

Aviation House
125 Kingsway
London
WC2B 6SE

T 0300 123 1231
F 020 7421 6855
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



2 December 2010

Mrs J Calverley
Headteacher
Clifton Green Primary School
Kingsway North
York
YO30 6JA

Dear Mrs Calverley

Ofsted 2010–11 best practice study: English

Thank you for your hospitality and cooperation, and that of your staff, during my visits on 9 July and 22 November 2010 to look at work in English.

The visit provided valuable information which will contribute to our publication about best practice in English. The publication will include case studies about individual providers. If your school is included as a case study, you will have an opportunity to comment prior to publication. Individual institutions will not be identified in the main text without their consent.

The evidence used to inform the judgements included: observation of the work of the school, including four lessons; examples of pupils' writing; and discussions with staff and pupils.

Features of good practice

- The central place of English in the school's curriculum is reflected in a huge array of activities which motivate pupils to use language. These include very popular Book Weeks, community projects and events, and a variety of clubs for all ages.
- A very committed team of leaders shares its wide range of expertise effectively, so that all pupils have a broad experience of English, from digital literacy to drama. Themes take good account of the school's context and pupils' interests, and schemes of work are kept fresh and relevant. Lessons are varied and move at a good pace. This helps explain why the gender gap is smaller than is typical.
- Brief, lively sessions of teaching about sounds and letters give pupils a firm foundation of knowledge. Each week pupils are set homework in

reading, writing and spelling. Parents say homework definitely has to be done – and they keenly support the competitions for spelling.

- From the earliest age, pupils borrow books from the excellent library. Pupils enjoy sharing class novels and encounter a good range of texts. Higher reading skills are assessed and taught carefully. Regular guided reading, challenging individual targets and book clubs sustain pupils' interest in reading.
- Through their plentiful opportunities to talk, pupils learn how to adapt their language for different purposes. Well-equipped play spaces encourage sociable and imaginative talk. Many volunteers and visitors enhance pupils' experience of conversation. Pupils regularly take part in role-play and perform. High expectations are set, including for the use of Standard English when appropriate.
- Teachers make good use of modern technology to involve pupils in modelling and editing writing. This helps pupils to take a leading role in learning and to see themselves as writers. Specific feedback from teachers also helps explain why the standard of writing is unusually high.
- Parents and carers are particularly well supported to help their children's learning. The appealing website invites the family to get involved with current school talking points and recognises everyone's contributions to pupils' many achievements. This typifies the school's positive and inclusive style. It is also reflected in the carefully targeted interventions. Both help ensure that all groups of pupils make exceptionally good progress.

Areas for development

Since an earlier visit in January 2010, the school has taken further steps to extend pupils' interest in wider reading. There are currently no areas for development beyond those identified by the school.

I hope that these observations are useful as you continue to develop English in the school.

As I explained previously, a copy of this letter will be published on the Ofsted website. It may be used to inform decisions about any future inspection. Except in the case of academies, a copy of this letter is also being sent to your local authority.

Yours sincerely

Susan Bowles
Her Majesty's Inspector