sufficient pupils to the higher levels at Key Stage 2 to improve points scores than it was able to do at Key Stage 1 in 1999. Boys significantly outperformed girls at Key Stage 2 over the last four years and by much more than is seen nationally. The school has not been successful in identifying and addressing this issue.
78. Inspection evidence indicates that by the end of both key stages pupils' attainments in all aspects of mathematics are in line with national expectations. A broader curriculum, due to the numeracy hour, is now studied at Key Stage 1, so that there are no areas of assessed weakness, as was seen in the 1999 teacher assessments. The 2000 Key Stage 2 Year 6 group has a wide attainment range, with a group of higher attaining pupils who are given ample opportunity to use and apply the mathematics they need to solve problems and engage in open-ended investigations. However, overall attainment is at the expected level.
79. Pupils acquire a secure knowledge of the appropriate language of mathematics by the end of Key Stage 1. Higher attaining pupils have a good knowledge of number bonds and place value. They add four numbers totalling up to 20 mentally, and pairs of numbers beyond that. With good levels of support in Year 2, average and lower attaining pupils attain similar results with help. Most pupils show knowledge of simple two-dimensional shapes and three-dimensional solids. In their practical work, pupils use informal and metric measures and analogue and digital time pieces accurately.
80. By the end of Key Stage 2, pupils add and subtract decimals, with the higher attaining comparing decimals to fractions and percentages. Most work accurately with negative numbers. The lower attaining work confidently with four figure numbers using all of the four rules, except division. The ablest mathematicians solve problems involving all areas of the subject, for example working out the interior angles of a regular pentagon, using terms like reflex, acute and obtuse. All pupils are set complex challenges handling data, as in a Year 6 lesson where they sought to prove that addition and multiplication statements are commutative, whereas subtraction and division are not.
81. Pupils' competence in numeracy is strongly promoted in daily introductory sessions to mathematics lessons, where they confidently manipulate numbers, reinforcing key skills such as number bonds, and tables, and improving facility with the four operations and place value. This is strongly supported in work across the curriculum. In science, for instance, Year 6 pupils use tables to record the results of experimental work involving the effect of forces upon materials. In design and technology, Year 3 pupils accurately measure when making a safe container for the airline meal they have designed. Work pupils undertake in geography involves careful comparison with data from other countries, like India, with pupils' own experiences in Westfield, as they contrast rainfall patterns and population.
82. The pupils display good attitudes to mathematics and behave well in lessons. They participate wholeheartedly in well-planned whole class sessions during warm-ups to numeracy hours. They are keen to answer questions and prepared to have a go, often using

and explaining effective strategies. For example, in a Year 1 lesson on odd and even numbers, pupils used a topic display on 'houses and homes' showing house fronts with numbers on the doors on either side of a street, to check their answer. The transition to group tasks is smooth. Those pupils working with the above average level of adult support seen in mathematics lessons relate very positively to teachers and classroom assistants. Independent work proceeds briskly, with pupils staying on task and well focussed for long periods.

83. The quality of teaching is good. Teachers display sound subject knowledge and all lessons are carefully planned to National Numeracy Strategy requirements, with either different tasks for pupils of varying abilities or, more often, by enhanced levels of support for those pupils who need it. Teachers have high expectations of pupils' behaviour and commitment to the task in hand. However, not all are sufficiently demanding of the higher attaining, inhibiting the progress they make. However, in the best lessons pupils are intellectually challenged and fully respond, as in a Year 1 work on number bonds, using dominoes and researching number patterns. All teachers are good managers, so that work is seldom interrupted by the need for overt discipline. Relationships are very good, teachers know and value their pupils and motivate them using both praise and humour.
84. Numeracy sessions are well organised. Teachers use a good range of activities to promote the pupils' acquisition of the key basic skills of number. Younger pupils are encouraged to use hands and fingers, displays and number lines around the room until they become more secure with mental strategies alone. Question and answer sessions are well used. Teachers tease out pupils' problem areas, with gently probing questions. They also use questions well to challenge higher attaining pupils to think beyond the obvious and work at a more independent level, as in Year 6 problem solving tasks analysing the patterns and relationships in series of numbers. Lessons proceed at a good pace. Vigorous and energetic teaching, with regular and emphatic interactions with groups and individuals, moves pupils quickly on, as in a Year 1 lesson on odd and even numbers up to 20. Resources are well used, both those of the commercial scheme and many prepared by teachers themselves. Learning support staff are well deployed, especially to promote the learning needs of lower attaining pupils or those with special educational needs, who make good progress towards attaining the numeracy targets on their individual education plans.
85. The curriculum complies with national requirements and the National Numeracy Strategy is well established. The co-ordinator is a well-qualified mathematician and a very able practitioner. She has had regular opportunities to monitor teaching and learning, especially in Key Stage 1. However, her effectiveness is compromised by the very considerable burden of responsibility she carries during a period of rapid staff change. There are regular assessment procedures to monitor pupils' attainments in mathematics, with the results carefully recorded. However, these do not relate accurately to the National Curriculum levels of attainment. The school portfolio of annotated, assessed work is not moderated by someone beyond the school or by comparison with work across a group of schools. This has led to the results of assessment to plan strategically for individuals or groups to be less successful, and for teacher assessments, especially at the end of Key Stage 1 in 1999, to correlate poorly with pupils' eventual test results.

SCIENCE

86. In the 1999 teacher assessments of science at Key Stage 1, the proportion of pupils reaching the expected Level 2 or above was slightly below the national average. The proportion of pupils gaining the higher Level 3 was in line with the national average. In the same year at Key Stage 2, the proportion of pupils reaching the expected Level 4 or above was above the national average. However, the proportion gaining the higher Level 5 was well below the national average. In comparison with similar schools nationally, and using a system which awards points to pupils' attainment, in 1999 pupils' results were average at the end of Key Stage 2. Since the last inspection, the pupils' attainment in science has risen in line with national trends, giving a satisfactory improvement overall. Over the last four years the attainment of boys and girls has not been significantly different.

87. At the time of this inspection the pupils' attainment in science at the end of Key Stage 1 is in line with national standards. Pupils can make appropriate predictions about what might happen in an experiment. They can record the results in words, pictures or ticks in a prepared worksheet. Higher attaining pupils have a good understanding about materials and their properties and can say, for instance, how water changes as it is heated or cooled. At the end of Key Stage 2, the pupils' attainment is also in line with national expectations. Higher attaining pupils have a good grasp of scientific thinking, evident in the logical way they approach experiments and most pupils take care to make sure the tests are 'fair'. Pupils have a sound grasp of facts, such as the role of insects in pollination or the function of the main parts of the human body.
88. Teaching throughout the school is almost always good and never less than satisfactory. Teachers are confident in their own knowledge and understanding of science and provide a good range of challenging experiences through the use of imaginative resources and accurate questioning. In a Year 1 lesson, the teacher made each group of pupils a special lightproof box to see what sort of objects could be seen in the dark. They thought this was great, because they had to put their head right inside and were very surprised when they could not see the 'shiny' things. This was typical of the care with which teachers plan and prepare lessons to ensure a stimulating and enjoyable experience. In the best lessons, the teachers prepare a simpler approach for the pupils with special educational needs, or ensure that they, or a classroom assistant, give support to pupils who are having difficulties. In this environment, pupils make good progress at Key Stage 1 and satisfactory progress at Key Stage 2. Pupils at all levels enjoy learning and are given the opportunity to employ knowledge and understanding gained earlier. Key Stage 2 lessons are well planned, with appropriate resources. However, they lack challenge for the higher attaining. In one lesson observed, the same worksheet was used for pupils of all levels of attainment. In another, pupils carried out an experiment on elastic bands. They had a good understanding of the forces involved and were able to ensure that the experiment was conducted safely. However, higher achieving pupils were not given the opportunity to design and conduct their own experiment, so reaching a greater level of understanding. In this instance, because of the very small classroom, safety considerations would have prevented anything much more ambitious being tackled.
89. The pupils respond to this stimulating approach with interest and involvement. They behave well and have very good relationships with the teachers and each other. Pupils develop a good level of co-operation as they work together and share ideas. They respond well both to praise for their achievements and rewards such as a sticker or points.
90. The job of managing the science curriculum in the school is shared between an experienced teacher and a recently qualified teacher. This has proved fruitful, both as a means of developing a new scheme of work and in ensuring an important dialogue between Key Stage 1 and Key Stage 2. Good practices in teaching are shared and developed very well and reflect the school's aims of treating pupils as individuals and encouraging a curiosity and thirst for knowledge. The scheme of work provides a good progression of learning, both through focussed science lessons for all pupils and in topic work for the younger pupils. It gives a balanced coverage of the National Curriculum requirements and provides equality of access for all. The last report criticised the experimental and investigative part of the curriculum, but this is now more appropriate. The management of assessment is satisfactory. All teachers regularly record the progress that pupils make by means of a grid. This enables the teachers, at a glance, to see which pupils are under-achieving. However, since it does not indicate National Curriculum levels and does not show which pupils are performing at a better than expected level, the system cannot easily be used to fine-tune the programme of study. This is another factor in explaining possible under achievement at the higher level at the end of Key Stage 2.
91. The very good staffing ratio and good level of resourcing, including the increasing use of new technology, contribute to the standards achieved in science. The very small classrooms, lack of study areas and access to computers, and the lack of water in the huts severely curtail the kinds of experiment that can be conducted. Both the teachers and pupils work

hard to overcome these difficulties. They make good use of the grounds, which have been well organised to provide opportunities for study.

ART

92. The pupils' achievements in art are above average at both key stages. At Key Stage 1 for example, Year 1 pupils use the example of the early work of David Hockney to make pictures of ripples in water, using paint and wax. At Key Stage 2, Year 4 pupils use the style of L S Lowry to make their own paintings, in which the range of colour and tones is amazing. By Year 5, pupils are exploring single-point perspective to create depth in their pictures, with the higher achieving pupils understanding the effect of different viewpoints. At both key stages, pupils produce detailed drawings from observation in a wide range of media.
93. Teaching in art is good at both key stages. Lessons are lively and imaginative with teachers showing a good understanding of techniques, enabling pupils to make good progress. Teachers have high expectations of work and behaviour and generate excitement through good planning that often makes links between art and other areas of the curriculum such as science. Very good displays of pupils' work showed the high standards expected and the consistently good quality of the materials used. Pupils use sketchbooks effectively and these provide a good record of achievement. Whilst the classrooms are not ideal for teaching art, teachers use all the available space, with work often being done in the corridor. In one lesson, a skilled classroom assistant showed pupils how to make wax-resist pictures on fabric, based on Indian designs. This was taking place in a cloakroom area, with pupils wielding the tjanting undaunted. The lack of water supply or drains in the two huts does not seem to unduly affect the variety of work produced. However, it is unsatisfactory provision and makes life very difficult.
94. Pupils work with obvious enjoyment in art and, from an early age, learn to become independent, organising their own workspace and sharing tools and materials with each other. Relationships with each other and with adults are good.
95. Despite pressure on time from the core subjects, the co-ordinator for art has ensured that the art curriculum is lively as well as broad and balanced. It also makes very good use of the areas of overlap with design and technology to develop and enhance the pupils' creative knowledge and understanding. For instance, pupils make expressive book illustrations, learn about applied art through studying the Victorian arts and crafts movement and make designs from woven fabric. Pupils also produce graphic designs, with the computer beginning to play a part: pupils in Year 2 skilfully employing the mouse to draw some stylish cats. In addition to the regular curriculum, the co-ordinator provides additional opportunities for pupils to work with a local potter, and to visit local and national art galleries. Pupils' work is also exhibited locally.
96. Since the last inspection, the school has maintained the high standards of the pupils' work. It has continued the opportunities for pupils to express themselves freely, as well as to develop a useful visual vocabulary and a love of art and design.

DESIGN AND TECHNOLOGY

97. In design and technology pupils' attainments are above the national expectation at Key Stage 1 and close to it at Key Stage 2. At both key stages pupils make high quality products with skill and imagination. In Year 1, pupils develop designs for toys using pneumatics to produce various types of movements. In one example, a higher attaining pupil had produced a detailed design to show how a balloon could be used to operate the jaws of a fearsome wolf. In Year 2, pupils design and make 'bags to hold a sandwich'. The best examples are cut out and stitched accurately and show that pupils consider different styles as well as the function of the bags. At Key Stage 2, pupils make very good motor driven working models of fairground rides or wheeled vehicles. In Year 5, well-finished toys using cams and gears show that pupils employ a range of techniques and work accurately. The only weakness is in the area of design and evaluation at Key Stage 2, where higher achieving pupils do not explore a range of alternative designs or use evaluation to make modifications.

98. It is not possible to make an overall judgement of teaching in design and technology because only one lesson was seen during the inspection. However, it is clear from the displays of pupils' work and folders that pupils enjoy a challenging and relevant experience. There are high expectations of accuracy and skill in cutting and joining, and in understanding the way that various mechanisms work. Pupils develop skills in designing and making things from an early age. Through discussion and drawing, pupils develop an understanding of how to evaluate their products and work within the constraints of a design brief. They also learn how things work by examining a range of man-made objects often linked to history or science. One weakness, at Key Stage 2, is that teaching can be prescriptive, with prepared materials in food technology for example, offering few alternatives and pupils all being given the same task.
99. The co-ordinator for design and technology has provided staff with a very user-friendly and effective scheme of work covering the required Programme of Study from the National Curriculum. It ensures that pupils learn skills and gain understanding progressively through a series of well thought out projects. There are built in opportunities for assessment as well as guidelines for pitching work at different levels for pupils of differing ability. Its main weakness is that it is difficult for teachers to accurately assess National Curriculum levels to provide pointers for future planning. The co-ordinator monitors teaching and learning effectively and all teachers share good practice. The teachers' knowledge is kept up to date through appropriate in-service training. There are also links with local industry through the local education authority. In order to overcome difficulties of space and facilities within the school, design and technology days are held, in which pupils work in the big community hall. These are much appreciated by the pupils.
100. Since the last inspection, the school has tackled the recommendations made in the previous report. Good improvements have been made to the curriculum and the teaching, which have resulted in the raising of attainment at Key Stage 1. Pupils are now using the design process more effectively and at Key Stage 2 pupils are extending the skills learned previously.

GEOGRAPHY

101. Due to the way the topic cycle operates, it was possible to see only the Year 2 lesson in geography during the inspection. Therefore, no secure judgements can be made about the quality of teaching or the pupils' behaviour and attitudes. However, from the evidence of the lesson seen, examination of the small sample of pupils' completed work and discussion with pupils and staff it has been possible to make the following judgements.
102. The pupils attain standards similar to those expected nationally. In Year 2, pupils are beginning to distinguish differences between countries caused by their climate. When considering the built environment, they explain how houses are built taking account of climatic conditions, the higher attainers showing good awareness of the use of insulation. Pupils are developing appropriate research skills. Topic work in Year 3 on Kenya displays a large proportion of worksheets, reducing the challenge original work would have set pupils. Well resourced cross-curricular topics on India in Year 5 and Ancient Greece in Year 6 further promote pupils' research skills and allow for comparative studies, for instance of rainfall, houses and work, with the local Westfield patterns.
103. Standards in the subject have been maintained overall since the last inspection. Much copied material is still found and some pupils' topic books show little evidence of core skills being developed and knowledge gained. The headteacher, himself a geographer, now co-ordinates the subject and one other teacher is a geography specialist. Planning for the progressive acquisition of the key elements of geography is at the draft stage.

HISTORY

104. The school has maintained its provision for history since the last inspection. The curriculum is still effectively enriched by visits undertaken by the pupils. Attainment is above that

expected nationally by the time pupils leave the school. However, documentation for the subject remains incomplete.

105. Pupils make good progress in history, so that their standards are good compared to their previous learning. Pupils at Key Stage 1 in Year 2 develop their understanding of chronology in their topic on houses and homes, placing photographs into a time-line based on materials and styles used. They make plausible predictions about likely ages and uses to support their choices. For instance, they recognise that early huts and houses had no chimney or just a smoke hole and that this is now again the case, with so many homes centrally heated.
106. Pupils at Key Stage 2 increasingly follow their interests in independent research. Year 4 pupils use posters and other materials to assess the great changes that occurred during the Victorian period in most forms of transport. Year 5 pupils consider how Gandhi influenced profound change in behaviour and attitudes in India during his leadership, recognising the importance of his creed of non-violent opposition. Year 6 pupils list common crimes and punishments of the twenty-first century, comparing and contrasting them with those in Tudor times. Higher attaining pupils write persuasively, empathising with Tudor prisoners and writing their defence, in role, prior to a court appearance. Literacy skills are well promoted in planned opportunities to listen carefully, speak in discussions and to read and write for many purposes. However, insufficient evidence is seen of information technology skills being used to support work in history.
107. Pupils display positive attitudes to history. Books are well kept and artefacts carefully handled. Pupils behave well in lessons, listening to adults' and other pupils' points of view, before offering their own, confident of getting a sympathetic hearing. Pupils maintain interest over long periods, concentrate on their tasks and acquire skills and knowledge at a steady rate. Pupils in Year 2 are disappointed to be taken out of a lesson using a set of video prompts, that they have been looking forward to, for additional reading practice.
108. The quality of teaching is good. Skills, for instance of chronology and historical enquiry, are well taught. Pupils are well managed, so that lessons proceed at a brisk pace. Planning is good with the areas of study, arranged as motivational cross-curricular topics, making the work appealing and relevant, especially necessary for the younger or less able learners. Resources are adequate, appropriately arranged into sets to support the topics and well used to promote pupils' progress. Teachers introduce much supporting material of their own, for instance in the form of high quality displays, as in Year 5 to support work on India, or in Year 6, where the teacher's own worksheets on Tudor crimes and punishment have instant impact.
109. The school's curriculum appropriately covers all the elements of the National Curriculum Programmes of Study. Planning to ensure the progressive acquisition of skills and knowledge as pupils move through the school is not yet in place. The headteacher is the co-ordinator and so a good level of monitoring of teaching and learning has taken place. Accommodation for active work, including role play and research, is restricted in many classrooms. The distance from some classes to the central library, and the lack of space to store non-fiction books there, further exacerbates deficiencies in accommodation.

INFORMATION TECHNOLOGY

110. At the end of Key Stage 1, pupils' attainments in information technology are below national expectations. Pupils are able to paint stylish pictures on the computer screen and write simple text. However, they do not use a computer to make simple graphs or save and load files. By the end of Key Stage 2, the pupils' attainments are in line with national expectations. Pupils are able to design and explore databases, research topics on CD-ROMs or the Internet and write simple programs to control a turtle on the screen or a set of traffic lights. Higher achieving pupils produce magazine pages with pictures and text or send electronic mail incorporating a digitised photograph.
111. No lessons in information technology were observed at Key Stage 1 and few teachers were actively incorporating relevant work in information technology into their lessons during the inspection. However, there is some evidence to show that pupils are benefiting from the

recently introduced scheme of work and that teachers are using a range of tools to enhance learning in subjects such as art, mathematics and English. At Key Stage 2, teaching is good. In a Year 5 lesson, pupils were shown how to control a working model of a pelican crossing. The lesson was well planned and, through careful questioning, challenging problems and powerful software, the pupils made good progress. The main drawback was that the room was cramped and some pupils had difficulty seeing the laptop computer screen. In another lesson, pupils were learning about electronic communication. They were enthusiastic and displayed a sophisticated understanding of such things as the Internet and interactive television. As part of a programme of study involving communications with schools in other parts of Europe, the use of information technology was designed to broaden the scope of work in foreign languages, geography and personal and social education. In this lesson, the teacher had prepared some screenshots for projection on the overhead projector, which went some way to overcoming the problems of space. In both lessons the pace was brisk with teachers having high expectations of work and behaviour. In other lessons, information technology was less well integrated, with pupils working in pairs to put together a document unrelated to the work going on in the rest of the class. They received little support and some were having difficulty in making use of the sophisticated word processor. In other situations they were receiving good help from a learning support assistant. Pupils have very good attitudes to information technology. They work well together and help each other.

112. The co-ordinator is supported by the headteacher as part of a planned programme of induction. The scheme of work, which is based on national guidelines, incorporates an appropriate progression in learning. The good knowledge and experience of the staff means that most pupils are developing a sound understanding in information technology, particularly in the early years and in Years 5 and 6. However, the scheme of work lacks the detail necessary for ensuring that all pupils are progressing as well as they might. The assessment of pupils' attainment is unsatisfactory as teachers only record their coverage of particular tasks. Reports to parents give comments on attitude and some limited comments on what pupils can do but do not set targets for further improvement.
113. Teachers have access to a good range of software and can use mathematics and science exploration programs to help pupils at both key stages, including those with special educational needs. There are talking book programs, encyclopaedias, Web page designers and many more. The school has recently purchased up to date computers and network connections, as well as some portable computers and other hardware. The main problem is that the limited accommodation places restrictions on the number of computers in one room. Outside the classrooms there is nowhere to assemble a suite of computers. In this situation, older pupils cannot easily have access on demand, making independent study difficult. Class teachers work hard to overcome these problems and allow the youngsters to use computers at break and lunchtime. This increased coverage has had a big impact. Since the last inspection the school has made good progress in information technology. It now provides access to the full range of the curriculum, having improved staff expertise, upgraded the computer systems and provided a planned progression in learning.

MUSIC

114. The school has maintained the already high standards reported at the time of its last inspection. Pupils throughout the school attain standards above those expected nationally and learn at a good rate. As previously, the same dedicated specialist takes all the lessons, including those for the reception age children, giving all pupils a flying start to their musical education.
115. By the end of Key Stage 1, pupils have a good knowledge of pitch and rhythm. They show above expected awareness of tempo and dynamics when repeating their teacher's line on a range of non-pitched instruments, recognising loud and soft sounds and different speeds of striking. When accompanying singing on pitched instruments they provide a steady beat with strikers held loosely. Those singing keep a watchful eye on the conductor and carefully follow the beat laid down. They read and play simple four beat patterns, including rests. Most use hand signals confidently in support of their singing and are developing effective basic composing skills.

116. By the end of Key Stage 2, almost all pupils copy and sing an eight beat rhythm and distinguish fine changes when it is repeated. They appraise Tudor music, linked to their topic, listening with care. One higher attaining pupil knows that the piece is ascribed to Henry VIII but warns that he often put his name on other composers' work. Pupils improvise a lively accompaniment to the taped piece, on a wide range of instruments, following its basic eight beat rhythm. In discussion, they show clearly that they recognise that music is the product of its own time and place. They show above expected musical knowledge and a good ear. When singing in two parts a poem by Spike Milligan, a local resident, set to music, pupils listen very carefully to others, singing melodiously.
117. The school has a strong musical tradition. A wide range of songs is sung in lessons and assemblies. Pupils display very positive attitudes to the subject. Many take instrumental music lessons, play the recorder or take part in the concerts and shows the school puts on. The subject makes a very strong contribution to pupils' spiritual, social and cultural development. For example, the pupils join those from other local schools for festivals, this important year is the occasion of the Battle Marvellium. Weaker features are the failure to announce recorded music played when pupils enter and leave assemblies and the scant number of adults who stay to join in, even the Friday celebration assembly.
118. Teaching quality is uniformly very high. All lessons seen for all age groups were judged either very good or excellent. The teacher's knowledge of the requirements of the National Curriculum Programmes of Study, and the specific curriculum she has produced to enable pupils to progressively acquire skills as they move through the school, is exemplary. Basic musical skills are very well taught, so the pupils get a very thorough grounding in the mechanics of the subject, on which they quickly build. Lessons of great variety move at a snappy pace. The very good range and quality of instruments, at least one per pupil and well used in all lessons, is very effectively deployed to support performing and pupils' own compositions. Pupils are expected to work hard and attain high standards, and they do, making overt management rarely necessary. The teacher knows all her pupils well. She has kept very detailed records on each individual's attainment and progress, adding notes made during lessons. Information gained is specifically used to remedy areas of weakness when planning future lessons.

PHYSICAL EDUCATION

119. Standards in physical education have been maintained since the last inspection. They are above the end of key stage requirements. The pupils make good progress, covering all aspects of the subject. Parents raised questions about the swimming provision, which has been temporarily halted. This is because provision was offered for morning sessions and the school is negotiating for swimming to take place in the afternoons. This would be a better use of the school's time, as literacy and numeracy lessons are timetabled for the mornings.
120. At Key Stage 1, pupils develop good awareness of space, learning to move safely with good control. For example, they perform balances, forward rolls and star jumps with above average control. At Key Stage 2, good levels of ball control develop. A good example of this is when pupils dribble balls around beanbags with good levels of accuracy for their age. The development of sequence work is well established at Key Stage 1 and teaching builds on this progressively at Key Stage 2. In Year 4 for example, pupils plan and perform in small groups, using their bodies with good posture. They are developing good skills in the evaluation of their own and each other's performances. The rate of learning is good throughout the school. By the end of Year 6, pupils have a well-developed understanding of the qualities of movement, such as speed, levels and direction and articulate these clearly when evaluating work.
121. The teaching is good throughout the school. The major strengths are the good teaching of basic gymnastic and games skills, clear explanations and high expectations of the qualities of movement required. As a result of this, pupils have a clear understanding of what is expected of them and the level of response is good. They are well behaved, on task, enjoy physical activity and work hard to meet the challenge of the tasks they are given.

122. An enthusiastic co-ordinator has good oversight of the subject and gives good leadership. She keeps up to date with current developments and is at present usefully introducing 'TOPS' course work into the school for the development of games, as a result of her own in-service training. The school has a good reputation for high sporting achievement within the local community and this has been confirmed by the findings of the inspection.

RELIGIOUS EDUCATION

123. It was only possible to see two lessons during the inspection, one at each key stage. Evidence from this, from the scrutiny of work and discussions with the pupils, indicate that standards in religious education are satisfactory at both Key Stage 1 and Key Stage 2. Current work closely relates to the school's outline scheme of topics to be covered, which is based on the locally agreed syllabus. Pupils at Key Stage 1 have good recall of Bible stories, for example the story of the birth of Jesus. A satisfactory rate of learning is maintained. In their topic work concerning celebrations, they make positive links between their own birthdays as a celebration and that of Jesus, who has a birthday when we celebrate Christmas. At Key Stage 2, they continue to learn at a satisfactory rate. Studies of some of the heroes of the Old Testament are undertaken. Pupils in Year 3, for example, learn about Moses and the Ten Commandments. Knowledge about religion also increases through looking in detail at the beliefs and practices of different faiths, such as Islam and the festival of Ramadan. Pupils in Year 6 talk knowledgeably about Mecca, the 'Pillars of Faith', Allah and the 'Call to Prayer'. Learning is well complemented by the exploration of religious and moral themes in daily worship and a strong personal and social development programme.
124. Teaching is satisfactory and sometimes good throughout the school. The most successful teaching occurs where lessons are sensitively linked to both religious aspects and those in pupils' own lives. Lessons are always well planned and teachers promote a good level of discussion and reflection through thoughtful questions. Discipline is good and as a result pupils behave and co-operate well. They are interested and contribute confidently to discussions, so that there is a good level of response in all lessons.
125. Leadership of religious education is satisfactory. The subject has not been a focus of recent development, as the school has awaited the new locally agreed syllabus, which has recently been published. Future in-service training and dissemination of this document is suitably planned. The previous report found that standards in religious education were in line with what is normally expected within the locally agreed syllabus. Standards have therefore been maintained.