

## INSPECTION REPORT

**HATFEILD PRIMARY SCHOOL**

Morden

LEA area: Merton

Unique reference number: 102632

Headteacher: Mr Greg Parker

Reporting inspector: John Messer  
15477

Dates of inspection: 7-10<sup>th</sup> October 2002

Inspection number: 246217

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:	3-10 years
Gender of pupils:	Mixed
School address:	Lower Morden Lane Morden Surrey
Postcode:	SM4 4SJ
Telephone number:	020 8337 1332
Fax number:	020 8330 0859
Appropriate authority:	The governing body
Name of chair of governors:	Cllr Debbie Shears
Date of previous inspection:	3 <sup>rd</sup> March 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
15477	John Messer	Registered inspector	Mathematics Art and design	The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed?
8991	Pamela Goldsack	Lay inspector		Pupils' attitudes, values and personal development. How well does the school work in partnership with parents? How well does the school care for its pupils?
1710	Thelma Edwards	Team inspector	English History Religious education Special educational needs	How good are the curricular and other opportunities offered to pupils?
23475	Karen Tomkins	Team inspector	Foundation Stage Science Design and technology	
15023	Ali Haouas	Team inspector	Information and communication technology Geography Music Physical education Educational inclusion	

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

### **INFORMATION ABOUT THE SCHOOL**

This primary school has 397 boys and girls on roll and is bigger than most primary schools. It is in a state of transition; until a year ago it was a first school catering for pupils from 3 to 8 years old and is now in the process of becoming a primary school that has pupils from 3 to 11 years old. The transition has begun with the addition of Year 4 and 5 classes; Year 6 classes will commence in September 2003. Around a fifth of pupils are from ethnic minority backgrounds and a significant proportion, around ten per cent, speak English as an additional language. An average proportion of pupils, around 15 per cent, are entered on the school's register of special educational needs because they need some extra help with their learning. Ten pupils, an above average number, have statements of special educational need because they require much more assistance; several of these have diagnoses of Down's syndrome and autism. Children's attainment on entry to the school is broadly average but there is a wide spread of ability in each year group; particularly able pupils are well represented.

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

This is a good school that provides an effective education for its pupils. As a result of the predominantly good teaching, pupils achieve well and attain standards that are above average in speaking and listening, reading, writing, mathematics, science and art and design. The leadership and management of the school are good. The school provides good value for money.

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

- The standards that pupils attain in speaking and listening, reading, writing, mathematics, science and art and design are above average.
- Teaching; most is good, a significant proportion is very good and occasionally it is excellent.
- Relationships throughout the school are very good and promote good attitudes and an enthusiasm for learning.
- Parents, governors, teachers and support staff work well together to improve the quality of education that the school provides.
- It encourages pupils to co-operate and support each other in their learning.
- Pupils with special educational needs are supported well and their achievement is good.

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

- The use of computers to improve the quality of teaching and learning in each of the subjects that pupils study.
- Systems that show all pupils, including the most able pupils and those with English as an additional language, how well they are doing and how to improve.
- The sharing of good practice so that all teaching reaches the high standards of the best.
- The quality of learning opportunities for children in the nursery and reception classes so that all activities are purposeful, stimulating and challenging.

*The areas for improvement will form the basis of the governors' action plan. They have already been identified by the school as areas for improvement and feature in the school's development planning.*

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

Since the school was last inspected in March 1997, the quality of teaching and learning has improved. The above average standards pupils attain in reading, writing, and art and design have been maintained. Standards in mathematics and science have improved. There has been a steadily increasing trend in the school's performance in mathematics over the past four years. The trend in reading and writing has not been so consistent and the school's performance in this year's tests dipped a little in both reading and writing but remain above national averages. The average standards in most of the other subjects have been maintained. More pupils now attain higher standards in speaking and listening. However, there is still scope to improve the attainment of the most able pupils. Provision for children in the nursery, now part of the new Foundation Stage, is not as well developed as it was judged to be in 1997. The issue of communicating with parents about how they can help with reading and about appropriate kit for physical

education have been resolved. Governors visit the school regularly and now have a greater understanding of the work of the school. The use of computers to support teaching and learning has not advanced as much as in most schools. However, a new computer suite has just been built and equipped so the school is now poised to make significant advances on this front. The leadership and management of the school and the value for money provided by the school are better than at the time of the last inspection. Overall there has been a good degree of improvement since 1997.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
reading	D	C	B	C
writing	D	C	A	B
mathematics	C	C	B	C

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

Children's achievement in the nursery and reception classes is satisfactory and most children are on course to meet the early learning goals in all the areas of learning specified in national guidance by the end of the reception year.

Pupils' achievement in Years 1 and 2 is good. By the end of Year 2 pupils attain standards that are above average in speaking and listening, reading, writing, mathematics, science and art and design. These findings concur with national test and assessment results, which show that in 2001 the school's performance was above average in reading, mathematics and science and was well above average in writing. Pupils are well on course to attain average standards in all other subjects by the end of Year 2 except that in music there was insufficient evidence available to make judgements about the standards that pupils in Year 2 attain. Pupils achieve well in Years 3, 4 and 5 and most pupils are on course to attain standards that are above average in English, mathematics, science and art and design by the end of Year 5. They are on course to attain average standards in all the other subjects.

Across the school pupils' achievement in religious education is satisfactory and by the ends of Years 2 and 5 most pupils are likely to attain standards that are in line with the expectations described in the locally agreed syllabus.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to learn and are eager to succeed.
Behaviour, in and out of classrooms	Good. Pupils are courteous, attentive and show respect in lessons and outdoors. The school is an orderly community with a good atmosphere for learning.



Personal development and relationships	Good overall. Pupils are sensitive to the feelings of others. They work and play happily together. Relationships throughout the school are very good.
Attendance	Satisfactory but the rate of attendance is adversely affected by parents who take their children out of school for holidays during term time.

One particular strength is the 'buddy' system that has been developed to encourage pupils to work together. Pupils work well with their partners and this promotes good achievement.

### TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 5
Quality of teaching	satisfactory	good	good

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

The quality of teaching is predominantly good; a significant proportion is very good, occasionally it is excellent and occasionally unsatisfactory. Teachers work hard and there are examples of meticulous planning and thorough preparation of lessons. The teaching of English, mathematics, science and art and design is good. The skills of literacy and numeracy are taught well but there are too few opportunities for pupils to use their number skills purposefully in practical activities. The very good relationships between teachers and pupils promote learning well. A strong feature of the good teaching is how well pupils are paired to support one another in their learning. Teaching is less effective where there is a lack of clarity about precisely what pupils are supposed to be learning during the course of a lesson. In such lessons, expectations of what pupils are capable of learning are too low. The teaching of pupils with special educational needs is good and pupils make good progress. The school has not yet ensured that the learning needs of all pupils are fully met. The school's policy for gifted and talented pupils is not due to be developed until next March and the particular learning needs of pupils with English as an additional language are not always identified clearly. Although most achieve satisfactorily, they do not always achieve as well as they might. Overall, however, the good teaching promotes effective learning and helps most pupils to achieve well.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory but computers are not used enough to extend learning opportunities, and activities for children in the Foundation Stage are not always sufficiently stimulating, purposeful or challenging.
Provision for pupils with special educational needs	Good. These pupils are supported well and this support helps them to make good progress.
Provision for pupils with English as an additional language	Satisfactory but the instructor's illness has caused a lack of continuity in the consistency of provision and teachers' plans do not always indicate how work will be modified to meet the needs of these pupils.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for social development is very good. Systems to encourage collaborative work are very well developed. Provision for spiritual, moral and cultural development is good.
How well the school cares for its pupils	Good. The school provides a supportive learning environment where pupils feel valued as individuals and are able to flourish.

This is a caring school. From their earliest days in school children are well cared for and this helps them to feel secure in their learning. A strong partnership with parents has been forged and parents hold the school in high esteem. A good range of visits to places of interest enhance learning opportunities. Provision for pupils with English as an additional language is not sufficiently focused on their particular learning needs. The school is, however, especially good at fostering the development of pupils who require considerable support with their learning; the school ensures that they are fully included in all classroom activities. Assessments of pupils' attainment are unsatisfactory because they are inconsistent and are not always used well to plan the next steps in learning.

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

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has promoted a clear vision for improving the school and staff work hard to maintain and improve standards. The roles of subject leaders in terms of monitoring and evaluating standards in their areas of responsibility are not yet fully developed.
How well the governors fulfil their responsibilities	Good. Governors are closely involved in school activities and have a good understanding of the issues that the school faces.
The school's evaluation of its performance	Satisfactory. The school analyses pupils' performance closely but there is scope for improving the evaluation of teaching and learning.
The strategic use of resources	Mostly satisfactory but computers are not used sufficiently to support teaching and learning.

The school's transition from a first to a primary school is being managed exceptionally well. The headteacher and governors have been influential in ensuring that the school's accommodation has been improved and the new buildings provide a good learning environment. The governing body has ensured that there are adequate resources to support teaching and learning. Good levels of teaching and support staff are maintained. The governing body considers spending decisions carefully and ensures that the principles of best value are applied well. Governors have conserved finances prudently to ensure that they can fund the staffing requirements and the learning resources needed at a time when the school is growing rapidly. The deputy headteacher provides good support.

#### 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>Children like school, behaviour is good and they make good progress.</li> <li>Teaching is good.</li> <li>They are kept well informed about how their children are getting on.</li> <li>Parents feel comfortable about approaching the school with a question or a problem.</li> <li>The school expects children to work hard and</li> </ul>	<ul style="list-style-type: none"> <li>The amount of homework pupils receive.</li> </ul>

<p>achieve their best.</p> <ul style="list-style-type: none"><li>• The school works closely with parents.</li><li>• The school is well led and managed.</li><li>• The school helps children to become mature and responsible.</li></ul>	
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The inspection team agrees with parents' positive views. Inspection findings show that there is a reasonable amount of homework set.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

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

*'Standards', the judgement of how well pupils are doing compared to others of the same age nationally, may be judged from national test results, or against the levels defined in the National Curriculum or the Early Learning Goals as 'expected' at certain ages. The other judgement, 'achievement', is a judgement made against pupils' starting points. The achievement judgement shows whether, in the longer term, enough progress is being made.*

1. Children enter the school with standards of attainment that are broadly average but there is an exceptionally wide range of attainment in each year group. The inspection took place early in the school year when a significant proportion of pupils in the nursery were new to the school. Children's achievement is satisfactory in the nursery and reception classes so that most are on course to attain the early learning goals in each of the areas of learning, specified in national guidance, by the time they enter Year 1. Provision for children's personal, social and emotional development is good and children achieve especially well in this area of learning so that most are on course to exceed the expected standards by the end of the reception year.
2. As a result of the good teaching they receive, pupils learn effectively in Years 1 to 5 and their achievement is good. Most pupils are well on course to attain standards that are above average in speaking and listening, reading, writing, mathematics, science and art and design by the end of Year 2 and again by the end of Year 5. The standards they attain in the other subjects is satisfactory but there was insufficient evidence available to form judgements about the standards that pupils are likely to attain by the end of Year 2 in music. The standards pupils attain in religious education are in line with the expectations described in the locally agreed syllabus. Since the time of the last inspection standards have improved in speaking and listening, mathematics and science and have been maintained in the other subjects.
3. Pupils with special educational needs are supported well and their achievement is good. Good achievement is the result of effective learning in lessons and is confirmed by the reviews that are conducted of pupils' achievements against the targets of individual educational plans. Most pupils who have statements of special educational needs are also achieving well and are making good progress towards the targets described in their individual education plans.
4. The achievement of the majority of pupils with English as an additional language, the most able pupils and those who are gifted and talented is generally satisfactory. Although there are some good examples in teachers' planning where these pupils are identified and their needs taken into account, this is not consistent across classes. The achievement of the majority of pupils from an ethnic minority background is satisfactory. There was no significant difference noted during the inspection in the achievement of boys and girls. Higher attaining pupils are often presented with challenging problems and this extends their thinking well. This is not always the case though. In several lessons in mathematics for example, the highest attaining pupils completed their tasks quickly and had to wait for a while until the teacher drew the class together to review learning.
5. Inspection findings about the standards that pupils attain by the end of Year 2 are confirmed by National Curriculum test and assessment results. The school's performance in 2001 was above average in reading, mathematics and science and well above average in writing. In 2002 the school's performance declined slightly in reading and writing but improved further in mathematics. In 2001 the proportion of pupils who exceeded the national target of Level 2 and attained the higher Level 3 standard was above average in reading, writing and mathematics and well above average in science. This indicates that all pupils, including the higher achieving pupils, are attaining standards that are at least as high as might reasonably be expected. When compared with schools that have pupils from similar social backgrounds, the school's performance in 2001 was average in reading and mathematics and above average in writing. Although there were no significant evidence of any significant difference in the standards of work produced by boys and

girls during the course of the inspection, the national test results for pupils in Year 2 showed that girls outperformed boys in reading and writing but that boys did better in mathematics than girls.

6. The school analyses pupils' attainment and takes appropriate action. An analysis of national test results over recent years, for example, indicated the need to improve spelling and to increase the number of pupils reaching the higher standards in reading. The school has successfully improved its performance in national tests in spelling through systematic teaching and is in the process of improving the reading by its purchase of new books, by the provision of extra reading sessions each day and by the very good guidance to parents about how to help their children with their reading at home.
7. By the end of Year 2 and in Year 5 pupils attain standards in speaking and listening that are above average. Pupils talk confidently and sensibly about their work. Pupils in Year 3, for example, recounted details of a visit to a museum where they dressed in costumes such as Cromwellian soldiers and they talked knowledgeably about paintings by famous artists and about events in the Great Fire of London. Pupils enjoy reading and in Year 4 they have a good knowledge of modern children's poets including those from the Caribbean group, such as Benjamin Zephaniah, and they know about the early life of the black Glaswegian poet, Jackie Kay. Pupils are interested in language. In Year 5 they answered the register by saying 'Salaam' and noted the similarities between that and the Arabic greeting as well as 'Salut' in French. Many are well read and books by Jacqueline Wilson are especially popular in Years 4 and 5. These pupils like authors such as Dick King-Smith, J K Rowling, Roald Dahl, Paul Geraghty, who visited the school and left quite an impression, as well as the inevitable Enid Blyton. They describe the characteristics of different genre and many enjoy non-fiction. Most are competent in using reference books for research purposes but there are wide variations between pupils' ability to use the Internet to search for information. Pupils in Year 5 have a good understanding of how to write in different styles to suit different audiences. They write good newspaper accounts based on nursery rhymes with humorous headlines such as, 'Humpty Dumpty Cracked Up'.
8. Pupils in Year 5 are good at basic number work such as using multiplication facts to solve problems and how to recognise improper fractions. Much of this work is not related to real life situations, however, and exercises are often conducted in isolation without links being made to practical applications. As a result learning often lacks an element of purpose. In one registration lesson for pupils in Year 3 numeracy skills were used well; one child used a stop watch to measure the time it took to complete the registration as the class tried to beat the record of 18.6 seconds. However, this good transfer of skills learned in one area of the curriculum to other areas of learning is not common practice throughout the school. In science pupils have a good understanding of how to conduct a fair test by controlling all variables. They have conducted careful experiments that showed the conditions needed for plants to grow successfully for example. Pupils appreciate music and most enjoy singing. Generally standards across the curriculum are at least as high as might reasonably be expected and the school is poised to improve standards further. The new computer suite is about to be finished and there are good plans to improve pupils' skills in this especially relevant aspect of the curriculum.

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

9. Pupils in all years have good attitudes toward learning and work hard to do well. This good level of interest across the school reflects improvement since the last inspection. Pupils are attentive and eager to ask and answer questions. This helps to extend their learning, particularly in literacy and numeracy lessons, as teachers are able to have a dialogue with the whole class and explain new concepts productively. A good example was seen in a lively literacy lesson where pupils in Year 4 eagerly contributed examples of newspaper headlines to match different pictures. They were then able to set to work with confidence and knew just what they were expected to write on their own. The popularity of extra-curricular clubs and activities also confirms pupils' good level of enthusiasm for school.
10. Pupils' behaviour continues to be good and, as at the time of the last inspection, they are courteous and trustworthy. The school is an orderly and friendly community with a good

atmosphere for learning. Pupils support the rules in place and are proud of earning the awards that are presented at the weekly 'Achievement Assembly'. The only lapses in behaviour observed during the inspection occurred when a few boys in different lessons became inattentive and tended to chatter among themselves while their teacher was speaking. There is no evidence of bullying and the very high level of racial harmony is a commendable feature of the school. There have been no exclusions for misbehaviour over the past six years. Attendance is still satisfactory and is almost equal to the national average. Pupils arrive promptly each morning but their rate of attendance would be better if parents refrained from taking family holidays during term time.

11. The personal development of pupils is good. The relationships between adults and pupils and among pupils themselves are very good and this provides a particularly welcoming and supportive environment for pupils who have special needs. Pupils with special educational needs work well in class. They enjoy their work and have very good relationships with their teachers and support assistants. In discussions, most were seen to contribute as thoughtfully as their friends.
12. All pupils mix well across ethnic and gender lines at work and play and enjoy harmonious relationships throughout the school. Pupils with English as an additional language and those from ethnic minority backgrounds are keen to participate fully in activities and are well integrated. The school's effective focus on pupils' personal and social development contributes effectively to their sense of happiness and to their eagerness to learn.
13. Pupils' sense of spirituality is good and this enhances the quality of assemblies because pupils display respect for religious ideals and moral messages. For example, in a whole school assembly pupils enjoyed the sight of classmates and two teachers acting out a modern skit about the importance of being kind and helpful and were also able to reflect on its relation to Christian ideals within the parable of the Good Samaritan. Pupils' spirituality is also developed well within the programme for personal, social and health education. Pupils are very respectful of each other's feelings, values and beliefs and this enables them to make sensitive and relevant contributions to discussions within 'Circle Time', which is a special time set aside for discussing important personal issues. Pupils in Year 1 thoughtfully told each other what made them happy and unhappy and the class teacher guided them to then offer ideas on how to play more co-operatively on the playground.
14. Pupils' moral development is good and they follow the rules because they clearly know right from wrong. Pupils set their own class rules and these follow the high expectations the staff set for them. Outdoors on the playground they are able to resolve any difference amicably and 'Playground Pals' circulate to make sure no one is left on their own. Pupils are very accepting of their classmates whose special needs make it sometimes difficult for them to follow the classroom routine.
15. Pupils' social skills are well developed and their good listening skills reflect the very high level of respect they hold for each other as individuals. Pupils are active participants in the 'best buddy' system organised in all classes. This is a system that encourages pupils to work closely together in partnership. Within lessons the 'buddies' work in pairs to share and exchange ideas on different topics. Pupils' social skills are extended well through their participation in activities such as the 'healthy schools programme', fundraising for charity and the annual residential trip for those in Year 3. At the time of the inspection there were limits to the development of older pupils' ability to conduct research independently. Independent learning skills could not be promoted effectively because some areas of the new building, such as the library and the computer suite, were not yet in use.
16. Pupils' cultural development is good and they understand their own cultural traditions and appreciate diversity. Pupils study the traditions of the world's main faiths in religious education. Art and design and history lessons also broaden their cultural awareness well. They are well aware that we live in a multi-cultural society and show a good level of interest in activities such as Black History Month. Pupils in Year 5 were able to see the connection between the aims of Dr Martin Luther King and his Christian faith. Pupils helpfully bring in family artefacts to help illustrate different religious customs such as the use of prayer mats in Islam. Visits to important sites such

as the Tate Modern, The Museum of London and Hampton Court Palace enrich pupils' understanding of their own culture.

## HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. The quality of teaching is predominantly good. It is satisfactory for pupils in the nursery and reception classes and good for pupils in Years 1 to 5. Nearly all the lessons seen were at least satisfactory; very nearly three quarters were good or better and almost a quarter were very good and occasionally excellent. A very small proportion of lessons were unsatisfactory. There are inconsistencies in the quality of teaching across the school because what pupils are expected to learn, as a result of the teaching, is not always sufficiently clear. The teaching of English, mathematics, science, art and design and religious education is good. Teaching in the other subjects of the curriculum, where there was sufficient evidence to form judgements, is satisfactory. There was insufficient evidence available to form judgements about teaching in design and technology and history. There were examples of very good teaching in English, mathematics, science, art and design, music and personal, social and health education lessons. Literacy is taught effectively and pupils use their reading and writing skills well to support learning in other areas of the curriculum. Numeracy skills are taught well but opportunities for pupils to use their skills in other subjects and in purposeful situations are infrequent.
18. Teachers are hard working; lesson planning and preparation are thorough. One key characteristic of the good teaching was the energetic way in which teachers conducted lessons. In one very good lesson in mathematics for pupils in Year 4 for example, the teacher managed the class exceptionally well and provided a good variety of activities designed to reinforce pupils' understanding of geometrical shapes. The session started with a brisk and challenging question and answer session interspersed with gentle humour, such as 'Does Ann Robinson have trouble like this?' The questioning was adjusted effortlessly to include the lower attaining pupils so that they could participate fully and achieve success in their learning. The class was divided into groups of adults and pupils, boys and girls to illustrate the notion of classification. This helped pupils to understand that the characteristics of each group formed the basis of classification. In this way they were prepared well for classifying polygons. The teaching was lively and a great enthusiasm for completing the task was generated. The teacher had high yet appropriate expectations of each group of pupils and insisted on neat recording and presentation of results. Control was excellent and merely expressing mild disappointment with one pupil was enough to produce contrition. The review session towards the end of the lesson was handled particularly well. The teacher rehearsed the main points of the lesson and skilfully asked questions that enabled her to assess the quality of learning. Pupils were invited to reflect quietly on what they had learned and how successful they had been. In one especially good music lesson in Year 5 the teacher's singing was of such quality that the pupils were spellbound. Here the teacher's exceptionally good knowledge and understanding of the subject made a substantial contribution to the quality of learning.
19. Lessons are not so successful when time is not used effectively and when there is no clear, shared understanding of what the end product or the result of the learning will look like. In a lesson for children in the reception year, for example, pupils played outside with water, stilts and toy cars but there was no clear purpose to the activity and no clear understanding of what the children were supposed to be learning. On the rare occasions that teaching is unsatisfactory it is because not enough is expected of pupils and they do not learn enough during the course of a lesson.
20. Homework is set in each class and this helps to reinforce and extend learning satisfactorily. The best homework involves investigations such as finding out about the different uses of electricity in the home as part of a science project. Throughout the school, relationships between pupils and teachers are very good. This helps pupils to feel secure in their learning and most are eager to please their teachers and to succeed in the tasks they are set. One particularly strong feature of the teaching is the well-developed strategy that enables pupils to work closely with their partners or 'buddies'. In Year 3 pupils write about their new buddies at the beginning of the term and draw good portraits of their buddies in pastel crayons. A good bond develops between the partners. In

many lessons they are encouraged to discuss problems and collaborate in finding solutions. This partnership in learning is productive and helps to ensure that no pupil feels that they are alone in finding out more about their world.

21. The teaching of pupils who have special educational needs is good. There is good teamwork in class with support assistants working well alongside the class teacher. Teachers show that they have high expectations that their pupils will succeed and understand. In their planning they usually identify what they expect of these individual pupils. They make good use of discussion as well as question and answer techniques to encourage pupils to think carefully. The teaching is lively, class routines are well established, so that all know what to do, and pupils enjoy their lessons.
22. Teachers use resources, such as overhead projectors, well but computers are not used enough to support teaching and learning. The school is aware of this and intends to resolve the situation when the new computer suite opens. It is planned to teach skills systematically in the computer suite prior to reinforcing them during classroom activities. Classroom assistants are used well to support pupils' learning and they have a major impact on the quality of education provided. However, there are isolated occasions when they listen to the teacher's explanation for extended periods of time rather than being actively involved in supporting pupils.
23. The quality of support for pupils with English as an additional language and those from a different ethnic background is satisfactory. Although some good examples were seen during the week of inspection of teachers making positive interventions to support these pupils, in some cases support is inconsistent; often the language demands, and opportunities to make use of the content of different subjects to develop pupils' language, are not identified and used sufficiently. On the other hand, the on-going evaluation teachers make is often used to identify where individuals have exceeded or fallen short of expectations. The assistance provided by the temporary assistant for pupils with English as an additional language, during the absence of the instructor provided through the local education authority's specialist service, mainly consisted of very short sessions with individuals, which was inadequate to meet their needs. The school is in the process of reviewing provision.
24. Teachers plan together in year groups and this helps to promote continuity between classes. Teachers' planning is thorough and includes details of how work in most lessons will be modified to meet the varying learning needs of different groups of pupils in the class. Such modification is not always sufficiently precise, however, and the needs of the most able, together with those who speak English as an additional language, are not always identified. The school has plans to develop a policy to meet the learning needs of gifted and talented pupils next year. It is also intended to revise the teaching and learning policy next year so that teachers have clearer guidance on how to teach effectively. Teachers often make notes on their lesson plans with evaluations of how well the lesson went, what needs to be changed and how well pupils made progress. There are inconsistencies in the quality of these evaluations. Overall the quality of teaching is better than at the time of the last inspection; there is now a higher proportion of very good teaching and a lower proportion of unsatisfactory teaching.

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

25. The quality and range of learning opportunities for children in the nursery and reception classes are satisfactory. Curriculum planning has been developed to ensure that all aspects of the curriculum are properly covered in line with the national guidance for the Foundation Stage. However, lesson planning is not yet consistently precise enough to ensure that all staff know what children are expected to learn from the activities provided. Too frequently activities lack clear purpose, challenge and stimulation to promote good progress towards the early learning goals in each area of learning.
26. The quality and range of learning opportunities are satisfactory in Years 1 to 5. The curriculum is broad and balanced. The National Curriculum and religious education are taught according to



statutory requirements. The school complies fully with the requirements for collective worship. The curriculum has changed since the last inspection. A new National Curriculum has been successfully introduced, as have the national literacy and numeracy strategies. A new locally agreed syllabus for religious education was also introduced in September 2002. More recently the school's curriculum has been extended to include provision for pupils in Years 4 to 6. This has been managed well and curricular plans are already in place for pupils in Year 6, well ahead of their starting date in September 2003.

27. There is effective shared planning by teachers in the same year groups. The planning follows the curricular planning framework devised by the school and ensures that all subjects, together with personal, social and health education are taught.
28. Literacy skills are being successfully developed both in the daily literacy hour and in the wide range of opportunities for reading and writing provided by teachers. Speaking and listening skills are also developing well in group and in whole class discussions about a range of topics. They are also developing through drama. Literacy is used well to extend learning in other subjects, but correct spelling is not being reinforced rigorously enough in some subjects; notably science. Numeracy skills are developing well in mathematics lessons but are not used enough in other subjects such as science, design and technology and geography, so that pupils can see the relevance of mathematics to everyday life. The cross-curricular links which could come from the use of computers are also under developed. The school has been frustrated by the failure of the local authority's external contractors to install Internet facilities. As a result, the school is not yet on the Internet and so pupils are not learning about e-mailing or how to conduct research in their use of computers.
29. There is good provision for pupils' personal, social and health education in lessons and in extra-curricular activities. The good organisation of lessons helps pupils to settle to work quickly and to work singly or with groups or the whole class. They learn to be self-reliant and to work well with others; sometimes away from home, such as on the residential journey to Avon Tyrrell for pupils in Year 3. Personal development is promoted well. In science, pupils learn about healthy living and the dangers of the misuse of drugs. In science and in discussions in class pupils receive sex and relationships education. 'Circle time' gives pupils the opportunity to discuss problems and how they might be resolved.
30. Good provision is made for pupils who have special educational needs. They enjoy the full curriculum and are not normally withdrawn from the classroom unless a support assistant needs to talk quietly to a pupil and to remind him or her about what the teacher expects. Extra help is given to pupils by teachers and support assistants working alongside the pupils in the classroom. Pupils with special educational needs spend most of the time working in groups with other pupils and all benefit from the extra attention of the support staff.
31. Gifted and talented pupils are not usually identified in lesson planning, though there is good attention to providing challenging activities for the above average groups in classes. All pupils, whatever their background, have good access to the full curriculum, including activities organised outside the school day. Boys and girls participate on an equal footing in most activities on offer with girls having their own football coaching sessions in Year 3. Pupils with English as an additional language and high attaining pupils are fully involved in all activities, are fully integrated but not always effectively targeted by class teachers to support their learning. Information on the current attainment and cultural and linguistic backgrounds of pupils with English as an additional language is appropriately documented but is not always used by teachers to inform teaching and learning. The school uses displays well to highlight cultural diversity with positive messages but does not sufficiently draw on pupils' own backgrounds, especially in terms of celebrating their first languages. However, the school prepares pupils well to understand the nature of our multi-cultural society.
32. The content of the curriculum, the bright and informative displays of pupils' work in classrooms and in corridors and the well chosen pictures and reference books around the school show what pupils can do, help them to recall earlier work and reflect their different backgrounds and cultural

traditions. The good links with home and the relaxed, friendly atmosphere in the school mean that pupils are happy to bring articles into to school and discuss religious objects, such as a prayer mat, and explain how and when they are used. Others watch and listen with interest and evident respect. Grandparents also enter into the excitement of learning. As part of the history curriculum they talk about their experiences during the war and show uniforms and war medals. Parents help to make the curriculum relevant to their children. They accompany classes on visits to places like the Tate Gallery, the Imperial War Museum and the London Museum. They look out photographs of their children as babies so that pupils can see how they have changed over the years and a good number of parents attended the meeting on ways to support their children's reading. The school sets the kind of homework which is likely to improve pupils' learning and parents help as, for example, when children were given the task of finding lots of words with 'ew', 'oo', and 'ue' in the spelling.

33. In addition to educational visits, the school makes good provision for extra-curricular activities with a range of clubs. Some promote sports and fitness, like mini-tennis, football, dance and 'Fit club'. Pupils also learn First Aid, French, chess and drama. The school also does its best to encourage pupils' good attendance by sending regular reminders to parents about the importance of good attendance so that their children can enjoy full access to all aspects of the curriculum.
34. There are good relationships with partner institutions, even though the change of Merton's school system from first, middle and high schools to primary and secondary has meant that pupils do not now transfer to another school at the end of Year 3. Subject co-ordinators meet with colleagues from other schools and sometimes work together on a borough project. For example, the co-ordinator for religious education will be part of the group which will identify levels of attainment in the new locally agreed syllabus. The school is part of the 'Aiming for Excellence' project; a good local initiative designed to improve standards in the primary schools in the area. The teachers in the nursery and reception classes are involved with other schools in the area in the 'Excellence in Early Learning Scheme'. The headteacher and deputy head have visited primary schools to discuss issues of becoming a full primary by the end of next year. In the wider community, the school has taken part in Merton's tree planting and pupils and parents contribute generously to a range of charities and appeals. These include NSPCC sponsorship, the London Marathon sponsorship for Queen Mary's Hospital for Children and Operation Christmas Child when shoe boxes were filled with gifts for children overseas.
35. The school makes good provision for pupils' spiritual, moral and cultural development and very good provision for their social development. This enables pupils to respond well in all of these important areas of learning. As part of their spiritual development, pupils are taught to respect themselves and others, and this was seen very clearly in religious education lessons where pupils brought in clothes and religious objects from home and showed them to the class. They are given chances to display a sense of empathy and compassion, as in the assembly where the story of the Good Samaritan was acted out by pupils and teachers. In other lessons, such as when they consider the lives of poor children in Victorian England, pupils are given opportunities to understand the feelings of others. The school has developed a climate where all pupils, whatever their background and beliefs, are helped to grow and flourish.
36. The provision for pupils' moral development is good. In their moral development, pupils show that they know right from wrong. Good standards of behaviour are promoted well. Classroom rules and routines are explained clearly and are reinforced by all adults, who share an expectation of high standards of behaviour. Adults model, through the quality of their relationships and the way in which they work together with pupils, how best to resolve conflicts. 'Circle time' also helps pupils to think through issues and to form their own opinions about the right and wrong way to act.
37. The provision for pupils' social development is very good. Teachers and pupils evidently like and respect one another. Pupils co-operate well with adults and with their classmates. The school provides a 'buddy' system, where pupils talk together in pairs and this enables them to share ideas and aids learning. Pupils in Year 3 are given the opportunity to apply for the job of 'Playground Pal.' The successful applicants are identified by their sashes at break times and are available to play and talk with pupils who need a friend. The school successfully develops positive

social and co-operative attitudes among the pupils. Pupils are successfully encouraged to do their best to help those in the school that have special educational needs. The school fosters a proactive, 'Can Do' feel and this helps pupils to succeed.

38. The provision for pupils' cultural development is good. Lessons in music, art and design, religious education and literature contribute particularly well to this. A good selection of pupils' artwork is displayed in the school and pupils are taken to galleries like the Tate. A well known children's author and illustrator, Paul Geraghty, has visited the school and talked to the children about his writing and showed them how he developed his drawings. Pupils talk with pleasure about what they learned and point out signed drawings in the library. There are positive images on display around the school showing successful and interesting people with different ethnic backgrounds.

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

39. This is a friendly and supportive school where the safety and well being of all pupils is an important focus for all members of staff. Parents are very pleased that their children like school. The arrangements to provide for child protection and ensure pupils' welfare are good. The headteacher holds responsibility for child protection and all staff members are sure of their roles and updated about procedures regularly. The school's own policy on child protection follows the guidelines from the local authority. Requirements regarding risk assessments of the site are fully met. The governors and headteacher have been diligent about ensuring safe practices during the recent construction of new buildings and this is confirmed by the high quality of the current risk assessments. Pupils with specific health needs are well cared for and pupils who become ill at school or who require first aid are treated sympathetically in the specialist medical room.
40. Overall, the educational and personal support and guidance for pupils is sound. Class teachers know their pupils well and procedures to monitor and support personal development are good. Pupils who join the school at different times of the year are made very welcome and make new friends quickly. Pupils are well known by their teachers and progress in personal development is recorded and shared with parents during planned meetings and in the end of year report.
41. The ongoing assessment teachers use as part of their planning for pupils with special educational needs is good and in the best practice identifies those who have exceeded or fallen short of expectations. Good use is made of the steps linked to the National Curriculum to assess the attainment of pupils with English as an additional language. The system for tracking and analysing pupils' progress is, however, not fully developed and not detailed enough in terms of ethnicity, gender and background. All groups within the school population feel well supported and benefit greatly from the positive ethos of the school. The care provided for pupils who have special educational needs is especially good. Meticulous records are kept. The targets for improvement and the strategies recommended to help pupils learn are clearly described in the individual education plans. Good use is made of the advice of visiting specialists. Reviews of pupils' progress are held regularly.
42. The school's arrangements to record and promote attendance are very good. Class registers are called at the beginning of each session and monitored regularly to identify any trends in pupils' absence. Parents are continually reminded about the importance of prompt, regular attendance. There is no truancy and the small number of unauthorised absences occurs when parents allow their children to take time off school for no valid reason or fail to explain the reason.
43. The school's commitment to supporting very good relationships, such as the 'best buddy' system and 'Playground Pals' and activities within personal, social and health education all contribute significantly to their very good procedures for monitoring behaviour and ensuring that misbehaviour is kept to a minimum. The behaviour and anti-bullying policy is well written and well matched to the needs and personalities of these pupils. Teachers have high expectations of pupils' behaviour and apply the rules fairly. However, there were some lessons where teachers refrained from enacting sanctions for pupils who were chattering and inattentive and as a result valuable teaching time was interrupted to repeatedly correct them. Well-organised mid-day supervisors ensure that pupils enjoy lunch in a suitable setting.

44. The arrangements for assessing pupils' academic attainments and progress are unsatisfactory because they are inconsistent. Most of the detailed assessments being made are about attainments in literacy and numeracy. Assessments of how well pupils are doing in the core subject of science are much less systematic and are under-developed. The school has used data from national tests to identify areas needing improvement and is successfully improving the standard of spelling across the school and is working to increase the number of pupils who reach the higher levels in reading. However, although the school has been working to review and develop its policies, and procedures are coming into place for planning, assessment, target-setting and marking, not all lesson plans clearly identify what will be expected of pupils who are gifted and talented or of pupils who are learning English as an additional language, for example. A system to track how well individual pupils have progressed over the years is underway. It is detailed but laboriously handwritten. Information will be more conveniently retrieved when it is on computer. The marking of pupils' work is usually encouraging but it does not often identify what the individual pupil has done well and what still needs to be improved. As a result, pupils do not have sufficient opportunities to consider and evaluate their own progress over time. Targets are set for individual pupils but do not clearly identify those who are gifted and talented. Many targets are not achievable in the short term and are likely to take the pupil quite a while before an improvement is seen. This is not helpful in showing the rate of progress. The school does not have a clearly agreed system in the way targets are used. Computerised systems are not used for monitoring and supporting pupils' academic progress and this contributes to a lack of clarity in assessing the stages that pupils have reached in their learning.
45. In the individual education plans for pupils who have special educational needs, targets are detailed and are reviewed on a regular basis. In subjects other than English, mathematics and science, teachers conduct their own assessments and keep their own records; sometimes making use of national guidance and advice on what most pupils should be able to do at different levels.

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

46. Parents have very positive views of the school. The effectiveness of the school's link with parents is good and reflects mutual support provided by both the school and parents for the partnership between them. The home school agreement is signed by all and effectively formalises the responsibilities that parents and the school share in support of the pupils.
47. Parents support the school in many practical ways and the impact of their efforts on the life of the school is very good. The Hatfeild School Association is led by a hard working group of volunteers who organise a wide range of social and fundraising events over the year. All parents are made welcome and their efforts are valued, particularly during the Summer Fair. This popular event enjoys the support of local residents and the business community and adds to the significant amount of funds raised each year. The profits help to offset the cost of class trips and most recently provided the school with indoor climbing apparatus for physical education lessons. This extra funding is also used to buy equipment and library books. Parents also volunteer to accompany pupils on class trips and many help in lessons on a regular basis. Most parents support reading at home and this helps to raise standards in literacy.
48. Overall, the quality of information provided for parents is good and has improved since the last inspection. There are good displays to welcome parents to the school and celebrate the work of the pupils. Newsletters are issued each month and keep parents up to date about school events. Helpful information about the curriculum is provided for each year group each term. The school will secure translation services should any parent need this support. There are regular meetings scheduled where parents and teachers discuss pupils' progress. Parents agree that members of staff are friendly and easy to approach. The prospectus is very well written and user friendly. The governors' annual report to parents meets requirements but the information about results in national tests was poorly photocopied.

49. Pupils' end of year reports include all National Curriculum subjects and religious education. However, they are mainly descriptive and tend to inform parents about what activities were covered and how much their child enjoyed participating in activities.

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

50. The leadership and management of the school are good. The headteacher and key staff work in close partnership with the governing body and a strong, open form of management has been established. There is a close working relationship between the headteacher and the chair of governors. The headteacher provides determined leadership as he guides the school through its transition from a first school to an 'all age' primary school. The school governors and the headteacher have been highly effective in helping the school to overcome difficulties regarding the provision of new buildings. The school is committed to improving standards across the curriculum whilst maintaining a rich, well balanced range of learning opportunities for all pupils. The addition of three new year groups to the rapidly growing school has been managed exceptionally well and the school is now poised to make further advances.
51. The headteacher has taken a good lead in preparing the school for its change in status. With the help of staff, parents and governors he has developed an exceptionally clear vision for the school which is articulated extremely well in the school prospectus. It begins, 'Picture a school where everyone feels safe, secure and included. A place where people are happy to come, and take pride in their sense of belonging. A school where children's voices are heard over the busyness of life and whose care and education lie at the heart of everything that happens.' This vision forms the basis of the caring and productive learning environment that has been created. The staff of the school work closely together as an effective team. The good leadership of the headteacher helps to ensure that the school maintains the confidence of all groups in the community it serves.
52. The staff and governors share a commitment to improving standards and to maintaining a supportive, productive learning environment within which pupils enjoy their schooling. Responsibilities are delegated appropriately and key staff are conscientious in leading the areas of the curriculum for which they are responsible. However most of the subject co-ordinators are newly appointed to their roles and have not yet had enough time to have a major impact on improving standards. Together, staff maintain an effective overview of the curriculum so that they are increasingly aware of areas of strength as well as areas for development. The headteacher promotes a systematic approach to school development which results in an orderliness and a clarity about the school. This is seen in the well-presented school policies as well as in the well-ordered school environment and leads to teachers, support staff and pupils being clear about their roles and what is expected of them.
53. The deputy headteacher provides good support and has recently been highly effective in leading the school towards improving the awareness of staff and governors about how to improve provision for all the different groups of pupils in the school. The deputy headteacher is also the co-ordinator for pupils with special educational needs. Provision for these pupils is managed well. The deputy headteacher observes those pupils who need extra support in class and provides good advice for class teachers on how best to meet the learning needs of these pupils. A recent and very successful school training day, organised by the deputy headteacher, was attended by most governors. The governor for special educational needs contributed by giving a talk and leading a discussion on emotional development. A comprehensive reference file detailing good practice for supporting individual pupils with widely varying needs has been compiled by the deputy headteacher and this is already proving to be helpful to teachers.
54. The school development plan is an important document as it helps to focus attention on the school's most pressing needs. It is reviewed annually by staff and governors who work together to produce a revised plan each year. The most important areas for development are prioritised and there is a close link with budgetary planning to ensure that all developments are properly funded. The main priority for the school is to manage its transition to a primary school effectively. Curricular priorities concern maintaining and further improving standards in reading, writing and mathematics as well as developing the use of information and communication technology across

the curriculum and developing the effectiveness of provision for pupils in the Foundation Stage. The plan includes success criteria that often focus clearly and precisely on how initiatives will be evaluated in terms of the standards that pupils attain. In reading, for example, new initiatives are designed to move more pupils in Year 2 up from Level 2C to Level 2A or above and success is evaluated against the proportion of pupils who do actually improve their performance. In this way the school sets itself clear targets for improvement. The school has well-developed performance management procedures that feature in the school development plan and make a good contribution to school improvement.

55. Sound procedures are in place for monitoring and evaluating the quality of teaching in order to make improvements. The headteacher, deputy headteacher and senior teaching staff conduct lesson observations against agreed criteria. Staff are given oral and written feedback on all monitoring. Areas for development and any points for action are noted. However, the quality of this monitoring is inconsistent. Several co-ordinators suggest precise and appropriate areas for development whilst others do not provide useful guidance as a result of their monitoring. Furthermore, the impact that such monitoring has on improving practice is not always effective. There are areas for improvement that co-ordinators have identified clearly that persist long after the monitoring has taken place. The monitoring and evaluation of teaching does not, therefore, always iron out inconsistencies in practice successfully. There is a satisfactory teaching and learning policy that provides adequate guidance for teachers but it is rather outdated and is due for renewal next year. At present teachers do not all demonstrate a common understanding of what constitutes high quality teaching.
56. The deployment of the Ethnic Minority Achievement Grant is appropriately targeted to provide for specialist teaching. The school has satisfactory procedures for ensuring that the learning needs of all pupils are met but these are still being developed. The headteacher in particular is fully committed to raising all pupils' achievement and is aware of the further action needed to bring this about. This is reflected in the priority already placed on supporting pupils in the Foundation Stage with visits organised by the instructor for pupils with English as an additional language to pupils' homes and an action plan to develop a system for identifying and meeting the needs of talented and gifted pupils. There are some examples of resources reflecting cultural diversity and the school has positively enabled ethnic minority parents to contribute to this on special days. The school has made a start in reviewing and developing race equality in line with new legislation by establishing a policy for racial equality.
57. School accounts are kept meticulously and financial allocations are used wisely to maintain and improve provision. Allocations of money for specific purposes, such as those to provide support for pupils with special educational needs or the money to improve information and communication technology, are used for the purposes intended. The school administrative officer, the clerical assistant and school helper work well together as a team. They ensure that the office runs smoothly and efficiently and that administrative procedures are managed well. Good use is made of computer technology to maintain accurate records of pupils and school accounts. The school benefits from substantial sums of money donated or raised by parents and these are used carefully to improve resources. The governing body makes sure that the principles of best value are well applied to major projects by, for example, insisting on competitive tendering and checking to see if lower prices for services can be obtained elsewhere whilst also retaining quality. The governors have prudently accrued a substantial reserve of money to ensure that the new classes can be fully staffed and equipped. The school is very well prepared for the addition of two new Year 6 classes next year.
58. The school's accommodation is good and much better than at the time of the last inspection. There has been a major building expansion that is now almost complete. Classrooms are spacious, bright and are kept clean and tidy. The high proportion of good teaching, which contributes strongly to the above average standards that pupils attain, and the generally high quality of educational provision, show that the school provides good value for money. The leadership and management of the school and the value for money that it provides are better than at the time of the last inspection.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. In order to improve standards further the headteacher, staff and governing body should:

a. \*Make better use of computers by:

- providing software designed to support teaching and learning in each subject;
- identifying the computer skills pupils need to acquire to support their learning in each subject;
- teaching the skills identified systematically;
- ensuring that teachers' lesson plans include details of how computers are to be used in each lesson to support teaching and learning;
- monitoring and evaluating the use of computers across the school.

(paragraphs 22,75,103, 105,111,119,126,135,137,145,149)

b. \*Improve assessment, record keeping and target setting procedures by:

- involving pupils more closely in setting their learning targets;
- making targets challenging yet capable of being achieved in a short span of time;
- maintaining clear records of pupils' attainment and progress in each subject.
- ensuring that assessments of pupils' progress are clearly linked to plans for improvement and inform learning objectives precisely.
- ensuring that lesson plans consistently identify challenges that make appropriate demands on the highest attaining pupils and are modified where appropriate to match the learning needs of pupils who have English as an additional language.

(paragraphs 4,24,31,44, 98,99,106,107,108,112,115,126,140,146,151)

c. \*Improve the consistency of teaching by:

- identifying those elements of classroom practice that promote excellent teaching and learning;
- ensuring that all teachers have a clear understanding of what constitutes highly effective teaching;
- refining systems for monitoring and evaluating teaching against agreed criteria;
- developing the roles of subject leaders so that they are better equipped to monitor and evaluate teaching and learning rigorously;
- helping teachers to develop links between different subjects so that skills learned in one subject can be developed further by their use in others.

(paragraphs 17,19,24,25,103,105,113,115,119,145)

d. \*Improve learning opportunities for children in the nursery and reception classes by:

- developing systems that show precisely what children are expected to learn from the activities provided;
- developing a rich, stimulating learning environment that provide children with explicit challenges designed to promote good progress towards the early learning goals in each area of learning;
- assessing children's progress more precisely;
- using assessment data to match learning tasks more closely to the developmental needs of all children.

(paragraphs 19,67,78,80,90,91)

**\* These areas for improvement already feature in school development planning.**



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	74
Number of discussions with staff, governors, other adults and pupils	57

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	15	36	18	2	0	0
Percentage	4	20	49	24	3	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 – Y5
Number of pupils on the school's roll (FTE for part-time pupils)	43	311
Number of full-time pupils known to be eligible for free school meals	0	13

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y5
Number of pupils with statements of special educational needs	2	8
Number of pupils on the school's special educational needs register	5	56

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	44

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	6

### Attendance

#### Authorised absence

	%
School data	5.6

#### Unauthorised absence

	%
School data	0.2

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	34	25	59

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	31	32	31
	Girls	25	25	25
	Total	56	57	56
Percentage of pupils at NC level 2 or above	School	95 (82)	97 (88)	95 (98)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	31	31	32
	Girls	25	25	25
	Total	56	56	57
Percentage of pupils at NC level 2 or above	School	95 (85)	95 (98)	97 (100)
	National	85 (84)	89 (88)	89 (88)

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

**Ethnic background of pupils**

**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	296	0	0
White – Irish	4	0	0
White – any other White background	11	0	0
Mixed – White and Black Caribbean	7	0	0
Mixed – White and Black African	3	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	5	0	0
Asian or Asian British - Indian	14	0	0
Asian or Asian British - Pakistani	9	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	11	0	0
Black or Black British – Caribbean	8	0	0
Black or Black British – African	6	0	0
Black or Black British – any other Black background	1	0	0
Chinese	4	0	0
Any other ethnic group	3	0	0
No ethnic group recorded	10	0	0

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

**Teachers and classes**

**Qualified teachers and classes: YR – Y5**

Total number of qualified teachers (FTE)	13.5
Number of pupils per qualified teacher	23
Average class size	25.9

**Education support staff: YR – Y5**

Total number of education support staff	13
Total aggregate hours worked per week	285

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	21.5
Total number of education support staff	2
Total aggregate hours worked per week	60

**Financial information**

Financial year	2001-2002
	£
Total income	784 029
Total expenditure	805 018
Expenditure per pupil	2 492
Balance brought forward from previous year	71 617
Balance carried forward to next year	50 628

Number of pupils per FTE adult	10.8
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*FTE means full-time equivalent.*

**Recruitment of teachers**

Number of teachers who left the school during the last two years	10.4
Number of teachers appointed to the school during the last two years	14.4

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

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	287
Number of questionnaires returned	88

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	25	1	0	0
My child is making good progress in school.	68	29	3	0	0
Behaviour in the school is good.	56	41	2	0	0
My child gets the right amount of work to do at home.	32	51	17	0	0
The teaching is good.	66	31	0	0	2
I am kept well informed about how my child is getting on.	56	39	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	67	30	2	0	1
The school expects my child to work hard and achieve his or her best.	62	35	2	0	1
The school works closely with parents.	54	41	2	0	2
The school is well led and managed.	55	44	1	0	2
The school is helping my child become mature and responsible.	58	36	3	0	2
The school provides an interesting range of activities outside lessons.	45	34	13	0	7

### Other issues raised by parents

Parents are strongly supportive of the school and there were no other significant issues raised.

## **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**

*Since the previous inspection a new curriculum that follows national guidance has been introduced for children in the nursery and reception classes. National guidance recommends six areas of learning and these are:*

- *personal, social and emotional development;*
- *communication, language and literacy;*
- *mathematical development;*
- *knowledge and understanding of the world;*
- *physical development; and*
- *creative development.*

*The curriculum details 'stepping stones' in each area of learning that lead to 'early learning goals' for each area.*

60. Teaching and learning in the Foundation Stage ensure that children have a satisfactory start to school life. Most children in the reception classes are on course to exceed the early learning goals described in national guidance in their personal, social and emotional development as a result of good teaching in this area, and to meet these goals in the other five areas of learning where teaching is satisfactory.
61. Most children enter the nursery in the term after their third birthday. On entry, their development is broadly in line with that expected of children at this age although a small minority is at the early stages of building up a wide vocabulary and in its ability to use language to express ideas. Children transfer to the reception classes either in the September or January of their reception year, depending on their age. This means most children have four or five terms in the nursery but younger reception children have only two terms in a reception class before moving on to Year 1. Teachers and support staff are very caring and quickly establish warm and friendly relationships with all children. As a result the children rapidly feel safe and well supported. Children with special educational needs, those with English as an additional language and those from differing ethnic backgrounds are all well integrated.
62. A strong feature of the Foundation Stage is the way teachers, nursery nurses and other adult helpers work together as a team. Everyone works hard and knows their role in the classrooms. Staff model good relationships by, for example, greeting and thanking each other when they meet together for assembly. Routines are clearly understood and consistently implemented so that children feel secure and know what is expected of them. Since the last inspection, there have been considerable changes amongst the staff but new members have been well integrated into the team. There is a comprehensive induction process in place for children and parents new to the nursery and suitable transfer arrangements for children moving into the reception classes. Parents and carers are kept well informed about what their children are doing in school.
63. Staff observe and record children's responses to a range of activities but the data collected is not yet sufficiently well used to ensure that the activities planned are developmentally appropriate for all children. Assessment procedures do not yet ensure that children's progress and attainment are systematically tracked and recorded against the six areas of learning.
64. Since her appointment a year ago, the co-ordinator who manages provision for children in the Foundation Stage has made a satisfactory start in implementing the national guidance for the Foundation Stage. Under her guidance and in conjunction with the local education authority, the school has embarked on a major early years project, 'Excellence in Early Learning', which is evaluating provision, enabling planning, supporting team building and providing training for all the nursery and reception staff. The early years project features in the school development plan but the success criteria do not refer explicitly to how the project will be evaluated in terms of improved

standards. Further development is needed to ensure all staff have a clear understanding of what constitutes high quality provision in the early years.

65. Since the last inspection, the national requirements for children in reception and nursery classes have changed significantly with the establishment of the Foundation Stage. Consequently, no direct comparisons can be made with the judgements made at the time of the last inspection.

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

66. All classrooms are carefully organised and activities well prepared and set out so that children settle quickly to their tasks. Routines are well established so that children know what is expected of them. For example, at the end of the day, children in the reception classes collected their own belongings and waited at their tables quietly before being taken by their teacher to meet their parents and carers. Children become engrossed in activities that interest them, such as when handling and tasting exotic fruits. They sit still on the carpet and maintain concentration in large groups when stories are read expressively, for example, when listening to the story 'Rainbow Fish' in assembly. Sometimes, however, they become restless and lose interest when activities are insufficiently stimulating. Almost all the children in a reception class successfully changed into their physical education kit independently with appropriate encouragement and support from staff. Throughout the Foundation Stage, teachers, nursery nurses and other supporting adults are warm, friendly and sensitive towards the children so that relationships are positive. New arrivals to the nursery are given time to observe what others are doing and encouraged to join in as they feel more confident. Parents and carers are welcomed into the nursery to help their children settle. As a result, most children are happy and secure, seeking help and support as they need it and moving confidently from one activity to another. Staff acknowledge and praise children who behave well and work hard to remind them about what is expected. For example, when asked to sit on the carpet for a story, children in one reception class were reminded about what constitutes 'good sitting'. Consequently, good habits are promoted well and behaviour is good and sometimes very good in class and around the school.

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

67. Staff use a range of suitably prepared and appropriate practical activities to extend children's speaking and listening skills. Most children listen well in large and small groups when teachers use a range of strategies which help them remain attentive and learn. For example, a well-chosen story, 'Goodnight Owl', was read expressively to a reception class. The children listened with enjoyment and responded enthusiastically to questions. In the nursery, a 'big book', a picture and a model of the main character in the story caught the children's interest. Children were less attentive when stories were too complicated for them to understand and they were kept too long on the carpet without being actively involved in their learning. The provision for role-play is adequate so that children are beginning to take on roles and make up their own stories. For example, in the nursery, one girl clearly explained that she was feeding her baby, relating this to the real baby she has at home. Others in the 'Home Corner' talked to each other, sharing their ideas as they laid the table, prepared food and made phone calls. Children with English as an additional language receive some effective support through the use of this area. In the reception classes, the use of a 'Café' encourages children to be customers and waiters/waitresses. However, the equipment provided for role play, especially in the nursery outdoor play area, is limited. The use of these areas is not yet sufficiently well planned for so as to fully promote the development of children's speaking and listening skills. Staff give clear directions so that the majority of children understand and follow instructions well. In the nursery most children speak clearly and can make their needs known although a small minority has limited vocabulary. In the reception classes, children are using a widening range of words to express their thinking. For example, when describing exotic fruits, higher attaining children talked about a 'sweet smelling guava' and the kiwi fruit that was 'hairy, spiky and had two holes in it'.
68. Children enjoy looking at books and classrooms have an appropriate range of accessible books. In the nursery, a library book borrowing system is well established and parents are encouraged to share stories with their children. In the reception classes, reading books are taken home daily



and parents are invited to comment on their children's responses in a reading notebook. Although teachers read these comments, they miss the opportunity to use these notebooks to record progress and indicate to parents targets for future learning. Most children have a positive approach to reading. Older, higher attaining children in the reception classes are beginning to recognise individual words and are able to recall parts of the story. They use the pictures and their knowledge of the stories to prompt their reading. When asked, they recognise the initial sounds of some letters but they do not readily use their knowledge of letter sounds to help them with unfamiliar words. Most children rely heavily on memory when 'reading' simple stories. They match words such as 'go' and 'The' on request but when reading show little understanding of the links between letters and the sounds they make. Lower attaining children learn the story by heart, using the pictures as prompts as they read. They understand the sense of what they are reading and talk readily about the pictures.

69. Children tackle a suitable range of writing tasks. In the reception classes they are carefully taught to use word banks and alphabet sound cards to support their writing. They have opportunities to use writing in their play such as when writing letters and posting them in the class post box. Higher attaining children hold their pencils correctly and copy words accurately. They use recognisable letters to attempt to write unfamiliar words and can sound out, or read, the words they have written even though the spelling is inaccurate. They write their names clearly though not all letters are correctly formed. In a mathematics lesson, a group of lower attaining pupils attempted to write their names but only one, who wrote in capitals, was successful. When creating menus for the 'Café', lower attaining children found it difficult to produce recognisable drawings and made little attempt to add writing to their work. There are writing areas in all classes. While these are well equipped in the reception classes, resources are inadequate in the nursery to encourage children to choose to go and play there and initiate their own writing. Little evidence was seen of computers being used to support children's work in this area of learning.

### **Mathematical development**

70. During the Foundation Stage, children experience a suitable range of mathematical activities including number work and counting, shapes, learning the days of the week and the months of the year, recognising the different parts of the day and telling the time. Their understanding of mathematical language such as taller/shorter and smaller/bigger is developed through practical activities and games. Scrutiny of children's books shows that by the end of the reception year higher attaining children add and subtract numbers to twenty, using a number line and successfully subtract larger numbers in sums such as  $50 - 20$ . Lower attaining children focus on counting, recognising and tracing numbers to ten.
71. In the nursery, good use is made of the outdoor area to help children recognise and find different shapes. They enjoy matching photographs of, for example, windows and drain covers to these objects in their environment and naming the shapes. One higher attaining child correctly matched a photograph of a window to the right nursery window, counted the panes and knew the panes were squares. In another lesson, a group of nursery children used small coloured tiles to make patterns. Good questioning by the teacher encouraged them to name the colours and shapes and count the tiles they had used. One higher attaining child correctly named a 'rectangle', 'circle' and 'triangle' but was less sure about a 'square'.
72. In the reception classes, good use is made of daily routines such as completing the weather chart to reinforce children's knowledge of the days of the week and months of the year. When learning about two-dimensional shapes and their properties higher attaining children were confident in recognising and matching squares, triangles, rectangles and circles. Lower attaining children, also working on two-dimensional shapes, were gluing coloured paper shapes to make pictures. Most could name circles and rectangles but were less secure about squares. The lack of adult support for this group meant that they made little progress in their learning. Most finished the task as soon as they could in order to move on to do something of their own choosing.
73. Classrooms have an appropriate range of mathematical equipment for counting and sorting. Number lines and friezes are displayed for the children to refer to. Some evidence was seen of

children using computers to support this area of learning for example when nursery children used a shape matching program. Some good links are also made with other areas of learning such as creative development when nursery children investigated the shapes used by the artist Wassily Kandinsky in his paintings.

74. Good use is made of number rhymes such 'Once I Caught a Fish Alive' and 'Five Speckled Frogs' to reinforce counting and promote early understanding of addition and subtraction.

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

75. Computers are available for children to use in both the nursery and reception classes. During the inspection, however, little evidence was seen of any systematic teaching of computer skills. In the nursery children played a variety of games such as shape matching using the space bar or touching the screen to make their selections. In the reception classes, children largely used the mouse to select, for example, colours to make a pattern using the 'Colour Magic' program.
76. Children learn about the world about them through a range of suitable themes that encourage them to use their five senses to explore and learn. For example, in the nursery, the theme 'Ourselves' helps them look closely at their own faces and those of others noticing the differences and similarities in hair, skin and eye colours. Going for walks each season helps them learn about the changing colours in the environment. They have first hand experience of growth and change by watching baby ducklings hatch and develop and by planting and growing sunflower seeds. They see changes in other substances through cooking activities. A fish tank in the classroom provides opportunity for learning about living things and how to take care of them. Children in the reception classes build on these experiences. For example, in a lesson based on the story 'Handa's Surprise', they enjoyed feeling, smelling and tasting a variety of exotic fruits such as passion fruit, mango and paw-paw. Appropriate links were made in this lesson with language development as children tried to name and describe the fruit.
77. Children begin to develop an awareness of different cultures and beliefs through learning about celebrations such as Pancake Day, Diwali and Christmas and from visits from, for example, an African story teller.
78. Although a good range of everyday activities such as the sand and water trays are available to the children, these activities lack a clearly planned focus with a level of challenge well-matched to the next steps in children's development. Consequently, the learning from these activities is limited. Whilst most children are on course to meet the early learning goals, many do not progress as rapidly as they should in this area of learning.

### **Physical development**

79. Children benefit from the use of a spacious outdoor play area and from a good-sized hall which is used by the reception classes for physical education and dance. They responded well in the lessons observed, showing an awareness of space and of each other. In a dance lesson, good links were made with the theme 'Ourselves' as children were encouraged to use different body parts to move around the hall. Most children hopped, ran and strode successfully and were quick to respond to the signal to stop and freeze. However, opportunities were missed for the children to evaluate each other's efforts and improve their own work. In a lesson on physical education, the children responded enthusiastically to the teacher's lively style and enjoyed learning a new warming up game. They used bean bags to practise balancing, catching and throwing, following the teacher's instructions well. However, the tasks lacked challenge for the majority of children so that they made little progress in developing their skills.
80. Nursery classes have access to spacious and secure outdoor provision. Equipment for developing children's physical skills includes wheeled toys to ride on and a climbing frame and slide. More clarity is needed in teachers' planning, however, so that it shows precisely what children are meant to be learning when they use this equipment. The outdoor play area for the reception classes is too small for a full range of appropriate physical activities to be available to the children

on a daily basis. However, there are regular opportunities for them to share the nursery's area and equipment.

81. Children's manipulative skills are developed through the use of pencils, pens, brushes and a range of tools. Children also have access to a variety of large and small construction toys and to modelling materials such as clay and dough.

### **Creative development**

82. A variety of relevant experiences are available but not all these activities are sufficiently well planned to ensure they are developmentally appropriate for all children. For example, in the nursery, a group of the youngest children were asked to make pictures of their faces using painted paper plates and collage materials. They happily enjoyed handling the materials and sticking them but were not able to make representations of their faces. However, the teacher recognised that they had responded at their own level and valued and accepted their efforts.
83. Children use paint in a variety of ways to create different effects. They use their fingers in thick paint and spatter and drip paint to make patterns. They experiment with colour mixing and discover, for example, that red and yellow make orange. Re-cycled materials such as boxes, foam, tubes and plastic containers are used to make models like televisions for the outdoor house.
84. Role-play areas such as a travel agents, a cafe and home corners are provided to promote imaginative play as well as speaking and listening skills but most of those observed during the inspection lacked a good variety of stimulating and inviting resources. This limits the value of these activities in extending children's creative development and their speaking and listening skills.
85. Appropriate links are made with other areas of learning and some evidence was seen of children using the 'Colour Magic' computer program to make patterns.
86. Children are keen to join in familiar songs and rhymes. They know many of the words by heart and successfully match their actions to the songs. Taped music is used during activity sessions in the Nursery so that children can dance to it if they wish. This was used effectively to support a child with special educational needs but lacked real purpose for the majority of children.

## ENGLISH

87. Pupils are on course to attain standards that are above average by the end of Year 2 and by the end of Year 5. In national tests at the end of Year 2, attainments in reading and writing have risen from below average in 1999 to above average in 2001; with writing being well above average in that year. The tests for 2002 suggest that the school's high standards are being maintained, although national averages for comparison are not yet available. In each year group boys and girls achieve well and make good progress in all aspects of English. The achievement of most pupils with special educational needs is good. The achievement of pupils for whom English is an additional language is satisfactory.
88. Pupils' speaking and listening skills are above average. This is an improvement since the last inspection. In all classes, pupils listen attentively to their teachers and to one another. They answer questions and give their views. When talking with a 'buddy', they quickly and purposefully swap ideas and form opinions prior to offering them in discussion with the full class. They are articulate and are developing a wide vocabulary. They express their own feelings and readily enter into the feelings of others. For example, when Year 1 pupils were studying a painting of a woman holding a cat, they agreed, 'She looks like she is lonely and is cuddling something.' They are increasing their vocabulary well, making choices of descriptive words; as when, in a Year 2 discussion, they described a selection of fruit as 'soft', 'hairy' or 'flexible'; and even 'fruitful'. By the time they reach Year 3, pupils know what dialogue means in a script and that, without stage directions, the way characters speak sounds boring. Pupils in the older classes answer visitors' questions clearly and recall and describe, in detail, a visit to the school of a well-known children's author and illustrator. In larger groups, such as assemblies, pupils listen attentively and eagerly follow and understand the small plays being acted.
89. Attainment in reading of most pupils is above average. In all classes, most pupils read well for their age. By Year 2, nearly all read independently. The most able readers enjoy lengthy story books with chapters. They read with fluency and expression. They also frequently choose non-fiction to read. They have favourite authors, such as Roald Dahl and Dick King-Smith, and can explain why they like their books. When reading a book for the first time, they can predict a likely ending for the story, drawing on their increasing knowledge of fiction. Pupils of average reading ability also read with confidence, accuracy and good understanding. They can correct themselves; sometimes by thinking about the sense of the sentence. They read extensively and can name their own favourite stories; explaining why they like them. Pupils who are taking a little longer to become as fluent also enjoy reading. They readily pick up books they have not seen before, but which are at an appropriate level of difficulty for them, and read carefully and confidently. They are learning the sounds of letters and sometimes make good use of this when they tackle unknown words. At other times, they get clues from the picture. They know that the author is 'the person who wrote the story'. They also read non-fiction. All enjoy reading poetry. By Year 5, reading skills are well established and pupils are keen to read. They have an extensive knowledge of authors and children's literature. They comment sensibly on the plot and the characterisation and, in reading stories written in the 1930's, note the sometimes out-dated language. The most able readers read dialogue well, with good expression. Pupils of all abilities understand what they are reading and can interpret phrases that they might not use themselves, such as 'she busied herself'. Pupils of all levels of reading ability read a lot. The most able are particularly avid readers and bubble with enthusiasm as they talk about it. They have opinions on authors and can express them. For example, 'Jacqueline Wilson is so natural in the plots of her stories'. Pupils use the library but several pupils in Year 2 could not explain how they would quickly find a piece of information.
90. The attainment in writing of most pupils is above average. By the time they reach Year 5, they have had a wide experience of writing for different purposes. In Year 1, pupils write diaries about their own activities and can study a picture sequence and write the story beneath. They remember many words from their reading and use their increasing knowledge of phonics as they write. They know that their writing will be read by others. Pupils in Year 1 were seen busily making a book for the Nursery children, on how to mix paint. In Year 2, pupils carefully consider adjectives in preparation for writing a poem on fruit. Pupils write letters, an account of the Fire of

London and, in a link with science, small booklets about the life of a toad. Pupils give clear information as when writing a letter about a walking bus addressed to Hatfeild parents. They formulated a point of view and wrote a letter about someone's rude behaviour. This had a particularly considerate ending - 'I am going to let you think about it'. By Year 3, pupils' writing includes stories in the format of a published book, with a dedication and notes on the author. They show a good use of literary conventions - ending one chapter with 'Suddenly!' - and the reader wants to read on. Adverbs are used to good effect - 'He painfullly opened his eyes to see the back door' and fast action is brought to an end with a contrasting sentence - 'The house was silent'. In poetry writing, pupils make good use of alliteration - 'a dolphin sang a soft, secret song,' and repetition - 'She was cold, very cold,' both well chosen for effect. As pupils move up to Year 4, they learn to use similes well in their writing; 'His eyes are like yellow lemons, wide as the London Eye'. The books they have made now contain a well-considered arrangement of paragraphs, sometimes chosen to show the passage of time in the story. The books contain Author's notes and 'other books written by this author'. In Year 5, pupils are learning the skill of note-taking and do this competently, making good use of abbreviations. The more able show they have a good understanding of how to write bullet points in place of sentences. Every week, pupils reflect and write about what they have learned. Throughout the school, pupils show a good understanding of punctuation and basic grammar and use both well in their writing. Handwriting practice takes place regularly and in these formal lessons good standards are reached. However, too often the skills learned are not being transferred to every-day class writing. Presentation of work is sometimes untidy and difficult to read. Pupils' knowledge of spelling is satisfactory and sometimes good, as is seen in their spelling exercise books but, in reading through their own work, pupils are not checking their spellings carefully enough. This is particularly important if other pupils are going to read what they have written.

91. The quality of teaching and learning across the school is good. This is an improvement since the last inspection. Teaching and learning in Year 1 and 2 is good, overall. It is sometimes very good and occasionally excellent. The basic skills of writing are being well taught. Plans of work are clear and lessons are well prepared to meet the varied needs of all pupils in the class. The activities are interesting and extend pupils' previous learning. There is good team work amongst the teachers and the support staff who work in class, sometimes supporting pupils who have special educational needs. Teachers organise their classes very well. Where teaching was seen at its best, the organisation and management of a demanding class with a wide range of ability and including some pupils with very marked special educational needs, was so good as to appear effortless. The work was well paced with time for good class discussion about adjectives. Pupils, tasting and feeling fruit, were encouraged to think through how they might conduct the test and to give reasons for their decisions. Groups left the room to wash hands without fuss or waste of time and then settled to work. Pupils, in a calm, busy way, tested, helped one another and completed their writing. The teacher found time to supervise the whole class and work with groups and individuals. From time to time, she drew the attention of the class to her by raising her hand, and asked particular questions designed to move them on in their thinking. All achieved well. In all classes, the class routines are well established and pupils know what their teachers expect of them, both in work and in the way they behave. Pupils are helped to be independent by teachers who make sure that materials to be used are placed ready on the tables, including letter and word cards which might help them in their writing.
92. The quality of teaching and learning in Years 3, 4 and 5 is also good, overall. In lessons seen it ranged from satisfactory to very good. Teachers make sure, by writing the objectives of the lesson on the board, that pupils understand what they are going to learn and what will indicate, by the end of the lesson, that they have done really well in their work. Question and answer techniques are effectively used to recall previous learning, to share ideas and to help teachers assess what individuals understand. Lesson plans clearly show what the different ability groups in English will do, but, except in the best, do not always show what would be expected of particularly gifted pupils or of pupils learning English as an additional language. The activities seen were interesting and challenging and were never poorly matched to the evident ability of the group as a whole but sometimes there was a range of ability within the group. Teachers are careful to ensure that pupils understand what they are to do, but the introduction to some lessons takes too long and then the majority of pupils in the class do not have time to finish their work. Throughout the

school, relationships between teachers and pupils and amongst the pupils themselves, are very good, and pupils work hard.

93. Suitable procedures for the assessment of pupils' progress are in place. Data from tests are studied and from these the school has set about improving spelling and is now working to improve reading. Targets are set for pupils but the school is not focusing enough on those who are gifted and talented. Pupils keep their own writing targets in front of them as they do their work. However, they do not have enough opportunities to evaluate their own progress because the marking of pupils' writing, while encouraging, does not indicate often enough what the pupil has done well and what still needs to improve.
94. The subject is led and managed by a forward looking co-ordinator who is fairly new to the post. She has already produced a good booklet for parents on reading and has organised a parents' meeting on promoting literacy. The school is currently aiming to increase the number of pupils in Year 2 who attain the higher level, Level 3, in the national tests. To this end, the school has purchased new books, has introduced an extra reading session and has produced detailed and helpful advice for parents on how best to help readers of all abilities, including the more able readers, when they take books home to read. The school now has a fifteen minute reading session every afternoon, in addition to reading in the literacy hour. The co-ordinator has observed some of her colleagues teaching and given written and oral feedback, but intends to have an agreed focus for future observations. There is no library specifically for older pupils but the school has good plans for establishing one in the new building when it is completed. The subject makes a good contribution to pupils' social and cultural development. A well known children's author and illustrator recently visited the school and talked to pupils about his writing and how he set about drawing. There are regular planned opportunities for drama, sometimes linked to other subjects, like history. Computers are used satisfactorily for word-processing.

## **MATHEMATICS**

95. Pupils are on course to attain standards that are above average both by the end of Year 2 and again by the end of Year 5. These findings are borne out by the results of the national tests that pupils take at the end of Year 2. In the national tests for pupils in Year 2, the school's performance in 2001 was above average. In 2002 the school's performance was even better and results were the highest achieved by the school since 1996. There has been a steadily improving trend in the school's results over the past four years. The standards attained by pupils have improved since the time of the last inspection when they were broadly average. At the time of the last inspection the proportion of pupils who exceeded the national target of Level 2 and reached the higher Level 3 standard was below average. In the tests in 2001, the proportion of higher attaining pupils who reached this higher standard was above average and the proportion increased further in 2002. This indicates that the learning needs of the higher attaining pupils are being met successfully. It also confirms that the key issue raised at the time of the last inspection, which concerned improving the standards for higher attaining pupils, has been successfully tackled. Test results also show that a much smaller proportion of lower attaining pupils fail to achieve the national target than the national average. This shows that the learning needs of lower attaining pupils are also being met successfully.
96. Pupils, including those with English as an additional language, achieve well. Classroom assistants make a strong contribution to the quality of provision. They are particularly effective in most classes in assisting the lower attaining pupils and those with special educational needs to achieve well. There are isolated occasions when they spend extended periods of time listening to the teacher rather than being actively involved in pupils' learning. The national numeracy strategy has been successfully implemented and this provides a good structure for each lesson. In discussions many pupils said that this was one of their favourite subjects. In lessons pupils demonstrated an enthusiasm for learning and these positive attitudes have contributed to pupils' good achievement. Pupils in Year 2 are good at solving problems. They are introduced to simple algebraic expressions and they successfully solve number equations with missing components, such as  $50 + x = 33 + y$ . They work out the solutions to problems such as, 'If the bus sets off a 4 o'clock and takes 3 hours to complete the journey, what time will it arrive?' They understand that

eight columns of three bricks is equivalent to three columns of eight bricks and can be calculated by multiplying  $3 \times 8$  or  $8 \times 3$ . Teachers frequently require pupils to explain how they have arrived at the answers to problems and this increases their depth of understanding. It also promotes thinking skills well and contributes to the good development of speaking and listening skills.

97. Pupils in Years 3, 4 and 5 build well on the good foundations developed in Years 1 and 2. Pupils in Year 3 are good at measuring in metres and centimetres. They demonstrate a good understanding of the way a particular length can be written in different ways, 137cm, 1.37 m or 1m 37cm, for example. Pupils in Year 4 have good recall of the definition of a polygon and identify properties of regular and irregular shapes accurately. Pupils in Year 5 are developing a good understanding of fractions. The higher attaining pupils calculate that eight twenty fifths added to seventeen twenty fifths will make one whole. They understand the term 'improper fraction' and know that if they get twelve out of sixteen sums correct then they have succeeded in getting three quarters of the sums right. Pupils have developed a good recall of number facts and many pupils in Year 5 have mastered many of the multiplication tables. Many of the numeracy sessions start with a short, sharp mental arithmetic session. During these sessions pupils in Year 5 calculate rapidly the answer to  $87 - 29$ , for example. The lower attaining pupils find this very challenging and few manage to get the right answer. The range of strategies that pupils use to tackle the problem is very wide. Many of the lower attaining pupils count on from 29 until they reach 89, higher attaining pupils take 30 from 87 and then replace the one. Most pupils are able to explain their strategies well. Links with other subjects are made as, for example, when pupils in Year 4 read pie graphs in geography to find out the different jobs Indian villagers do. However, there are too few planned opportunities for pupils to use the skills they have developed in numeracy in other subjects. The school organised a good 'Maths Week', where the theme centred around a packet of biscuits. This provided good opportunities to make links with other subjects, such as design and technology as pupils designed and made their own packaging for biscuits. Generally, however, there are limited opportunities for pupils to use weights and measures and to use their well developed numeracy skills in other areas of the curriculum.
98. The quality of teaching and learning across the school is good. There were examples of very good teaching in each year group. However, teaching is variable from class to class and in the lessons observed the quality ranged from excellent to satisfactory. Where teaching is exceptionally good, planning is detailed and thorough, explanations are clear and the pace of the lesson is brisk. Teachers work hard at planning and preparing lessons and one overarching feature of the good teaching is the energetic delivery of lessons. In one excellent lesson on units of length in Year 3, the teacher posed thought-provoking questions and ensured that she received answers from every child, 'Who haven't I heard from? Ah, I haven't heard from you yet.' Everyday examples were given about why it was necessary to understand different ways of expressing length in metres and centimetres, 'If I was in the hairdresser's and asked for 3 centimetres to be trimmed off my hair and you muddled it and chopped off 30 centimetres or 3 metres, then there would be big trouble.' The teacher referred to atomic physicists and to shoe laces to illustrate the need for accuracy and thorough understanding; she explained that if you wanted a shoe lace that was 20 centimetres long but measured inaccurately and made one 20 metres long, or 2 centimetres long, it would be no good. The lesson contained a good balance of discussion and practical work. The class was excited and completed an activity that involved working in groups to measure their hand spans, and arrange them in order from longest to shortest, with great enthusiasm. There was plenty of challenge for higher attaining pupils who were set the problem of how to present their work as clearly as possible and for the lower attaining pupils who were supported well by the class teacher and a voluntary parent.
99. In most classes the practice of working together with partners to discuss and develop strategies for solving problems is well developed. Teaching is less effective where time is not used efficiently and where preparation is not thorough enough. Although one lesson was satisfactory overall, for example, there were shortcomings; the lesson started late, the introductory activity was not well managed and lasted for over twenty minutes. As a result pupils became restless and the teacher had to spend time restoring order.

100. Teachers mark pupils' work regularly and the best marking helps pupils to improve, 'Which ones are odd? Can you think of any more?' and 'Remember to use the UNIT of measurement – cms, grams or minutes'. However, one lower attaining pupil in Year 2 persistently wrote the number 5 incorrectly in January and was still writing it incorrectly in May. There was no evidence in marking that the problem had been noted and addressed. Similarly in a lesson for pupils in Year 2 on time for example, a higher attaining pupil kept writing 'cloc' because the teacher had not emphasised the correct spelling at the start of the lesson and did not pick up such mistakes as the lesson progressed. Key vocabulary was introduced at the start of the lesson, 'time, problems, solve', and this is good practice, but the key word 'clock' was omitted. When marking older pupils' work, spellings such as 'cilinder' and 'egdgs' remain uncorrected. Teachers assess pupils' work carefully but do not always use the results of such assessments to improve standards. Opportunities are missed to reinforce spelling rules.
101. The format used for weekly planning is good. It includes a section for describing how work will be modified to meet the needs of the gifted and talented pupils, pupils with English as an additional language and pupils with special educational needs. These sections rarely indicate with enough precision how the needs of these groups will be met. However, planning to meet the needs of three broad bands, lower, average and higher attaining pupils, is good.
102. Teachers set targets for pupils but target setting is not well developed across the school. Targets, such as 'derive doubles and halves to 10' and 'recall of x3 and related division facts' are not framed in language that is easy for pupils to understand. Targets are often set over too long a period to sustain pupils' interest in aiming for them. Homework is used well to consolidate and extend class work. At the beginning of each term teachers in each year group send home a detailed overview of the work that will be tackled during the term. In Year 1, for example, parents are told that they will be asked to assist with a mathematical investigation each fortnight. Pupils are also asked to practice multiplication tables at home and pupils in Year 5 showed that could remember a good range of number facts.
103. The subject co-ordinator is new to the role and has not yet had time to evaluate the quality of provision across the school in order to identify areas for improvement. Resources are adequate but computers are not used systematically to support teaching and learning. This is partly because there is a lack of suitable software, partly because teachers are not always sure how best to use computers to enhance lessons and partly because teachers' lesson planning does not often identify opportunities to use suitable programs. Opportunities are missed to use computers to organise and present data. All strands of the subject are taught according to statutory requirements but the strand that concerns using and applying skills in practical situations is not as well developed as work in the other fields. As at the time of the last inspection, pupils' knowledge and understanding of number is especially well developed. Learning opportunities are enhanced by visitors to the school, such as the 'maths Clown' who both provided entertainment and helped to promote a positive attitude towards the subject. The school encourages parents to support their children's learning. An information evening on numeracy was arranged for parents and this was followed by a series of workshops on how parents could support learning at home.

## SCIENCE

104. Pupils achieve well and most are on course to attain standards that are above average by the end of Year 2 and again by the end of Year 5. These findings were reflected in the statutory teacher assessments for pupils in Year 2 in 2001, which indicated that the school's performance was above average. Results in 2002 were even better. Since the last inspection, there has been a significant improvement in the proportion of pupils who exceed the national target of Level 2 and reach the higher Level 3 standard. In 2001 this proportion was well above the national average and the proportion increased further in 2002. This represents good improvement since the last inspection and shows that the school has successfully tackled the key issue raised in 1997 of improving the attainment of the higher attaining pupils. During the inspection there was no discernible difference between the performance of boys and girls. However, the results of the teachers' assessments over the last three years show that girls outperform boys but to a slightly



lesser extent than the difference nationally. Pupils with special educational needs achieve well whilst those with English as an additional language achieve satisfactorily.

105. In Year 1, pupils develop their investigative skills by suggesting questions they might ask in order to collect information. For example, in a Year 1 class, good prompting and support from the teacher helped pupils prepare and rehearse questions for their mothers about babies and how they grow. This work also supported the development of pupils' speaking and listening skills. Pupils in Year 2 used lessons in physical education to investigate, from first hand experience, how their bodies change during exercise. They used diagrams and writing to record their findings. Well managed discussion helped pupils share their findings. Higher attaining pupils described the changes and knew that exercise made their hearts beat faster and that they were sweating and got red in the face. Scrutiny of pupils' work indicates that they increase their knowledge and understanding about life processes, materials and physical processes through a good range of relevant practical activities. For example, Year 2 pupils put substances such as butter and ice in different places in their classrooms to see the effect on them of varying temperatures. They grow seeds with and without water or light. They notice the changes that happen and the effects of different conditions. They record their work in a variety of ways using graphs, labelled diagrams, tables and report writing. There are some appropriate links with pupils' work in mathematics but little evidence was seen of the use of computers to support their work in science. Pupils with special educational needs are well supported during science lessons so that they learn well and make a good contribution to lessons.
106. In a Year 3 lesson, careful questioning and lively demonstration helped pupils begin to understand the importance of fair testing if their evidence from investigations was to be valid. For example, pupils investigating the absorbency of different kinds of paper, quickly recognised the need to hold the paper in the same amount of water, in the same way, for the same length of time. At the end of this lesson, higher attaining pupils were able to draw conclusions about the test and offer explanations about the outcomes. Well prepared resources and clear explanations helped pupils in Year 4 focus quickly on the challenge of separating a mixture of different solids including rice, sand, peas and paper clips. They used sieves and magnets to help them and most worked well and co-operatively in small groups. Good questioning enabled pupils to explain their separating processes using appropriate scientific language. In the Year 5 lessons observed, pupils were learning about how the earth spins on its axis once every 24 hours and that the sun rises in the east and sets in the west. Teaching was very effective and learning very good where demonstrations were clear and questioning encouraged pupils to think and raise their own questions. Good links were made with the development of literacy skills when pupils were asked to use whiteboards to take notes. Scrutiny of pupils' books shows that while pupils experience an appropriate range of science topics with good opportunities to extend their investigative skills, opportunities are missed to assess their learning. Work is marked but few targets are included indicating the next steps needed to make further progress. In addition, pupils' literacy skills are not sufficiently reinforced. For example, the spelling of basic vocabulary is not corrected.
107. Teaching and learning in Years 1 and 2 are consistently good. In Years 3, 4 and 5 they are good overall but range from very good to unsatisfactory. In the most effective lessons, teachers are knowledgeable and confident about what they are teaching and the resources are very well managed so as to provide clear demonstrations for the pupils. Explanations are clear so that pupils understand what they are investigating and learning about. Occasionally lessons are less effective when their structure and timing have not been well planned, the choice and use of resources confuses pupils and support staff are not used effectively to support pupils' learning.
108. The behaviour and attitudes of pupils is never less than satisfactory. Overall, in Years 1 and 2 it is very good and in Years 3 to 5, it is good. Effective use is made of the 'buddy' system to encourage pupils to discuss their work, share ideas and to co-operate in practical activities. As a result most pupils are keen to contribute and work hard and enthusiastically when carrying out investigations. Occasionally their concentration lapsed when they are unclear about their tasks or time is not sufficiently well managed.

109. Subject leadership is good. The school has adopted a nationally recommended planning framework. The framework promotes a systematic approach to teaching skills, knowledge and understanding systematically, in a step-by-step approach. Teachers use the planning structure well to plan their lessons. The co-ordinator monitors the planning and leads the staff in scrutinising samples of pupils' work twice a year. She analyses the outcomes of statutory assessments and uses the findings to inform teaching. However, as yet, there is insufficient monitoring of the quality of teaching to ensure that older pupils are consistently well taught. The co-ordinator has a clear and relevant action plan which includes improving the assessment and progress tracking systems together with target setting procedures. These are currently under-developed.
110. Improvement since the last inspection is good and this is reflected in the higher standards now being achieved by the pupils. The overall quality of teaching has also improved from 'sound' to 'good'.

## **ART AND DESIGN**

111. Pupils, including those with English as an additional language and those with special educational needs, are on course to attain standards that are above average both by the end of Year 2 and again by the end of Year 5. Pupils' achievement from Year 1 to Year 5 is good. The standards found at the time of the last inspection have been maintained. Pupils are introduced to a wide range of media. In Year 1, pupils use sketching pencils and paint to create bold self-portraits. They are good at mixing yellow, white and a dash of red to create skin colours. They comment sensibly on a collection of portraits by famous artists – of van Gogh, for example, 'He looks a bit grumpy – look how he's used wavy lines behind his head'. They have constructed intricate pieces of ephemeral art, reminiscent of Andy Goldworthy's work, using bark, leaves, feathers, pebbles, cones, leaves and twigs. The pupils composed titles, such as 'The Ocean', 'A Lady' and 'A House' which matched the works appropriately. They have developed good weaving techniques, using the lids of cardboard boxes as frames. Pupils in Year 2 have used charcoal and chalk carefully to create good still life compositions. They show a good eye for detail as they draw musical instruments. They have used the pictures of houses drawn in their sketch books as a basis for making clay tiles in the shape of houses. They have created good fabric collages, using felt stitched to hessian to produce contrasting textures. Good links are made with history as when pupils in Year 2 created good 'artist's impressions' of the Great Fire of London. Computers are used well in Year 2 to create pictures of colourful concentric circles after studying the work of Kandinsky. However, opportunities are not always grasped in other year groups to use computers for research or experimentation.
112. Pupils in Year 3 showed an exceptionally good understanding of portraiture in Tudor times. They studied Holbein's 'The Ambassadors', and correctly interpreted the painting, referring for example to the globe that indicated travel and the book that showed that the subjects were educated people whilst their stance and the clothes they wear show how powerful they are. These pupils know how to build up layers of paint. They paint the background, wait for it to dry, use watery paint to map out the outline, infill with appropriate colours, wait for the paint to dry again before adding details, such as eyes, lips and buttons. However, many painted figures that are much too small and did not fill the paper adequately. Pupils in Year 4 have produced a good work based on the theme of 'chairs'. They have drawn chairs carefully, with higher attaining pupils exploiting the soft sketching pencils well to create a range of tones and shadows whilst also managing to create a good impression of perspective. They designed chairs for different people such as, 'a chair for people who like horses' and 'A Football Chair for David Beckham'. They followed their designs well when using a variety of tools and techniques to make models of chairs.
113. The quality of teaching overall is good and there are some excellent features. The quality of teaching in the lessons seen ranged from satisfactory to excellent. Examples of good teaching were observed in each year group. In most of the lessons seen, teachers generated a great enthusiasm for learning. In one excellent lesson, the teacher's detailed planning, her clarity of explanations, her very good subject knowledge and the energetic way she conducted the lesson were all outstanding. In this lesson the clear learning intentions were shared with the pupils, 'To

learn how to paint a portrait using water based paint. To learn how to paint the first layer of paint and leave the detail until the next lesson. To evaluate each other's work.' This was explained clearly and a further very good aspect of the routines that had been established was the reference to a section of the board that gives details of how pupils can know whether they have been successful in their learning. 'You will be successful if.....' In this lesson pupils were taught how to keep their colours crisp by washing their brushes clean, drying them on the blotter before picking up more powder paint to mix on their palettes. This lesson was one of a series that dwelt on developing skills systematically. The teacher conveyed clearly to the pupils what the finished product should look like and there was a high degree of precision about the teaching of specific skills. In a lesson for pupils in Year 5 learning was not as effective because the objective was rather too open-ended; when experimenting with different techniques a pupil asked 'Do we have to paint a picture?' and was told, 'Well that's up to you'. Also, in this lesson, the paint became clouded because no dabbers were available and pupils were not reminded about basic skills. As a result the quality of work produced by the older pupils did not match the quality produced by the younger ones in Year 3. There are inconsistencies in the quality of teaching across the school.

114. There are several examples of good links being made with other subjects. Pupils in Years 2 and 3 are practised at evaluating their work, the work of their partners and work produced by the rest of the class. This strategy is effective in consolidating and developing speaking and listening skills. Opportunities are missed, however, to improve spelling. The notes of explanation included in the designs produced by older pupils, for example, contained spelling errors such as, 'coshon' and 'couler' that remained uncorrected. This serves to reinforce careless spelling.
115. The subject co-ordinator is well qualified, has a good knowledge of the subject and provides able support for her colleagues across the school. She has a great many plans for improving standards. She monitors planning and evaluates pupils' work in order to identify areas for further development. She has little opportunity to monitor pupils' learning in the classroom and to support teachers directly by conducting lesson observations. Teachers' planning provides a record of the work that has been covered but systems to record the attainment and progress of individuals have not been developed systematically. Resources are adequate to support teaching and learning. A good range of visits, to places such as the Tate Modern and the National Gallery, enhance the curriculum and make a good contribution to pupils' learning.

## **DESIGN AND TECHNOLOGY**

116. During the course of this inspection, it was not possible to observe any design and technology lessons as the subject does not feature on any timetables this half term. As a result there is insufficient evidence to form a judgement about the quality of teaching and learning. However, pupils' work from each year group and photographs of earlier work were examined. This indicates that by the end of Year 2 standards are in line with those expected nationally and that pupils in Year 5 are on course to attain standards that are broadly average. The work produced by pupils indicates that their achievement is satisfactory.
117. Throughout the school, design and technology is taught in blocks and is often linked with pupils' topic work and other subjects. This helps to make learning in design and technology meaningful and relevant. For example, pupils in Year 3 have learned about healthy eating. As part of this work, they have designed, made and evaluated sandwiches with different kinds of fillings. Teachers' planning and the work available indicate that pupils produce a reasonable range of work using a variety of media such as junk materials, collage, wire, wood, card and different kinds of paper.
118. In Year 1, pupils have learned how to make moving characters. They are good at joining the parts together with split pins. They have used a variety of fabrics and papers effectively to decorate their characters and to make collages. Higher attaining pupils have written clear instructions about how to make a castle. Pupils in Year 2, have designed, made and evaluated puppets appropriately, joining parts together by sewing and gluing. They use pipe-cleaners and buttons to represent different features. When making moving vehicles, one higher attaining pupil successfully created a red London bus with working wheels, axles, windows and a door that opens. In designing their

work these pupils draw clear diagrams with the main parts such as 'wheels', 'cab' and 'chassis' correctly labelled.

119. Pupils in Year 3 investigate photograph frames in preparation for constructing their own. They find out how to join the corners as they design and make their own frames to give as Christmas presents. In Year 4, pupils successfully sew fabrics and use buttons and button holes when making money containers. There are good links with science when pupils design and make different kinds of lamps using circuits, switches and bulbs. They know how to use sticky tape, glue, wire and string to join different parts of the lamps together. However, a significant amount of the planning and evaluating work in pupils' books is unfinished and unmarked and opportunities are missed to assist pupils in making improvements. There is no evidence of the use of computers to support pupils' learning in design and technology.
120. The co-ordinator took up her post at the beginning of this term but she is being well supported by the previous co-ordinator who is still in the school but has taken on other responsibilities. The school has adopted a nationally recommended planning framework that provides good guidance for teaching the subject systematically. Teachers use this framework well to plan lessons so that skills are developed methodically in a step-by-step approach. The time allocated to design and technology means that coverage is just adequate. Resource boxes and support materials are being set up to match the scheme of work and teachers' planning is monitored once a year. However, as yet, there has been no opportunity to monitor the quality of teaching. There is a satisfactory action plan and the co-ordinator recognises the need to develop procedures for assessing and tracking pupils' attainment and progress. Overall, management of the subject is satisfactory.
121. Standards of attainment have been maintained since the last inspection and the scheme of work has been introduced. Consequently, improvement since the last inspection is satisfactory.

## **GEOGRAPHY**

122. Due to timetabling it was only possible to observe a limited number of lessons. On the basis of information derived from teachers' planning, displays of work and discussion with teachers and pupils, it is clear that pupils' achievement is satisfactory. Standards are similar to those that pupils normally attain by the end of Year 2 and Year 5 and have been maintained since the last inspection.
123. In Year 2, pupils conducted a weather watch and used a grid to identify the weather over a week, using appropriate symbols. In their study of different localities, they identify and compare jobs in Morden and the fictional Island of Struay as well as differences in physical features. They use survey approaches to study the local traffic and decide which is the busiest road, identify a range of services within the local area and use a key to distinguish different types of services. The oldest pupils write reports to publicise a theme park with higher attaining pupils showing good mapping skills for instance when indicating the location of rice and tea fields on a map of an Indian village. They use an enquiry approach to finding information about village life, using a questionnaire. They produce good written pieces on recycling in the form of posters and letters to the local council highlighting the negative impact of car pollution.
124. The majority of pupils, including those with special educational need and English as an additional language, achieve appropriately in relation to their prior attainment. This is reflected in pupils' increasing skills in communicating their findings and the use of an enquiry approach. This is often combined with pupils' positive attitudes and their willingness to respond to questioning. Most of them collaborate spontaneously when working independently and concentrate well.
125. Although not much teaching of geography was seen in the week of inspection, evidence of planning and the scrutiny of work shows that teaching is broadly satisfactory. In one lesson seen, pupils were clear about the task and could draw on their experience to complete it. Planning identifies clear learning objectives and the scrutiny of work indicates effective approaches to developing pupils' enquiry skills and different ways of communicating their findings. However, in

some instances, the way some teachers use terms such as 'land use' is misleading when applied to services like leisure and transport. The marking of written work does not always focus on identifying the quality of pupils' achievement, and does not provide guidance about how pupils can improve their performance. Spelling errors are not corrected and there is little guidance on improving standards of presentation.

126. The curriculum is effectively enriched by the provision of fieldwork experiences with good opportunities provided for using the local area. Good use is also made of the residential journey to Burley to extend pupils' knowledge of places at a distance from where they live. The curriculum is effectively used to develop pupils' insights into different cultures with a focus on India and St Lucia. Assessment procedures in the subject are not well developed and little use is made of National Curriculum levels of attainment to evaluate attainment. The co-ordinator has only taken over the responsibility of leading the subject recently and has not had sufficient time to make a major impact on standards. Although priorities for developing the subject have been identified, no criteria for judging attainment are identified. The use of computers to support teaching and learning in the subject is satisfactory but there is room for much greater use.

## HISTORY

127. As at the time of the last inspection, standards of attainment are broadly average by the end of Year 2. Pupils are on course to attain average standards by the end of Year 5. The achievement of all pupils, including those with special educational needs and those with English as an additional language, is satisfactory. They make satisfactory progress in their knowledge and understanding of different periods, people and events. They are also learning what it is like to be an historian.
128. Pupils in Year 1 are beginning to understand the passing of time and can correctly use terms such as 'old' and 'new', 'before' and 'now' when looking at objects. Through studying photographs of themselves as babies and as they are now, pupils can see how they have changed. In thinking about Hatfeild School, they draw pictures showing how it used to be and what it is like now, with some speculation about how it might look in the future. To do this, they draw on their own experiences and look at photographs. Older pupils extend these skills and increase their knowledge and understanding through their study of a particular period, such as Victorian times. Pupils in Year 5 watched a video as part of their study of the life of Dr Barnardo and considered what life was like for a poor child in the early 19<sup>th</sup> century. In learning about important events, Year 2 pupils have studied the Great Fire of London, drawing pictures and acting out the horror of the citizens running from the flames with their belongings. As part of this work, pupils used expressive movements to show the way the flames were fanned by the wind and they took turns at being citizens interviewed by a reporter. In recording what they learned, pupils have produced a fact file on the Great Fire of London, and made good use of reference books. A study of World War Two by Year 4 pupils showed that they had some understanding of what it must have been like to be an evacuee. By studying the Celts and the Romans, pupils in Year 3 showed they could compare and contrast how the different peoples lived and the weapons they used in war.
129. It is not possible to judge the quality of teaching and learning across the school because it was possible to see only two lessons during the inspection; but in the lessons seen the teaching and learning were good. The teachers planned their work well and provided interesting activities which engaged pupils' interest and gave them experience of different ways of finding out about the past. Year 2 pupils entered into the feelings of London citizens through their drama. In Year 5, research skills were taught effectively. Pupils were given written prompts which reminded them to highlight the main points on the information sheet, then to decide as a group what information they needed to convey and to remember what their objective was, namely, to educate the audience through drama. Pupils were highly motivated because they were going to present this in an assembly. Generally most resources are used well but opportunities are missed to use computers to support teaching and learning.
130. The co-ordinator is new to the post and is being supported at present by the headteacher. Curriculum provision is good and there is an interesting planning framework based on national

guidance. The good supply of reference books is helpful to pupils as they research. Very good use is made of museums, such as the London Museum and the Imperial War Museum. Specific resources have been collected together in useful topic boxes for different units of work. Grandparents have brought in war uniforms and medals from World War Two for pupils to study and one grandparent was interviewed by pupils. Parents are invited to attend the assemblies put on by their children.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

131. By the end of Year 2 and 5, pupils' attainment is broadly in line with national expectations. This is similar to the picture found at the time of the last inspection. Pupils, including those with English as an additional language and those with special educational needs, achieve satisfactorily in most strands of the subject. As at the time of the last inspection, the range of work is narrow. Achievement in control technology and the strand of the subject that concerns exchanging information is unsatisfactory and standards are not as high as they should be mainly because resources are inadequate and because the school has yet to be connected to the Internet. The school has been trying hard to install Internet systems but has been let down by the local authority's external contractors. Since the last inspection, a great deal of planning has taken place. The school has adopted a good planning framework designed to guide teachers in teaching skills, knowledge and understanding systematically. Nationally funded training for teachers has been completed and a computer suite, shortly to be networked, is almost ready for use.
132. Younger pupils are gaining confidence and have a good knowledge of basic operations when using a computer. Pupils in Year 2 know how to use the mouse to highlight text, change the size of fonts and correct mistakes. In Year 3, pupils show good use of the keyboard in word processing and use a template to change speech bubbles into a dialogue. They use computers to select control and organise sounds. A good example of this was seen in another Year 3 class, where pupils worked collaboratively in pairs to create two lines of music, using two different repeated patterns. They knew how the program worked and were adept at selecting appropriate icons to listen to musical patterns and were good at manipulating the sounds in different ways. Pupils used the correct terminology, referring to the pattern created as an *ostinato*. The oldest pupils show skills in using surveys to represent information in chart form for instance when they create a matrix showing a range of features related to wild animals. They use 'screen turtles' appropriately, predicting outcomes and testing them when entering instructions. They show good skills in word processing and produce a range of texts including stories, entries in a journal and poems.
133. Given that pupils are not able to use computers frequently, the system developed by the school of demonstrating a task to the whole class at the beginning of the week and subsequently enabling pupils to work in small groups over the rest of the week, is effective. This is mainly reflected in the confidence pupils have in learning new skills and their positive attitudes to the subject. They listen attentively during presentations, collaborate well when working in pairs and are proud of demonstrating their ability. They respond positively to requests of help from their peers.
134. The quality of teaching is satisfactory overall. The examples of short sessions to demonstrate tasks seen during the week of inspection are effective in introducing new skills. They are well structured and have clear learning objectives. Skilful questioning is used to focus pupils on the key learning points and effective interventions and support for individuals enable all pupils to have equal access to the activities and make gains. Where teaching is less effective, this is due to the lack of challenge for the highest attaining pupils.
135. The use of computers to support teaching and learning across the curriculum is underdeveloped and few examples were seen during the week of the inspection. Its best use is in art, music and literacy although even here, the lack of appropriate software is a serious limitation. The school has identified this as an area of development. Monitoring has been limited and not always focused on teaching and learning. The subject leader has only taken over this responsibility recently and has not had sufficient time to make a major impact on raising standards, She is enthusiastic and has identified priorities to develop the subject. Procedures for evaluating pupils' performance are

under-developed and the school does not keep detailed records of individual pupils' attainment and progress.

## MUSIC

136. No lessons were seen in Years 1 and 2 except in singing within a large group and therefore it is not possible to make an overall judgement on pupils' achievement or the standards they attain by the end of Year 2. Across the school pupils sing well and this is a significant improvement since the last inspection when singing was described as 'barely satisfactory'. Pupils, including those with English as an additional language and those with special educational needs, achieve satisfactorily in Years 3 to 5 and most pupils are on course to attain standards that are at least average by the end of Year 5. The new co-ordinator has joined the school very recently and is already having a strong influence on improving standards. It could well be, therefore, that by the end of the year standards will have improved significantly and will be similar to the 'good' standards described at the time of the last inspection.
137. Younger pupils sing tunefully and with enthusiasm. They respond well and comment on how the music played on the piano make them feel. They distinguish soft and loud music and practise these in response to the teacher. They know and can memorise a range of songs and respond well to accompaniments led by teachers. Pupils in Year 3 copied and produced different rhythmic patterns and showed good knowledge of phrasing. They showed good listening skills which they applied well to clap to an 'ostinato' in response to taped music. As they sang, one group of pupils maintained an ostinato, with another sustaining the beat using maracas. They applied skills well as they performed rounds, recorded their performance and evaluated it. In Year 4, pupils used what they had learnt in previous lessons to compose a piece inspired by the music of Leroy Anderson. They used untuned instruments to produce sounds and movements matching that of an animal. Pupils used the teacher's intervention to good effect to refine their composition. They were proud of their efforts and showed much enthusiasm and sensitivity as they listened to each group performing in turn. They commented on what they liked in each presentation and suggested what could be improved.
138. The majority of pupils, including those with special educational needs and those with English as an additional language, achieve appropriately against their prior attainment as they are increasingly exposed to a range of musical traditions. Pupils' attitudes to the subject are positive and this is reflected in the respect and sensitivity they show towards each other. They treat instruments with care and help each other readily.
139. The quality of teaching seen was mainly satisfactory and occasionally it was very good. Overall teaching is satisfactory. Where teaching is particularly effective, lessons are carefully planned and structured, providing appropriate challenge and guidance to pupils and promoting great enthusiasm for the subject. Lessons are introduced appropriately with reference to skills and knowledge acquired previously and provide ample opportunities for pupils to practise and improve their performance. Good use is made of questioning to extend pupils' understanding of the elements of music and of the teachers' own knowledge to promote learning, for instance when pupils were helped to evaluate their compositions. Good use is made of taped music as a stimulus for appraising and responding to different musical genres and as a means to teach singing and composing. Where teaching is less effective, as in a lesson on composition in Year 4, this was due to a lack of a clear instructions to pupils about exactly what was expected of them. As a result the work lacked direction and the quality of the end product was not as good as it could be. The acoustics in the new studio are not good but the school has plans to improve the situation.
140. The music curriculum is enhanced through links made with other subjects, particularly dance and science, for instance, when the topic on space was used to extend pupils' knowledge of texture and mood. There were isolated examples of good use being made of computers to explore patterns in composing. Music is used well in assemblies and contributes to pupils' spiritual and cultural development. The subject leader has good knowledge which she uses well to develop singing throughout the school and provide guidance for her colleagues. In a very short time, she

has already identified priorities for developing the subject. However, the success criteria described in development planning are not clearly defined, which makes it difficult to evaluate initiatives in terms of their impact on pupils' learning. Assessment procedures have not been developed systematically.

## **PHYSICAL EDUCATION**

141. Pupils' are on course to attain average standards by the end of Year 2 and again by the end of Year 5. The satisfactory standards that pupils attained at the time of the last inspection have been maintained. Pupils, including those with special educational needs and English as an additional language, achieve appropriately in relation to their prior attainment. This is mainly the result of the importance attached to the development of appropriate skills and to the effective way that teachers intervene to evaluate pupils' performance.
142. In Year 2, pupils showed good understanding of what happens when warming up and they lucidly described the effect of exercise on the heart. In games, they threw and caught a ball using an under and overarm technique. They did this with variable degrees of accuracy and co-ordination. In a dance lesson for pupils in Year 4, pupils worked in groups of four as they built on their previous learning. They moved well to a piece of music called 'The Waltzing Cat' and used mirror images to recreate a range of feline movements to refine their performance. In games, they practised passing a ball and combined this with shooting. The majority of pupils apply these skills with a fair degree of co-ordination and control. They observe the performance of others and use what they learn from this to perfect their own work.
143. Pupils' attitudes to learning are positive throughout the school. They are motivated, keen to participate in lessons and understand the importance of listening and following instructions, especially those related to safety. They work well individually and with a partner and help willingly when asked to carry equipment at the end of sessions.
144. The quality of teaching is satisfactory overall and occasionally it is good. In the best teaching, clear objectives are identified and used to evaluate pupils' achievement. Teachers brief pupils about the skills to be practised and use effective demonstrations and interventions to enable them to improve their performance. This was clearly demonstrated in a gymnastics lesson in Year 1 where the teacher paused occasionally to invite pupils to observe how to stretch and curl, using her own and pupils' demonstration to guide them. The teacher was aware of individual needs including those of pupils with English as an additional language as she took time to explain vocabulary clearly. Effective evaluation was provided at the end of the lessons as pupils commented on movements they found difficult and those they liked. Where teaching is less effective, this is mainly due to the extended periods of time devoted to changing before lessons get under way and occasionally to the lack of opportunities for pupils themselves to comment on their performance and that of others and how it might be improved.
145. The physical education curriculum is enhanced by a number of extra curricular sporting activities, namely football, including facilities for girls only, keep fit, dance and short tennis. All these activities are open to both genders. Pupils have the opportunity to take part in a range of competitive games in conjunction with other schools through the local primary schools' sports association. Appropriate provision is made for pupils to swim with the majority achieving well. Assessment procedures in the subject are underdeveloped but plans are in hand to develop them. There is little use of information and communication technology, such as using the digital camera to record examples of good movement sequences or to record the attainment of groups of pupils. The subject leader has identified priorities for developing the subject but these are not sufficiently focused on raising pupils' achievement.

## **RELIGIOUS EDUCATION**

146. The standards of attainment of pupils in Year 2 and in Year 5 are in line with the expectations described in the locally agreed syllabus. This echoes the judgement of the last inspection.



147. Pupils have a satisfactory knowledge of the religions they have studied. They know some of the stories from the Bible and the importance of the ten commandments. They know that Christian beliefs played an important part in the actions of Martin Luther King. In their studies of other religions, pupils in Year 3 know that Allah gave guidance to the prophet Muhammad. By passing a whispered message down the line, they learned that one has to listen very carefully to hear a very quiet voice. They understand then that Muhammad's task was difficult. In studying Hinduism, pupils know there are many gods in this religion. They have written and drawn the story of Rama and Sita. In other aspects of their studies, pupils in Year 1 and 2 have considered how one can belong to different groups, whether the family, friendship groups or religious groups, and that sometimes special clothes are worn. Pupils brought in and showed clothes which they wore at special times. These included a head covering, clothes worn at Hindi club, ballet shoes and dress and a Rainbow club tabard. In considering the family, they thought about Jesus being the Son of God. Pupils know that there are different places of worship and different customs. In one lesson, a child showed and talked about her prayer mat which she had brought from home. Pupils were interested and listened very carefully as she pointed out various features and answered questions. The achievement of pupils of all levels of ability, including pupils who have special educational needs, is satisfactory as they move through the school, increasing their knowledge, and moving from their own experiences to learning about and considering the experiences of others.
148. In the lessons seen, the quality of teaching and learning was good but this good teaching is not reflected consistently in the work that pupils produce. The work produced indicates that improvements in teaching have not been sustained over a long enough period to have had a significant impact on pupils' achievement and the standards they attain. Teachers have a good subject knowledge and have quite high expectations of their pupils, who respond well and with interest. They engage pupils in thoughtful and demanding discussions about such things as quiet, attentive listening and meditation and how people have been motivated to improve civil rights. They also make sure their pupils know stories from different religions. They find ways of developing interest through links with other subjects, such as when pupils in Year 4 wrote scripts for a Nativity play. Good, relaxed relationships mean that pupils do not mind sharing experiences.
149. The subject is well co-ordinated by a teacher new to the responsibility and who has specialist knowledge from her own training at university. She has produced helpful guidance for teachers by taking the new locally agreed syllabus and adding information about resources available to help teaching. She has also highlighted links with the previous syllabus used in the school. The school is also making good use of national guidance to support teachers' planning. There are sufficient resources to teach the subject, but the curriculum is not currently enriched by many visits to places of worship and computers are not used to enhance learning experiences.