

# INSPECTION REPORT

## **MAYFIELD NURSERY AND PRIMARY SCHOOL**

Hanwell, Ealing

LEA area: Ealing

Unique reference number: 101877

Headteacher: Mrs Belinda Ewart

Reporting inspector: Miss Cheryl Thompson  
22822

Dates of inspection: 15<sup>th</sup> – 18<sup>th</sup> April 2002

Inspection number: 230241

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	High Lane Hanwell London
Postcode:	W7 3RT
Telephone number:	020 8575 9885
Fax number:	020 8813 1108
Appropriate authority:	The Local Education Authority
Name of chair of governors:	Mr John Popham
Date of previous inspection:	8 <sup>th</sup> December 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22822	C Thompson	Registered inspector	English Music Religious education	The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
9519	S Pritchard	Lay inspector		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?
10611	M James	Team inspector	Science Design and technology Geography History Special educational needs	
23056	T Manzi	Team inspector	Foundation stage Art Equal opportunities English as an additional language	
20951	P Littlejohn	Team inspector	Mathematics Information and communication technology Physical education	How good are the curricular and other opportunities offered to pupils?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Mayfield is a bigger than average and popular primary school. In September 2001, the school was awarded Beacon status in recognition that it is amongst the best performing schools in the country. The school serves its immediate area of Hanwell which is neither advantaged nor disadvantaged. There are 160 boys and 135 girls on roll with a further 30 boys and 16 girls attending part time in the Nursery. The school benefits from a culturally diverse intake of pupils of black Caribbean, black African, Indian, Pakistani and Arabic heritage. Just under half the pupils are white with a third having their origins in the United Kingdom. There is a very high number of pupils for whom English is an additional language, with nine pupils at very early stages of acquiring the language. The school has around the national average proportion of pupils eligible for free school meals and on its register of special educational needs, although there are no pupils with statements. The main areas of need are moderate learning difficulties. Attainment on entry as measured by initial testing in the Reception classes indicates children are mostly below the levels expected for their age, although this may not be a true reflection as many may not be very familiar with using English.

### **HOW GOOD THE SCHOOL IS**

Mayfield is a very good school. It sustains high standards, provides very good teaching and helps its pupils develop into self-confident and responsible individuals. All pupils are valued; the school has very effective strategies to check on and promote educational inclusion and equal opportunities for all. Leadership and management are very good. The school provides very good value for money.

#### **What the school does well**

- In most years, 11 year-olds attain well above average standards in English, mathematics and science.
- Children in the Nursery and Reception classes have a high quality start to school.
- Teaching and learning are very good, with excellent teaching in the Nursery.
- The headteacher, deputy, senior staff and governors provide a very clear sense of purpose for the school.
- The school helps all its pupils become mature and thoughtful young people; relationships are excellent.
- The school provides excellent care for all its pupils.
- Parents hold the school in high regard.

#### **What could be improved**

- Improve standards in spelling.
- Improve the library and give pupils more opportunities to use it.
- Develop reading and writing skills within subjects such as history, geography and science.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in December 1997 when it was found to be 'a good school with many strengths and some outstanding features'. The school has built on these good foundations and made very good improvement even with a change of headteacher, deputy and several teaching staff. Since the appointment of the new headteacher, most key issues identified in the last inspection have either been dealt with effectively or improvement is imminent. High standards are sustained. Teaching has improved, with a much higher proportion of very good and excellent teaching. The capacity to improve further is very good.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	All schools			similar schools
	1999	2000	2001	2001
English	A	A	B	A
mathematics	B	A	A	A*
science	A*	A	B	A

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

The table shows the school sustains high standards and is particularly successful when compared to similar schools<sup>1</sup>. For example, in 2001 in mathematics, the school's results were comparable to the top five per cent of similar schools in the country. The school sets challenging targets for attainment in National Curriculum tests. Standards attained by seven year olds have improved further since 1999 and in reading and writing in 2001 were above average; in mathematics they were average. Teacher assessments for science show standards are very high and comparable to the top five per cent of schools in the country. Compared to seven year-olds' standards in similar schools, again the school does well, especially given the high proportion of children starting school with English as an additional language.

Inspection evidence shows all pupils achieve well as they move through the school. Pupils for whom English is an additional language make very good progress because of careful assessment of their needs, high quality teaching and support from the whole school community. Pupils with special educational needs also make very good progress because teachers know pupils very well, set suitable targets and put in the right support to help pupils meet these. Standards are high this year in the Foundation Stage<sup>2</sup>; children achieve very well and by the end of their time in the Reception classes, most are likely to attain the nationally determined early learning goals for their age, with around half expected to exceed them. Standards for the current Year 6 are not as high this year, reflecting the significant proportion of pupils with special educational needs. However, all these pupils are achieving well and standards in English, mathematics and science are broadly in line with those expected for 11 year-olds. Throughout the school, standards in information and communication technology are generally above those expected, although standards in Year 6 are more average. In history, geography and design and technology, standards are in line with those expected for seven and 11 year-olds but in religious education and art and design, they are above. Throughout the school, pupils' very positive attitudes mean they take care with their work, therefore, standards of presentation and handwriting are good.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very keen to come to school and have very purposeful attitudes to their work.
Behaviour, in and out of classrooms	Very good and, at times, excellent. Pupils develop a very good understanding of the effect of their behaviour on others. They know what the school expects of them and behave accordingly.
Personal development and relationships	Pupils know they are valued as individuals and, in turn, respect the beliefs, opinions and ideas of others. Throughout the school, relationships are excellent. Pupils demonstrate a mature understanding of responsibility in all the tasks they take on around the school.
Attendance	Satisfactory and much improved recently.

<sup>1</sup> Similar schools are those with a similar proportion of pupils known to be eligible for free school meals.

<sup>2</sup> Foundation Stage is Nursery and Reception classes.





## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Very good

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

Overall, teaching is very good. Half the teaching observed was either very good or excellent which is a much higher proportion than found nationally. Teaching in the Foundation Stage is very good with excellent teaching and learning for Nursery children. Throughout, pupils have very good learning opportunities because teaching is a strength of the school; learning in Mayfield school is nearly always challenging and often inspirational. The school meets the needs of all its pupils very well. Key features of teaching are excellent relationships and teachers' affirmation to all pupils that their work and efforts are valued; this encourages and nurtures self-confidence, respect for each other and a climate where pupils have an 'I can ..' attitude. Teachers set high expectations for their pupils to learn at a good pace and achieve their best. Nearly all lessons move along at a very brisk pace which keeps pupils on their toes and interest and concentration level high. Lessons are carefully prepared and pupils left in no doubt about what they are expected to be learning. In a small number of lessons, teachers tend to pack too much in and even with a brisk pace pupils just do not have time to get to grips with all that the lesson contains and not enough time is left for them accomplish their set tasks. Teaching in mathematics is good overall and, in English, very good with a strong and successful focus on teaching basic skills like letter sounds and number bonds. Homework is used well to reinforce and extend pupils' learning. The school library is used predominantly as the ICT suite and therefore opportunities for pupils to use this for finding out things on their own are very limited.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good and excellent in the Foundation Stage. The school provides a very good range of activities outside lessons.
Provision for pupils with special educational needs	Very good. Individual education plans are very good. All pupils are fully included in lessons with work and support closely matched to their needs. Excellent relationships ensure good self-esteem.
Provision for pupils with English as an additional language	Very good. Skilful analysis of pupils' stage of understanding and using English ensures very good teaching is matched to pupils' needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. A clear sense of right and wrong and respect for others underpins the aims and ethos of the school. Pupils are encouraged to think about the effect of their actions on others and the 'right' way to behave. Pupils are helped and encouraged to develop strong values and to be confident in giving their opinions.
How well the school cares for its pupils	The school provides excellent care for all its pupils. Excellent procedures are in place for checking on and dealing with incidences of bullying or racism. The recently introduced system for tracking pupils' progress is very good.
How well the school works in partnership with parents	Very well. Parents feel well-informed and confident that they can help their children at home.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. On appointment, the headteacher took over a good school and talented staff. Together with the deputy and senior staff, she has developed a very good understanding of what needs to be done to improve further. There is clear determination to sustain high standards and a commitment to succeed shared by all staff. Roles and responsibilities are clearly defined and communication between all staff is very good.
How well the governors fulfil their responsibilities	Very good. Since the appointment of the new headteacher, governors have made rapid strides in developing their role. They now have a very good understanding of the strengths and areas for improvement in the school and are fully involved in shaping its future.
The school's evaluation of its performance	Very good. The school makes very thorough analyses of National Curriculum test results and other testing. Outcomes are used for setting targets or changing the way subjects are taught. The headteacher has very effective systems for checking on teaching.
The strategic use of resources	Very good. The school has a very good understanding of what needs to be done to improve further, therefore all monies are used to best advantage. The principles of best value are applied extremely well.

There is an adequate number of suitably qualified staff to teach the National Curriculum. The dual use of the library as an ICT suite limits pupils' opportunities to use the library facilities but accommodation is generally adequate. There are no small working areas suitable for group work, which limits options, and playground space is very cramped. There are adequate resources.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• good teaching with teachers who care about their children</li> <li>• children love coming to school</li> <li>• standards are high and children make good progress</li> <li>• very good communication through newsletters and reports</li> </ul>	<ul style="list-style-type: none"> <li>• not enough time to talk to teachers at parents' consultations</li> <li>• the quality of homework and its marking</li> <li>• 'Beacon' status means that some class teachers are replaced by supply teachers</li> <li>• the accommodation is drab</li> </ul>

Inspectors agree with parents' positive comments and some of their negative ones. Pupils are very happy at school and standards are high. There is a little inconsistency in the amount of homework and, though it is always marked, some teachers make more comments than others. Over time, the accommodation has become drab but there is a programme of redecoration in hand and some areas are already much improved. The headteacher is to ensure that parents feel they have enough time to talk to teachers. 'Beacon' status means the school shares its good practice with others and, inevitably, teachers need to visit other schools. The school tries to minimise disruption to classes.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

#### The school's results and pupils' achievements

##### Results show:

- High standards are sustained;
- standards have improved over time for seven and 11 year-olds;
- the school does very well when compared to similar schools.

##### Inspection evidence shows:

- All pupils achieve well in relation to their starting point;
- pupils with special educational needs and those for whom English is an additional language make very good progress;
- this year, standards are very high in the Foundation Stage;
- standards attained by 11 year-olds are in line with, rather than above, expectations this year;
- standards attained by seven year-olds are above those expected in most subjects.

1. National Curriculum test results show standards for seven and 11 year-olds have improved since the last inspection and pupils make good progress as they move through the school. The trend for improvement is broadly in line with the national trend. In 2001 National Curriculum tests, standards attained by seven year-olds were above average in reading and writing and average in mathematics. In teacher assessments for science, standards were well above average and similar to those attained in the highest five per cent of schools in the country. Standards attained by 11 year-olds in 2001 were above average in English and science and well above average in mathematics. In most years, both seven and 11 year-olds do well at the higher National Curriculum levels. Compared to similar schools, standards attained by seven and 11 year-olds are well above average in all subjects; mathematics standards of 11 year-olds were similar to those attained in the highest five per cent of similar schools in the country. Boys do particularly well in Mayfield, especially in mathematics and science. The school has tried to track why this is so but has no definitive answer. There is no significant difference in the attainment of pupils of different ethnicity.
2. Pupils achieve well in Mayfield school because they are expected to do so and are provided with very good and frequently challenging learning opportunities within a framework of excellent relationships. The school is very successful in achieving its aim *'to motivate each and every child to achieve personal excellence in an environment where education embraces the whole of life'*. The school also recognises that *'all children learn best when they are happy and when they have high self-esteem'*. Inspection evidence provides many varied examples of happy pupils who are self-confident, keen to take on challenges and have high self-esteem. Happiness is clearly evident in the Nursery when children keep their parents waiting at the end of the day because they want to finish their tasks or continue to investigate with their magnifying glasses. High self-esteem and confidence are evident in lessons where pupils share their opinions or 'special books' with their class, secure in the knowledge that they will be respected.
3. When children start in the Nursery classes at around age three, their attainment is generally well below the levels expected for their age. A substantial number of children have English as an additional language and many are not yet confident in using and understanding English. Excellent teaching and provision in the Nursery together with mainly very good teaching in the Reception classes enable children to make very good progress. By the time they leave the Reception classes, most attain in line with the nationally determined early learning goals.
4. Inspection evidence shows that this year's groups of children are doing extremely well in response to excellent provision and very good teaching. Nearly half the pupils in the Reception classes are expected to exceed the early learning goals and are making a good start on the National Curriculum. A key feature of the provision in the Foundation Stage is the very good teaching of

basic literacy and numeracy skills and the way in which teachers promote independence and very good attitudes to settling to a task and seeing it through. Children are very well prepared for their future learning.

5. The strong emphasis placed on reading, writing, mathematics and science continues through Years 1 and 2. Very good teaching and assessment of pupils' learning needs ensures they achieve well. Each pupil has challenging but appropriate targets set to involve them in taking responsibility for their own learning and progress. Inspection evidence shows seven-year-olds are attaining standards above those expected in reading, writing, mathematics, science, art, religious education and physical education. In geography and history, standards are in line with, rather than above, expectations. The main reason for this is the minimum time allocation for the subjects.
6. Overall, in Years 3 to 5, standards in English, mathematics, science, ICT, physical education, art and religious education are mostly above those expected. However, given the good standards generally attained, more needs to be done to ensure pupils spell common words correctly and consistently so. In history and geography the picture is similar to that in Years 1 and 2. Standards are in line with those expected, mainly because of the minimum time allocated to the subjects. The school recognises that more could be done to extend literacy skills through these subjects and inspection evidence shows that indeed this is the case. In Year 6, this year, there is a high proportion of pupils with special educational needs who are achieving well; however, standards attained in National Curriculum tests are likely to be in line with those expected rather than above this year.
7. The high proportion of pupils for whom English is an additional language make very good progress, as do those with special educational needs. The school has very good systems for identifying pupils' needs and putting the right sort of support in place as quickly as possible. Very good planning and teaching ensure that all pupils are fully included in lessons with the right level of work and/or support to help them make progress. The school has a very effective register for gifted and talented pupils within the whole school which identifies the subject areas in which they show aptitudes and abilities. Teachers' very good assessments of their pupils ensures that pupils are challenged; there is an extension mathematics group. Pupils are also invited to attend the local education authority Saturday schools for gifted and talented.

## **Pupils' attitudes, values and personal development**

### **Strengths are:**

Pupils -

- listen carefully and try hard to put their teacher's instruction into practice;
- behave very well;
- have tolerance and respect for others;
- revel in responsibilities entrusted to them such as the school council.

### **Area for improvement:**

- The school library as an area for independent study.
8. In the Foundation Stage, excellent relationships are established and children very quickly develop extremely positive attitudes to their tasks and each other. Older pupils, from Reception onwards, also have very good attitudes to their learning and enjoy excellent relationships in school. They are very interested in their work and can remember it well, contributing significantly to the good rate at which they learn. Their attendance, having improved in recent months, is now satisfactory. Since the last inspection, the standard of behaviour has improved to a very good standard, which owes much to the excellent procedures now in place to promote it.
  9. Pupils respond very well to the various methods teachers have to engage their interest and foster an enthusiastic approach to their learning. They model themselves effectively on the very positive examples offered by the headteacher and staff, who encourage the qualities of thoughtfulness, independence and politeness seen in pupils throughout the school. Pupils enter into friendly

conversation spontaneously and are very keen to talk about themselves and their learning. In one of a number of excellent lessons observed in the nursery, the children showed a highly developed sense of curiosity and inquisitiveness in posing as well as answering a range of questions in a most articulate manner. The quality of the teaching and the very positive attitudes to work held by the pupils form a powerful combination that helps create a most effective environment for learning. Parents value very highly the way that the school operates and promotes the academic and personal development of their children.

10. The school works hard to promote the very positive, co-operative attitudes and excellent relationships evident amongst pupils, regardless of age, gender, ethnicity or special educational need. There are frequent instances in lessons where caring and supportive relationships allow pupils to work at their own level without fear of failure. For example, in an exceptionally well planned and taught lesson in personal, social and health education, Year 2 pupils gave very mature responses in discussing how it felt to be left out of a friendship group. Pupils feel secure in school and know that they and their opinions are valued. The positive and perceptive comments they make and the good work they achieve are shared and valued by the whole school community. This very effectively supports their self-esteem and confidence. Pupils respond readily and confidently to visitors, happily discussing their views of the school and its work. These excellent relationships do much to enhance the learning opportunities of the pupils.
11. Pupils make very good progress in their personal development. They show high levels of personal responsibility and use their initiative well. Their capacity for independence is well developed and encouraged through educational visits, school clubs, charitable work and school council discussions. These experiences result in pupils knowing the right thing to do, learning how to resolve difficulties and developing a strong sense of self-esteem. For example, in a short session on the subject of loyalty and understanding, a group of Year 6 pupils, having found it difficult to decide on a theme to dramatise, decided the way forward was to take a vote and go with the majority view.
12. Pupils show a very good level of independent thinking when, as in many lessons, they are asked to find things out for themselves. In a very well taught Year 5 art lesson, for example, pupils having explored all the various materials on offer chose a combination of chalk and a 3B pencil to create a 3D picture in the effect they wanted. This they enjoyed greatly. However, a few lessons do not develop pupils' independence in terms of research and investigative skills as much as they could. The lack of an adequate school library hinders the progress pupils could make in this direction.
13. The behaviour of pupils is very good and at times excellent. This contributes significantly to the ethos of the school. Reactions and responses from pupils across the school would indicate that they have developed a clear understanding of what constitutes acceptable and unacceptable conduct within a school community. Parents have noted this and comment on how well the school encourages pupils to relate to one another and in doing so, develop a respect for cultural diversity. This is borne out by the sociable atmosphere in the dining hall and the friendly way pupils run, skip, play and climb safely together in the playground. Most arguments between pupils are short-lived and soon forgotten. Oppressive or bullying-type behaviour is rare in school and none was observed during the week of the inspection. Pupils confidently report to their teachers or supervisors if they feel someone is being unkind to them or their friends, secure in the knowledge that the concern will be promptly dealt with.
14. The attendance of pupils is satisfactory. The rigorous procedures reinforcing the importance of regular attendance are reflected in the improved levels of attendance now evident throughout the school. Registers seldom show instances of pupils being absent for unknown reasons. The punctuality of almost all pupils is good. Most pupils and their families arrive well in time for the registration periods that take place at the start of each session. Those who do not turn up for school on time know that the school will be telephoning their parents to find out why.

## **HOW WELL ARE PUPILS TAUGHT?**

**Strengths are:**

- Excellent relationships;
- very high expectations;
- brisk pace and challenging questioning.

**The main areas for improvement are:**

- Not packing too much into lessons;
  - developing and extending literacy skills through other subjects.
15. Overall, teaching is very good. During inspection, 61 lessons were observed. Eighteen per cent of teaching was excellent, 31 per cent very good, 33 per cent good, 16 per cent satisfactory and one lesson, just over one per cent, was unsatisfactory. The unsatisfactory teaching was when, uncharacteristically, the pace of the lesson dropped, pupils became restless and did not learn as well as they should. Almost half the teaching observed was very good or excellent, which is a much higher proportion than found nationally and an improvement since the last inspection.
16. All pupils learn very well as they progress through the school, not only in acquiring knowledge and skills, but in their personal development. The excellent relationships established throughout the school are a crucial element in the very good progress pupils make. Pupils know that they are valued as individuals and that their work, efforts and opinions are respected. Therefore, they are really keen to learn, try very hard to please their teachers and take care with all their work. The respect shown by all for the feelings and beliefs of others is impressive. Consequently, in class discussions, pupils speak up and are confident in giving their opinions, sharing their beliefs and explaining their cultural traditions. There are many strengths in the teaching at Mayfield but the main ones are teachers' very high expectations for work and conduct, very brisk pace and questioning and the often challenging and inspirational presentation of lessons. These features keep pupils on their toes and the interest and enthusiasm level high. Pupils work at a very good rate and concentrate for extended periods of time.
17. Teaching for children in the Foundation Stage is very good overall, with excellent teaching in the Nursery. Teachers have an excellent understanding of young children's needs and how best to help them make maximum progress in their learning. This knowledge underpins excellent planning and provision and is shared by highly proficient support staff. Relationships with, and management of, children are excellent. Teachers also quickly develop very good links and working relationships with parents so that they feel fully involved in their child's learning. All teachers in the Foundation Stage plan together, set the same very high expectations and have similar routines, which ensures a smooth transition when children move from Nursery to Reception class. Basic skills of literacy and numeracy are introduced and taught very well, thus providing solid foundations for future learning.
18. Planning is very good throughout the school. Teachers have a very clear picture of what their pupils have learned and what they need to learn next. A key feature is the explicit learning objectives for all lessons which are shared with pupils so that they are clear about what is expected of them. In the very best lessons this feature is built on further when pupils are expected to (and do) evaluate their learning. Teachers' questions 'Have we learned what we set out to?' or 'Have we met our objective today?' are met with very honest answers which give teachers opportunities to give further explanation or change the planning for the next lesson. An area for improvement, rather than a weakness, is that teachers are tending to follow the National Literacy Framework too slavishly. They need to consider if they really need to pack so much into one literacy lesson and whether they could cover the same teaching points in subjects such as history or geography. Packing so much into one lesson means that on occasions, pupils do not have enough time in the lesson to practise the skills that have been taught. This is an area for development recognised by the school. All pupils have individual targets for achievement and these are often commented on when teachers mark pupils' work. Marking is thorough and gives pupils helpful ideas of how to improve and praise for effort or achieving their target. Homework is used well in a variety of subjects and extends pupils' knowledge or provides more opportunities to practise a newly-learned skill; it is always marked. There has been some inconsistency in the provision of homework due, mainly, to staff absence.
19. Literacy and numeracy skills are always taught well with some excellent teaching observed. The school follows the National Strategies for numeracy and literacy. Phonics (the use of letter sounds) are taught very well, as are basic number skills such as number bonds and simple problem solving. Spelling is taught satisfactorily but teachers are not always insisting that

- common words, such as the names of the days of the week, are always spelt correctly. Dictionary and thesaurus skills are taught well; therefore, pupils can check spellings and look up alternative words to use in their story writing.
20. Problem solving in mathematics is taught in interesting and relevant ways, but more attention needs to be paid to ensuring Year 5 and 6 pupils know their multiplication bonds well enough to be able to recall them quickly to solve simple problems.
  21. In the great majority of subjects, teaching and learning are at least good. However, in history and geography, teaching and learning are satisfactory overall. The main reason that teaching is satisfactory rather than good is that the time allocation for the subjects is at the minimum level compared to most schools. As a result, teachers tend to pack a great deal into a lesson and pupils do not have time to assimilate it all.
  22. Teaching and learning are very good for pupils for whom English is an additional language. Their stage of language acquisition is assessed skilfully, therefore no time is wasted getting the right support and teaching to help pupils progress. Specialist teaching and support for pupils at the early stages of acquiring English is good. For pupils whose English is good, teachers make sure that any new vocabulary, for example, in science or mathematics, is introduced carefully and that pupils' understanding is checked on unobtrusively. The school works very successfully to involve and inform parents of their child's progress. Parents spoken with during the inspection praised the school highly for the efforts it makes to keep them informed.
  23. Teaching and learning for pupils with special educational needs are very good. Teachers and learning support assistants have a clear understanding of pupils' needs and work closely together to arrange the most suitable range of activities and work to ensure progress.

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

### **Strengths are:**

- Excellent provision for children in the Foundation Stage;
- very good provision for extra-curricular activities;
- very good provision for pupils with special educational needs;
- very good provision for pupils' spiritual, moral, social and cultural development.

### **The main area for improvement**

- Consistency for setting homework.
24. The quality and range of the curriculum provide good learning opportunities for all pupils and have retained the good qualities noted in the last inspection. It meets National Curriculum requirements and the requirements of the locally agreed syllabus for religious education. The breadth, balance and relevance of the whole curriculum are satisfactory overall. The use of homework to reinforce learning at school is good overall, but there are inconsistencies in it due mainly to staff absences.
  25. Each subject is allocated sufficient curriculum time with appropriate emphasis on literacy and numeracy. However, the time allocated to history and geography is below the time allocated by many schools. The length of the teaching week meets national recommendations. A scheme of work has been developed for each subject, mainly through the use of national guidelines, which have been adapted to meet school requirements.
  26. Curriculum provision in the Foundation Stage is excellent; it is rich, relevant and fun, making learning interesting and helps young children make very good progress.
  27. There is very good provision for pupils with special educational needs (SEN), which is well managed by the SEN co-ordinator and the team of proficient learning support assistants. The detailed plans and targets prepared for these pupils help them make very good progress. The



provision for pupils with English as an additional language is also very good and ensures that these pupils have full access to the curriculum.

28. The National Literacy and Numeracy strategies have been introduced effectively, with detailed lesson plans, which are having a positive effect on raising standards in English and mathematics. The pupils, particularly in Year 6, are given help through structured revision and a detailed analysis of test results, to identify and address gaps in their knowledge and skills.
29. Out of school learning opportunities are very good with opportunities for Year 6 pupils to attend additional booster lessons in numeracy and literacy on two mornings each week, starting at 8.00 a.m. and finishing with breakfast.
30. The school offers a rich variety of extra-curricular opportunities to its pupils. These include clubs for drama, information and communication technology (ICT), Spanish, Recorder, Basketball, and Art and Craft. The school has recently won the borough cross-country races.
31. A programme of day and residential visits both broadens and enriches the curriculum. Year 4 pupils have the opportunity for a 4-day residential visit to Malvern and Years 5 and 6 have the opportunity to take a 'school journey' to an activity centre in either Devon or Cornwall. Recent visitors to the school include an African drumming group and Kinetic Theatre.
32. The School Council gives pupils the opportunity to take responsibility for and an understanding of decision making processes. At break-times pupils take on responsibility as monitors.
33. The school makes good provision, through a diversity of texts and displays, to reflect as many cultures and faiths as possible of the community it serves. Tasks in each class are planned according to each pupil's prior attainment and pupils are often grouped with others with similar attainment. Boys and girls are encouraged to work together in all classes and extra-curricular activities are open to pupils in Year 3 and upwards.
34. Provision for pupils' personal, social and health education (PSHE) is good. Programmes for developing pupils' understanding of healthy living and drugs education, together with sex education, are all in place. The school works closely with outside agencies to promote a healthy lifestyle. Health education issues are also addressed through science topics.
35. Governors with responsibility for the curriculum are very well informed on all its aspects. They see their role as empowering curriculum co-ordinators, supporting the staff and keeping the governing body informed through focused governor visits to the school. Even though they have only recently developed this part of their role, they are already being very successful.
36. The headteacher has a very clear vision of ensuring that the school has a rich and varied curriculum. Pupils' playtime is being improved with structured play opportunities. Links with the community are being strengthened through contacts with leaders of local faiths, the Ealing Parent Partnership and representatives of the emergency services. To promote effective learning, the school has embarked on a number of initiatives to promote this, including a Healthy Schools initiative and a programme to promote accelerated learning. During inspection it was noted in pupils' work that they had learned about 'healthy' and 'unhealthy' types of food. In several lessons, the effect of the accelerated learning programme was seen to be beneficial, especially in making the break between the teacher's explanation and starting the tasks. Pupils had time to move about doing their 'brain gym' exercises, which improved concentration considerably in the group work part of the lesson. In a small number of lessons, however, the sipping of water was not managed as well as it should be and pupils tended not to concentrate on their teacher's explanations.
37. Links with secondary schools are firmly established, giving pupils confidence about moving to the next stage of their education. The school administrator runs the transfer meetings and because of her excellent relationships with the pupils and their parents, can reassure, advise and help out with forms if required.

38. The school makes very good provision for the pupils' spiritual, moral, social and cultural development, which remains a strength, as noted in the last inspection. Pupils with special educational needs are very successfully integrated into groups within the class and are appropriately included in any additional activities provided by the school. The large proportion of pupils with English as an additional language is respected by all. They leave the school with confidence and are pleased to speak about their particular heritage. Pupils' skills in different languages are seen as an asset by both school and pupils.
39. Provision for pupils' spiritual development is very good. Well-planned daily assemblies give pupils an opportunity for prayer and reflection. Assembly themes encourage pupils to think carefully about other peoples' feelings. For instance, one pupil said about a character in a story 'Perhaps when he is sad he wants to be alone.' A calm, peaceful atmosphere is created in these assemblies and pupils join in prayers respectfully. Although not always planned, there are very special moments in some lessons that often result from the quality of teaching. For example, in the Nursery, the teacher seized the opportunity to encourage the children to closely observe and marvel at a passing spider. Following the teacher's example, the children took great care to place the creature in a safe place. Stories are told so well that these young children look 'open mouthed' at a dark, gloomy picture. In Year 2, pupils are given an interesting sample of natural objects to study. They look and feel intently and note that even two shells are different; one is rough and one smooth. They are absorbed in their work and make discoveries together. This class also wrote beautiful poems titled 'Give me your name.' They wrote such sentences as 'I will whisper it in the forest. I will shout it out on the moon.' This happened because the teacher selected an interesting published poem as a stimulating example. Generally, teachers listen respectfully to their pupils and encourage them to think for themselves by asking such questions as 'why' and 'how.' Throughout the school, religious education and personal, social and health education (PSHE) lessons give the pupils regular opportunities to consider the importance of respect and relationships. They therefore gain a better understanding of human feeling and emotions. By Year 6, during circle time, the class discussed why one group had difficulty in their role play. One pupil thought of a good solution to this - to listen to everyone's ideas and go with the majority view. When circle time takes place it is often very beneficial to the class, however, it is not held in every class across the school.
40. Very good provision is made for pupils' moral development. Opportunities are provided in assemblies and personal, social and health education lessons to hear about and discuss moral issues. Teachers are excellent role models and encourage pupils in their relationships with one another and with adults. Very good behaviour in the school is promoted through a system of school and, mutually agreed, classroom rules. Pupils explain these rules and the system of sanctions clearly. They think that it is fair and that it is better now that all pupils sign the 'School Promises.' Pupils are keen to be voted as representatives on the School Council as they know that this makes a difference. Every classroom has a comment/concerns box where pupils can put their suggestions for improvement. These are discussed at School Council meetings. All pupils know about the discussions and decisions made by the Council as time is given in assembly for the Council to report to the whole school. Pupils with English as an additional language state that there is no bullying and that they know where to go for help should this occur. They are confident in their teachers.
41. Provision for pupils' social development is very good. All pupils are encouraged to work together in lessons, and to share ideas and tasks when working. At lunch and play time, pupils play well together as they are well supervised and are provided with skipping ropes, balls etc. This was a suggestion put forward by the School Council. Pupils are given choices, for instance where to sit at lunchtime. This helps to promote a happy, relaxed atmosphere. They are pleased and proud to stand up in assembly in recognition of improved behaviour, when they have been kind or have improved their academic performance. Other pupils take delight in their friend's achievements. Pupils are given a range of responsibilities both in classrooms and around the school. From the start of school, the children's self-esteem is built up and they are encouraged to be independent learners. Choices of activities are given and yet all tasks are so inviting that the children want to find out and learn. These youngest children know to go to their teachers should they or their friends need help. Further provision is made to develop pupils' social skills through visits from

school, extra-curricular activities and competitive sport. Pupils are generally friendly and confident individuals.

42. Very good provision is made for pupils' cultural development. They are given opportunities to appreciate their own cultural heritage, for example, through the texts used in literacy and their studies in history, geography, music and art. Visits are made to various places of worship and visitors come into school, such as a youth worker attached to the local church who regularly takes assembly. The richness of other cultures is enjoyed by meeting visitors to school, such as an African dance company. Other faiths such as Sikhism are studied within religious education lessons. Pupils who have English as an additional language feel part of the school and know that their cultural heritage is valued. They are sufficiently confident to joke with friends at lunch-time who try to speak their language. They are very happy here and are developing well into self-confident, friendly young people. Many choose to take part in after-school Spanish lessons. Displays around the school are of a high standard. Welcome messages are in various languages and African musical instruments, masks, carvings and beautiful fabrics are very well displayed. In the library there is a variety of dual text books. Opportunities for cultural development in art and craft are well developed. Opportunities provided to observe and draw give some pupils who have recently arrive in this country the chance to show their very good drawing abilities, when they are too shy to try to speak English. This could be a useful way to extend and help build these pupils' self-confidence and help them communicate. Pupils study the work of famous artists from different countries and appreciate the music of various composers as their music is played in assembly.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

### **Strengths are:**

- Excellent procedures for promoting health and safety and protecting children from harm;
- excellent procedures for promoting high standards of behaviour and eliminating bullying;
- the prompt action taken on issues of attendance;
- good, and rapidly improving, procedures for tracking pupils' progress;
- very good procedures for tracking pupils' personal development.

### **The main area for improvement is:**

- The surface under the outside climbing equipment in the nursery.

43. The school cares exceptionally well for its pupils. The uniqueness of the individual is celebrated and the school constantly strives to ensure that the educational and emotional needs of pupils are met. Their welfare and wellbeing are the shared concern of governors, teachers and parents. The school has carefully maintained and successfully built on the very good quality of care evident in the previous inspection.
44. Excellent systems are in place to promote good behaviour and eliminate oppressive behaviour. The effectiveness of these systems is reflected in the climate of courteous and respectful behaviour established in school, which supports family and community values. Everyone involved with the school expects the very best of the pupils and this is a key factor in the quality of support all pupils receive. Pupils and their parents see the rules on behaviour as being fair and fairly applied and as such they are willing to follow and support the school's strong stand against all forms of oppressive behaviour. All pupils are encouraged to show kindness and tolerance to others through one to one and group discussions and through praise and encouragement.
45. The headteacher sets a very good example to the rest of the staff. She is frequently around the school talking to pupils about their day and encouraging very good attitudes and behaviour. Midday supervisors provide a consistent approach to discipline outside the classroom. As a result, pupils are confident that they can turn to any member of staff should they ever feel threatened or unhappy. The behaviour management policy promotes early intervention to avoid conflict. Staff apply this policy consistently to discover and to eliminate any persistent misbehaviour, bullying or racial incidents.

46. The very good procedures for monitoring and improving attendance are more rigorous than they were. Parents are more actively involved in helping their children gain the most from their time at the school. They have responded well to the school's insistence that their children must be in school at the start of the day unless they are ill. The school is alert to any unexplained absence and takes steps within the hour to find out why a pupil has not turned up for school. Registers are marked with care and strictly in accordance with statutory requirements. This helps staff monitor the data efficiently and effectively. The result is a marked, recent improvement in the overall attendance rates.
47. Procedures that support pupils' personal development are very effective because staff get on exceptionally well with their pupils, care for them and keep a close eye on their wellbeing. They listen to them patiently so that they can identify and rectify their mistakes and misunderstandings. Their well-timed interventions in lessons and assemblies contribute to raising the pupils' self-esteem by making them proud of their individual achievements. They are quick to notice the pupils who are not progressing as well as they could and target them for additional help and support. They form good links with outside agencies and the police and in doing so find out about local and national initiatives and how these might benefit the pupils. This helps the school have the right strategies in place to respond to the pupils' needs and give them the ability and confidence to cope with everyday life.
48. The school is particularly successful in managing the crucial period of transition from home to school. Staff get to know individual pupils very well, including those with learning needs, those with English as an additional language and gypsy traveller children. All groups of pupils are properly integrated into all aspects of school life, which has a positive impact on their personal development as well as on their academic progress. Teachers make good use of the information they have to enter into a supportive dialogue with the pupils themselves or with parents about their child's personal progress. The annual reports on the pupils' progress at school always include detailed comment on a pupil's personal development.
49. The procedures for promoting health and safety are impressive and of an exceptionally high standard, as are the procedures for child protection. The teacher delegated with the responsibility for child protection carries out staff training in this area on an annual basis. Staff and governors are clear about the locally agreed procedures that must be applied in all cases. They demonstrate a high degree of sensitivity to the needs of the individual when dealing with welfare and child protection issues. Very good records are kept, updated and frequently referred to. These act as a very effective early warning system for any child who might be at risk.
50. Pupils are given good information to raise their awareness of how sensibly to care and look after their bodies. They are carefully prepared for more formal sex education at a later stage by the school's strong focus on good relationships and making the right choices in life. Parents have a good understanding of what their children are being taught in this respect and trust the school to provide sensitive and supportive teaching of the issues involved.
51. The accident record book is kept up to date and any major incident is reported to governors who then see what might be done to prevent it from recurring. Pupils are made aware of safe practices during lessons and whilst moving around the school. A separate welfare room offers comfort and privacy to pupils who are unwell or injured. A good number of staff have been trained to the benchmark standard commonly held by those administering first aid in a school or workplace. There is sufficient first aid cover available throughout the day.
52. The school tries to do all that it possibly can to eliminate potential risks to the safety and well-being of its pupils. The staff handbook includes sensible advice and guidance on taking pupils on trips out of school. Good use is made of governor expertise to ensure the condition of the site and buildings is well maintained. Meticulous records are kept and a check is made of the work as it is done. Governors purposefully visit during the school day, which allows them the opportunity of judging for themselves the effectiveness of routines such as the fire drill. Work carried out to the boys' toilets has addressed the health and safety concern mentioned in the last report. As a

matter of priority, the school is now planning to install a soft surface area for the outside climbing equipment used by children in the nursery class.

53. Good procedures for assessing pupils' attainment and progress are in place. On appointment, this area was one of top priority for the headteacher and, in a relatively short time, she has put in place the structure of what is likely to be a very good system. She has used a software program which will be accessible to all staff for formalising the recording of progress. The system will track pupils' progress as they move through the school. Furthermore, at a glance, staff will be able to note the target set for each pupil, whether he or she has attained it and whether a more challenging target could be set. Teachers are fully aware of the requirements for levelling pupils' attainment against National Curriculum criteria and do this skilfully. They know their pupils very well and are very aware of their levels of attainment, their progress and what needs to be done to help them move on in their learning. The procedures, however, were not formalised in the school so the means of passing on information from one classteacher to the next were often different. The outcomes of assessment are used well to note areas to change in the curriculum. For example, it has been noted that there is a weakness in writing, so the school has allocated more time for this. The headteacher's 'new' system is now able to track pupils' attainment by gender and ethnicity and it has been noted that a few black boys do not do as well as others in writing. Staff discussions are to take place to plan for improvement.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

### **Strengths are:**

- There is a strong sense of effective partnership between the home, school and governors and this enriches the pupils' personal development;
- the induction programmes, curriculum workshops and the advice and willingness of staff to assist parents and help them understand how their children learn.

### **There are no significant areas for improvement**

54. The school's partnership with parents promotes very effective links between home and school that enables parents to make a very good contribution to their children's learning. The school has successfully built on the good links evident at the time of the previous inspection.
55. Parents have a very good view of the school and what it provides for their children. The parents' meeting with the inspectors which was attended by 20 parents provided many positive messages of support for the school and the commitment of its staff. Their observations were echoed in the comments made by the parents spoken to during the week of the inspection. Parents believe their children enjoy their time at school because the quality of the teaching is good and because teachers are approachable, willing and have high expectations of what their children can achieve. Inspectors found much evidence to confirm these very positive views of parents and to verify that the school employs a variety of methods to reach out to parents and tell them how their children are getting on.
56. The overall quality of the information available to parents is very good and presented in a friendly and positive way. Parents are warm in their praise for the way in which staff and pupils welcome them into school, address them in a pleasant manner and take an interest in what they have to say. All teaching staff and the headteacher strive to be available for parents, to set aside time to answer their queries and to deal with their concerns. Parents have no qualms about approaching teachers and are comfortable in the school environment.
57. Parents have a range of very good opportunities to enter into a two-way dialogue with the school about their children's academic and personal progress, although a few at the pre-inspection meeting for parents felt that there was not enough time allowed for discussion at the formal 'consultations'. Their views are sought and taken into consideration through questionnaires, curriculum meetings and consultation evenings. Collectively, these allow for a good exchange of ideas to take place. Good use is made of these and other informal opportunities to discuss any factors that may be limiting the pupils' good progress. Parents of pupils with special educational

needs have additional opportunities to work in partnership with the school and to understand the individual steps their children need to take to help them progress.

58. Effective use is made of the time parents spend in the nursery class settling their children into the routines of school. As a result, parents are gaining a valuable insight into how the school begins helping their children to learn. All parents have very good opportunities to speak informally to the teacher before and after school and to view the colourful displays of pupils' work in classrooms and around the school. In addition, there are class assemblies, presentations, concerts and sporting events to demonstrate to parents what their children are doing and have achieved. The end of year reports give parents a good overview of their child's academic progress and the targets for future learning. The detail on pupils' personal development is good and helps clarify any mismatch of perception between home and school. The reports are well received by parents.
59. The school prospectus is a good introduction to the school. This and the home/school agreement supplement the individually tailored induction programme for parents and their children due to start in the Nursery and Reception classes. The school establishes lines of communication with parents at an early stage and in doing so creates the sense of family and community that is prevalent throughout the life of the school. Parents whose first language is not English and those who have difficulty in understanding written English, report that they value the school's welcoming and inclusive approach to themselves and their children.
60. Governors are anxious to use all the opportunities they have to provide parents with yet another useful link to the school. They make sure parents receive all the information they should from the governors' annual report. They have also been busy gauging the opinions of parents on how they as governors might be more effective in their role and more responsive to the parents' needs. The concern some parents had about the quality of school meals was identified to governors and to the inspection team. The pupils have discussed this at School Council and set up a meeting with a representative from the service to discuss possible improvements. It is evident from this that the concern of one sector of the school's community is shared, taken up and dealt with by the other. Parents know that actions will follow to deal with any dissatisfaction.
61. Parents are keen to see their children succeed and want them to do their best. The school is pleased with the support of parents in tackling and improving the previously low rate of pupil attendance. Parents give generously of their time and money organising fun events and social activities for everyone to enjoy. The 'Friends of Mayfield' have raised large amounts of money which has benefited the school by financing the upgrading of software and the outside play equipment for Nursery and Reception classes. The school benefits from the wide-ranging skills of its parents. These vary from designing the cover for the school brochure, to dressing up as a Victorian lady for an art lesson, to listening to pupils read and to carrying out routine clerical work.
62. Parents make a worthwhile contribution to their children's learning at home and at school. They accept and support the school's procedures and policies on attendance, discipline and inclusion. Parents of pupils exhibiting signs of behavioural problems show a willingness to adapt the school's disciplinary strategies to the home setting to help their children improve their conduct.
63. The school can rely on its parents to help in classes, on sports days and on school visits to places of educational interest. Their support here assists the provision of an enhanced curriculum. There are examples throughout the school where parents are effectively involved with their children's learning by encouraging reading, writing and counting at home. This is particularly evident in the nursery and reception classes. Despite the misgivings of one or two parents at the meeting before the inspection, the provision of homework across the school was seen to be good and beneficial to the pupils' learning.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

### **Strengths are:**

- Very clear vision and sense of purpose for the school;
- governors fulfil their role very well;

- strong and shared commitment to further improvement.

**Areas for development are:**

- To improve library provision, as already identified by the school;
- follow up on the areas for improvement noted in classroom observations.

64. In recognition that this school is good, it was selected for a short inspection. However, the headteacher and deputy have been recently appointed and together with the governing body it was decided that a full inspection would be more appropriate and this was granted. The headteacher was appointed in September 2001. She took over a well established and successful school with a talented staff. Co-ordinators' roles were well established, as noted as a strength in the last inspection. The deputy headteacher was appointed in September 2000.
65. Leadership is very good. The headteacher has a very clear vision for the future of the school which encapsulates sustaining high standards within a rich and stimulating curriculum. She has managed the change of leadership style very sensitively but most effectively. The strong team spirit continues, with staff thriving on the greater opportunities presented to be more involved in planning future developments. The deputy headteacher works closely with the headteacher on school improvement planning and has specific responsibilities for initiatives such as the local education authority 'Healthy Schools' scheme. Both the head and deputy provide very good role models for staff in their teaching. The deputy manages the role of liaison between staff and management very well. Co-ordinators fulfil their roles as subject managers very effectively, which has a strong impact on the quality of teaching and learning in the school. As a team, all staff show great commitment to fulfilling the school's aims and are very successful, especially in their mission - *'We believe that all children are entitled to quality education that is delivered by talented, motivated and inspirational staff'*.
66. Governors too have become an active and valued part of the school team. At the time of the last inspection, a key issue was to *'... improve the poor relationships which exist between the governing body and the staff so that all are working for the good of the school...'* Until the appointment of the headteacher in September 2001, little had been done to address this issue. However, with determination coupled with extreme sensitivity, the headteacher has brought about great changes in a relatively short time. Governors, too, are now thriving on the openness and opportunities for involvement in the school itself and in improvement planning. They have developed their roles rapidly and have consulted with parents and staff about how they can improve further. They are very effective in carrying out their responsibilities because they have a clear understanding of the many strengths and few areas for improvement in the school. They are beginning to challenge and question what the school does and if it can be done better.
67. Management is very good. On appointment, the headteacher, together with the deputy, conducted what could be described as an 'audit' of strengths and weaknesses. Data relating to National Curriculum tests and outcomes of other tests used in the school has been carefully analysed to see where improvements are needed. These analyses also track pupils' progress by gender and ethnicity, and, again, areas for improvement have been noted, such as standards attained by black boys in writing. Communication is very good at all levels and facilitates very good everyday management of the school. The headteacher has established very good systems to provide effective two-way communication between the school and parents, pupils, staff and governors. Pupils were consulted via questionnaires and through the School Council. Subject co-ordinators have conducted reviews of their subjects and reported back to the headteacher. It is a tribute to the headteacher's style of leadership that she reacted quickly to the responses from pupils and co-ordinators so they know their responses are valued. For example, pupils wanted to see improvement in school dinners and to that end letters were written to the catering suppliers, meetings were arranged and some changes for the better have happened. Co-ordinators have been able to formulate action plans for their subjects, based on their reviews. The school improvement plan is very good. It is underpinned by the findings of the headteacher's 'audit', comprehensive and with a very clear focus on raising standards even further. Even though the school attains high standards, there is no complacency. All staff and governors share a strong commitment to further improvement.

68. Performance management is very well managed and links very effectively to school improvement. In addition, all teachers have been observed teaching by the headteacher and have received very good feedback on their strengths and areas for development. Currently, there has not been the time to follow up on areas for improvement, but these are planned. The quality and quantity of resources for learning have been reviewed, as has the provision of a library, outdoor play space and toilet provision. From this very astute understanding of 'where the school is', strategic planning within the school improvement plan is very effective. All monies allocated to the school are used to pupils' very best advantage. Financial management is strong; the budget surplus is earmarked for building work. The school is extremely effective in obtaining best value in all its work.
69. The management of the provision for pupils with special educational needs is very good. The new 'Code of Practice' has been introduced successfully. Pupils' needs are quickly identified through a variety of procedures and placed on the school's special needs register. Pupils have individual education plans which set clear, measurable targets for improvement. These plans are reviewed each term, with new targets being set if appropriate. The special needs co-ordinator keeps extensive records so that the progress pupils make is carefully checked. The governor responsible for monitoring special educational needs provision carries out his work efficiently, effectively and thoughtfully.
70. The management of the provision for pupils for whom English is an additional language is also very good. Pupils' stage of language acquisition is assessed quickly and skilfully so that suitable support is given as soon as possible. Pupils' progress is carefully checked to ensure they continue to receive support if it is needed in specific subjects.
71. The number of suitably qualified staff, accommodation and quantity of resources are satisfactory for teaching the National Curriculum. However, by modern standards, space is very limited. There are no small teaching areas suitable for group work or quiet study. This lack of space restricts opportunities for maximising the impact on pupils' learning by the use of support staff or extra parent helpers. Playground space is very tight which restricts pupils' play in team games but has a very good effect on pupils' behaviour. Library provision is coupled unsuccessfully with the ICT suite. As a result, although books are stored there, the opportunities for pupils to use the area as a library are almost non-existent. They can go to change books, but there are no facilities for sitting to browse through books or for independent study. Toilets have been improved since the last inspection but further improvements are planned during the 2002 summer break which should bring them up to the required standard. The outdoor environment for the Foundation Stage is excellent and has a significant impact on the very good progress children make. Access would be made much easier if each Reception class had a door to the outside.
72. The school is an entirely suitable and active provider of initial teacher training. Appropriate mentors are appointed to ensure trainees have all the correct experiences required for their course work. Trainees benefit from the support of the whole school and have the privilege of working alongside outstanding classroom practitioners. In the 'free' time made available when trainees teach the whole class, teachers concentrate on their subject management roles.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

**Mayfield school provides a very good quality education for its pupils. To help make this very effective school even better, the school should:**

- (1) Improve standards in spelling (*already identified by the school*) by:
- Ensuring pupils spell common but irregular words correctly;
  - developing the teaching of spelling for older pupils to include word derivation and widening vocabulary.

*(Paragraphs 6, 19, 97)*



(2) Provide a suitable library for its pupils (*already identified by the school*).

*(Paragraphs 12, 71, 94, 100)*

(3) Develop literacy skills through and in other subjects.

*(Paragraphs 6, 18, 98)*

**Other issues which should be considered by the school:**

- Provide a safety surface under the Nursery climbing frame;
- teachers should vary the way in which they ask pupils to answer questions ie not always those with their hands up;
- provide a door to the outside from one of the Reception classes to facilitate easy access for children;
- give consistency in provision of Circle Time.

*(Paragraphs 39, 52, 71, 98, 117)*

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	61
Number of discussions with staff, governors, other adults and pupils	23

### Summary of teaching observed during the inspection

	Excellent	Very Good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	11	19	20	10	1	0	0
Percentage	18	31	33	16	1.6	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

### 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)	24	293
Number of full-time pupils known to be eligible for free school meals	0	59

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	1	71

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	64

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	30

### Attendance

#### Authorised absence

	%
School data	6.1

#### Unauthorised absence

	%
School data	0.3

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	20	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	16	19
	Girls	22	22	22
	Total	40	38	41
Percentage of pupils at NC level 2 or above	School	93 (100)	88 (98)	95 (96)
	National	84 (83)	86(84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	19	20
	Girls	22	23	23
	Total	41	42	43
Percentage of pupils at NC level 2 or above	School	95 (98)	98 (98)	100 (98)
	National	85 (84)	89 (88)	89 (88)

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

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	16	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	14	16
	Girls	20	19	24
	Total	33	33	40
Percentage of pupils at NC level 4 or above	School	79 (96)	79 (96)	95 (96)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	15
	Girls	18	19	24
	Total	32	33	39
Percentage of pupils at NC level 4 or above	School	79 (96)	79 (96)	93 (96)
	National	72 (70)	74 (72)	82 (79)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	25
Black – African heritage	19
Black – other	25
Indian	34
Pakistani	11
Bangladeshi	2
Chinese	1
White	126
Any other minority ethnic group	5

*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)	13.9
Number of pupils per qualified teacher	21
Average class size	26

#### **Education support staff: YR – Y6**

Total number of education support staff	7
Total aggregate hours worked per week	143

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24
Total number of education support staff	1
Total aggregate hours worked per week	25
Number of pupils per FTE adult	12

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.4
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	1	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	2000/01
	£
Total income	711,472
Total expenditure	712,856
Expenditure per pupil	2234
Balance brought forward from previous year	34,818
Balance carried forward to next year	33,434

*FTE means full-time equivalent.*

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	341
Number of questionnaires returned	93

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	28	4	0	0
My child is making good progress in school.	56	42	0	0	2
Behaviour in the school is good.	40	53	2	0	5
My child gets the right amount of work to do at home.	30	45	12	3	3
The teaching is good.	52	45	1	1	1
I am kept well informed about how my child is getting on.	45	39	14	1	1
I would feel comfortable about approaching the school with questions or a problem.	63	37	0	0	0
The school expects my child to work hard and achieve his or her best.	51	47	1	0	1
The school works closely with parents.	44	44	9	1	1
The school is well led and managed.	42	53	1	0	4
The school is helping my child become mature and responsible.	42	51	5	0	1
The school provides an interesting range of activities outside lessons.	27	44	10	4	12

## **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**

73. Overall, teaching and provision for children in the Foundation Stage are very good; the quality of teaching is often excellent. All children are included and teachers take an obvious delight in their children's learning and progress. Children are given an excellent start to school. The school provides a rich curriculum and relationships between children themselves and children and staff are excellent. The high standards noted in the last inspection have been improved even further.

#### **Strengths are:**

- Teaching is very good and always excellent in the Nursery;
- children have great fun learning which leads to fast progress;
- children find the move from the Nursery to Reception easy.

#### **The main areas for improvement are:**

- Taking a consistent approach to encouraging children to use sounds in words to help them read;
- improve the very good accommodation further by -
  - installing a door to the outside in one Reception class
  - installing a safety surface under the climbing frame.

74. Children start school in the Nursery when they are three years of age. They attend for either morning or afternoon sessions which are taught equally well. After a year they move to one of two Reception classes where they attend on a full time basis. Currently there are 95 children educated in the Foundation Stage and the two Nursery classes of 25 are full.
75. Generally when children start in the Nursery their prior knowledge and experience are well below that expected for their age, especially in language and literacy but this varies from year to year. The proportion of children who have English as an additional language is very high but these children make rapid progress and soon learn to understand and speak English. A minority of children exceed expectations for their age and an average proportion has special educational needs. All children have equal access to all activities and are included with work carefully matched to their needs.
76. Soon after children start the Reception classes they are assessed with a 'Baseline Test.' Results of this test have varied over the past three years but the general trend is that children start full time schooling with skills and knowledge that are below those expected for their age. However, they make excellent progress throughout the Foundation Stage and most of the children currently in school are likely to achieve the nationally determined early learning goals. This year nearly half of the children are expected to exceed expectations and are beginning to work at National Curriculum levels, especially in language and literacy, mathematics and knowledge and understanding of the world. They are socially skilled, independent learners and are very well prepared for starting in Year 1.
77. The school is very effective in establishing very good links with parents. Staff relationships with the parents of these young children are very good and they are encouraged to be fully involved in their child's learning. Parents are welcomed into the classrooms until their children settle. This does not take long as the children are so happy in school and are keen to learn. Staff know their children well and keep detailed, useful records. Assessments of children's achievements and needs are used to plan work to help the children progress with confidence and enjoyment. Assessments are used to set specific targets which are shared with parents regularly. Home/school reading record books show very good communication between staff and parents. Parents are very pleased with the school. Parents who have English as an additional language are given good support. Translations of documents are made whenever possible. A bilingual teacher



- is employed to help parents and teachers communicate with each other so that parents can understand how they can help their children. Parents and friends also help each other.
78. The quality of teaching at the Foundation Stage is very good overall. It is consistently excellent in the Nursery. Teachers have an excellent understanding of children's needs and how best they can help them. Their relationship with them and their management of children are excellent. They frequently use 'deliberate mistakes' so that the children are pleased to show what they know and where the teacher was wrong. There is a shared delight in finding out. The teachers and support staff set very good role models. They respect the children and thank them for their contributions, especially when they have been kind to each other. Curriculum planning is excellent and all areas of the appropriate curriculum are included. The use of the very well resourced outside area is planned to enhance the children's learning. During the inspection the children enjoyed learning outside as it was fun. Sometimes in the Nursery the children want to stay and keep their parents waiting as they are having such a good time, singing, adding and reading.
79. Management of the Foundation Stage is very good. A strong team has been built and substantial funds invested to improve curriculum provision, especially for the outside environment. Joint planning has helped a relatively new member of the team to teach well. Ideas and new initiative are shared. Thus the transition between the Nursery and Reception classes is smooth. The use of the school hall for physical education and assembly helps the children move to the main school without fears. However, management of this stage could be improved further if the teacher in charge was given some time to visit and observe the other classes.

### **Personal, social and emotional development**

80. Children's achievements in this area of learning are excellent as teaching and the staff's role models are also excellent. Even though many children have below average development when they start school, most reach and many exceed the early learning goals by the time that they start Year 1. Most children are independent learners. They concentrate on the interesting tasks that they have chosen and keep busy finding out. They tidy up independently after activities and welcome new members to their group. Teachers' excellent child management skills are extremely significant in achieving this result. All staff show very good insight into how children learn and are alert to every opportunity to further their personal development. Strategies include a calm demeanour which reduces children's anxieties, a sense of humour, and the modelling of very good inter-personal skills. When the children are praised they know why and are doing the right thing and are therefore able to do the same again.

### **Communication, language and literacy**

81. Children's learning in this area is very good as teaching is very good overall. Most children reach the relevant early goals by the end of the reception year, including children with English as an additional language. This year many children are expected to exceed these expectations. In staff-led sessions all children listen intently, answer questions and offer comments about what they have noticed, for instance in the Nursery they know which story or rhyme comes next in the 'Big Book.' They listen carefully to stories and to each other and respond by making actions such as pulling up the big turnip. This is because the teachers read stories very well and use the children's responses to make the story very interesting. By the time that the children enter the Reception class their vocabulary is extended. In the Reception class these skills are extended. The staff always value the children's comments; they listen to them and respond appropriately. This often helps children learn from each other.
82. The teaching of reading is also very well managed. This year in the Nursery, standards in reading are close to those expected of five year olds. Children's progress is generally very good and their achievements are systematically recorded. In the Nursery children love stories and predict what will happen next. They use picture clues to help them. In the Reception class, children recognise several words and confidently try to read new words. Teachers use big books to attract children's interest and help them to read because they can see the print in whole class sessions. Appropriate books are used for group sessions. Overall, the National Literacy strategy is very well modified and used effectively to meet these children's needs. Teachers use skilled questioning to

direct children's attention to important facts without destroying the enjoyment of the story. They provide a wide variety of books, both non-fiction and fiction, to keep their children interested. In the Nursery, when playing with model dinosaurs, children were encouraged to find out more. Non-fiction books were placed nearby and the teacher helped the children to find out about these creatures 'as books give good information.' In both Nursery and Reception, puppets are used imaginatively to focus on sounds in words to help the children read new words. However, children still often use letter names when they are trying hard to make sense of a new word. This makes it difficult for the children and a more consistent approach to teaching and using letter sounds in reading could be usefully extended. The children take books home and the very good communication between parents and staff helps the children improve their reading skills.

83. Achievements in writing are also good. Younger children begin to use mark-making in their play, writing notes and letters. They recognize and try to write their name and often make good attempts at writing this to note that they have used the computer. Gradually their writing includes recognizable letters and words. On entry to Reception, children's handwriting skills are refined. They soon write short strings of words such as captions for drawings. By the end of the Reception year, several children are beginning to use full stops to demark sentences when writing their news. Too often children write news rather than re-tell stories or make up their own stories in order to develop their creativity.

### **Mathematical development**

84. Children's achievements in this area are good, with almost all reaching the early learning goals by the end of the Foundation Stage; a significant minority are expected to exceed them this year. Teaching is very good and often excellent, enabling children to build on what they know already and enjoy new experiences. Children with Special Educational Needs are included in all activities. Tasks are matched to their understanding so that they are confident to try to find out the answers. A child in the Nursery was keen to place five candles on the cake. He knew that one less was four. From the start the children are given very interesting tasks to help them observe, think and learn. For instance, in the Nursery, the children match real patterned socks to those placed on the washing line by the teacher. In the Reception class the children are encouraged to count by singing. They count to one hundred in tens and count in two's to twenty. They recognize that some hands are bigger than others so that less handfuls of sand will be needed to fill a bucket. A child very quickly estimated that a grid provided by the teacher would take one hundred cubes as there were ten rows of ten. He then very quickly estimated when there were ninety two cubes. This pupil was able to explain his reasoning. The teacher was flexible and quickly adapted the task to the child's needs.

### **Knowledge and understanding of the world**

85. Starting from a broadly average basis, children make very good progress in response to very good and often excellent teaching. Children are introduced to the natural world and are amazed at what ants can do and how spiders move. They know that spiders have eight legs and that we should take care of all creatures. In the Nursery they are very concerned that in one experiment a white carnation was left without water. 'It will die.' They were then intrigued to watch the coloured water change the colour of the white flowers. Throughout the Foundation Stage the children are provided with magnifying glasses so that they can look closely to observe worms in the 'wormery' and frog spawn developing. In the Nursery the children take very good care of their African snails. In the outside play area all children are encouraged to look at photographs and note the life cycle of chicks. They are enraptured by the small creatures that they see. Each child has equal access to the computer, with programs installed to help develop all areas of learning. Most children have good skills with the 'mouse'.

### **Physical development**

86. In the Nursery the children's skills are very well developed. By the time children reach the end of Reception, attainment exceeds the standard expected for their age. The time in the school hall is used very well to encourage the children to climb with confidence. The children understand the

safety rules which are stressed by their teachers. Both boys and girls are encouraged to be equally adventurous and to refine and improve their movements. They use the space very well to move around the hall, use their arms to help them to balance and make various shapes such as curling into a ball or making wide shapes. In physical education lessons, the young children followed instructions well and they dressed and undressed themselves reasonably independently. Outside, their skills are very well developed, enabling them to ride tricycles and pull carts without collision. There is however, a tendency for boys to dominate this equipment, but teachers are developing systems to encourage girls to use it and to monitor that everyone has an equal chance. The large climbing equipment was used one day and both boys and girls worked on this well. The school is checking the possible need for a safety surface, as the equipment is quite high and challenging. In class, children's fine movements are well developed. This is because they are given plenty of opportunities to improve their skills. Generally, they use scissors well, hold pencils correctly and roll and manipulate clay or play dough. Teachers note which children are left handed and provide correct scissors.

### **Creative development**

87. Standards in this area are broadly in line with expectations for the age group, the majority of children meeting the early learning goals by the end of the Foundation Stage. A few show special talent and exceed these goals. Very good links are made with other areas of learning. For instance, in the Nursery when children painted with water outside they noted that 'This will disappear quicker today as the sun is shining.' They were beginning to understand evaporation. In the Nursery they paint large pictures with great care using the interesting shades of paint provided by the teacher. They make interesting patterns using 'wiggly lines.' This also helps their pencil control and is a good way to help them write letters. Generally the teachers display the children's work very well and encourage them to observe closely. Nursery children have studied the work of Kandinsky, and have used this to make their own patterns. Their chosen colours are very similar. In Reception, children draw pictures of mini-beasts and then make them in clay. Their drawings of caterpillars and butterflies and their final 3D models are very similar.
88. Creative opportunities of a different kind are available on a daily basis as children engage in role-play activities such as the doctors' surgery. This scene encourages children to take notes and to examine X rays; it also provides very good opportunities for developing speaking and listening skills. The 'Three Bears Cottage' outside is enticing. There are wigs and bear hats and pots to make the porridge. Children become completely absorbed in these activities, chatting to each other and encouraging adults to join in. Also outside, music is played and children skip in time waving ribbon sticks. They have a lovely time. Several boys picked up percussion instruments and played these rhythmically. Most children know several nursery rhymes but it was noted that girls in the Reception class were more enthusiastic than the boys who only joined in with 'The Grand Old Duke of York.'
89. Overall, the provision for the first two years of school in the Nursery and then the Reception classes is a strength of the school. Consequently, children make excellent progress and thoroughly enjoy learning.

### **ENGLISH**

#### **Strengths are:**

- Very good teaching;
- a very good range of imaginative tasks;
- pupils' very positive attitudes towards the subject.

#### **Areas for improvement (already identified by the school) are:**

- Improve the library;
- improve standards in spelling;
- develop literacy through and in other subjects.

90. For pupils aged seven and 11, results of National Curriculum tests show an improvement over time since 1998, just after the last inspection. Compared to similar schools, seven and 11 year-olds attain standards that are well above average. Given that the school has a significant proportion of pupils for whom English is an additional language, the school is very successful in the standards it achieves. In 2001, an average proportion of seven year olds attained the higher Level 3 in reading and a well above average proportion in writing. Compared to similar schools, the proportion attaining Level 3 in reading and writing was well above average. An above average proportion of 11 year-olds attained the higher Level 5 and, again, compared to similar schools, this proportion was well above average. Data shows boys do particularly well, compared to the national performance of boys; over a three year average, 11 year-old boys are ahead of boys nationally by nearly two and a half terms by the time they leave the school. For a similar period, seven year-old boys are ahead of boys nationally by around one term in reading and writing. The school has not been able to identify why this is so, although it has investigated and purchased suitable reading material for boys. In the main, there is no noticeable difference in the attainment of pupils of different ethnicity, although the school has very recently identified that a small number of black boys do not do well in writing.
91. Inspection evidence shows standards attained by seven year-olds in speaking and listening, reading and writing are above the levels expected. Pupils are achieving well. No evident difference was noted between the attainment of boys and girls or between pupils of different ethnicity. Eleven year-olds are also achieving well but are attaining standards in line with expectations, rather than above, reflecting the high proportion of pupils with special educational needs in the group this year.
92. Boys and girls have very positive attitudes towards the subject and, in response to very good teaching, work very hard in lessons and take care with all their work. Teachers provide just the right level of work to challenge pupils so that all are fully included in lessons. In group work, pupils work very well together, are very confident in giving opinions and show high respect for the opinions of others, even though they may not agree. Older pupils can enter into a healthy debate and profit from it.
93. All teachers set high expectations for pupils to develop their speaking and listening skills and in one very good lesson, pupils were taught that making good eye contact and asking questions about what you hear indicates that you are listening. The excellent relationships in the school together with the strong and successful emphasis on promoting pupils' self esteem have a very good influence on the good standards attained in speaking and listening. For example, in a very good Year 6 lesson, pupils had discussed in their group what they had learned from the studied text and were very confident in giving their opinions to the rest of their class. They showed a good sense of audience; one group gave clear explanations why they did not like the story. In a Year 3 and 4 lesson, pupils quickly grasped the idea of alliteration and were happy to share their ideas of 'Mad Molly munched, mumbled and moaned'. Year 2 pupils showed a very good sense of audience when presenting settings for their rain forest adventures and could talk at great length and detail.
94. Throughout the school, pupils show great enthusiasm for reading. They enjoy being read to and reading for themselves. Standards attained by seven-year olds are above those expected. Pupils of all capabilities have just the right level of reading book to enable them to progress at a good rate. They make good use of letter sounds to help them work out unfamiliar words; better readers 'read between the lines' and discuss what might happen next or what they like or dislike about a character in their book. Eleven year-olds discuss their preferred authors and more able readers elaborate on similarities or differences between authors' styles. Pupils read books that are matched to their reading abilities and interest and make good use of their skills to extract information from non-fiction texts. A weakness in provision, recognised by the school, is the lack of a useable library for pupils to browse through books and develop their library skills further.
95. In writing, seven year-olds are attaining standards above those expected. A strength is teachers' provision of exciting, imaginative tasks and the very good use of poetry to enliven vocabulary. Some outstanding poetry was noted in pupils' books and on display which not only promoted pupils' imagination and writing skills but helped them develop spiritual awareness. In a poem

about a chosen colour, a pupil wrote 'Blue is the ice that shivers, freezing cold'. In response to poetry read to them by their teacher, a pupil wrote 'Give me your name and I will hug it, throw it into the clouds, echo it into the moon, sing it in a seashell'. In a very good lesson, the teacher used music, tambourines and movement to help pupils set the scene for their rain forest adventure. They went on a walk round their classroom, making comments such as 'Watch out for the snake' or 'Wow, look at that bright parrot'. By the time they had finished their rain forest 'walk' and listened to the jungle sounds, pupils were desperate to get their ideas on paper and wrote at a very good rate. More able pupils make very good use of thesauruses to look for more imaginative words. Scrutiny of pupils' work shows that teachers set very high expectations for quantity and quality of work. All work is marked thoroughly and relationships are such that pupils often reply to the marking with comments 'I'll try harder next time', or 'That's a good idea'. Spelling and dictionary skills are taught well and in the main, standards of spelling are good. Word processing is used effectively to display work or make the first draft of a story.

96. In Years 3 to 6, again, there is a good coverage of required skills within imaginative tasks, often linking other areas of the curriculum. In Year 5, for example, pupils had accomplished the task of designing a cover and writing the 'blurb' for their parents' favourite book very well. In Year 6, pupils had completed informative booklets on drug awareness. Word processing programs are used competently and as a matter of course to display pieces of work or compile a 'newspaper report' such as the Year 5 report on the war in Yugoslavia. In Year 4, pupils make very good use of word processing to display their poetry of 'Who's Who of the Horrible House', making very good use of alliteration to describe the occupants as 'A crimson cat-eyed cockerel croaking...' As in Year 2, poetry is used well in Year 4 to crystallise pupils' thoughts when they write 'I believe speech can easily harm and heal other people', or 'I believe you should never say goodbye too soon'. Standards in this work were high. In Year 6, all pupils are achieving well; however, overall, standards in writing are in line with expectations this year, reflecting the significant proportion of pupils with special educational needs in the group. Pupils identify paragraphs and know that they delineate a set of ideas. They construct reasonably sequenced stories which demonstrate the essentials of character descriptions and mood for the story.
97. The school has identified the need to improve writing further and to this end another hour-long session is provided for older pupils for 'extended writing'. Currently, this session is not as effective as it could be. The school has not identified exactly what they feel should be achieved in this session. Therefore, there is a tendency for teachers to use it as another literacy hour and as a result the 'extra' hour for writing becomes frittered away. The school has also identified the need to improve spelling. Inspection evidence agrees with this; the school needs to ensure that pupils spell common but irregular words, such as the days of the week, correctly and consistently so. Pupils could also usefully improve spelling further by linking spelling to extending vocabulary and investigating the derivation of words.
98. Overall, teaching and learning are very good for all pupils, including those with special educational needs and those for whom English is an additional language. Teachers prepare interesting lessons thoroughly and make very imaginative use of resources such as puppets, music and poetry. Lessons are based on a good understanding of what pupils already know and what they need to learn next. Basic literacy skills such as use of letter sounds and letter strings are taught well. More complex skills such as 'reading between the lines' or noting the distinctive style of an author are also taught well. Teachers use questioning very well but, in a few lessons observed, teachers tended to ask only those pupils with their hand up. The best lessons were conducted at a very brisk pace with a good balance between the teachers' explanations and the time pupils had to get on with their tasks. In the small number of lessons where pupils' learning was good rather than very good, teachers tried to fit too much into their lessons and, as a consequence, the actual time available for pupils to work was too restricted. Currently, the school is not extending the teaching of literacy through, and in, other subjects. It has identified this as a 'next step' and, from inspection evidence, this would go some way to reducing the need some teachers feel to pack too much into their lessons to comply with the Literacy Framework.
99. Subject management is good with a clear sense of direction for the subject. The co-ordinator is relatively new to the post and has already gained a good understanding of the strengths and

weaknesses in the junior part of the school but has yet to develop his knowledge of what goes on in the younger classes. Opportunities are provided for the co-ordinator to observe teaching and note strengths and areas for improvement. Resources for the subject are adequate and used very well.

100. The library is a problem and has remained so since the last inspection. In its current use, as the ICT suite and library, it is more than adequate for ICT but unsatisfactory as a library. A reasonable range of books is on offer but the room is more a store room where pupils can come to change a book rather than a library where pupils can enjoy a visit to browse and select or practise library skills. Soon after appointment, the new headteacher identified building work which will mean changing a resources store room into the library. Work is due to start in the summer holidays (2002) and should solve the problem.

## **MATHEMATICS**

### **Strengths are:**

- Good teaching;
- teachers' subject knowledge;
- excellent management of the subject;
- pupils' very good attitudes to the subject;
- standards have risen very well over time.

### **The main area for improvement is:**

- Improve knowledge and recall of multiplication bonds by pupils in Years 5 and 6.

101. In the National Curriculum tests in 2001, the standards achieved by pupils at the end of Year 2, were in line with expectation, when compared with the results of all schools nationally, and well above those of similar schools. The percentage of pupils achieving the higher levels was below the national average but in line with that of similar schools.

102. Standards achieved by pupils at the end of Year 6 were well above average when compared with the results of all schools nationally and, when compared with similar schools, were in the highest five per cent of schools in the country. The percentage of pupils achieving the higher levels was also well above the national average and well above those for similar schools. These results included five pupils achieving Level 6 (two levels above expectation). Standards show a very good improvement over time. Pupil attainment in mathematics by the end of Year 6 has risen consistently over the last four years.

103. The standard of work observed in lessons and by examination of pupils' books showed pupils are mainly making good progress. As a result, the number of pupils in Year 6 working at the required level is in line with national expectations. The current standards in Year 6 do not represent a fall in standards, but reflect the very significant number of pupils with special educational needs in this particular year group. These pupils are achieving well.

104. The quality of teaching observed ranged from satisfactory to excellent and was good overall. Teachers have good or very good subject knowledge and understanding of the National Numeracy Strategy, which is used effectively to produce good learning. In the good, very good, and in an excellent Year 2 lesson, teachers clearly explain the purpose of tasks, they indicate they have high expectations of what can be achieved and question to probe and extend pupils' understanding. Teachers consistently help pupils develop the appropriate vocabulary and encourage them to explain their understanding and strategies.

105. The quality of learning in lessons observed ranged from satisfactory in one lesson to good or better in all others and was good overall. Where the quality of learning is good, very good or excellent, this is due to the high quality of class organisation and class management, the teachers' high expectations and the maintenance of a brisk pace throughout the lesson. The good use of learning support assistants makes a positive contribution to the quality of learning for those pupils

with special educational needs or English as an additional language and they make good progress.

106. Pupils confidently tackle problems using the four operations of number appropriately to solve them. They are keen to answer their teachers' questions and enjoy explaining the various strategies they have used.
107. The organisation of pupils into groups based on prior attainment is helping to meet the differing needs of pupils and provide them with a suitable challenge. All pupils are fully involved in lessons by the use of techniques such as number fans or white boards on which every pupil writes an answer giving the teacher an assessment of each pupil's understanding. The pace of lessons is good, but the lack of instant recall of multiplication tables is restricting the amount of work that some pupils produce in Years 5 and 6.
108. The management and control of pupils are very good. Teachers consistently set clear expectations of pupil behaviour and attitudes and pupils respond well to these expectations. Pupils' attitudes are very good; they are enthusiastic and show interest in mathematics lessons. Relationships between pupils and staff, and between pupils themselves, are excellent.
109. Early morning school booster lessons for pupils working to achieve the required level in Year 6 are well attended and followed by a breakfast provided by the school.
110. Assessment in mathematics is very good. During the course of the lessons, teachers observe pupils and question them to assess their understanding, knowledge and skills. This information is used to intervene and support pupils and inform future planning. Praise and acknowledgement of pupils' effort, positive attitudes and understanding are used to motivate and inspire pupils. Statutory and non-statutory tests are used consistently to establish the attainment levels and progress of pupils.
111. Teachers' planning is very good. It identifies clear learning objectives, and activities are well described with opportunities for assessment. Weekly and daily planning promote learning that builds on what has gone before. The quality of planning for the whole range of pupil ability is very good. Homework where it is regularly set is effectively used to reinforce recent teaching by asking pupils to practise or revise skills and understanding or as an extension activity. Consistency in the setting of homework is an area for development.
112. Good use is made of teaching resources, including the use of learning support assistants. The quality of teachers' marking varies. Some consistently write comments which help pupils learning by describing what has been successful and giving guidance on what could be improved. Others simply mark work and make one to three word statements such as 'well done' or 'a good try'. The use of information and communication technology in mathematics is good and well related to the learning objective of the lesson.
113. The co-ordination of the subject is excellent. The co-ordinator has an excellent understanding of the strengths and areas of development for the subject. The very good tracking of pupil progress together with effective targets set for each pupil all contribute to the very good monitoring of pupils' performance. The school is well equipped with learning resources. The co-ordinator understands the need for further monitoring of teaching and learning as part of the shared commitment that all staff have for improvement.

## **SCIENCE**

### **Strengths are:**

- Standards attained throughout the school;
- the overall quality of teaching;
- pupils' attitudes and behaviour;
- the leadership and management of the subject.

### **The main area for improvement is:**

- Pupils' knowledge and understanding of scientific language.
114. Standards at the age of seven are above the national average, and at the age of 11 they are broadly in line with the national average. Pupils' progress in both age groups is, however, good. In the teacher assessments at the end of Year 2 in 2001, the school's results were above average, and these standards have been maintained. In the national tests in Year 6 in 2001, the school's results were above average, and in 2000 they were well above average. The current standards in Year 6 do not represent a fall in standards, but reflect the very significant number of pupils with special educational needs in this particular year group. At the time of the school's previous inspection, standards at the end of Year 2 were reported to be above average, and these high standards have been maintained. At that time, however, national test results show that standards at the end of Year 6 were below average. Clearly, therefore, good improvement has been made since the last inspection. Data showing the three-year average performance demonstrates eleven year-old boys do better than girls and are ahead of the national picture by just over two terms by the time they leave the school. There is no recorded evidence or inspection evidence to show that pupils of different ethnicity do better than others.
  115. At the age of seven, pupils successfully undertake experiments on a number of aspects of their work, for example, when undertaking tasks on plant growth, electricity and sound. A small number of the pupils, however, have problems finding the appropriate scientific vocabulary to explain their work. Pupils successfully name the main external features of both the body and a flowering plant, and most can explain the materials needed to sustain life. Pupils understand that there is a variety of creatures, and that they are found in different places. Higher attaining pupils identify ways in which these creatures are particularly suited to their environment. Pupils recognise and name common materials, such as metal, plastic and wood, and they successfully describe some of their properties and uses. Pupils know that some materials are stronger than others. They also readily describe how some materials change when they are heated, and that some of those changes are reversible. Pupils successfully explain the role of batteries, wires and bulbs in an electric circuit, and they know that a circuit will not work if it has a break in it. The pupils are confident in explaining that light and sound come from a variety of sources, and they know that sound becomes quieter the further away the source of it is.
  116. At the age of 11, pupils successfully carry out a range of experiments, selecting and using suitable equipment, making observations and recording their findings. Pupils in Years 5 and 6, for example, carry out investigations into pulse rates and mixing materials. Pupils in other years also carry out experiments, for instance pupils in Years 3 and 4 find out information about the roots of plants, as well as friction. Whilst many pupils successfully explain their work, understanding, and using, the correct scientific language, a significant minority continue to find this aspect of the work difficult. They also have difficulties, at times, in clearly answering questions that are asked, and this is having an important overall effect on standards in the current Year 6. Most pupils, however, successfully explain the meaning of fair testing. A majority of pupils is confident in explaining many of the life-processes of humans, as well as discussing, for example, the importance of the skeleton and the role of the heart in the circulation of the blood. Most pupils understand the harmful and beneficial effects of microbes. Many pupils successfully name a variety of materials, they describe their various properties, and they can explain the differences between solids, liquids and gases. Pupils know that many substances can be made into mixtures, and many readily describe how these can be separated through processes such as filtration. They are less confident in explaining the processes relating to dissolving and evaporation. Pupils know that objects have weight because of the gravitational pull of the Earth, and many can explain that friction and air resistance are forces that slow moving objects. Pupils know that sound is caused by an object vibrating, and that the vibrations travel through air and various materials to reach our ears. Pupils know that light travels in straight lines, and most successfully explain the formation of shadows.
  117. The overall quality of teaching and learning is good. Very good practice was seen in lessons in Years 5 and 6. Lessons are well planned, with teachers throughout the school making good use of practical activities. This provision is helping pupils to increase their understanding of various aspects of their work. The teachers are also particularly careful to use, and emphasise, the correct scientific terminology, which is targeting an area of weakness in pupils' learning. Planning also



makes most appropriate allowance for the provision of work to suit the needs of all pupils. All teachers have good subject knowledge, and they usually provide clear instructions and helpful demonstrations of the work that is to be undertaken. Occasionally, instructions are not fully clear, and some pupils are uncertain how to proceed until they have had further advice. On occasions, teachers tend to ask for answers from the same pupils, and this limits the opportunities for others to contribute. Pupils show great interest in the subject, displaying consistently good attitudes and much increased confidence in practical work in particular. In such circumstances, all pupils, including those with special educational needs and English as an additional language, make good gains in their knowledge and understanding of the subject. Where teaching is very good, subject knowledge is especially secure, expectations are high, pupils are provided with some independence in carrying out their activities, plenary sessions are used most thoughtfully and, as a result, pupils make very good progress during that lesson. Teachers throughout the school are enthusiastic, and the pupils are enthusiastic also. Most pupils work hard, concentrate well and are keen to find answers to the problems set. The teachers and learning support assistants provide help and well directed support throughout. The pupils' behaviour is good, and often very good. They work well with other pupils in carrying out activities, they are very aware of safety procedures and, although not all pupils take equal care, most produce their work neatly. The teachers mark pupils' work regularly, and thoughtful comments of support and advice are often added to help the pupils develop their work further.

118. The school has an appropriate scheme of work, based on the government's curriculum guide-lines, and suitable resources are readily provided to support the work. Careful planning ensures that all aspects of work are suitably covered, with the planning for practical activities being extremely thorough. The coordinator is enthusiastic and knowledgeable, and she regularly studies samples of work and observes pupils at work in lessons. She supports her colleagues well whenever necessary. Good arrangements are now made for assessing the pupils' work, with adequate evidence being kept to identify pupils' current attainment and the progress they have made. Good use is also made of this information to provide suitable new work for pupils. The written work undertaken by the pupils, especially that relating to reporting on practical activities, provides support to the school's initiative in literacy. Counting and measuring activities, in various aspects of the subject, support the school's work in numeracy. Information and communication technology is successfully used to enhance the work in science. For example, pupils in Years 1 and 2 found information on the habitats of different animals. Pupils find the subject exciting, especially when carrying out experiments, and the excitement generated by the wonders of science contributes towards their spiritual development.

## **ART AND DESIGN**

### **Strengths are:**

- Standards are above those expected for seven and 11 year-olds;
- teaching is always good and often excellent;
- very good displays show pupils that their work is valued;
- very good links with other subjects.

### **Areas for improvement are:**

- Giving subject co-ordinators time to observe lessons in order to find strengths and weaknesses;
- providing training for relatively new teachers to help them develop their subject knowledge further;
- checking the use of sketch books so that they are used as an ongoing record of pupils' attainment.

119. Standards of work remain above the expected levels as noted during the last inspection. There are good cross curriculum links, for instance in history pupils draw pencil sketches of a lady in 'Tudor Costume'. Throughout the school, pupils' work is very well displayed.
120. All pupils, including those with special educational needs, make good progress in this subject. In the one Year 2 lesson observed, they made excellent progress as the teacher's input was outstanding. In this lesson, pupils observed natural objects in great detail and drew them using a good variety of media, such as different pencils and charcoal. All pupils, including those with

special educational needs, were really involved and tried to do their best. Many noted the 'spiral shape' in the shell and those who had not noted this were shown by the teacher. Previously, this class had studied photography and much of their work was of a very good standard. One pupil extended a photograph using a complementary colour, purple.

121. The teacher explained why it was good to experiment. Talented pupils have their work well displayed, for instance a painting of a bi-plane in the school hall.
122. By age 11, pupils' work is also above expectations. This is a result of often excellent teaching, where pupils are given the confidence to try and improve their work. Pupils experiment with different shading techniques. Pupils are good at choosing suitable materials and are given scope to use their creative talents. Drawing skills are used to good effect in other subjects as when Year 5 and 6 pupils have worked on unusual coloured paper to draw micro-organisms for their science display.
123. Teaching is very good. Only four lessons were observed. Judgements as to the quality of teaching have been made as a result of observing these few lessons, looking at displays and the pupils' sketch books. No lessons were unsatisfactory. In a half of the lessons observed teaching was excellent, for instance in Year 6 when pupils developed their skills well before making their observational drawings showing light and shade. The best teaching was seen when pupils were given challenges and encouraged to think for themselves. Close observational skills are developed. Sketch books form a good record of pupils' progress but it would be better if the pupils took these books throughout the school so that progress could be easily tracked. Occasionally teachers' subject knowledge does not enable the teacher to develop pupils' skills so that they are able to complete tasks. The time allocated by the timetable does not give sufficient scope to develop pupils' artistic skills.
124. Generally the behaviour in most classes is very good. Pupils are interested and know that they must concentrate and behave well. Generally teachers' subject knowledge is sufficient to help them raise standards in this subject as the subject co-ordinator gives them good guidance. Some very good curriculum links have been devised with English, history, geography, science and multi-cultural education. ICT is used appropriately; pupils use a 'paint' program effectively. By examining the work of famous artists and work from other countries, such as Africa and India, the pupils' drawing and printing skills are improved.
125. The school has a very good asset in that the co-ordinators are enthusiastic and have very good subject knowledge. This subject is not highlighted in the 'School Improvement Plan' and thus co-ordination is satisfactory to maintain high standards. No time is given for observing lessons nor is time set aside for training new staff. The highest priority has been in implementing the Literacy and Numeracy strategies.
126. A pupil with English as an additional language has a good talent in showing expression through her drawings. The school could consider using art as a way to communicate with these pupils.

## **DESIGN AND TECHNOLOGY**

### **Strengths are:**

- The work being produced in the making process;
- attitudes and behaviour of pupils.

### **The main area for improvement is:**

- Providing opportunities for more detailed planning and evaluating.

127. Standards are in line with national expectations, at the age of both seven and 11. Pupils make satisfactory progress. At the time of the school's previous inspection standards were also reported to be in line with expectations, and standards have been maintained. During the inspection no lessons were seen. Judgements are made, therefore, based on a study of teachers' planning, discussions with pupils and a scrutiny of their work.

128. By the age of seven, pupils successfully clarify their ideas for making a product through class and group discussion. Having decided how to proceed pupils are confident in identifying the items they need to make that product. They choose from a range of suitable materials such as card, wood, fabric and food items, and tools, such as scissors and knives, to help them make their product. Pupils cut their components carefully and join them together accurately, using items such as sticky tape and thread. Pupils successfully make, for instance, cards, houses for the Three Little Pigs, glove puppets and sandwiches with a variety of fillings, to take on a picnic. By the age of 11, pupils draw up appropriate plans for making an item, in some cases first closely examining original items to help them. Having produced their plans pupils choose from a range of materials including wood, food, plastic and felt, and tools, including saws. They successfully measure, cut and shape the materials and join them with items such as glue. Pupils provide appropriate finishing techniques, such as painting where required and they evaluate their work, both as they proceed and when they have finished. Younger pupils have, for example, produced models of wheeled-vehicles, working torches and bookmarks. Older pupils have made biscuits, pencil cases and toys with moving parts.
129. No lessons were observed, but an examination of teachers' planning, discussions with pupils and an examination of some of their finished work show that both teaching and learning are at least satisfactory. Teachers' planning is good, and pupils are provided with opportunities to carry out all relevant activities and develop all appropriate skills. On occasions, however, the work in planning and evaluating work is less detailed than the work in making items. Good opportunities are often provided for pupils to evaluate original examples before they make their own, and this helps them to identify the components they need themselves. For example, pupils in Years 1 and 2 were able to examine sandwiches, and pupils in Years 3 and 4 studied torches. Pupils clearly enjoy the subject and they readily discuss the work they have produced, how successful it has been and how it could have been improved. The range of activities provided, the instruction received and the enthusiasm displayed clearly help pupils, including those with special educational needs and English as an additional language, to make satisfactory gains in both their designing and making skills.
130. There is a suitable scheme of work, based on the government's curriculum guide-lines, and all aspects of work are suitably covered, particularly the making process. The coordinator is enthusiastic, and she has a clear knowledge of the work that is being done in the school. As yet, however, although plans are in hand for this to happen, she has had little opportunity to monitor the work being undertaken in class. There are good assessment procedures in place, with useful information being provided to help identify pupils' current attainment and their skill levels. The writing activities undertaken in planning and evaluating work give some support to the school's initiative in literacy. Measuring activities, such as cutting wood accurately, help support the work in numeracy. Suitable use is made of information and communication technology in the subject, for instance finding information about the items being made and for word-processing some aspects of the work.

## **GEOGRAPHY**

### **Strengths are:**

- Pupils' understanding of a range of maps;
- pupils' knowledge of contrasting localities;
- pupils' attitudes and behaviour.

### **The main areas for improvement are:**

- The time allocation for the subject;
- further development of cross-curricular links.

131. Standards at the age of seven and 11 are in line with national expectations. Pupils are making satisfactory progress. During the current inspection no lessons were seen in Years 1 and 2. Judgements are based, therefore, on discussions with pupils, together with a scrutiny of their work.

132. By the age of seven, pupils successfully identify geographical features of places, such as houses, roads and shops. They recognise different kinds of houses, such as bungalows and flats. Pupils undertake fieldwork in the local area, and they have, for example, successfully drawn simple maps of that area. Pupils have drawn appropriate maps of the imaginary island of Struay, and have identified the places visited by 'Katie Morag'. Pupils have studied a contrasting locality, in Mexico, and in studying this area pupils can confidently identify differences, for example, in housing, landscape and life-style. Pupils readily discuss the problems caused by litter, and they successfully identify the importance of looking after the environment. By the age of 11, pupils are confident in identifying towns and countries on an appropriate range of maps. Pupils in Years 3 and 4, for example, name the countries of the United Kingdom and successfully place Hanwell on a map of England. Pupils in Years 5 and 6 readily name towns, countries and sea areas, and features such as deserts and mountains, on a world map. Pupils in Years 3 and 4 have studied a contrasting location, in Chembakolli, in India, and they are confident in comparing features, such as jobs, climate and schools, with those found in England. Pupils in Years 3 and 4 also readily discuss weather patterns, and they confidently compare the local weather with the climate in other parts of the world. Pupils in Year 5 and 6 successfully identify parts of a river system, such as the source and the mouth, and they confidently discuss the uses to which water is put. Pupils show a great concern for the environment, especially regarding the problems caused by pollution. They are most enthusiastic in suggesting ways in which improvements might be made, such as in the use of re-cycling.
133. The quality of teaching and learning is satisfactory overall, with some good examples being observed in Year 6. Teachers have sound subject knowledge, and provide a suitable range of planning. On occasions, however, too much work is covered within a lesson, and pupils are unable to remember all that they have been told. Overall, however, a suitable range of work is provided, with, for example, a good range of maps being successfully introduced to pupils. Geographical terminology is also emphasised, to help develop pupils' knowledge in this important area. Pupils find the subject interesting, they concentrate well on the tasks set and they are consistently very well behaved. Teachers provide pupils with a variety of learning opportunities, including a number to undertake fieldwork, and this enables them all, including those with special educational needs and English as an additional language, to make satisfactory gains in their knowledge and skills. Where teaching is good, the teacher provides particularly clear and helpful instruction, pupils are especially keen, maps are used well and pupils make good progress during that lesson. Most pupils take considerable care with their work, and they make every effort to complete the tasks, for example drawing maps and plans neatly and carefully. They also work well in groups, when discussing various questions they have been asked. Teachers mark pupils' work regularly, and they include detailed written comments to add to the verbal advice they provide.
134. The school uses the government's curriculum guide-lines as the basis for its scheme of work. Other planning is detailed, but on occasions, too much work is covered within one lesson. This is the result, partly, of the time allocated to the subject being less than the national average. The co-ordinator is knowledgeable, is fully aware of the work that is being covered and supports her colleagues well when necessary. She does not yet have any opportunity to observe lessons, although plans are in hand for this to happen. There are good assessment procedures, and information is available to judge pupils' current attainment and to help provide appropriate future work. Pupils' written work is making some contribution towards the development of literacy skills, and the various measuring and counting activities, such as the use of coordinates in Years 3 and 4, contribute towards improving their numeracy skills. The school is using information and communication technology satisfactorily to support the work in the subject. For example, pupils in Years 3 and 4 readily use computers to find information about India. The study of a range of contrasting areas successfully helps to develop the pupils' cultural understanding.

## HISTORY

### Strengths are:

- Pupils' understanding of chronology;
- attitudes and behaviour of the pupils.

**The main areas for improvement are:**

- The time allocation for the subject;
- further developing cross-curricular links.

135. Standards at the age of both seven and 11 are in line with national expectations. Pupils' progress is satisfactory. Standards are similar to those reported at the time of the school's previous inspection.
136. By the age of seven, pupils know suitable details about the past. Through looking at pictures and photographs, and handling historical items, pupils successfully identify some of the changes that have taken place in such things as homes, household artefacts, especially clothing, and forms of transport. By sequencing items, such as houses, and events, such as those in their own lives, pupils are developing a good understanding of chronology. Most pupils are also confident in using appropriate historical terminology, such as 'old', 'new' and 'long ago'. Pupils have a sound knowledge of a number of historical figures, such as Florence Nightingale and Louis Braille, and they know interesting facts about important past events, such as the Great Fire of London. Pupils also understand the historical significance of 'Poppy Day'. By the age of 11, pupils know relevant information about a range of historical periods. Pupils have a clear understanding of the Ancient Greeks and Romans, as well as the Tudor, Victorian and World War II periods of British history. Pupils in Years 5 and 6 are particularly knowledgeable about many aspects of Ancient Greek history, especially relating to different sources of evidence that are found. Many pupils through Years 3 to 6 are confident in identifying some of the changes that have taken place throughout history, and they readily place the periods they study in a proper chronological framework., successfully using time-lines. Pupils confidently explain some important events that have taken place, such as the beginnings of the Olympic Games, and they can recall the lives of famous people such as Winston Churchill and Henry VIII.
137. The overall quality of teaching and learning is satisfactory; very good practice was seen in a lesson in Year 2. Lessons are generally well planned, and teachers provide an appropriate range of information for pupils. On occasions, however, too many facts are included within one lesson, and pupils are unable to absorb all the information provided. Teachers successfully use photographs, artefacts and visits to foster the pupils' interest. Pupils in turn enjoy the subject, study artefacts, books and pictures with enthusiasm, settle well to the variety of tasks provided and all pupils, including those with special educational needs and English as an additional language, make satisfactory gains in their historical knowledge and understanding. Where teaching is very good, and where, for example, a particularly good range of resources and information is provided and expectations are high, pupils make very good progress during the lesson. Overall, teachers' subject knowledge is sound and they make appropriate use of dates, events and artefacts, to help develop pupils' understanding of the past. Generally, however, they make more limited use of extended writing activities to further develop pupils' work. Pupils show good, and often very good, attitudes and this enables them to concentrate on their work and to make suitable progress. Most pupils present their work well, taking considerable care with presentation both in writing and drawing. Teachers mark pupils' work regularly, and useful comments of advice and encouragement are also added. Teachers take the opportunity to further encourage pupils by providing colourful displays of their work.
138. The school has an appropriate scheme of work, and all areas are suitably covered. However, the time allocated for the subject is below the national average, leading, on occasions, to too much information being provided within one lesson. On the other hand, teachers are beginning to make cross-curricular links to support the subject, such as when pupils in Years 3 and 4 produced observational drawings of a Tudor lady. The co-ordinator is well informed about the subject, and she studies samples of pupils' work. Currently, however, she has little opportunity to observe classroom practice, to see for herself the standards being achieved, although there are plans for this to happen. Assessment procedures are good, with suitable details about pupils' work being recorded. The writing activities undertaken, in various aspects of the subject, make some contribution towards the development of pupils' literacy skills. Pupils successfully use information and communication technology to increase their historical knowledge, such as searching CD ROMS and the Internet for historical facts. The work undertaken in history also makes a significant

impact on pupils' cultural development, through the studying of aspects of both British and other cultures.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

### **Strengths are:**

- Standards are mostly above expectations;
- teaching that is at least good and often very good;
- highly motivated pupils;
- very good subject management.

### **The main area for improvement is:**

- Technical support, so teachers do not have to spend teaching time 'trouble shooting' non-functioning computers.

139. Throughout the school, standards in information and communication technology (ICT) are, overall, above those expected. However, during inspection, Year 6 pupils were seen to attain standards that are in line with, rather than above, national expectation reflecting the high proportion of pupils with special educational needs. Since the last inspection standards in the subject have been maintained.
140. Pupils in Year 1 and Year 2 use a program to create their own pictures, using draw and paint tools. Pupils in Year 2 describe how bold colour and texture will enhance their work. In a Year 3/4 class, pupils use computers successfully to aid their understanding of place value. In Year 4 pupils use a branching database to aid in the identification of living creatures. Pupils show the ability to open folders and files and are confident in their use of the keyboard and mouse.
141. Pupils in Year 6 use simple spreadsheets and can edit text. They use the Internet to access information and make use of "super logo" in command technology. They have used repeat commands to create their own "crystal flower" designs. Pupils in the ICT club have designed tickets for the school's production of "Oliver".
142. The development of an ICT suite, that is used regularly by all pupils, has resulted in them becoming very familiar with computers and their uses. The suite also enables teachers to demonstrate computing skills and the uses to which computers can be put to whole class groups. The school would benefit from some technical support as, during inspection, teachers often had to cope with computers not functioning. The teaching of both numeracy and literacy and other subjects is being effectively supported by the use of ICT.
143. Teaching is good and often very good. Teachers have good knowledge of the subject that enables them to keep a brisk pace and effective challenge in their lessons. They have high expectations of their pupils which they convey through clear learning objectives.
144. Pupils are highly motivated and show a willingness and enthusiasm to succeed. Pupils make good progress during lessons, building on previously learned skills. Not all pupils have the opportunities to develop these skills at home, which makes the school's provision all the more important. Pupils work well in pairs supporting each other's learning. There is no difference in the attainment of boys or girls. Pupils with special educational needs or with English as an additional language make good progress due to the effective support they receive.
145. The continued use of ICT in the classroom gives pupils opportunities to practise the skills they acquire in ICT lessons and to support learning in other subjects. An extra-curricular club for pupils is popular and well supported.
146. Management of the subject is very good. During the 18 months the co-ordinator has been in post, she has used her expertise to give advice and guidance to other staff. The co-ordinator has a very clear idea of the educational direction for the subject and to that end has produced the current

scheme of work. Her enthusiasm for the subject and commitment to its improvement are shared by all staff.

## **MUSIC**

### **Strengths are:**

- Pupils' very positive attitudes and enthusiasm for the subject.

### **The main area for improvement:**

- On appointment, give the new co-ordinator time and authority to develop music further across the school.

147. Due to timetabling, not enough lessons were observed to be able to give a definitive judgement on standards, teaching, learning or improvement since the last inspection.

148. One Year 2 lesson was observed where teaching and learning were excellent; pupils attained standards above those expected for their age. In this inspirational lesson, music was great fun. Pupils learned very quickly to understand what was meant by a steady beat. They could easily demonstrate this with clapping, marching and singing. The lesson moved along at a very brisk pace so that by the end, groups of three pupils worked together to perform a beat for others to copy and join in. Pupils demonstrated good performance skills and great confidence in demonstrating their beats. Relationships were excellent; if they made a mistake, no one worried. Behaviour and attitudes were excellent, even though pupils were on their feet marching and clapping in a very tight space. Pupils concentrated very hard and were reluctant to stop at the end of the lesson.

149. A short Year 1 and 2 singing session was observed where it was clear that pupils enjoyed singing together and with their teachers. They sang a round in two parts with support from their teachers and kept a steady pulse. Teachers' own excellent singing ability was an asset to helping pupils keep in tune.

150. The full range of the curriculum is covered and in a satisfactory Year 4 lesson observed, good links were made with art when pupils were given a range of famous paintings to consider how the artist had used tones and shades to an effect. The lesson moved on purposefully to consider how dynamics and pitch can provide 'mood' to a piece of music. This was the first lesson in the series and taken by a supply teacher. Pupils made sound gains in their knowledge in the lesson and in Peer Gynt's 'Morning' could identify bright, lively pictures with a happy theme with 'swirls' to show the breeze'.

151. Currently the headteacher takes responsibility for music and checks all planning to ensure that everything is covered. A music specialist has been appointed for September 2002. The headteacher is keen to extend the music provision in the school and to this end has already organised a music workshop and an African dance and music day. Pupils are still talking enthusiastically about what they did on this day. The lack of a music specialist has led to very good links with the local secondary school. A music teacher has volunteered to lead the musical production. A pianist from the community has led the music for the Christingle service.

## **PHYSICAL EDUCATION**

### **Strengths are:**

- Standards have improved since the last inspection and are above those expected;
- good teaching;
- very good and enthusiastic management.

152. Standards are above those expected for seven and 11 year-olds and have improved since the last inspection. The only aspects of physical education seen during the inspection were dance and athletics. Pupils in Year 4 receive swimming instruction and by age 11, pupils attain the required

standard of swimming 25 metres, although there have been one or two exception when pupils have joined the school late in Year 6. All pupils make good progress in all aspects of the subject.

153. All pupils take part in an effective warm up activity before the lesson and a similar activity to conclude the lesson. Pupils show a positive attitude towards activities and behaviour is good throughout.
154. Teaching and learning are good due to the high level of subject expertise and teachers' high expectations of pupils. Pupils are set challenging activities to which they respond with enthusiasm. Pupils of all abilities, including those with special educational needs and those with English as an additional language, are fully involved and appropriately challenged. The use of learning support assistants is effective in enabling all pupils to access the physical education curriculum. Planning is thorough, with long term planning ensuring that a balance of skills, in all aspects of the physical education curriculum, is delivered.
155. In Year 6, pupils practised the skills of sprint starting and triple jumping. They were keen to evaluate their own and other pupils' efforts, the teacher having effectively demonstrated the three elements involved. In a very good Year 5 and 6 dance lesson, pupils creatively interpreted the theme "The circus comes to town" through movement and expressive gesture.
156. Pupils in a Year 1 and 2 class creatively interpreted a "Cops and Robbers" theme through dance, including suggesting ways in which their performance could be improved.
157. The numbers of pupils who did not take part in the physical education lesson due to a lack of the appropriate clothing during the inspection was significant. Physical education is part of the National Curriculum and schools have a statutory duty to ensure that pupils take part, unless a medical reason prevents them from doing so. However, the normal timetable for the week had been changed around to include lessons normally taken on Fridays. A few pupils had not remembered to bring their kit.
158. Management is very good. The co-ordinator has clear ideas about the development of the subject and has been instrumental in successfully establishing many initiatives in the school. The school is now taking part in inter-school competitions in cross country and is achieving success. The co-ordinator is able to monitor the subject regularly and give support to other teachers. The school has satisfactory resources for physical education.

## **RELIGIOUS EDUCATION**

### **Strengths are:**

- Pupils' excellent attitudes towards the subject;
- very good teaching;
- standards are above expectations;
- very good management.

### **An area for improvement:**

- Ensure pupils' religious education work and their personal, social and health education work is kept separate in books.

159. By age seven and 11, pupils' knowledge and understanding are above the levels expected for their age by the locally agreed syllabus. The school has sustained the good standards noted at the time of the last inspection.
160. Pupils demonstrate excellent attitudes towards their work and the subject and make very good progress as they move through the school. A key feature of pupils and staff in Mayfield is their impressive understanding of, and respect for, the beliefs of others. The school truly benefits from the culturally diverse intake of its pupils and their families; all are included. Pupils learn well from religion to guide their daily lives and learn a great deal about other faiths and how these influence



they way people choose to lead their lives. The subject is very successful in developing pupils' good speaking and listening skills and their very good spiritual, moral, social and cultural development.

161. Teaching is very good throughout and has a strong impact on the very good progress made, especially in developing an understanding and respect for the beliefs of others. The excellent relationships in the school also facilitate a feeling of mutual trust. As an example, pupils in Year 4 felt confident to talk about their 'special book' that they had been given at their Mosque and about its contents. Another pupil also chose to talk about his special book about India because 'I am a Hindu'. Pupils also recognised that special books may have important messages and that the Bible has stories about Jesus. In a Year 2 lesson, skilful and sensitive questioning helped pupils to understand what the teacher meant by 'A special place to me'. Pupils then confidently responded and described their special place and what it meant to them. The lesson moved on well to identify places of worship and all could name pictures showing a church, mosque, temple and gurdwara as places where people go to pray to their god. In a very good Year 5 and 6 lesson, their teacher's well pitched questions helped pupils focus very carefully on the story of the resurrection. They gave good, extended answers clearly demonstrating an ability to empathise with the dilemma of the Roman soldiers and the bravery of those who followed Jesus. In their written work, pupils showed they understood the qualities of leadership and the need for courage to defend beliefs. They described Jesus as '... someone who didn't give up, someone with hope and love for his fellow men'. The lesson concluded with a short discussion which helped pupils link, very effectively, the content of the lesson to more modern freedom fighters, such as Nelson Mandela.
162. Scrutiny of pupils' work across the school shows a good coverage of the agreed syllabus and that ICT is used well for word processing work for display. Pupils learn facts about other religions and, importantly, how these relate to the way people lead their lives. For example, pupils in Year 4 write about the beliefs of Guru Nanek and their own beliefs. Year 5 and 6 learn about the Ten Commandments and then write their own. During scrutiny of pupils' work it was noted that in some classes, pupils use their religious education books also as books for personal, social and health education. There are times when the dual contents do not sit well together and would be better separated.
163. The co-ordinator has excellent subject knowledge and supports her colleagues very well. Planning is checked carefully to make sure that the full syllabus is covered. The co-ordinator does not have time to monitor teaching on a formal basis, but does check a sample of pupils' books. There are adequate resources for teaching the subject.