

INSPECTION REPORT

Greenfields Primary School

Watford

LEA area: Hertfordshire

Unique reference number: 117193

Headteacher: Mr Tim Day

Lead inspector: Ms Vreta Bagilhole

Dates of inspection: 13-16 October 2003

Inspection number: 256279

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
Number on roll:	179
School address:	Ellesborough Close Watford
Postcode:	WD19 6QH
Telephone number:	020 8428 1166
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs Diane Hible
Date of previous inspection:	16 March1998

CHARACTERISTICS OF THE SCHOOL

Greenfields Primary School is a one-form entry school for children aged 3 to 11. It serves the South Oxhey estate in Watford. Pupils' home circumstances are broadly average. Most of the pupils are of white-UK heritage and a small proportion are of Caribbean, African and Asian heritage. There are no pupils who are learning English as an additional language. The number of pupils leaving and joining the school other than at the usual times is average. Sixteen per cent of pupils have special educational needs, which is broadly average and one pupil has a statement of special educational need. There is one class for nursery and reception children. Nursery children attend for mornings only. Children enter the nursery in the term before they are four and they spend three terms in the nursery. They enter reception in the year in which they are five and all the children enter in the September term. Their attainment when they start reception is below average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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9708	Sylvia Daintrey	Lay inspector	
15011	Marion Wallace	Team inspector	English Religious education The Foundation Stage Geography Music Physical education Special educational needs
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Pupils are achieving well in this effective school where the quality of education is improving at a fast rate. Standards in English are high and those in mathematics are above average. The school is led and managed very well and the school undertakes rigorous self evaluation and monitoring of its performance in English, mathematics and science. The teaching is good. All pupils benefit from what the school provides. **The school gives good value for money.**

The school's main strengths and weaknesses are:

- Leadership and management are very good.
- Standards in English are well above average and those in mathematics are above average.
- Systems for monitoring and tracking pupils' progress in English, mathematics and science are excellent.
- Teaching is good and it is very good in Years 5 and 6.
- Pupils' attitudes contribute significantly to their achievement.
- The progress of individual pupils and the time they spend on computers is not monitored well enough.
- Although improving, standards in science have yet to reach those in English and mathematics.
- The provision and pupils' participation in sports, arts and cultural events needs further enrichment.

The school has made very good improvement since the last inspection in March 1998. Standards in English and mathematics are considerably higher. Improvement has been good in the key issues from the last report and challenging tasks are now planned for pupils of all abilities covering the required areas of the National Curriculum. There is now a good programme for personal, social and health education (PSHE). Leadership and management have also made good improvement as has the teaching.

STANDARDS ACHIEVED

Achievement and standards are good. Standards in the Year 6 national tests rose sharply in 2003 after falling alarmingly in 2002. This rise was due to effective leadership and good teaching. Standards are now higher than they have been since and including the last inspection. Pupils of all abilities in Year 2 achieve well and attain standards that are well above average in reading and writing and above average in mathematics. Achievement is currently very good in Years 3 to 6 in English and good in mathematics. It is satisfactory in science. Pupils with special educational needs are well supported and make good progress. The more able pupils also do well because work is challenging for them. Standards in science are improving in Years 3 to 6 but are still below average. Standards in information and communication technology (ICT) are typical of those expected in Year 2 and Year 6 and pupils' achievement is satisfactory. In religious education pupils' attainment is in line with expectations and currently pupils are achieving well. The children enter the reception class with below average attainment and make good progress achieving the standards expected for this age group by the time they leave reception.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	E	A	A
Mathematics	D	E	B	B
Science	D	E	D	D

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those with similar percentages of pupils eligible for free school meals*

Pupils' personal qualities, including their spiritual, moral and social development are good.

Their cultural development is satisfactory. Pupils' attitudes and behaviour are very good. Pupils feel they gain a great deal from being at the school, and there is a calm and orderly environment. Attendance is satisfactory, but the school's figures are brought down by the absences of a small number of pupils who leave the school for lengthy periods of time.

QUALITY OF EDUCATION

The quality of education is good. Teaching is good and it is very good in Years 5 and 6.

There is some excellent teaching of English in Year 6. The main strength in teaching is the thorough planning which enables pupils of all abilities to make good progress in their learning. Assessment is good overall and very good in English, mathematics and science. Assessment in ICT is not as effective as it could be. The school provides a good curriculum and good care and support for its pupils. However, pupils' participation in sports, arts and cultural events, although satisfactory, could be more effectively enriched. Links with parents, other schools and the community are good. The school works very actively with other schools and local organisations on projects which benefit pupils and parents.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher's leadership is excellent; along with senior managers, he provides a very clear drive and vision for raising achievement. School self evaluation is very good. The school is rigorously monitoring and evaluating how well the school is doing and uses performance data very well to help it do this. The school's monitoring and tracking of individual pupils' progress in English, mathematics and science is excellent. The governance of the school is also very good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents think highly of the school and what it achieves for their children. They are provided with good information, which enables them to support their children's learning well. There are very well-established systems for seeking pupils' views who show very positive attitudes, which significantly contributes to the good progress they make.

IMPROVEMENTS NEEDED

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

- monitor the progress of individual pupils in ICT and the time they spend on computers;
- raise standards in science;
- promote more regular participation for the pupils in sport, the arts and cultural events.

(The last two points are covered by the current school development plan.)

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards in the school are good and are improving at a good rate. Achievement is also good.

Main strengths and weaknesses

- By the time they leave the school pupils attain standards that are well above average in English and above average in mathematics.
- Achievement is good throughout the school.
- Although improving, standards in science have yet to reach those in English and mathematics.

Commentary

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	28.4 (25.7)	27.0 (27.2)
mathematics	27.5 (25.4)	27.0 (27.0)
science	28.1 (26.5)	28.8 (28.6)

There were 21 pupils in the year group. Figures in brackets are for the previous year

1. In the national tests for 2003, pupils in Year 6 attained standards that were well above average in English, above average in mathematics and below average in science compared to all schools nationally and to similar schools. In 2003, pupils' achievement in Year 6 in English and mathematics was very good because they had made very good progress compared to when they entered Year 6; this group had not achieved as well as this previously. This was because of the staffing difficulties in the school, mainly affecting the performance of pupils in Years 3 to 6, which had resulted in well below average test results in 2002. There was a high level of mobility in this year group and about half the pupils had left the school after Year 2. Also about a quarter of pupils joined the year group during this time. Pupils who have always been in the school and those who joined later are achieving well. Standards in English and mathematics are now higher in the school than they have been since and including the last inspection and the improvement is very good. The substantial improvement since 2002 in English and mathematics has been due to very effective school self evaluation, leadership, the school's excellent systems for monitoring and tracking pupils' progress and the very good teaching in Years 5 and 6. Standards in science, although below average, are also improving at a good rate and achievement is satisfactory.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	17.6 (17.7)	15.9 (16)
writing	16.2 (15.5)	14.8 (14.5)
mathematics	17.1 (17.2)	16.4 (16.6)

There were 29 pupils in the year group. Figures in brackets are for the previous year

2. Since the last inspection, standards in Year 2 have also improved and, because of a stable staffing situation in Year 2, did not fall as they did in 2002 in Year 6. Achievement was good.

The test results and comparisons for similar school for pupils in Year 2 for 2003 were well above average in reading and writing and above average in mathematics. Teacher assessments in science for 2003 show that pupils in Year 2 achieved standards well above the national average.

3. The more able pupils are doing well with many achieving more than typical progress over the year. This is again due to the school's excellent monitoring procedures and the quality of lesson planning. Pupils with special educational needs also do well because their learning needs are identified carefully and they are supported effectively. These pupils achieve well in relation to their prior attainment and make good progress overall as they move through the school. They make very good progress in Year 5 and 6 because teaching is very good and often excellent. Pupils from minority ethnic backgrounds generally do as well as other pupils. Standards in ICT and religious education are average by the end of Year 2 and Year 6, and overall pupils achieve satisfactorily.
4. Children in the reception class are on course to achieve the standards expected by the end of the reception year, having started the year with below average attainment overall. The children achieve well during the nursery and reception class because the quality of teaching and learning is good. The teacher is an experienced early years practitioner. Very good planning and organisation ensures that both nursery and reception children experience enjoyable activities that promote all areas of learning. Very good planning ensures there is a strong focus on communication and language and mathematical skills. There are good opportunities to develop knowledge and understanding of the wider world. Children make good progress in learning to use the computer. The children achieve well in their physical development when using the school hall, but opportunities to develop a broad range of physical skills are more limited in the outdoor play area. The children use their imagination well to paint, construct, make music and through participation in role-play activities.
5. Achievement in English is very good. High standards are achieved in reading because the teachers promote skills very well and have a very good command of the subject. Excellent challenges, for example, to understand Shakespearian text contribute to the very good standards. Standards of handwriting and presentation are very good; skills are built on well from the reception class. Teachers' planning enables pupils of all abilities to write across a good range of styles and to use their literacy skills well in most other subjects; however, more development is needed in the use of ICT. Year 6 pupils demonstrate high standards in their writing. They use archaic language well and write poems in the style of famous poets. Teachers involve pupils well in classroom discussions. As a result, speaking and listening skills are above average by the time that the pupils leave the school.
6. Pupils are achieving well in mathematics. Standards have improved significantly in Years 3 to 6 over the last year and are likely to continue improving because of the very good leadership and monitoring of pupils' progress. The more able pupils are doing well. Over one-third of pupils in Year 6 attained standards that were higher than typically expected in 2003; almost all pupils in the class, including those with special educational needs, made more than typical progress. Their achievement was very good. Pupils' competence in mathematics also enables them to make progress in other areas of the curriculum.
7. Although improving, standards in science have yet to reach those in English and mathematics and are below average by the end of Year 6. Overall achievement is satisfactory and the higher-attaining pupils are achieving well. The recent improvement has been brought about by a number of factors, but these are largely the result of the very good leadership of the subject. Observations indicate that standards are set to continue to rise, with the present Year 6 pupils likely to reach standards at least in line with the national average. The key issue from the last inspection of using investigative and experimental methods to a greater degree has been, at least partially, addressed. Younger pupils, particularly, are taught a largely practical approach to the subject. However, assessments show that pupils are still not quite as good in this area as they are in others. Opportunities for investigation are still occasionally missed in classes of older pupils.

8. Standards are typical of those expected in ICT and religious education. Currently achievement is good in religious education due to good teaching and leadership. The pupils have a satisfactory knowledge of world religions and the impact of religions on every day life. In ICT achievement is satisfactory. Although there are some good examples of work, there is limited evidence to show that all pupils are doing enough. This is because assessment does not check closely enough on individual pupils' attainment and progress. Insufficient work was seen to form overall judgements about standards in other subjects. Most parents who responded to the questionnaire are happy with the standards that their children achieve and feel that they are making good progress.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Their personal qualities, including their spiritual, moral, social and cultural development, are good. Attendance and punctuality are satisfactory.

Main strengths and weaknesses

- Most pupils are keen to learn, which enables them to achieve well in their lessons.
- Pupils behave very well because they know clearly what is expected of them.
- Assemblies make a good contribution to pupils' development.
- Pupils' cultural development, although satisfactory, is not as well promoted as their spiritual, moral and social development.

Commentary

9. The vast majority of pupils enjoy coming to school because they like their teachers and the other adults who help them and they want to learn interesting new things. Their very positive attitudes, for example in mathematics, which is many pupils' favourite subject, make a significant contribution to their good progress. Pupils of all abilities respond very well to the good teaching which they receive in all year groups. In Years 5 and 6 they develop a very good level of maturity when they rise to the challenges of, for example, discussing the fairness of teaching boys and girls separately in Victorian schools, or understanding the archaic language in *Much Ado About Nothing*. The school promotes racial equality well.

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	163	4	0
White – any other White background	5	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	1	0	0
Black or Black British – Caribbean	4	0	0
Black or Black British – African	4	0	0
Any other ethnic group	1	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

10. Pupils' very good behaviour results in a calm, orderly environment in which everyone can get on with learning. Pupils report that behaviour has improved since last year when there was a very

small group of older pupils with particularly challenging behaviour and some racist attitudes. This group was involved in a few incidents which resulted in exclusions for short periods. There have been no exclusions so far this term; the school is working well with external agencies to tackle any difficult behaviour or attitudes. Relationships between pupils are very good, but there is sometimes a tendency for older or more able pupils to dominate activities, for example, during school council discussions. The school is very appropriately training older pupils to be mediators so that they can have a more defined role in helping children younger than themselves.

11. Pupils develop a good level of spiritual awareness, moral understanding and social skills through a range of planned and unplanned activities. Assemblies are well organised and provide a wide range of opportunities to reflect on experiences ranging from pupils' own achievements to the wonder of discovering the model terracotta army in China. The personal, social and health education (PSHE) programme is well structured and enables pupils to develop successfully their knowledge, skills and understanding as they move through the school. The school council has become an established feature of school life since the last inspection. It gives pupils the chance to make a significant contribution to improvements by, for example, raising funds for better equipment in the playground. Pupils are developing a sound appreciation of the diversity of cultures around the world, but their overall cultural development is hampered by the lack of extensive and sustained opportunities in all year groups to take part in cultural events, activities and visits.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.9	School data	0.6
National data	5.4	National data	0.5

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

12. Apart from the year 2001/2, the school's attendance rate has remained at below the national average since the last inspection. The attendance of most pupils is satisfactory, but the school's figures are brought down by the absences of a small number of pupils who leave the school for lengthy periods of time or who have medical or family problems. Since September, the school has significantly improved its procedures for monitoring and following up absences so that it is now in a better position to identify any difficulties at an early stage and to work more closely with parents in ensuring the regular attendance of their children.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching and learning are good. They are very good in Years 5 and 6. The curriculum is good overall. The school works very actively with other schools and local organisations on projects which benefit pupils and parents. Pupils' regular participation in sports, arts and cultural activities is under-developed.

Teaching and learning

Teaching and learning are good with very good teaching in Years 5 and 6.

Main strengths and weaknesses

- Assessment in English, mathematics and science is very good.
- Teachers have high expectations of pupils' behaviour and challenge them well.
- Teaching in Year 5 and 6 is very good and the teaching of English in Year 6 is often excellent.
- Assessment in ICT has weaknesses.

- Teachers' planning is very good and makes sure that pupils of all abilities make good gains in their learning.

Commentary

13. There has been a good improvement since the last inspection. The improvement in teaching in Years 3 to 6 has been very good, particularly in English and mathematics. The management of behaviour and levels of challenge were a weakness in the last inspection. These are now at least good in all classes.
14. Teaching and learning in the nursery and reception class are good in all the areas of learning. This also represents good improvement since the last inspection. The teacher is an experienced early years practitioner and plans the curriculum well. The classroom is well managed and organised; teaching assistants are used effectively. The school day contains an appropriate balance of teacher-directed and child-initiated activities that contribute well to children's growing confidence and independence. In a very good outdoor lesson in physical development, the teacher used very good techniques to settle a large group of young children and effectively introduced the vocabulary of movement such as 'creep', 'march' and 'skip'. This year the small number of nursery children are taught in the same class as the reception children.
15. Teaching throughout the school engages pupils in productive learning. This is because lessons are very well planned to meet the needs of all abilities and assessment is used well to help pupils overcome any difficulties. Teachers have a good understanding of the subjects they teach, although no lessons were observed in geography, music, or design and technology. Levels of challenge are good in most lessons and very good in Years 5 and 6. Teachers use questioning skilfully and effectively and this produces very good levels of interest from the pupils. Pupils' behaviour is very good because teachers have high and consistent expectations of how pupils should behave in lessons. All pupils work in ability groups in English and mathematics and this contributes to the high standards achieved. Teaching assistants are mainly used well. In an English lesson in Year 6, the teaching assistant used questions well and prompted pupils to analyse the text thoroughly. In a Year 1 mathematics lesson, the teaching assistant supported pupils well on the computer, creating and repeating patterns. Teaching of pupils with special educational needs is good and pupils benefit from well planned support for literacy and numeracy
16. The excellent teaching in English in Year 6 is based upon the principle that all pupils can be challenged and motivated to do as well as they can. The teacher is able to share his appreciation of Shakespeare with the pupils. This enables them to understand and empathise with the characters. The pupils show a real interest and enjoyment in their lessons. Very good teaching was observed in mathematics and religious education in Years 5 and 6, science in Year 3 and 5, English and history in Year 5 and PSHE in Years 1 and 6. All these lessons displayed a good knowledge of the subject and the challenging use of questioning with a brisk pace enabling all pupils to be fully engaged in activities. The skills of literacy and numeracy are well taught throughout the school. Pupils work very well independently and in groups and concentrate with interest on their work. In a good history lesson in Year 3, the pupils were inspired by the teacher to find out about aspects of Egyptian life when he announced that 'we are going to have our own class museum'.
17. Assessment is good overall. It is very good in English, mathematics and science. The school introduced an excellent tracking system last year for these subjects; information produced by it is used to plan work and direct whole school development. Assessment in other subjects is satisfactory. The school has introduced new systems this term for assessing pupils' learning in other subjects, which are well based on skills but give no overview of the standards obtained and how well pupils are doing. In ICT, teachers keep records of who goes on the computer but do not monitor the time spent by individuals when working in pairs or assess how well they are doing. The school uses optional tests well to inform them of the progress made in Years 3, 4

and 5. Marking is consistently good and challenges pupils to improve their work. Targets are set for individual pupils and also for the groups that they work in. The pupils are well aware of these because they are clearly displayed in classrooms. Good assessment procedures ensure that the progress of pupils with special educational needs and can be tracked over time and additional support be provided if necessary. All teachers have very good records of pupils with special educational needs. There are good opportunities for parents and pupils to be involved in these pupils' individual education plans and they write their own targets. The progress of more able pupils is also assessed well in English, mathematics and science.

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (10%)	9 (30 %)	11 (37 %)	7 (23 %)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

The curriculum

The curriculum is good overall. The school offers a broad and balanced curriculum which meets all statutory requirements including the provision of acts of collective worship. Accommodation and learning resources are satisfactory.

Main strengths and weaknesses

- The curriculum is well led and as a result of this there are good programmes of work for each subject in the National Curriculum and religious education.
- The provision for PSHE is good.
- The provision for pupils with special educational needs is good.
- Enrichment for the creative, aesthetic and physical activities in the curriculum through outside visits, visiting speakers and competitive sport is limited.

Commentary

18. The overall quality of the curriculum is good and this represents an improvement since the last inspection. Programmes of work, based on national guidance, have been introduced and, where necessary, adapted to meet the specific needs of the pupils at the school. These programmes help to ensure a consistency of approach throughout the school and enable pupils' skills to be systematically developed. Teachers use the programmes of work as a basis for their medium and short-term plans. The strong and informed lead offered by the curriculum co-ordinator and the development of the role of subject co-ordinators, mean that these plans are carefully monitored to help to ensure adequate coverage and progression in each subject. The national strategies for literacy and numeracy have been thoroughly implemented, evidence of which is provided by the recent impressive improvement in standards in both areas. Teachers plan lessons with different activities for pupils with different levels of ability. This is an area of improvement since the last inspection and it means that all pupils now achieve at least satisfactorily. The provision for pupils with special educational needs is good and ensures that they have access to the full range of the curriculum. The school identifies the needs of pupils at an early stage. Individual education plans contain clear and achievable targets for progress.

19. Although each subject in the National Curriculum is seen as a discrete area, the school has been innovative in integrating subjects. In some cases this is done in individual topics, as in Year 6, where the study of portraiture in art and design supports work on proportion in mathematics and the examination of how Buddhists express their faith through art. There are also whole-school 'topic weeks' where the integration of learning is placed on a more formal

footing. These weeks allow opportunities for personal and social development as well as bringing relevance to the learning in individual subject areas. The children in the Foundation Stage class also receive a good curriculum.

20. The PSHE programme is carefully planned and is enriched by input from outside agencies such as visiting theatre groups. The sex and relationships programme is thorough, including suitable activities for each year; it has been drawn up with agreement from governors and parents. Pupils are taught about the use and misuse of drugs appropriately.
21. The school's provision for learning outside the school day has improved since the last inspection and is now satisfactory. Parents are happy with the amount of homework provided for their children. Homework is well planned to support learning in the school day and is occasionally cleverly used to ensure that all pupils have access to the full curriculum. For example, Year 6 pupils who miss geography lessons because they are withdrawn for extra help in literacy and numeracy, have the opportunity to catch up on the missed learning through homework assignments. Most withdrawal sessions are carefully timetabled so that withdrawn pupils study similar areas to the rest of the class and are present for the start and end of lessons. Because of arrangements with other schools and input from professional sports clubs, the school is able to offer a wide range of sporting activities and these are popular with pupils. The activities, which are mostly aimed at older pupils, are arranged for fairly short, fixed term periods so it is difficult for pupils to develop good levels of skill. Year 6 pupils attend a residential outdoor education centre where they have the opportunity to experience a range of outdoor and adventurous activities. The school has few sporting teams which means that pupils have little opportunity to develop their skills in competitive situations. The school invites speakers ranging from a rabbi to an ex-Spitfire pilot to its visitors' assemblies but occasions where work in the arts is enriched by outings to theatres and art galleries or visits from writers, artists and musicians are comparatively few.
22. Year 6 pupils transfer to several different secondary schools and this makes it difficult for the school to establish meaningful curriculum links. Year 6 pupils use the ICT facilities of a local independent school and the good quality of the work resulting from this link illustrates the benefits to the pupils.
23. The school is adequately staffed with well qualified teachers and the recent addition of a specialist teacher to teach music throughout the school has raised the profile of that subject. There is, at the moment, no teacher with sporting expertise which is one reason for the school offering few competitive sporting opportunities. Accommodation and resources are satisfactory. Classrooms are of good size, light and airy with useful work areas. The accommodation in the Foundation Stage is good. The field is large, with a wildlife area which is useful for scientific investigation. Although there is an adequate supply of good quality computers, there are constraints on the development of ICT hardware resources such as a computer suite because of limitations imposed by the Grade II listing of the school. The library is well stocked, but its situation in a corridor makes it unsuitable for independent research.

Care, guidance and support

The school provides good care and support for its pupils. It involves them very well in its work and development.

Main strengths and weaknesses

- There are very good arrangements for first aid and supervision at lunch-times.
- Some parts of the school grounds are hazardous.
- Pupils receive very good guidance and support to help them raise their achievements in English and mathematics.
- Pupils are very confident that there is always someone in the school who will listen to them and that their views are taken seriously.

Commentary

24. Pupils are very well cared for if they feel unwell or have an accident, because a large number of staff are trained in first aid and the team of mid-day supervisors is very well organised. There are very good systems for dealing with and recording any incidents; the medical needs of individual pupils are well known. A majority of staff have very recently undertaken up-to-date training in child protection and the designated teacher is experienced in the role. The site manager ensures that regular risk assessments and equipment checks are carried out. Some paving slabs and grassy areas of the field are prone to heave and subsidence; although repairs are undertaken, they do not always eliminate the risk of an accident.
25. Parents are pleased about the arrangements for settling in their children when they start school. Children in the nursery and reception class are supported and guided well. As a result, they make good progress in developing their confidence and initiative and in extending their knowledge, skills and understanding through play and talk. From Year 1 onwards, pupils' progress in English and mathematics is extremely well tracked, and the information is used very well to identify where extra support and intervention is needed. This system has been very effective, and has resulted in a marked improvement in standards in those two core subjects, especially by the end of Year 6. The school has ensured that more able pupils are suitably stretched so that they can achieve the higher levels of which they are capable. Throughout the school pupils with special educational needs benefit from good intervention support for literacy and numeracy. Pupils from reception onwards respond with pride when their achievements are celebrated at a weekly assembly led by the headteacher, who has introduced much-valued rewards.
26. Pupils are very secure in knowing there is someone in the school they can turn to if they have any worries. There are very well-established systems for seeking pupils' views through the school council and the 'listening boxes' in each classroom. This is an improvement since the last inspection. Pupils are very well involved in raising funds for the new playground equipment which they asked for; representatives of the school council were also involved in the interviews for the new deputy headteacher. Pupils are strongly encouraged to take responsibility for their own learning. For example, reception children plan their own activities for part of the session and Year 6 pupils maintain their own reading records. As pupils move through the school, they are increasingly involved in setting and reviewing their personal targets which are prominently displayed in classrooms.

Partnership with parents, other schools and the community

Links with parents, other schools and the community are good.

Main strengths and weaknesses

- The school is well regarded by parents and the local community.
- The school works very actively with other schools and local organisations on projects which benefit pupils and parents.
- Links to encourage pupils' regular participation in sports, arts and cultural activities are under-developed.

Commentary

27. Most parents think highly of the school and what it achieves for their children. They are provided with good information which enables them to support their children's learning well. For example, they have the opportunity to meet their child's teacher in September and find out what their child will be learning. The annual reports give them good, clear detail about their child's progress over the year. They contribute to school life through the friends of Greenfields School, which raises significant sums of money for items such as computers and playground equipment, and runs

social events which are well supported by the local community. The school consults parents effectively and acts on their concerns, such as about changes in arrangements at the start and end of the day.

28. The headteacher ensures that the school is playing an important part in the work of the local consortium of schools. This has developed, with the full support of the local education authority, an impressive action plan to raise achievement in the area. Greenfields is very successfully piloting a project with funding from the Learning Skills Council, to help parents and carers of reception children in developing their confidence and ability to support their children's learning, starting with literacy. The course is making a valuable contribution to the development of adults' basic skills and also introduces parents and children to languages and stories from other cultures. Other benefits of joint working with other schools include the development of joint policies, such as on drugs education, and some extra-curricular activities for pupils in Years 5 and 6. The school has also established a link with a private school which Year 6 pupils visit once a term to enhance their experiences in ICT and music. With no pre-schools or secondary schools in the area, the school manages the transfer of its pupils satisfactorily.
29. The school works very well with a number of community organisations to broaden the academic and personal opportunities available for the pupils. Programmes run by Watford Football Club, for example, are used to enhance provision for physical education, and also to encourage fathers to become involved in their children's education. Links with a number of places of worship including the local church contribute effectively to provision for religious education and pupils' spiritual development. The school takes part in the district council's initiatives to introduce reception children to the importance of road safety and Year 5 and 6 pupils to the need to challenge racism in the community. However, several of the projects arising from the school's good links with other organisations are dependant on short-term funding. Although very worthwhile, they do not always result in sustained provision for all groups of pupils. The school does not, for example, have as part of its normal calendar an extensive programme of outside visits and visitors nor of cultural and sporting events involving other schools and the community.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good as is the governance of the school.

Main strengths and weaknesses

- The leadership of the headteacher is excellent.
- The school undertakes rigorous self evaluation which is very effective.
- Systems for monitoring and tracking pupils' progress in English, mathematics and science are excellent.
- Leaders inspire and motivate staff and pupils.
- The governors have been very effective in helping shape the direction of the school.

Commentary

30. The headteacher has provided an excellent vision and educational direction for the school since he came to the post one year ago, having spent the previous year in the school on secondment. When he arrived standards had fallen due to instability in staffing. In two years he has turned the school around with the result that standards have now improved significantly and there is now a stable staffing situation. He is well supported by parents. In setting objectives for the headteacher and challenging the school, the governing body have fulfilled their responsibilities very well.
31. The headteacher delegates very well. He has created a strong senior management team and believes strongly in empowering and supporting the staff to become effective leaders so that they can influence teaching, curriculum development and standards. The deputy headteacher who came to post last year shares this vision; the two of them are steering the school very well.

They recognise that there is still a great deal to accomplish but the rate of improvement this year, particularly in the standards in English and mathematics, has been commendable and there is a very positive ethos in which all staff know exactly how they can contribute. The leadership of the provision for pupils with special educational needs is very good. Leadership and management are good in the nursery and reception.

32. The school undertakes rigorous self evaluation which feeds back effectively into school development planning. The school development plan is a very good working document and is reviewed regularly, providing the school with a clear direction on where it is going. There is a very good level of monitoring activity in the school, which is based on a thorough understanding of the need to check aspects such as teaching and learning, pupils' achievement and their attitudes and values. All subject leaders have analysed test performance and set clear action plans and areas for development such as raising standards for the more able. They have also completed an evaluation of their subject, identifying the level of performance in teaching, standards, the curriculum and leadership and what aspects most need improvement. These are thorough and analytical documents reflecting a clear and consistent purpose with attention to any detail which could effect improvement. There is a clear and very effective classroom observation schedule which focuses each term on seven aspects of the school. Performance management procedures are also very effective and monitored closely by the governing body. Professional development of staff is given a high priority and is well targeted and linked to performance management. Induction of staff new to the school is very good. The school is not at present involved in initial teacher training.

Example of outstanding practice

Innovation is encouraged in this school. The school has implemented an excellent new system which it has created to diagnose, monitor and evaluate pupils' progress and which links directly into school improvement planning. The new system, called the 'Subject Tracking Form and Analysis Record' was introduced in September 2002 and all teachers in the school are involved. It is aimed at ensuring that all pupils make more than typical progress over a year and has been very effective in contributing to the raised standards in the school. The system is easily manageable by staff using one A3 sheet of paper for each class and each of the core subjects. It will be further improved when the school's assessment software is updated and can manage and interpret the range of data that the school requires. The pupils' progress is tracked through the year. It is also checked half-way through the year and at the end. There is an analysis record which identifies the overall progress of the class and whether it was good enough. Points for action are identified such as targeting lower-attaining groups in mathematics. Special attention is given to those pupils with special educational needs, ethnic minority groups and the progress of boys and girls. Pupils in any ability group who have not made the progress they should are immediately targeted and clear action is identified.

33. The school is also taking part in national initiatives such as the Primary Leadership Programme to support staff further who have leadership responsibilities. It is also one of five schools in the authority to be chosen as part of a research project by the University of Cambridge into distributed leadership, which aims to help schools identify the future leadership direction of the school. The school is working very well with a local consortium of school to raise standards in the area.
34. The governors have been active in helping to shape the vision and direction of the school; they have a good understanding of its strengths and weaknesses. They were fully involved in appointing the present effective leadership of the school, and are now working very effectively with the new team on improvement and self evaluation. They are committed to the vision that all in the school should value themselves and each other. They ensure that the school fulfils its statutory duties well. The race equality policy is being implemented satisfactorily and monitoring arrangements are presently being drawn up. The school uses funds wisely to improve the quality of education by ensuring best value when purchasing supplies and services. The three-year finance plan takes very good account of the future needs of the school; all strategic planning reflects and promotes the school's ambitions and goals. It is planned to use the present underspend to improve staffing and resources for ICT.

35. The school has suffered from instability in staffing in the recent past which has been a barrier to raising achievement but at present enjoys a full staffing complement and a happy and energetic staff. The Grade II listing of the building is a barrier to improving the accommodation to enhance the quality of education in the school. It is hard to get planning approval and also very expensive.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	563,170
Total expenditure	529,220
Expenditure per pupil	2,581

Balances (£)	
Balance from previous year	5,132
Balance carried forward to the next	39,083

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

36. There has been an improvement in the quality of provision since the last inspection. The quality of teaching has improved from satisfactory to good overall with some very good examples. There is currently one class containing six children in the nursery and twenty children in the reception. No judgement can be made on attainment on entry to the nursery as the cohort is too small. There are two children from minority ethnic groups but no children who speak English as an additional language. Four children have been identified with special educational needs; all of these children are making good progress partly because they all have an individual education plan that identifies their needs. Assessment information and inspection evidence indicate attainment on entry to the reception class is below average. All children are making good progress in all areas of learning and the majority should achieve the expected goals by the end of the reception year. Parents feel welcome in the nursery and reception class and receive good information. The use of assessment to inform planning is very good. The class is well staffed; the teacher is supported by two classroom assistants. The indoor resources are good and the outdoor provision is satisfactory. An area for outdoor play has been established and this area is still being developed. The leadership and management of the Foundation Stage are good and based on the principles of effective early years practice.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- Good teaching enables children in both the nursery and reception class to achieve well.
- Children form good relationships with adults.
- There are good opportunities for children to develop their independence.

Commentary

37. Children enter reception with immature personal and social development. They make good progress and achieve well while in the nursery and reception class. By the end of the reception year most children will achieve the expected goals because the quality of teaching and learning is good overall. Very good planning and organisation ensures that the children experience enjoyable activities to promote this area of learning. They develop good levels of independence. Children in both the nursery and reception develop a positive attitude to school life and establish a good relationship with all adults. Children learn to understand the needs of others by playing in the classroom shop.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- Children achieve well and make good progress in their learning.
- Teachers' planning focuses well on communication and language skills.

Commentary

38. The children make good progress and achieve well in the nursery and reception class because the quality of teaching and learning is good overall. Very good planning ensures that there is a strong focus on communication and language skills. Children in the nursery and reception class soon learn to respond to simple written questions such as 'Do you like apples or bananas best?' when they enter the classroom each morning. They learn to recognise their own name and place it in the answer pocket of their own choice. Reception children make good progress learning initial sounds. The teacher reinforces learning well with singing jingles, and children are encouraged to write the focus letter in the air. Children enjoy learning different letters because the teacher makes these sessions fun and uses problem-solving activities skilfully. There are good opportunities for both the nursery and reception children to draw and trace, and for more able children to write a few words with adult support. Examination of work from this term indicates that more able children are on the later stages of the expected goals and average and lower-attaining children are well on course to achieve the expected goals by the end of the reception year.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- All children achieve well because of the good teaching and learning.

Commentary

39. The children make good progress and achieve well in the nursery and reception class. Most children are on target to reach the expected goals by the end of the reception year because the quality of teaching and learning is good. Children make good progress in their ability to identify and count numbers because there is a strong emphasis on this area of learning. The teacher uses counting songs to help children develop a sense of number. They enjoy singing 'Leaves on the tree' and are beginning to identify one less than ten as they count the number of leaves falling from the tree. They use real coins and money to buy fruit and vegetables in the classroom shop and they enjoy weighing out the fruit and vegetables. More able children notice that the cabbage is heavier than the pepper. Most children can identify who has the longest straw because the teacher makes the session fun. More able children enjoy measuring each other and identify who is the tallest in the group.

KNOWLEDGE AND UNDERSTANDING

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- There are good opportunities to use the computer.

Commentary

40. The quality of teaching and learning is good overall. Most children are achieving well and are on target to reach the expected goals by the end of their reception year. There are good opportunities to develop knowledge and understanding of the wider world. Children make good progress learning to use the computer and the printer because the computers are easily available. They draw pictures and use the mouse confidently. Lego and construction kits are easily accessible and consequently children are encouraged to create model cars and vehicles with wheels. Children develop awareness of the dangers of traffic using the crossing and beacons on their playground. They learn about different fruit because they enjoy cutting up the fruit to make a fruit salad. The teacher uses questions well to check children's knowledge.

Average and more able children know the day and month of their birthday and can identify days of the week.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- The teacher teaches the vocabulary of movement well.
- Opportunities to develop a broad range of physical skills are limited in the outdoor play area.
- Both nursery and reception classes make good use of the hall three times a week for developing physical skills.

Commentary

41. Children enter the reception class with below average physical skills. They make good progress and achieve well during the nursery and reception class. By the end of the reception year most children are on line to reach the expected goals because the quality of teaching and learning is good overall. There are very good opportunities to develop physical skills during the movement sessions in the hall, where teaching and learning are very good. These lessons contain a good level of activity, and the teacher uses language well to extend awareness of different movements. Children learn to skip, bounce, march and they are learning how to move quietly because the teacher challenges them to do this. Most children grip pencils, paintbrushes and use scissors appropriately. There are opportunities for children to develop their co-ordination by placing shapes in the correct place in jigsaws. Opportunities to develop physical skills in the outdoor play area are less well developed. They develop their co-ordination and strength by peddling the bikes and riding the scooters around the playground, but there are insufficient opportunities for balancing, aiming and climbing.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Opportunities for children to use their imagination through role play activities are good.
- Teaching and learning are good.
- Children achieve well and make good progress.

Commentary

42. The children enter reception with below average creative skills. They make good progress and achieve well during the nursery and reception class because the quality of teaching and learning is good overall. Most children are on target to attain the expected goals by the time that they complete their reception year. There are good opportunities for children to develop their creative skills and experience a range of creative activities through role play, art and music. Children use their imagination in the shop as they buy and sell the fruit and vegetables. Imaginative play is promoted well in the road safety area. Teaching is good and consequently children enjoy using paint and collage materials.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

The provision is **very good**.

Main strengths and weaknesses

- Pupils achieve very well throughout the school and attain standards that are well above average by Year 2 and Year 6.
- The quality of teaching and learning is good in Year 1 and 2 and very good in Year 5 and 6.
- Assessment and use of assessment information is very good.
- Literacy is used very well across the curriculum although it could be used better in ICT.
- Leadership and management of the subject are very good.
- The library is too small.

Commentary

43. Results in the national test results in 2003 for Year 2 and Year 6 pupils were well above both the national average and similar schools. Most of the Year 6 pupils who took the test in 2003 made rapid progress during their time in Year 6. Improvement since the last inspection is very good. Standards by the end of Year 2 have been high overall in reading and writing for the last four years. During this time standards by Year 6 have been mainly average but fell to well below average in 2002 because of the difficulties the school was experiencing. Standards have now risen because of the excellent tracking of pupils' progress, improved teaching and provision and very good leadership in the subject. High attainment is already evident in the current Year 6 because of excellent teaching. As a result, most pupils are achieving very well and making very good progress. Year 2 pupils are also on course to attain similar high standards as last year. Pupils with special educational needs are well supported and make good progress. The more able pupils also do well because work is challenging for them and they are targeted well if they do not progress as they should. Children who are from minority ethnic backgrounds do as well as other pupils. There is no significant difference between boys and girls.
44. The substantial majority of pupils in Year 6 are confident speakers; pupils throughout the school listen attentively. Standards observed in speaking and listening are above average because teachers involve pupils well in classroom discussions. Pupils respond in ways that show good understanding of the main points in discussions, ask relevant questions and comment on the views of others. For example, Year 1 pupils speak in clear sentences and give reasons why the dinner ladies help them during the lunch break. Year 5 pupils speak confidently about the reasons why a warm-up is necessary before any physical activity session. They confidently took an assembly in front of the whole-school about child workers in Victorian England.

Example of outstanding practice

High standards are achieved in reading because the teachers promote skills very well and have a very good command of the subject.

In an excellent Year 6 lesson, pupils analyse texts from the play *Much Ado About Nothing*. They are highly motivated by the text because the teacher communicates his knowledge and enthusiasm for the content of the play and the characters. Pupils demonstrate very good knowledge and describe the feelings of Hero, Don Jon and Claudio. Excellent challenges to identify the themes in the text contribute to the very good standards pupils achieve. All pupils are able to identify the theme of love and give examples from the text. More able pupils are able to identify examples of deception in the text and describe examples of self-deception, and happy and harmful deception. Pupils with special educational needs are able to identify deception and average pupils identify examples of love such as that between Beatrice and Benedick.

45. Attainment in writing is well above average. Year 2 pupils know that all sentences need capital letters and full stops. They identify and use command words to give instructions. Very good

writing is evident in the personal reading records. Pupils write clear reasons why they like a book and identify reasons why they would recommend it to a friend. Extended writing is well structured with good punctuation and accurate spelling. Less able pupils write with joined handwriting and use punctuation well. The presentation of work is very good. Standards of handwriting and presentation are very good and skills are built on well from the reception class where children learn to join their letters when writing. Year 6 demonstrate high standards in their writing. They use archaic language well and write poems in the style of famous poets.

46. The quality of teaching and learning in English is good. It is very good in Year 5 and excellent in Year 6. There has been very good improvement in the teaching of English since the last inspection. Teachers have very good subject knowledge. All pupils work in ability groups and this contributes to the high standards achieved. Excellent teaching in Year 6 and high expectations and pace of work encourage pupils to achieve well. In the excellent lessons, the teacher conducted the lesson at a very good pace and challenged the pupils consistently and sensitively through the very effective use of questioning.
47. Assessment is very good and the staff have successfully implemented the subject-tracking system. This enables the school to track progress at any time; consequently writing has been identified as an aspect for further development. The subject tracking systems are used for reading and writing and are completed in September, January and July. Mid-year progress is clearly evident and the pupils making above average progress can be identified. Points for action are based directly on this analysis. Marking is very good and in some classes, such as Year 6, it is excellent. It challenges and reinforces learning well and pupils respond well to this.
48. Leadership and management of the subject are very good. The co-ordinator is experienced and knowledgeable and has a clear view of the strengths of the subject. Monitoring is rigorous and is undertaken on a termly basis through classroom observation and a scrutiny of work. The school has worked hard to make the best possible use of the library area, but it is currently too small. The school has well considered plans for building a new library within the grounds.

Language and literacy across the curriculum

49. The National Literacy Strategy has been implemented very well and has been appropriately adapted to support effective learning. Very good use is made of literacy in many subjects. For example, Year 3 pupils use their literacy skills well to record information on different aspects of life in ancient Egypt. In a Year 5 class, there is very good handwriting and independent writing about the Victorians. Year 6 pupils write extensively about rivers and mountains and they design attractive leaflets informing people of the main features of Buddhism and Islam. Although there are some good examples, such as email in Year 3 and very good presentations in Year 6, more use could be made of ICT in literacy.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards are above average by the time the pupils leave the school.
- Pupils achieve well as a result of the good teaching.
- The subject is very well led and there are very effective systems of review and evaluation.
- Monitoring of pupils' progress is excellent.

Commentary

50. Pupils achieve well and standards are above average throughout the school. Pupils are performing better than those in similar schools. Improvement since the previous inspection is

good overall and there has been very good improvement in the application and use of mathematics. The majority of pupils from all groups and abilities are doing well because the planning takes full account of their present levels of performance and monitoring picks up those who are not making the progress they could. Clear action is taken to help these pupils.

51. Standards had fallen over three years because of staffing difficulties and disruption in Years 3 to 6. Standards in 2003 rose sharply following the arrival of the new leadership team and the effective monitoring of classroom practice, and are now higher than they have been for six years. Test results in 2003 showed that standards were above average by the end of Year 2 and Year 6, whereas in the previous year they were well below average in Year 6 and above average in Year 2.
52. Assessment procedures are very good, with the progress of individual pupils being very carefully tracked. These assessments allow teachers to plan future work to meet precisely the learning needs of their pupils. Teachers mark pupils' work well and make suggestions for further action to be taken. Presentation of pupils' work is of a high standard. Most pupils are making good progress in all attainment targets because the subject is being effectively planned in all classes. There has been rigorous attention to establishing consistent systems for monitoring pupils' progress. Because of this, pupils in Year 1 and 2 pupils are confident in handling numbers, and they have a clear understanding of addition and subtraction. Middle and higher-attaining pupils in Year 2 undertake a range of multiplication and division exercises. They are making good progress also in problem-solving, such as investigating patterns of numbers produced by throwing a die. They use the information well to construct charts involving numbers to 100. The progress and achievement of pupils in Year 6 are particularly good considering that this class has had variable provision since Year 3. Although early in the term, the present Year 6 pupils are showing good progress and are likely to achieve the same standards as in 2003. Monitoring has identified that the use of technical vocabulary could be improved and the results are already evident in the classroom. Pupils are good at finding different ways to solve a problem and they use mathematical vocabulary well to explain their reasoning. Pupils in Year 5 suggest a good range of vocabulary such as 'certain' and 'definitely' when discussing the likelihood of events occurring, such as whether it will snow. Pupils in Year 6 solve simple problems involving ratio and direct proportion. They carefully construct graphs showing the ratio of drinks sold which are or are not lemonade. Pupils show their understanding by the statements they record at the end of their work such as 'To get a decimal from a fraction you divide the numerator by the denominator'.
53. Teaching is good overall. There is very good teaching in Years 5 and 6. The very good teaching shows a high level of understanding of the subject. The teachers have high expectations and a very good awareness of the level that each pupil has reached. Lessons are challenging and demanding with very clear explanations and a skilful use of questioning. Humour is also used when appropriate. In a Year 6 lesson on interpreting data, the teacher made very good use of a computer demonstration to explain the mode and range of a set of data. When introducing median and mean, he was careful to note that some pupils found this too challenging and would need further teaching. In all these lessons the pupils respond very well. They instigate healthy competition between themselves trying to beat each other to the right answer. Most other teaching in the school is good, and is best characterised by thorough planning and good management of the class. Pupils know their targets well and these are displayed clearly in classrooms. In one lesson, however, the task for one group was not well managed which caused the only incident of inappropriate behaviour observed in mathematics during the inspection.
54. The leadership and management of the subject are very good. In the last year, the subject leader has provided the inspiration and innovation needed to turn standards around in the school and has established very effective systems of review and evaluation. He has conducted a thorough evaluation of the subject, identified what still needs improvement and what action needs to be taken, such as the use of ICT. There is thorough monitoring of teachers' planning which has ensured that activities planned meet the learning objectives. Booster and

Springboard sessions have been set up; teaching assistants have been given good training to make an effective contribution to these. Every teacher has been observed teaching mathematics and areas for improvement identified. A work scrutiny based on presentation and marking has led to a review of the school's policies in these areas. There has been curriculum support through the Family Learning initiative in reception and through a numeracy club run in conjunction with Watford Football Club. Good use is also made of outside agencies which have provided a popular curriculum workshop for parents. Most noteworthy is the use of the school's excellent tracking and assessment systems in mathematics, innovated by this teacher. They are comprehensive and analytical, give a clear insight into pupils' progress. They inform whole-school development planning very effectively.

Mathematics across the curriculum

55. Mathematics is used well in all classes to support other areas of the curriculum, many of which are also linked to ICT. In Year 1 pupils use the computer to collect data and present information on who has the biggest or smallest feet. In design and technology in Year 2, pupils use a template to cut out felt for a puppet. In Year 3 in science, pupils construct bar charts to show the popular diets of different animals. There is an interesting link in Year 6 with music known as 'Musical Maths'. Pupils explore musical notation and discover that it is based on mathematics finding out that 'a crotchet is equivalent to one eighth of a breve'. Also in Year 6 in art and design and religious education there are good pictures, which show facial proportions in spans and depict the way Buddhists expressed their faith in art.

SCIENCE

Provision is **good**.

Main strengths and weaknesses

- The subject is being very well led and this is contributing significantly to the improving standards.
- Teaching is good and is assisted by very good assessment arrangements.
- Some lessons are too long which can mean that pupils are engaged in non-scientific activities.

Commentary

56. The test results for Year 6 pupils in 2003 were below the national average. However, the results were a considerable improvement on the previous year, particularly for higher-attaining pupils, of whom the number achieving higher levels has more than doubled. Observations indicate that the achievement of pupils in the Year 3 to 6 classes is now satisfactory and the higher-attaining pupils are achieving well. Standards are set to continue to rise with the present Year 6 pupils likely to reach standards at least in line with the national average. The standards of pupils presently in Year 5 are even higher. Pupils with special educational needs generally achieve well. They benefit from good teaching and by being given work suitable for their ability levels. Girls have consistently done better than boys in recent years because a greater number of boys have special educational needs, although more boys than girls attained higher levels.
57. Teacher assessments in 2003 show that Year 2 pupils achieved standards well above the national average. This was also a major improvement on 2002, when standards were below average. This improvement was brought about by the lower and middle-attaining pupils achieving better than in previous years. Observations suggest that the standards of the present Year 2 pupils will not be quite so high, but will be at least in line with national averages. Pupils in Years 1 and 2 of all abilities achieve well. These findings indicate little change in standards since the last inspection, although national test results show that standards had been below and well below the average in recent years but are now rising.

58. Leadership and management are very good and have largely contributed to improving standards. The subject leader has a clear grasp of the strengths and weaknesses, which has been gained by careful monitoring of teachers' planning. This is now based on a nationally recognised programme of work. The subject leader has also monitored pupils' work and teaching, offering written and verbal feedback on areas for development. This has resulted in an improvement in the quality of teaching since the last inspection, with no unsatisfactory teaching now taking place.
59. Teaching is good overall and there are examples of very good teaching. Good and very good teaching is spread throughout the school. Features of good teaching are good planning and preparation. Good preparation means that lesson time is maximised and can stimulate interest and excitement. Planning usually involves providing activities for at least three different ability levels. This helps most pupils to achieve at least satisfactorily and has been instrumental in the good improvement in the numbers of pupils working at higher levels. However, in some cases the worksheets can be restrictive. For example, they sometimes dictate the way pupils record their work rather than letting them devise their own methods. There are some examples of extension activities encouraging pupils to find information of an impressively sophisticated level. Pupils are provided with lists of appropriate language and technical vocabulary. Teachers challenge pupils with skilful questioning, encouraging thought and extending learning. Pupils' achievement is extended by their positive attitudes. One shortcoming is that some lessons last too long. In these, pupils are asked to perform tasks such as colouring in rather than becoming involved in scientific enquiry.
60. Assessment procedures are very good, with the progress of individual pupils in Years 2 and 6 being carefully tracked. This process is being extended to all pupils this year. These assessments allow teachers to plan work that meets the learning needs of their pupils. The subject leader has also analysed pupils' responses to national test questions to identify areas of weakness in their learning. One such relates to scientific enquiry which was an area for development at the time of the last inspection. This has been, at least partially, addressed. Younger pupils, in particular, are taught a largely practical approach to the subject. However, assessments show that pupils are still not quite as good in this area as they are in others. Opportunities for investigation are still occasionally missed in classes of older pupils. For example, Year 6 pupils looking at the distribution of plants in grassland, use second-hand data rather than collecting their own. Teachers generally mark pupils' work well, not only making encouraging comments but also helping them with errors and making suggestions for further work. Thorough marking also helps teachers to plan future work to meet the needs of the pupils
61. Science is used appropriately to support other areas of the curriculum. Speaking and listening skills are encouraged, particularly at the end of lessons when pupils report to the class on what they have been doing. This also allows teachers to consolidate and assess the levels of learning of their pupils. Writing skills are encouraged when, for example, Year 5 pupils write leaflets explaining the benefits of exercise. Year 4 pupils produce good quality observation drawings of skulls. Year 2 pupils learn about the standards of hygiene necessary when cooking. Much data is presented in graphical form, helping mathematical learning. There is still a tendency for graphs to be presented without a title, which makes the information provided less informative. Pupils are beginning to use their computer skills to support their learning and individuals use the Internet for research; however, the use of ICT to support learning in science remains an area for further development.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- Some work undertaken by pupils is above average.
- The subject is well led.

- The school's assessment system in ICT does not consistently identify how individual pupils are performing.
- There is no monitoring of time spent by individual pupils on the computers.

Commentary

62. Achievement is satisfactory and, as a consequence standards are average by Year 2 and Year 6. This is an improvement since the previous inspection when standards were below those expected by the end of Year 6. There has been good improvement in the application of ICT skills across the full range of subjects. This is largely due to the good leadership in the subject, which has identified appropriate priorities for improvement, and a monitoring and self evaluation framework which has been established. Development of the subject is a priority for the school this year. There are some good examples of work in all aspects of ICT, but the amount of work is somewhat limited especially in the younger classes. There is no way of telling what individual pupils have covered and whether they spend enough time on the computer.
63. Teaching and learning are satisfactory. Only one dedicated ICT lesson was observed during the inspection and this was satisfactory, although there were examples where ICT was used in other subjects such as mathematics. Pupils in Years 1 and 2 confidently explore various software developing their ideas and recording their creative work. Pupils in Year 2 created pictures and selected tools to make pictures in the style of Mondrian. The pupils have controlled a programmable toy and used a CD Rom well for research. Pupils in Years 3 to 6 are beginning to use a wider range of ICT tools and information sources to support their work in other subjects. They are developing their research skills and learning how to amend their work and present it in a way that suits the audience. In an excellent English lesson in Year 6, the pupils showed above average standards when making a computer presentation about Shakespeare. The pupils understand that finding better pictures and altering the background will improve their work. In a satisfactory lesson in Year 5, most of the class designed a bedroom on paper because of the lack of computers, although six laptops were not used. The teacher did use this to good effect by asking the pupils which method they had found most beneficial. The assessment systems, although focusing well on skills, do not give a good overview of the standards pupils are achieving. Inspectors observed some pairs of pupils working at the computer where one of the pupils was not progressing in their learning because the other partner was dominating the time available and no checks were being made on this by the teachers.
64. Leadership and management of the subject are good. Monitoring the use of ICT in other subjects is beginning to take place and is identified in the action plan for the subject. The plan contains a clear overview of how the school intends to develop the subject in the next three years. A portfolio of pupils' work is being put together and will be extended. Staff development is well considered and the school is exploring ways of creating a helper role in school to provide work experience for those parents returning to work. The school has developed a good link with a local independent school where Year 6 pupils go and use the computer suite.
65. Resources in the subject are satisfactory. There are constraints on the development of ICT hardware resources, such as a computer suite, because of the limitations imposed by the Grade II listing of the school. However, the school is now progressing with the use of six laptops in the classroom but this is only at an early stage and being piloted this year in Year 6. Teachers are also making good use of the new smartboard to show pupils how to explore software, the Internet and as a teaching tool.

Information and communication technology across the curriculum

66. There are good examples of using ICT in other subjects, but overall the use of ICT is underdeveloped in English, science and religious education. In mathematics, pupils use the computers well to present charts and graphs. A very good project by Year 5 pupils in geography also uses mathematical skills to collect and record information about local issues. There was detailed gathering and presenting of information using graphs and questionnaires. Year 6 pupils

used ICT very well in mathematics and design and technology. There is also good application of ICT in art and design throughout the school. In music, Year 3 pupils use a sampling package to simulate a 'mixing desk'. Pupils throughout the school are also making good progress in researching information in all subjects such as visiting the British Museum site to find out about animal mummies in ancient Egypt. There was some good work on the computers which helped lower-attaining pupils to make progress; however, computers are not generally used enough to support the learning of pupils with special educational needs.

HUMANITIES

67. Insufficient work was seen to form overall judgements about provision in **geography** and no lessons were observed. The limited evidence indicates provision is satisfactory and that all groups of pupils achieve well. Year 6 pupils achieve well and use the Internet effectively to research information about the urban rivers in the southwest region. They research habitats on river sites and research information about mountain ranges such as the Himalayas. They identify and record facts about Mount Everest. Work on temperature changes indicates that good research skills are developed. Pupils identify facts about rivers and clearly understand the effect of flooding on the fertility of the land. The co-ordinator has produced a thorough subject evaluation that identifies areas for development.

Religious education

The provision is **satisfactory**.

Main strengths and weaknesses

- Leadership and management are good.
- There is a limited range of visits to places of worship.
- Links with ICT are currently under-developed.
- There are good links with literacy.

Commentary

68. Standards of attainment at Years 2 and 6 are in line with the requirements of the locally agreed syllabus for religious education. The quality of teaching and learning is good throughout the school and consequently pupils, including with special educational needs, achieve well. Standards have been maintained since the last inspection.

69. Good teaching in Year 2 ensured that pupils listened with interest to the story of Noah. They made good progress learning about signs and symbols of every-day life. There are appropriate opportunities for pupils to create their own symbol for peace. Very good teaching in Year 6 enabled pupils to make good progress learning about faiths such as Buddhism. Examination of work indicates appropriate application of religious education to every-day life. The use of ICT to enhance learning is currently under-developed. New satisfactory assessment procedures are being put in place this term. There are good links with literacy such as when Year 6 pupils are encouraged to write about religions such as Hinduism and Buddhism. They produce a leaflet describing the main features of Hinduism. Very good teaching in Year 5 enabled pupils to gain a good understanding of kosher food and the Jewish religion. The teacher created a very good climate for learning and this contributed to the pupils' good achievement.

70. Leadership and management of the subject are good. The co-ordinator has produced a thorough subject evaluation and a clear plan for action. Staff have worked successfully to improve the range of artefacts and resources since the last inspection. Pupils visit a local church and mosque, but the range of visits and visitors is limited.

History

The provision in history is **good**.

Main strengths and weaknesses

- The subject is well planned throughout the school.
- Teaching and learning are good.

Commentary

71. History features well in the school and the planning is good. Pupils are taught a carefully planned curriculum as they move through the school. This enables them to learn about significant people, events and places from both the recent and more distant past and to use different sources of information to help them investigate the past. In the two lessons observed during the inspection the teaching and learning was good overall. In a very effective Year 5 lesson, the pupils asked thoughtful questions about the lives of Victorian children. They expressed their views that rules were unfair in a Victorian classroom and that there was inequality for girls. The pupils made good progress and achieved well in this lesson because the teacher used skilful questioning and had planned the lesson to interest all ability groups. Original sources of information such as school rules and an inspector's report were also available and texts from *Nicholas Nickelby* were available to be discussed by the more able pupils. Although there was insufficient evidence to make a clear judgement, standards are at least typical of those found nationally and the standards observed in the Year 5 lesson were above average with good achievement. There is good use of literacy and ICT. Two assemblies during the inspection week also had an historical theme. In one, the headteacher inspired the whole school with an illustrated, first hand account of the terracotta soldiers in China.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

72. Insufficient work was seen to form overall judgements for **art and design**. However, work on display and in sketchbooks suggests that teachers make good use of well known artists to stimulate the pupils' ideas. For example, pupils in Year 2 look at the work of Mondrian and then use computers to create their own works. Year 6 pupils use pictures such as *The Bathers* by Picasso and *Dancers on a Stage* by Degas to explore expressive movement in art. Some artwork by Year 6 pupils is used to support and develop other curriculum areas. For example, portraiture involves mathematical work on proportion. In the one lesson seen, pupils in Year 3 were experimenting with printing techniques. Good class management techniques allowed the teacher to move around the class, discussing the work with individual pupils. This helped the pupils to achieve well. The teacher was able to give the pupils opportunities to discover for themselves better ways of making prints. However, the emphasis was on technique rather than the artistic quality of finished products. The programme for art and design in recent years has not been enriched by visits from artists or by trips to local galleries.
73. Because of timetabling arrangements pupils in Year 6 have not yet done any work in **design and technology**. Displays of work show that individual pupils in Year 2 do good work. They draw a design and then use templates and sewing techniques to make puppets, which they then evaluate.
74. No judgement can be made about standards or the quality of teaching and learning in **music**, as no lessons were observed during the inspection. Most classes are taught by a specialist music teacher. The school choir is well attended and the quality of singing during assembly is average. There are regular opportunities to listen to and appreciate music. A scrutiny of music books indicates pupils have appropriate opportunities for appreciating a range of styles. Pupils use their literacy skills well to write about features of the music they like and to identify the instruments used. They write about the timbre, dynamics and identify features such as

repeating patterns. The co-ordinator has produced a thorough subject evaluation that identifies areas for development. Opportunities for pupils to experience peripatetic music tuition and extra-curricular opportunities for music are not well developed. These shortcomings have been identified in the music self-evaluation report.

Physical education

Provision is **satisfactory**.

Main strengths and weaknesses

- The extra-curricular hockey club for Years 3 and 4 is well attended.
- There are no matches and activities with other schools and this is a weakness.
- Provision for sporting activities during informal breaks could be better.

Commentary

75. Only two lessons were observed during the inspection so no judgement can be made about overall standards or the quality of teaching and learning. The co-ordinator has produced a thorough subject evaluation that identifies areas for development.
76. In a Year 2 gymnastics lesson pupils demonstrated standards expected for their age. They performed a range of different jumps with appropriate control. They evaluated the work of others and suggested how they could improve. Opportunities for pupils to create their own combination of jumps were less well developed. Good teaching in Year 5 and rigorous preparation prior to the practical part of the lesson ensured that the pupils had a good understanding of the main learning focus during the lesson. Pupils were challenged appropriately to identify how to stop the opposing team scoring a goal and how to retain possession of the ball. The teacher made good links with science during the lesson. The pupil unable to take part in the active part of the lesson was suitably challenged with an evaluative task. The pupils with special educational needs and different groups were included and made the same good progress as their peers.
77. Provision for extra-curricular sport is satisfactory but could be better. The hockey club for Year 3 and 4 is well attended and pupils benefit from good teaching and learning. Standards observed during this session were average, pupils could explain how to hold the hockey stick and how the hand position changed for a push pass and a long hit. One weakness is that there are no opportunities to play sport with or against other schools. The grounds are spacious but are not used sufficiently for sport.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **good**.

Main strengths and weaknesses

- There is strong leadership and a good programme of work.
- There are strong sex and relationship, and drug use and misuse policies.
- Outside agencies are used well to support the curriculum.
- Whole school initiatives have led to Healthy School accreditation.
- There is some very good teaching and learning.

Commentary

78. The subject is led strongly and this has had a direct influence on the enthusiasm with which teachers have embraced its teaching. There is a good programme of work, which clearly sets out learning objectives, teaching activities and assessment opportunities. This programme,

supported by a strong and detailed sex and relationships policy, and a policy for drugs use and misuse, forms the basis for teachers' planning. Some areas are covered by the whole-school; for example, each child has individual targets displayed in their classroom. These are reviewed periodically. Whole-school initiatives have led to the school gaining Healthy School accreditation. Pupils elect representatives to the school council, which allows them to take responsibility for developments in the school. Good use is made of outside agencies to enrich the programme; for example, an external consultant works with older pupils showing them how to mediate in disputes between their peers. Visiting theatre groups perform plays and workshop involving issues such as racism and bullying.

79. Although not enough lessons were seen to make an overall judgement on standards or teaching and learning, the teaching in the two lessons seen was very good. Pupils of all ability levels achieved well. In a Year 1 lesson concerning people who help, the teacher made the best use of opportunities offered to the pupils for speaking and listening by continually challenging them with skilful questioning. In a lesson for Year 6 pupils, the teacher challenged all ability groups within the class, including those pupils with special educational needs, by making excellent use of role-play, instruction on the use of body language and allowing pupils to draw their own conclusions on how to deal with confrontational situations.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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