

INSPECTION REPORT

MAYFIELD PRIMARY SCHOOL

Lytham St Anne's

LEA area: Lancashire

Unique reference number: 119284

Headteacher: Mrs M Bentley

Lead inspector: Mr D Marshall

Dates of inspection: 7th – 10th March 2005

Inspection number: 267262

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
Number on roll:	361
School address:	St Leonard's Road East Lytham St Anne's Lancashire
Postcode:	FY8 2HQ
Telephone number:	01253 723465
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Appropriate authority:	The Governing Body

Name of chair of Mr K Wilderspin
governors:

Date of previous June 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

Mayfield School is a larger than average, community primary school with 361 pupils on roll between the ages of four and eleven. The admission number is 60, although there has been a low intake in some year groups over the past five years and there is a falling roll. Mayfield is situated in the northern part of Lytham St Anne's. There is a mixture of economic backgrounds and most children live within a five-mile radius of the school, many in privately owned homes, some from a local housing associated estate and a few from flats situated near the school. Around 20 per cent of children are entitled to free school meals, which is above the national average. There is a very small percentage of children from an ethnic background – of the 361 full time pupils, 338 are White-British; no children have English as an additional language.

The children show a wide level of ability when they enter the reception class, but generally their attainment is below the levels expected for their age.

Twenty per cent of children have special educational needs, which is above the national average. Thirteen children have statements of particular need with a further two pending – this is well above the national average. The nature of pupils' needs includes autism, hearing

impairment, speech and language difficulties, moderate learning difficulties, mobility needs and emotional and behavioural needs. There is significant pupil mobility. Around 30 per cent of the pupils who were in Year 6 last year had joined the school since Year 3.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2768 1	David Marshall	Lead inspector	Science Music Foundation Stage
1936 5	Gordon Stockley	Lay inspector	
1810 1	Ann Sharpe	Team inspector	English Geography History English as an additional language
3517 4	Sarah Malam	Team inspector	Information and communication technology Physical education Religious education
1497 6	Peter Dexter	Team inspector	Mathematics Art and design Design and technology Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Mayfield is a good school. Teaching is good throughout the school and pupils achieve well in their work and very well in their personal development. The school is very well led by the headteacher. The school provides good value for money.

The school's main strengths and weaknesses are:

- The pupils achieve well and standards are consistently above average in English, mathematics and science by the time pupils leave the school.
- There is a high level of commitment to include all pupils in all aspects of the school's provision.
- Very good provision in the Foundation Stage means that children make a good start to their education.
- The headteacher leads the school very well and provides a very clear sense of direction for school improvement. She is well supported by all staff and governors.
- The use of assessment on a day-to-day basis and the allocation of time for each subject require improvement so that all pupils have access to learning opportunities that meet their personal needs in all subjects.
- Pupils with special educational needs are well supported.
- Attendance is unsatisfactory.

The school has made good improvement since the last inspection in June 1999. Since the present headteacher came to the school, clear and realistic targets have been set, and all requirements of the last report have been well met. The school's aims and mission statement have been reviewed and teamwork well established. Monitoring of teaching has improved such that no unsatisfactory teaching was observed in this inspection – a significant improvement from the last time. Higher attaining pupils are achieving well in most subjects. Provision and standards in both information and communication technology (ICT) and religious education have improved significantly. Library provision is satisfactory, and the school has a plan for this to be further improved. The assessment of pupils' work has improved significantly, but the way in which this information is used on a day-to-day basis needs further improvement to ensure that all pupils are properly challenged in all lessons. All minor weaknesses from the last report have been addressed well.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	C	A	B	A
Mathematics	A	B	B	B
Science	B	B	B	B

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Throughout the school pupils are achieving well. In the Foundation Stage, the children achieve particularly well, are on course to reach the goals set for them in each area of

learning. The children are very well taught and achieve particularly well in their physical and personal and social development. Standards are average in Year 2. Throughout the school pupils continue to achieve well and standards are generally above average in English, mathematics, science and music by the time they leave. These findings reflect the grades in the table above, where pupils achieved well above average levels in English and above average levels in mathematics and science when compared with similar schools in the 2004 national tests. Standards in physical education, religious education and ICT are in line with expected levels for their age. Pupils with special educational needs achieve well.

Provision for pupils' spiritual, moral, social and cultural development is good. As a result, pupils have very positive attitudes to school. They are enthusiastic, motivated and enjoy coming to school. Pupils' moral and social development is very good. Pupils' behaviour is good at all times. They form very good relationships and are keen to help each other. The school's attendance rate is unsatisfactory and below the national average.

QUALITY OF EDUCATION

The quality of education the school provides is good. The quality of teaching and learning is good. Teachers have consistently high expectations and they take great care to make sure all pupils are involved in all lessons. In the Foundation Stage, the teaching is very good and helps children to settle into school well and develop good learning habits. In Years 1 and 2 good teaching reflects teachers' care to give pupils the confidence to express their own ideas, and enables them to achieve well. In Years 3 to 6, teaching is good as teachers have good subject knowledge and clear planning. The links teachers sometimes make between different subjects produce activities that are particularly valuable. As a result, pupils acquire independent learning skills and progress well. However, more would be achieved if these links were made within a consistent whole-school approach based upon the use of day-to-day assessment of each pupil. The most effective lessons seen were provided by enabling teachers to use their particular skills, for example in music. However, currently these opportunities are limited. The teaching of pupils with special educational needs is good. The special educational needs co-ordinator is effective and ensures that other teachers and support assistants respond to pupils' needs sensitively and effectively. The support provided by the teaching assistants is good throughout the school. The school provides a sound curriculum where literacy and numeracy skills are well developed. The school's current priority, to develop different teaching methods to cater better for the needs of all pupils, is appropriate and has started well. However, this could now be implemented more quickly through a detailed review of the time allocated to different subject areas to provide an even wider range of opportunities. The many extra-curricular and additional activities enrich the curriculum well. The care and welfare of pupils and the support they are given are very good. Partnerships with parents are good. Parents are kept well informed of their children's progress in most subjects and support the school well. The Parent Teacher and Friends Association is an active organisation whose fundraising has helped with the significant changes in the school's learning environment that have taken place.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The headteacher provides very good leadership that has promoted a constant drive for improvement. She has established a very clear ethos that contributes strongly to effective teamwork. The monitoring of standards, teaching and learning is good and is the main factor in the improvement of teaching and learning and pupils' better achievement. The school is well managed. The governors organise their work well and make a good contribution to school improvement, and, overall, governance is good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a high regard for the school and the many improvements the head and staff have secured in the last four years. Pupils enjoy school and the very good support they receive.

IMPROVEMENTS NEEDED

The most important things the school should do to improve further so that standards are raised in all subjects are:

- Continue to raise the pupils' level of achievement and acquisition of skills by providing further cross-curricular links, and modifying the day-to-day assessment procedures to set targets for improvement for all pupils that are individual, precise and measurable.
- Continue to develop procedures to improve pupils' attendance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is good throughout the school. Standards have improved overall since the last inspection and are now above average overall. The achievement of pupils with special educational needs is also good.

Main strengths and weaknesses

- In the reception class, children's learning accelerates and most children are likely to reach the expected levels at the start of Year 1.
- Standards observed during the inspection in Year 6 in English, science and music are above average.
- In ICT, physical education and religious education pupils achieve well and standards are in line with expectations for their age, although in these and other subjects some pupils could achieve more.
- Pupils with special educational needs are very well supported and their achievement is good.

Commentary

1. The provision for children in the reception year is very good. Very good teaching and curriculum planning give the school the capacity to continue its current very good level of provision. All children make good progress from a below average starting point. Their attainment is average in communication, language and literacy by the time they enter Year 1, and they achieve the goals set for them in all other areas of learning. Children with special educational needs are identified quickly and made good progress in the lessons observed.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
Reading	16.1 (16.0)	15.8 (15.7)
Writing	15.6 (15.3)	14.6 (14.6)
Mathematics	17.4 (17.4)	16.2 (16.3)

There were 60 pupils in the year group. Figures in brackets are for the previous year

2. Although the current Year 2 is average as a group, inspection findings confirm that seven years olds achieve well. Over the last four years the school's results in the national tests for seven year olds have shown significant improvement. The change for the better has been above the national trend of improvement. When compared to similar schools, pupils' attainment in the 2004 national tests was average in reading, above average in writing and well above average in mathematics. The number of pupils reaching the higher levels was well above average in reading, writing and mathematics.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	28.1 (28.7)	26.9 (26.8)
Mathematics	28.1 (28.3)	27.0 (26.8)
Science	29.8 (29.4)	28.6 (28.6)

There were 66 pupils in the year group. Figures in brackets are for the previous year

3. When compared with similar schools, pupils at the end of Year 6 in 2004 made good progress overall. When compared with national results the standards reached in English, mathematics and science were above average. These same test results last year showed standards were well above average when compared with similar schools in English, and above average in mathematics and science. Targets for achievement in English and mathematics tests in 2004 were exceeded. The targets set for the current year by the governors, in consultation with the local education authority, are challenging and high, but realistic, given the inspection findings. Over the last four years the school's results in the national tests for both seven and eleven year olds have shown significant improvement. The change for the better has also been above the national trend of improvement for those leaving the school in Year 6.
4. Standards in the current Year 6 are above average overall in English, mathematics and science. Inspection evidence shows that standards in speaking and listening rise from below average on entry to the school to average by the time pupils leave. Most pupils speak clearly and with great confidence. Their pronunciation is good and they show great willingness and spirit when answering questions in all classes in the school. Standards in reading in Year 6 are also above average because of the good teaching of basic reading skills. Pupils read a wide range of books and keep clear records of their reading. Writing is now progressing well and standards are also rising and are currently above average. The standards of spelling and punctuation have also risen and are now average.
5. Standards in mathematics have also risen well throughout the school. In previous years, standards by the end of Year 2 have generally been in line with the national average. By the end of Year 6 standards in mathematics are generally above average. However, work seen on the inspection in Year 6 was average and reflects the nature of the different capabilities of pupils in this particular year group, with a high percentage of the pupils having special educational needs. Pupils achieve well overall since they generally enter the school with below average standards and are on course to leave with average standards. This is because of the consistently good teaching throughout the school. Achievement by the end of Year 6 is good. Both boys and girls do equally well in the various strands of the subject although using and applying mathematics in other subjects could be better.
6. In science, standards in school have risen and are continuing to improve. Despite their below average attainment on entry, pupils achieve well because the teaching and learning in science are good throughout the school and standards reached are average by the end of Year 2 and above average by Year 6. The pupils enter the school with below average attainment in their knowledge and understanding of the world. In 2004 over half of the pupils achieved the higher Level 5 in science; this is a higher result than that expected nationally. There is a rising trend of improvement as pupils consolidate their skills well.

7. Pupils with special educational needs achieve well in the core subjects of English and mathematics. The school has the Basic Skills Quality Mark. Very good individual education plans are provided for all pupils, with clear targets for improvement to ensure work is matched to their ability effectively. Teaching assistants maintain good progress by focusing on individuals and small groups. Pupils' attainments vary by the time they leave. There are more pupils with statements of particular need than in most schools and some of these attain well below national expectation. However, some pupils do reach national expectation because of the effective well-planned support in the classroom, and the extra teaching provided in the extra 'booster' classes in English and mathematics.

8. The consistently good teaching and good leadership of subjects ensure that throughout the school pupils continue to achieve well and standards are generally above average in English, mathematics, science and music by the time they leave. Standards in physical education, religious education and ICT are in line with expected levels for their age. Achievement is satisfactory in these and other non-core subjects but with better use of on-going assessment and reorganisation of the timetable it would be enhanced.

Pupils' attitudes, values and other personal qualities

Pupils have good attitudes to school and their behaviour is good, as is their personal development. Attendance is unsatisfactory and punctuality is satisfactory.

Main strengths and weaknesses

- Relationships throughout the school are very good.
- The school sets high standards for pupils' conduct and works hard to achieve them.
- Pupils are very interested in their lessons and are keen to learn.
- Behaviour is good in lessons and around the school.
- Attendance is below the national average.

Commentary

9. Pupils' behaviour in lessons and around the school is always good and in some lessons and assemblies it is very good. Pupils show enthusiasm for learning and are keen to find out more. This was demonstrated in a Year 4 science lesson when pupils questioned the teacher about the test they were about to carry out, as well as putting forward their hypotheses about the outcome. In a Year 2 numeracy lesson pupils were eager to respond to the teacher's questions, but polite enough to listen when other pupils were talking. Around the school, pupils show a caring attitude to one another and are polite and considerate to adults, regularly holding doors for them. Pupils with special educational needs are well supported by teaching assistants. This enables them to enjoy positive relationships with their peers and gives them confidence to contribute in lessons.
10. The promotion of good behaviour is a key area for the school. There are good schemes in place to reward good behaviour and the school has engaged the services of a behaviour specialist teacher who works both with staff and children and who makes an important contribution to the good behaviour overall. Specific adult support is provided for vulnerable and volatile children at all breaks. This is very effective in ensuring that these children have positive experiences to raise their self-esteem and give them the opportunity to return to their lessons eager to learn. Sometimes, despite all these strategies, a pupil is unable to achieve the necessary improvement and the behaviour is a health and safety risk. In such cases exclusion is used as a last resort and there were two fixed period exclusions and one permanent exclusion last year. Governors were fully involved.

Exclusions

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	338	2	1
White – any other White background	3	0	0
Mixed – White and Black African	3	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	2	0	0

Asian or Asian British - Indian	1	0	0
Asian or Asian British - Bangladeshi	2	0	0
Asian or Asian British – any other Asian background	1	0	0
Chinese	1	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.

11. The overall provision for pupils' spiritual, moral, social and cultural development has improved since the last inspection and is now good. The school provides good opportunities for spiritual development through assemblies, class discussions, lessons and the day-to-day life of the school. Pupils are expected to persevere when things become difficult and the school recognises achievement in many ways. Pupils show respect and courtesy to teachers and other adults by their demeanour and their willingness to listen and concentrate well. Further opportunities are provided for pupils' spiritual development through poetry, art and, in particular, music.
12. The very good provision for moral development is closely linked with the school's very good care and support for each pupil. Pupils understand right from wrong, are sensitive to one another and generally behave appropriately. They enjoy being involved in making school rules and any concerns pupils have are discussed in the school council. The display of awards, sanctions and class rules, together with celebration assemblies, encourages the high standard of behaviour attained. Pupils are encouraged to work co-operatively and to take responsibility by helping others in group and paired work. Pupils behave very responsibly as they move around the school and there is a strong sense of community. The school develops pupils' social awareness in many ways and provision is very good. Pupils are treated in a warm and friendly manner by all staff and this has a positive effect on their relationships with others. The school offers a very good variety of after-school clubs and visits to the local area which provide a more relaxing learning and social climate.
13. The school's provision for cultural development remains good. Pupils experience their own culture through visits to the locality and through such subjects as art and design, music, history and geography. Teachers plan a number of opportunities in the curriculum for pupils to encounter and understand the traditions and values from different cultures. Overall, pupils' understanding of the multi-cultural nature of the society in which they live is satisfactory, but could be better.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.8	School data	0.0
National data	5.1	National data	0.4

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

14. Attendance levels have been falling over the past three years and they are now well below the national median. This is unsatisfactory and the school has recently had additional support from the education welfare service to try to reverse the trend. The school's procedures for monitoring and improving attendance are good, and although

there are signs that attendance levels will improve during the current year further efforts should be made to ensure their effectiveness.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Pupils achieve well and make good progress. Teaching and learning are good throughout the school. Assessment is satisfactory.

Teaching and learning

Teaching is good throughout the school and the staff have successfully built on the standards in learning identified at the last inspection. Assessment is sound overall; procedures are detailed and effective in the core subjects of English, mathematics and science but the use of assessment on a day-to-day basis requires improvement.

Main strengths and weaknesses

- Teachers motivate and manage pupils well, promoting good relationships and behaviour and securing their commitment to learning.
- Lesson planning is detailed and thorough, giving most lessons purpose and drive.
- In English, mathematics and science, teachers' expectations are high, enabling all pupils, including the most able, to be challenged well.
- The use of assessment on a day-to-day basis requires improvement so that all pupils have access through teachers' planning to learning opportunities that meet their personal needs.
- The provision for pupils with special educational needs is good and this promotes good achievement.

Commentary

Summary of teaching observed during the inspection in 52 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
3 (6%)	13 (25%)	24 (46%)	12 (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.

15. The very good quality of teaching in the Foundation Stage reflects very good subject knowledge and skilled management. The teachers and classroom assistants provide a broad, interesting curriculum that engages children effectively. They draw on their close, detailed knowledge of individual children to ensure that learning is relevant to children's developing needs. Expectations in terms of learning and social skills are high, resulting in very good progress overall and challenge for all children, including the most able. Classroom support is effective and well organised. This helps to ensure that the least able children also progress very well and gain satisfaction from learning.
16. The good teaching throughout the rest of the school turns pupils' energy and enthusiasm to good account, using them skilfully to enable progress in learning. Teachers manage pupils very well, insisting on and securing high standards of behaviour. Targeted questioning, appreciation of pupils' ideas and well-judged use of praise motivate pupils and carry learning forward very well. The most effective teaching was achieved when teachers had sufficient time to carry out all they had planned. This was most often in English, mathematics and science lessons. This dilemma of how to achieve all they have planned, and all they know the pupils need, with the current time restrictions is one the teachers should not have to resolve. The present review of how

the timetable is arranged is appropriate. Classroom assistants work very effectively in all classes, valuably enhancing the quality of teaching and learning.

17. Where teaching is at its best, teachers' individual specialisms are used in other classes than their own and lessons are planned very carefully, ensuring that pupils are challenged very well and full account is taken of their range of needs. An example how effective this can be was an excellent music lesson in Year 6 taken by the co-ordinator. Pupils were deeply absorbed in a lesson where they were composing songs to fit their lyrics written for Red-Nose Day. They showed a very good understanding of music in its many forms and how it can be used.
18. Teachers of pupils with special educational needs are very aware of pupils' individual difficulties and needs and plan work effectively for all pupils to challenge them so that they make good progress. Pupils are managed well so they are able to make the most of their learning opportunities. Relationships are very good and as a result pupils with learning, physical or emotional and behavioural difficulties feel secure and enjoy school. Resources are readily available and matched appropriately to pupils' needs. Individual education plans set clear targets so pupils, teachers and teaching assistants know what is to be learned and how. Teaching assistants give good support to individuals and small groups, which makes sure pupils are given the extra help they need. The special educational needs co-ordinator withdraws some pupils for intensive individual teaching and this is very beneficial to these pupils with high needs. Other groups of pupils have extra, booster, lessons in English and mathematics, most particularly in Year 6. The curriculum organisation and provision for special needs are working well.
19. All assessment issues from the last report have been tackled well. The school has good systems for identifying pupils' targets and tracking pupils' progress towards them in English, mathematics and science. Very good analysis of standardised test results by the deputy head is undertaken for all years and areas of weakness are identified. These are used in a variety of appropriate ways in teachers' planning, and this is a significant improvement since the last inspection. Whilst these assessment arrangements for English, mathematics and science are detailed and informative, the procedures in other subjects, whilst satisfactory, do not use the information gained on a day-to-day basis consistently to set targets for pupils about what they need to do to improve. These procedures are still being developed. This, and the lack of time devoted to these subjects, restricts pupils' progress.

The curriculum

The school provides a satisfactory curriculum, which is particularly enriched by the good provision of extra-curricular opportunities in the arts and sports. The accommodation is generally good and the school provides an attractive learning environment; the provision of resources has improved, and there is a wider range of materials to support pupils' learning.

Main strengths and weaknesses

- The curriculum provided in the reception class is very good, giving children a very good start to their school life.
- The lack of consistency throughout the school in the allocation of time for each subject area impacts adversely on the standards achieved in some subjects.
- The good range of extra-curricular activities adds well to the everyday curriculum.
- Support for pupils with special educational needs is good.

Commentary

20. The curriculum for children in the reception class helps them to make a successful start to their education and to achieve very well over time. Teachers' planning takes very good account of national guidance by providing many opportunities for children to learn by talking and playing.
21. The curriculum for Years 1 to 6 is broad and all subjects required by the National Curriculum are represented, with English, mathematics, and science given good emphasis. Teachers take successful account of the national strategies for teaching literacy and numeracy and, as a result, most pupils achieve well over time. Planning is good in the core subjects of English, mathematics and science, which helps to ensure that work is matched to the needs of different groups. For example, for the many pupils with special educational needs, the work is effectively planned to help them make good progress.
22. Teachers largely ensure that pupils have equal access to the full National Curriculum. Although a few pupils who have a special educational need missed their art and design, physical education, ICT and humanities lesson when they were receiving support from the special needs co-ordinator, this time was made up later. Provision for pupils with special educational needs is good. Classroom assistants, when used to support individual or small groups of pupils, are positive, hardworking and keen for the pupils to do well. The special needs co-ordinator continues to provide high quality support for pupils, linking individual educational plans.
23. Developing links between subjects, such as links between work in ICT and work in religious education and in English, geography and mathematics, help to make learning more relevant for the pupils. For example, pupils have the opportunities to improve their English skills through work in other subjects, such as in history lessons when pupils write in a range of styles and in geography when they use their Internet skills to investigate the contrasting locality of a village in Kenya. The curriculum focus weeks cover a broad range of topics such as the arts, health, citizenship, reading and cultural awareness and contribute well to ensuring the curriculum is broad.
24. Teachers have made a satisfactory start with implementing the guidance contained within the National Primary Strategy (Excellence and Enjoyment), which emphasises the importance of an innovative approach to the curriculum in order to excite and challenge pupils. Whilst the leadership team are keen to develop new ways of organising the curriculum in line with this strategy, they have no clear written plan to guide them or to enable them to find out how well they are doing and how well pupils are responding over time. There needs to be a detailed whole-school review of the time allocated to particular subject areas to ensure greater consistency throughout the school but also the creation of more time in the curriculum to provide a wider range of enrichment opportunities. The leadership team monitor curriculum planning on a weekly basis to ensure appropriate coverage and to help ensure policies and practices are regularly reviewed. This ensures that pupils in different classes in the same year group receive a similar curriculum and have equal opportunities to succeed.
25. Most aspects of the accommodation are good. There has been good improvement since the previous inspection. The new link corridor between infant and junior areas provides a new learning area including a communal computer bank. The corridor has also unified the school; the relocation of the infant library has created a quieter

environment for children to develop literacy skills. In the Foundation Stage there is also a well-resourced outdoor provision in a secure area. There are two spacious halls and an attractive, well-stocked and tidily organised infant library to help provide pupils with a love of literature, with plans to make the junior library more accessible. The new 'trim trail' in the playground is contributing well to ensure positive behaviour at playtimes and lunchtimes. Colourful and attractive displays and a satisfactory range of resources for learning help to motivate pupils and make a positive contribution to their learning across the curriculum. The introduction of the interactive whiteboards supports the teachers in lessons and helps to focus the pupils' learning. However, despite the improvement in ICT resources since the last inspection, they are still insufficient to allow a class of pupils the opportunity to develop their ICT skills simultaneously and this reduces the quality of teaching and learning.

26. A good range of visits, visitors, activities and special events enriches the curriculum and visits related to topics extend pupils' learning. Pupils represent the school by taking part in competitions and perform to other audiences in the form of class assemblies. Clubs, such as sports, computer and the choir, benefit pupils and enrich their experiences. Pupils have opportunities to engage in competitive sport, such as in football, through 'friendly' and league matches with teams from neighbouring schools.

Care, guidance and support

The school takes very good care of all its pupils. It provides them with good guidance and support and has very good systems in place to seek and act on pupils' views.

Main strengths and weaknesses

- The school has very good procedures in place for ensuring the health, safety and well-being of its pupils.
- Pupils have good trusting relationships with adults in the school.
- Induction procedures are very good.
- The school involves pupils very well in its work by seeking and acting on their views.

Commentary

27. The school is safe, secure and well maintained. Very good attention to health and safety routines ensures that pupils are able to learn in a happy, caring and healthy environment. All the appropriate safety checks and risk assessments are carried out regularly and the governing body is effectively involved. Child protection procedures are good, with all staff being updated regularly so that they are aware of their responsibilities. Any concerns are logged and reported, and there is good liaison with the appropriate agencies. Procedures for dealing with pupils' accidents are well established and effective. There is an appropriate policy to ensure safe Internet use by the pupils. The school has recently been awarded Level 3 for all 12 standards of the Healthy Schools initiative and there is good evidence that pupils are developing a healthy lifestyle. The quality of care, guidance and support has improved since the previous inspection.
28. Very good induction procedures help children in the Foundation Stage to settle quickly into school life. Pupils who join the school at this or a later stage are warmly welcomed by staff and pupils alike. This was seen during the inspection when a child arriving for her first day was very upset. Other children quickly befriended her and helped her to settle in. The staff were well prepared for the new arrival and provided considerable support for the child and her parents. The next morning the child arrived happy and smiling and her mother was able to leave her straight away, secure in the knowledge that she would be well cared for. Relationships throughout the school are very good. Pupils know who to turn to if they have a problem and the vast majority form trusting relationships with the staff. Pupils have the opportunity to discuss a range of issues and concerns during circle time and in personal, social and health education lessons.
29. Overall, pupils receive good support, advice and guidance from the monitoring of their personal and academic progress. However, in Key Stages 1 and 2 the assessment information gathered is not used effectively enough on a day-to-day basis to identify and inform pupils how to take their learning forward. In the Foundation Stage, assessment information is used very well to plan future learning.
30. There are good systems in place for the early identification of pupils with special educational needs. Good individual education plans, with clear targets for improvement, ensure that work is effectively matched to pupils' ability. Pupils with special educational needs are included in school life very well. The personal support from teachers and assistants is very empathetic, well organised and successful. As a

result, these pupils have good trusting relationships with several adults at different times during the school day.

31. The school council consists of representatives elected by their classmates. It meets monthly and discusses a range of issues, many of which are suggested by the pupils themselves. Council members have taken part in initiatives such as playground activities and the recent anti-bullying event held in school. The councillors take their responsibilities seriously and they welcome the opportunity to represent other pupils and become more involved in the work of the school. Pupils feel that their views are valued, listened to and, where feasible, acted upon. This raises pupils' self-esteem and helps them develop a pride in their school.

Partnership with parents, other schools and the community

The school has good links with parents and the community. Links with other schools and colleges are very good.

Main strengths and weaknesses

- Parents are very happy with the school and support it well.
- Links with other schools are very good and good community links enhance pupils' learning.
- There are very good transfer procedures to the secondary school.
- Pupils' annual reports do not give development targets.
- There are minor omissions in the governors' annual report to parents.

Commentary

32. The school successfully engages parents' support and involvement in their children's education. There is a warm, friendly atmosphere which ensures that parents feel welcome. They respect the headteacher and hold her in high regard. Parents are very pleased with the school and have no significant concerns. They feel very comfortable about approaching the school with questions, problems or complaints. Parents respond well by helping their children at home, listening to them read and ensuring that homework is completed and returned. There is a very good level of attendance at the three parents' evenings offered by the school each year and a strong Parent Teacher and Friends Association committee organises a range of social and fund-raising activities.
33. The school helps parents to better understand their children's education by putting on curriculum sessions and family workshops, linked to specific curriculum areas. There are also 'Dads and Lads' reading sessions for children in reception and Year 2. The school nurse runs parenting classes and holds a drop-in session for parents each month.
34. The written reports on pupils give parents clear information about what their children can do and the progress they have made. They do not, however, contain targets for improvement, nor do they show parents how well their child is doing in relation to national standards or expectations for their age. Parents of pupils with special educational needs are kept fully informed. They are provided with a copy of the individual education plan, which is discussed and updated at regular termly meetings.

35. The report of the previous inspection indicated that the governors' annual report to parents omitted much of the legal information that parents are entitled to receive. The latest annual report is much better, but does not contain the dates of the end of current governors' term of office, nor details of who they were appointed by.
36. Pupils benefit significantly from the school's very good links with other schools. Children from the local playgroup and nursery are invited to join the reception class each week for story-time activities and this helps them to become familiar with the staff and other children before they join the school. There are good links with primary schools in Preston and Blackburn which have a significant proportion of Asian heritage pupils on roll. Pupils and staff from these schools have visited Mayfield, giving pupils a greater insight into religions and cultures other than their own. Staff also share good practice, skills and expertise with other local schools through the cluster group meetings, and pupils enhance their science skills by using the specialist facilities at the partner secondary school. Pupils in Year 6 are very well prepared for their transfer to the secondary school. Pupils with special educational needs are very well supported by the special needs teacher and are taken for several pre-transfer visits. Pupils with behavioural difficulties are provided with additional support to prepare them for the different regime of the secondary school.
37. Pupils' learning is enhanced by the school's good links with the community. A local vicar leads assembly twice each term and a local rabbi is a regular visitor. Pupils visit a local supermarket where they learn about various aspects of retail trade and they also sing carols there at Christmas time. Members of the local community support the school during the various themed weeks that are held on topics such as science and multi-cultural diversity. The school premises are used for liaison meetings between the police and local residents and the local scout group uses the playing fields for outdoor activities.

LEADERSHIP AND MANAGEMENT

The leadership of the school by the headteacher is very good. The work of the governing body is effective; it meets its statutory duties well. The management of the school is good.

Main strengths and weaknesses

- The leadership of the headteacher is very good. The whole school shares the headteacher's commitment to inclusion and works hard to achieve this.
- The governing body has a good understanding of the school's strengths and weaknesses and helps to shape a clear vision for further improvements.
- Finance is managed well; best value is always sought.
- More should be done to develop and use the management skills of other key staff in the wider curriculum.

Commentary

38. The headteacher leads the school very effectively, with energy and determination. She works hard with teachers to raise standards and makes sure they have the extra adult support and resources to be successful in their everyday lessons. She has built a series of successful teams throughout the school during a period of staff changes. She makes sure everyone's contributions are recognised and valued, whether it be ancillary staff, teachers, parents or governors. The headteacher is supported in this by a

hardworking deputy headteacher, and both are very good role models in all that they do. Her approach is the main reason why the school has made such good progress since the last report, when there were substantial issues for improvement in many areas and consequently both leadership and management were judged to be only satisfactory.

39. There is a strong commitment to inclusion. Everyone works very hard to make sure pupils make good progress and are fully involved with school life. The school aim, 'Valuing every achievement', translated into a targeted 'School Access Plan', is reflective of the thoughtful, detailed approach taken. The leadership of special educational needs is very good. All requirements of the Code of Practice are met to a high standard because of the well-organised management of the day-to-day processes. The very good individual education plans are at the heart of these pupils' learning. The special needs co-ordinator works very closely with the assessment co-ordinator and the very knowledgeable headteacher, to make a very effective special needs management team. The headteacher has been working closely with the local authority recently to support the development of good practice more widely in the local area.
40. There is an effective consultation process, which includes parents, governors and the school staff, to identify what works well and what the school needs to do to improve further. Data is analysed very closely to see how each year group is progressing and how these results compare to other schools nationally. The headteacher monitors teaching in every classroom, identifies ways to improve it and provides the extra help needed to bring this about. Teaching assistants are an important part of the good teams in every year; they meet regularly with the special needs co-ordinator so that extra training can be identified and organised. All of this feeds into a very well organised school development plan, which is finally agreed after in-depth discussions with the governing body and its sub-committees. It is a comprehensive and thoughtful document, which analyses what has been successful and then sets clear targets for further improvement.
41. The school is now building on its successful approach to English, mathematics and science by focusing on other subjects, to look at the teaching and learning within each subject, and how the school day may be best re-organised. It is seen as the next very important step in the school's development. A good start has been made; there are theme weeks, art afternoons and a more flexible approach to the everyday curriculum. However, more could be done to improve the management of this major change by both the senior management team and all subject co-ordinators. This innovative approach needs to be built on further so there is a consistent approach to teaching and learning in the wider curriculum in all classrooms, together with a further analysis of the best use of time allocated to each subject.
42. The governing body works closely with the headteacher and staff of the school to make sure all statutory requirements are met. There is a good committee structure, which gives individual governors a chance to chair meetings and to use their expertise in, for example, finance, personnel, health and safety, curriculum and buildings. Their regular visits to the school, together with their wide local knowledge, help them to identify the strengths and weaknesses of the school and to subsequently help plan its strategic development. The governors are now recognised as knowledgeable, effective critical friends of the school, a considerable improvement on the position at the time of the last report.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	967520
Total expenditure	1058241
Expenditure per pupil	2588

Balances (£)	
Balance from previous year	177486
Balance carried forward to the next year	86765

43. The school manages its finances well. Issues arising from the last auditors' report have been tackled. The financial manager keeps meticulous records and analyses developing costs so that a close eye is kept on expenditure. For example, staffing costs are monitored particularly carefully because they represent such a large share of the budget. Best value is always looked for in goods and services. The school provides good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

44. Leadership and management of the Foundation Stage are very good. There is a clear view of what the Foundation Stage should be, with very strong support and teamwork of an experienced, knowledgeable and enthusiastic staff. These practitioners are very able in implementing the Foundation Stage curriculum.
45. Teaching and learning are very good overall and consequently children in the reception class make good progress and achieve well. Learning is an enjoyable and challenging experience. The staff use a range of teaching strategies and techniques which encourages children to be independent, active learners. All adults know their children very well as their formal and informal assessment and subsequent provision are of a high quality. Learning is strongly focused on individual children's needs and abilities. Strengths of teaching are very good planning, the encouragement and engagement of children, insistence on high standards of behaviour, promotion of equality of opportunity and the very good contribution of the education assistants. Thorough assessment procedures enable staff to respond to children's individual needs. As a result, children are prepared very well for entry to Year 1.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The rich and varied opportunities for children to work together in well-planned activities increase their independence and social skills.
- Teaching assistants support and encourage children well so that they gain confidence and develop a sense of belonging.

Commentary

46. The very good provision and teaching for this area of learning mean that children in the reception class settle in well to routines, make very good progress and achieve well in developing personal, social and emotional skills and most will reach the goals for their age by the time they enter Year 1. The calm, welcoming atmosphere presents children with a wide range of interesting and purposeful experiences. The very good interaction between staff and children positively affects the attitudes to learning that they develop. The school's philosophy of encouraging children to be independent active learners drives the teaching and learning strategies. As a result, children develop confidence and work happily with others. They get out their own equipment and quickly become absorbed in tasks.
47. Teaching assistants and nursery nurses work in close partnership with teachers, often anticipating their needs and playing a significant part in guiding learning and supporting children. Children playing in the role-play areas demonstrated their developing skills in relationships when acting out their roles as staff and customers. The majority of children will reach the goals expected by the end of the reception year. There is good support for children with special educational needs.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Imaginative planning and preparation for children in the reception class ensures that they build on their skills well.
- Activities provided are highly relevant in developing children's communication skills and enjoyment of language.

Commentary

48. Although children enter the school with below average attainment, most are likely to reach the goals expected at the end of the reception year due to the very good provision and teaching for this area of learning. Children are developing a very wide range of communication, language and literacy skills from the time they enter the school. Very good opportunities and experiences are provided for children to develop speaking and listening skills. Children are encouraged to extend their use of language. Role-play is used extensively and successfully in developing the children's language skills. Teachers arrange for children to develop an awareness of sounds in interesting and enjoyable ways. Arising from such an activity, several children could hear and say the initial letter sounds in words.
49. Staff share stories and picture books with children, who learn to listen to, enjoy and join in with stories and rhymes. This develops a love of books and the exciting possibilities of learning to read. They enjoy turning the pages of picture books in the class library area and some children are able to read simple sentences. There are many opportunities for children to use writing in their play; higher attaining children write their own sentences independently using plausibly spelt words. A few children use full stops and capital letters in their writing. Early reading and writing skills develop well because of the very good and imaginative teaching.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Very good teaching helps children develop their skills step by step.
- There are well-organised practical activities for children to learn and practise mathematical skills across the curriculum.
- Teachers have high expectations and set challenging tasks.

Commentary

50. Due to very good teaching, by the time children reach the end of the reception year most are likely to reach the goals expected for their age. Activities are well planned to help children build up their skills step by step, resulting in good progress and achievement.

51. The very good provision, which incorporates a wide range of mathematical experiences, enables children to develop very good mathematical skills, understanding and knowledge. Most children use number names and make correspondingly accurate taps as they count up to 20. In one lesson, the teacher used a range of stimulating activities very effectively to develop children's understanding of subtraction. They sang and acted out counting songs. The teacher used a puppet to great effect, thereby raising the 'fun' element of learning to count reliably. Throughout, close attention was given to the vocabulary of addition. The high expectations of staff and suitable challenge ensure that children achieve well in work that is well matched to their abilities. Learning is enriched by mathematical skills being developed across the curriculum. Some children recognise simple patterns in their print-making activities and higher attaining children are developing an understanding of patterns as repeating motifs.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children's ICT skills are good.
- Investigating objects and materials is a strength.

Commentary

52. The teaching and provision in this area of learning are very good across a wide range of purposeful, interesting and appropriate activities. Children achieve the expected standards from a low starting point and achieve well. The current topic on animals is providing a rich and varied curriculum. Staff have taken children to the local farm to observe many animals, and the results have been very impressive. Staff make good use of the school grounds for investigations to develop the children's knowledge and understanding of plant life, seasonal changes, and their senses. A good example was when children ran with their 'windmills' to sense the invisible wind. These experiences have increased children's understanding of the features of living things and objects.
53. Children become familiar with the computer and learn to use the mouse and keyboard as they explore different programs designed to foster early learning skills. They acquire different sets of skills and knowledge as they make cakes and bread. For instance, the children demonstrated good achievement in not only increasing their knowledge of the baking process but also consolidating their social skills by working co-operatively and enhancing their skills and control in handling materials. These are well-organised activities where the children are active learners.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

Main strengths and weaknesses

- There is good use of a range of materials and ICT for expressing ideas.
- There is good use of staff expertise to develop children's music skills.

Commentary

54. Children develop a range of skills, using different materials and tools. They produce attractive paintings, drawings and collage pictures, which decorate the classroom and celebrate their achievements. Children achieve the expected standards from a low starting point and achieve well due to the very good teaching and provision in this area of learning. Using paint and flour, the children made a 'textured wall', exploring what happened when they mixed colours. They acquire different sets of skills and knowledge as they use ICT to create their own pictures.

55. Children learn to tap out rhythms, using percussion instruments to accompany rhymes and songs. These sessions are well organised where the musical expertise of the co-ordinator is utilised well, thus improving provision and teaching and allowing the children opportunities and time to enjoy and experience success in a range of activities.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Learning outside is very good, and very well organised.

Commentary

56. Physical development is fostered well in organised physical education lessons, thereby increasing children's skills in control and co-ordination. Most children are developing a sense of space and an awareness of how to share the hall floor area sensibly and safely with other children in the class. The very good teaching is clearly focused on developing not only physical skills but also making children aware to the importance of movement as a means of keeping healthy.
57. Children are adept at manipulating different tools and equipment safely, and with increasing control. The outside is used as an external classroom with high quality provision to meet children's needs in all areas of the Foundation Stage curriculum. As a result, children develop enthusiasm and enjoyment, as well as achieving highly, as they experience a variety of learning opportunities in these important areas. The co-ordinator has a clear and detailed action plan to extend the use of the outdoor play space by children in the reception class, as a vehicle for developing their skills across all areas of learning.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The standard of pupils' work by Years 2 and 6 has improved, as a result of better teaching and learning.
- Pupils' work in Year 1 is below average, and they do not always achieve as well as they should.
- Good leadership and management in the subject have ensured improved provision since the previous inspection.
- Assessment remains a relatively weaker area of teaching.
- Pupils with special educational needs achieve well as a result of good teaching.

Commentary

58. Pupils' work in speaking, listening, reading and writing by Years 2 and 6 is of above average standard, representing good achievement from their below average attainment on entry to the school. At the time of the previous inspection, teaching was often unsatisfactory, but this is no longer the case. Although there remain some inconsistencies in the quality of teaching between classes, teaching and learning are now good, overall, across the school. Most lessons were good or very good, and there was no unsatisfactory teaching. There has been a concerted approach to improving

teaching, as seen in teachers' good knowledge of how to teach reading and writing, the clarity of the purpose of lessons, teachers' good management and questioning of pupils, and good use of resources to help pupils to learn effectively. As a result, pupils enjoy lessons, and they listen, behave well and work hard. Pupils with special educational needs achieve as well as other pupils in their classes, because teachers take good account of their individual education plans and ensure that pupils have the right support they need in order to do so.

59. The attainment on entry of pupils currently in Year 1 was not typical for the school, and it was lower than the attainment of most year groups, especially in communication, language and literacy. Attainment is still at least below average, and there is currently a notable difference in the capabilities of pupils between the two classes. The school is well aware of pupils' difficulties, but efforts to raise achievement have been insufficient so far to ensure higher achievement quickly enough.
60. The impact of good leadership and management in English is seen in the national test results for pupils in Year 2 and for boys in Year 6. Although there have been some variations between successive year groups of pupils, performance has been improving year on year since 2000. Pupils' performance has improved better than the national trend; in 2003 and 2004, for example, performance in Year 6 was at least above national average and well above schools in similar circumstances. The school's current focus on raising achievement in reading is seen in the anticipated improved scores this year in Year 2; the very good teaching in Year 2 is leading to improved learning in all aspects of English. Anticipated test results are set to dip this year in Year 6, however, owing to the high proportion of pupils with special educational needs. Nevertheless, the effects of good leadership and management are seen in: the good range of styles and subjects in which pupils can write; pupils' good knowledge of the terminology of literature and grammar; pupils' increasing pleasure in books and reading; pupils' understanding of how to use a library and other sources of textual information to assist their learning across subjects; improved library provision and good plans for relocation; the good standard of pupils' handwriting and presentation; and pupils' enthusiasm when talking about their work.
61. As a consequence of prioritised school development planning, there have been some innovative and successful developments in relation to assessment. There is still some inconsistency of approach between classes, however, which means that some pupils know less about how they need to improve over time than others. This reduces the effectiveness of their learning, for example in helping staff, pupils and their parents to become fully involved in making sure that challenging targets for improvement are met. Although teachers use a variety of approaches, lessons and marking of work do not always provide opportunities for pupils to become involved in working towards the next level of National Curriculum attainment. Assessment was a key issue at the time of the previous inspection, and although improvement has been satisfactory, ongoing assessment could still be better. Improvement overall in the subject, however, is good.

Language and literacy across the curriculum

62. Provision is good, overall. Pupils have many suitable opportunities to listen and answer questions across all subjects. Teachers increasingly provide brief opportunities for pupils to discuss their work with other pupils in lessons. They do not always achieve a good balance between time for listening to teachers as a whole class and time for pupils to learn in other ways, such as collaborating in groups and planning their own investigations in subjects such as geography and history. Pupils raise their

achievement in reading and writing through interesting work in most subjects, such as science, religious education and design and technology. Pupils sometimes use ICT as part of their work in English, and these opportunities make a satisfactory contribution to their learning and to the standards they achieve.

MATHEMATICS

The provision for mathematics is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good because all staff know pupils well and relationships are very good.
- Planning is consistently good, based securely on the National Numeracy Strategy.
- Pupils have good attitudes to mathematics and try hard in lessons.
- The leadership and management of the subject are good.
- Marking and target setting are too variable across the school.
- Not enough is yet done in problem solving and the planned use of mathematics in the wider curriculum.

Commentary

63. Standards in mathematics are above those expected nationally for Year 2 pupils. The results for Year 6 pupils are usually above the national average too, but the present Year 6 classes have more pupils with special needs and consequently standards are currently in line with national expectation. Pupils' achievements in lessons and over time are good. Pupils with special educational needs make good progress because of the well-planned work and the good support they receive from teaching assistants. There has been good progress in the subject since the last report. For example, teaching is better, pupils now make good progress and the presentation of pupils' work is neater and more organised. As a result standards have risen faster than the national average over several years.
64. Pupils in Year 1 build on the very good start they have made in the Foundation Stage well, through a range of practically based activities. They learn to count, add and subtract with increasing accuracy. In Year 2 the effectively organised lessons ensure the good progress continues. Good examples of this were the well-planned lessons when pupils worked together to build number patterns in different ability groups. In these lively-paced lessons, teachers used ICT very effectively to explain and discuss numbers. Pupils' workbooks show a good understanding of everyday shapes and their properties.
65. Pupils build on this work further in Years 3 to 5 and by Year 6 they are increasingly confident mathematically. Teachers plan appropriate activities for the full ability range in each class by setting group work at three different levels. This makes sure pupils understand what they are doing and therefore make good progress. For example, higher attaining pupils draw irregular shapes in four quadrants, using co-ordinates confidently, whilst lower attaining pupils draw regular shapes in the first quadrant. Number knowledge is good and pupils use this, together with standard measures such as kilograms and metres, in everyday situations. A good example of this was the lesson in Year 6 when pupils used catalogues and a fixed sum of money to design and

cost a play area. However, most problem solving is within numeracy lessons and more should still be done to introduce it into work in other subjects.

66. The quality of teaching is good, with examples of good or very good teaching in every year. All teachers plan well in a similar way, basing all their work securely on the National Numeracy Strategy. Everyone, including the pupils, know right from the start of each lesson what is to be learned and how. Pupils are well-behaved, willing hard-working learners; this very positive attitude to lessons helps them to make good progress. Teachers and teaching assistants know each pupil well; they enjoy working together because relationships are very good, based on mutual respect. They pose good questions to make pupils think, and at the same time find out what they know and where the gaps in knowledge lie. A good feature of learning is the way teachers use ICT confidently during lessons both in teaching the whole class and in small group activities. A good example of this was a Year 4 lesson when pupils used the large class whiteboard to work out how to measure angles with a protractor; higher attaining pupils then worked in pairs on the class computers to enthusiastically practise this skill. Individual pupil whiteboards are sometimes used well to assess pupils' progress when they are working, but this is not consistent. Target setting and marking are also too variable, particularly in Years 3, 4 and 5. However, Year 6 targets are clear, known by pupils and used to measure progress.
67. The subject is well led and managed, in particular by a knowledgeable co-ordinator. She has worked closely with an advanced skills teacher to help improve teaching and to raise standards. The assessment co-ordinator helps to make sure data is analysed carefully; results are compared with other schools nationally and areas of weakness identified. From this an action plan is produced to improve standards and teaching further, setting out clearly what needs to be done next to tackle these.

Mathematics across the curriculum

68. Pupils have satisfactory opportunities to use mathematics across the curriculum. For example, there are some opportunities in other subjects such as graphs and charts in science, and data handling and representing data in spreadsheets in ICT. More could be done to extend this to other subjects in a planned systematic way. Mathematics across the curriculum is part of the co-ordinator's action plan to improve problem solving in the subject and to improve pupils' understanding of the use of mathematics in the wider world.

SCIENCE

The provision for science is **good**.

Main strengths and weaknesses

- Standards in science are improving and pupils achieve well.
- The subject is very well led and managed.
- The teaching and learning in science are good.
- The assessment of progress and the clear marking scheme are contributing to the rising standards of work.

Commentary

69. Standards in school have risen and are continuing to improve. Pupils achieve well because the teaching and learning in science are good throughout the school and standards are now above average by the end of Year 6. The pupils enter the school with below average attainment in their knowledge and understanding of the world, and consistently make good progress.
70. The subject co-ordinators have made a significant impact on the way in which science is taught and assessed in the school, and leadership and management are good. The way in which the co-ordinators carry out their monitoring and evaluation of the planning and teaching of the curriculum is good. Outcomes from end of topic tests and standardised assessments are rigorously analysed with the deputy headteacher and where there are weaknesses these are carefully addressed. The science curriculum is well organised and taught systematically throughout the school. The teachers have clear guidelines for what they are to teach and this ensures that the pupils cover all the areas of the National Curriculum well. The co-ordinators have introduced a clear marking scheme that enables both pupils and teachers to see what the pupils have understood and what they need to learn next. On a few occasions teachers do not make full use of this information and work is not started at the correct level for all the pupils. Further emphasis on developing the pupils' understanding of scientific vocabulary and extending the use homework to support learning in science is planned.
71. The teaching is thorough and this means that the pupils achieve well and acquire a good knowledge and understanding of science. A particular strength of the teaching is the way practical activities are used effectively to stimulate learning and involve the pupils in lessons. This promotes working with enthusiasm and perseverance. The pupils are attentive to what the teachers have to say and listen well to each other's points of view. The teachers have very high expectations of good behaviour and the pupils respond very well, especially as they mature. The work is often planned for

either small groups or pairs, helping to develop the pupils' sense of co-operation and collaboration. This also enables pupils of all abilities to achieve well.

72. Pupils enjoy their science lessons and older ones in Years 3 to 6 talk with confidence, for example about how they can make their tests fair. There are many opportunities for the pupils to carry out practical activities to support the learning and the pupils usually record their findings carefully and neatly. Good use is made of the measuring skills acquired in mathematics lessons and pupils record their results in the form of graphs, charts and written accounts. There is a satisfactory use of ICT skills in science. The school effectively raises the profile of science through a variety of activities. For example it holds an annual science week and since 2000 has developed the school grounds with several environmental areas: a pond, trim trail, and different gardens. The school has recently been awarded Level 3 for all 12 standards of the Healthy Schools initiative and there is good evidence that pupils are developing a healthy lifestyle following work on improving diet and eating habits.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- There has been improvement since the previous inspection in the resources provided.
- Cross-curricular links with other subjects are developing well.
- The amount of time allocated to ICT each week does not give pupils the opportunity to develop and apply their ICT skills sufficiently and the arrangements for assessing pupil progress are not yet rigorous enough.
- The development of staff expertise and confidence is good.
- The joint co-ordination team supports each other well and is enthusiastic and knowledgeable about ICT.

Commentary

73. The improvement since the last inspection has been satisfactory. The school development plan has ensured action against those areas highlighted in the previous inspection report. The standards that pupils achieve in most aspects are in line with expectations for their age by the time they leave the school. This represents satisfactory achievement for all pupils where standards at the time of the previous inspection were too low. The use of word processing throughout the school and the use of multi-media software in Year 6 is good. The use of the Internet has also improved well. However, the school lacks enough resources of an appropriate quality to ensure that the current systems run at an appropriate speed to support effective learning. Too often during the week of the inspection, machines were not working or the Internet was 'down', which reduced the quality of learning. The school recognises this and is looking to direct further resources in the future to support the work of the technician and to upgrade current systems on a rolling programme.
74. The confidence of staff to use ICT has grown since the previous inspection. This is as a result of increased training, the guidance of the subject co-ordinator and the availability of laptop computers to assist with administrative tasks. Staff now have a good degree of expertise. In the lessons observed, teaching was satisfactory with effective use being made of available resources. The teachers who have interactive

whiteboards in their classrooms use them well with developing expertise and confidence. This gives pupils access to the curriculum and ensures their close attention. Pupils are enthusiastic and show great interest in ICT; for example, pupils in Year 2 use a graphics package to focus on designing a repeat pattern as part of the work begun in the art workshop. Pupils in Year 6 use the 'super duper' music package to develop skills of composition, and pupils in Years 3 to 6 use the Internet and search engines to find out about Kenya as part of a geography unit on a contrasting locality. However, of the lessons observed, there was insufficient time allocated to ICT to ensure the discrete teaching of ICT skills; this was compounded by the lack of ICT resources within each classroom which meant that not all children could immediately follow up teaching with practical application of the skills.

75. Leadership and management are satisfactory. The joint co-ordination team supports each other well and is enthusiastic and knowledgeable about ICT. There is now a clear view of what needs to be done to continue to improve provision and to keep pace with national advances in technology, and the school development plan reflects this. The co-ordinators will monitor planning to ensure appropriate coverage. The policy for safe access to the Internet is followed.

Information and communication technology across the curriculum

76. Provision is satisfactory. Teachers are keen to use ICT in other subjects and some good examples were seen in mathematics, English and art lessons during the inspection. The use of the Internet for research to support learning in Year 6 is also good, linking well with pupils' multi-media presentations. The use of painting software in Year 2 is particularly effective and enhances the art and design curriculum well. The school does not yet have any systems in place for finding out how links with other subjects impact upon their achievement over time.

HUMANITIES

77. Owing to inspection priorities and to class and subject timetables, there was too little evidence to make overall judgements in geography or history. One lesson was seen in geography, and pupils' previous work was looked at, along with a discussion with Year 6 pupils in both subjects.
78. In **geography**, Year 2 pupils demonstrate satisfactory achievement when they record their ideas about life in other places, such as the imaginary island of Struay in Scotland. They can compare Struay with where they live themselves. They draw and label simple maps and ask questions about other places. Year 6 pupils talked about their recent work on Kenya with enthusiasm. They have retained a lot of information, and explained it demonstrating a satisfactory range of geographical skills, such as finding evidence, making comparisons and linking cause with effect in relation to settlements. They have a satisfactory knowledge of places in Britain, and further afield, but need prompting to explain grid references when talking about maps and atlases. In the satisfactory Year 3 geography lesson, pupils were able to answer questions about the weather using appropriate terminology, such as temperature and symbols. They knew where sources of evidence about the weather are to be found, including the Internet, and the teacher's good use of ICT equipment made learning more meaningful for the pupils.
79. In **history**, Year 2 pupils learn about important people of the past, such as Florence Nightingale, and events during the Great Fire of London. Their booklets and displays of previous work suggest that their achievement is satisfactory. Pupils record their ideas in several different ways, such as reports, diaries, charts and newspaper reports. Year 6 pupils demonstrate a good level of recollection about previous studies of people in the distant and more recent past. Although their knowledge of chronology is not always secure, most are good at drawing on what they already know in order to make deductions about the period of history they are studying. Pupils recall with enthusiasm previous work on the Vikings, Tudors and Victorians. They know how to find evidence about the past, including asking older people, archaeology, libraries and using the Internet. In more recent history lessons, pupils have recorded their ideas about the life of John Lennon and added landmark discoveries to a time-line from 1930 to 1955.
80. Leadership and management in **geography** and **history** are satisfactory, and have maintained standards since the previous inspection. The current co-ordinator is fairly new to the role, and neither subject is a current priority for school improvement. The school's focus on improving the outdoor premises has been effective in making learning more meaningful for the pupils. The recently completed geology area, for example, is a result of gaining a financial grant for that purpose. The co-ordinator, rightly, has identified a need to find out how well current provision enables pupils to improve their skills of enquiry in a way that builds step by step on what they can

already do. Although visits out of school have been curtailed recently, pupils still benefit from a residential visit to Borwick Hall and from interesting visitors to the school. The subjects are now taught in larger blocks of time, rather than weekly lessons. Also, teachers have autonomy over organising teaching and learning over the year and so the amount of time varies from class to class. These practices have still to be evaluated in order to ensure that pupils in all classes have sufficient entitlement to the full National Curriculum, for example opportunities to apply ICT skills to their work.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Provision and the resources available to staff have improved since the previous inspection and are now good.
- Teachers have a good subject knowledge and plan lessons effectively.
- The subject is effectively led, and there are clear plans for continued development.

Commentary

81. Pupils' satisfactory achievement across the school enables them to reach the standards expected by the locally agreed syllabus by the end of Years 2 and 6. This is a much better picture than at the time of the previous inspection, when standards were too low in Year 6 because of unsatisfactory teaching. The subject is now well represented within the curriculum. Teaching and learning have improved, and are now satisfactory across the school. This is because teachers' knowledge and confidence to teach the subject are greater than previously. There was a limited amount of work seen in pupils' books and folders but there was a wide range of displays in and around school depicting the Easter story, Christian ceremonies, and key symbols of faith for Christians, Hindus and Muslims, and also cultural festivals, for example the Chinese New Year. Children's knowledge of bible stories is good; they have satisfactory understanding of other religions and are able to empathise well with how people feel in particular circumstances.
82. Children's attitudes towards the subject are good; they recall what they have previously learnt and treat one another's comments with respect. They enjoy religious stories and exploring what they mean and discussing with one another people's cultural and religious differences.
83. The subject is well led and managed. The effective co-ordinator has plans for further development. The school's procedures for ensuring that agreed priorities are implemented and for finding out how successful they have been are not yet rigorous enough. The opportunities for the co-ordinator to find out directly about the strengths and weaknesses in standards and teaching across the school have been identified for attention and will support the further development of religious education throughout the school. Procedures for assessing pupils' progress are only just starting to be developed, but teacher assessments show that pupils achieve better in religious education at Mayfield than pupils at other schools within the county.
84. The local vicar is a regular visitor, who gives pupils an insight into the liturgies and symbols of Christian faiths. Teachers use religious artefacts well in lessons and in displays in order to extend pupils' learning and to bring the subject to life. Links with work in other subjects also enhance the curriculum.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design and Design and technology

85. Not enough lessons were seen in **art and design** and in **design and technology** to make the fullest judgements on overall teaching, learning and provision in these subjects. However, an examination of pupils' work, photographs, displays and planning, together with discussion with subject co-ordinators, confirms that there is a suitable range of activities in every classroom and pupils achieve well. Pupils have regular opportunities to use their ideas and imagination, to develop skills and to work with a range of materials and media.
86. Pupils in Years 1 and 2 produce bold, imaginative work in printing, in 'Giant Crayon Drawings' and in the use of line, when they produce individual patterns using different drawing tools with labels such as 'squiggly', 'spiral', 'wavy' and 'zigzag'. Their work in design and technology, making creatures with a lever and pivot to create movement, gives them a good opportunity to use tools such as scissors, fasteners and a hole punch. During the inspection there was an excellent art afternoon when parents, assistants, governors and pupils from Year 2 worked together with gusto to print rotational and repeating patterns using bold colours and own-designed printing blocks. Some pupils designed on the computer, a good cross-curricular link. Pupils also illustrate their work in other subjects, which gives further opportunities to use pencil and crayon.
87. During the inspection pupils in Year 6 designed slippers for well-known personalities such as Charlie Dimmock, Caprice and Alex Ferguson. The resultant designs were colourful, individual, well drawn, labelled and suitable for the purpose. This good eye for design shows in art in the 'Designer bags', in collage work, and in the abstract collages of musical instruments linked to pupils' work in history about the 1960s. However, there are very few opportunities to use computer-aided design in either subject.
88. Both co-ordinators are part-time; both provide satisfactory leadership and management for their subject. The school is now focusing on the wider curriculum to raise standards and to extend pupils' creative opportunities. Design and technology and art have theme weeks from time to time; teachers are beginning to use blocks of time on other occasions. However, more needs to be done to look at the best use of time in these subjects and to fully involve the co-ordinators more widely in the school.

Music

The provision for music is **very good**.

Main strengths and weaknesses

- Standards in music are above the nationally expected levels, especially by the time pupils leave the school.
- The opportunities for performance by pupils are good.
- The quality of extra-curricular activities, including peripatetic instrumental tuition, is very good.

Commentary

89. Pupils achieve well, attain above the standards expected for their age and enjoy the many music-making activities provided for them. This represents significant improvement since the last inspection. Leadership by the gifted and enthusiastic co-

ordinator is very good. She provides a very good role model for other staff and pupils. There is a strong tradition of performance that is very much a part of school life. The tuition provided by the visiting instrumental teachers, in woodwind and brass, adds a great deal to the good provision throughout the school. The school singing opportunities further enhance the provision for older pupils. This enables the more able pupils to achieve well.

90. Throughout the school pupils have many, good, musical opportunities and they achieve well. The many assemblies and concerts that are arranged give pupils extensive opportunities for performing. The way Year 6 pupils responded to the excellent teaching of the co-ordinator in writing their own songs for Red Nose Day was outstanding. They showed a very good understanding of rhythm and were able to maintain the shape of the melody very well. Pupils in Year 5 were deeply absorbed in a very good lesson where they were reflecting on how music can be used to express a mood or conjure up an image in relation to 'Moonscapes'. They showed a good understanding of music in its many forms and how it can be used. These two lessons clearly demonstrate the overall good quality of the teaching of music.
91. The subject is very well led and managed. The leadership and management by the co-ordinator are outstanding. She is a very able musician and gives unstintingly of her time to provide a range of performing opportunities. This enables her to monitor the progress and achievement of many pupils. Her efforts to make sure all pupils are involved in music are making a very significant impact on them all and are much appreciated by parents.

Physical education

Provision in physical education is **satisfactory**.

Commentary

92. Standards throughout the school are in line with national expectations, which is a similar picture to that found at the time of the last inspection. Four lessons in total were observed during the inspection week, in dance and gymnastics. It is evident from planning, the subject leader's evaluation of provision and the lessons seen that the curriculum is satisfactory. Pupils enjoy their physical education lessons and work with enthusiasm. The co-ordinator reported that almost all pupils achieve their 25 metres in swimming before the end of Year 6. In Years 1 and 2 in gymnastics and dance, pupils moved around the hall with safety and at speed, changing direction and method of movement. All could use different parts of their bodies to balance, many using complex shapes linked into a sequence of movements. In Years 3 and 4 gymnastic lessons, pupils performed a short sequence of movements on the floor including asymmetrical shapes. The pupils engaged with the lessons enthusiastically but learning was hampered by the behaviour of some of the pupils.
93. Very good provision for extra-curricular activities enhances the curriculum effectively. Activities include football, tag rugby, tennis, athletics, dance and cricket. The school has recently achieved football coaching status and the co-ordinator is supported well by other members of staff and parents in the extra-curricular provision.
94. The leadership and management of physical education are satisfactory. The co-ordinator is effective and has already identified areas for improvement to work

alongside colleagues in a monitoring and developmental role. The subject is well resourced with good use made of both sports halls.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

95. Owing to inspection priorities, no lessons were observed and therefore no overall judgements were made about teaching and learning, although the evidence from discussions with pupils and staff suggests good provision. Each class has a weekly lesson covering appropriate topics. Informal support for personal and social development is embedded in the school's day-to-day life. All pupils provide good role models and encourage pupils to think about how their behaviour affects others and to develop a sense of responsibility.
96. The school development plan for last year included developing the Healthy School initiative which has impacted well upon the curriculum. Some year groups have incorporated a daily 'Pause for thought' session (lessons when the whole class sit and discuss with their teacher a current personal and social issue) and a weekly circle time session as a means of improving relationships and pupils' sense of citizenship. Evidence from planning and discussions with the headteacher and co-ordinator show that these have been successful initiatives.
97. The positive care within classes and by teaching staff contributes well to the security and welfare of all pupils and plays a strong part in developing positive attitudes towards school and towards one another.

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	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (Ethos)	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
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	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
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	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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