

# INSPECTION REPORT

**St Oswald's C.E. Primary**  
York

LEA area: York

Unique Reference Number: 121535  
Inspection Number: 186701

Headteacher: Mr P W Marks

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Reporting inspector: Mr M J Mayhew  
22197

Dates of inspection: 27<sup>th</sup> – 30<sup>th</sup> September 1999

Under OFSTED contract number: 707647

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	Voluntary
Age range of pupils:	4 - 11
Gender of pupils:	mixed
School address:	Heslington Lane Fulford York YO10 4LX
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs J Williamson
Date of previous inspection:	January 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
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Mr W Walker, <i>(Lay Inspector)</i>	Equal opportunities.	Attitudes, behaviour and personal development; Attendance; Support, guidance and pupil welfare; Partnership with parents and the community.
Mr P Isherwood <i>(team inspector)</i>	Special educational needs; Music; Physical education; Religious education.	Leadership and management.
Mr B Milton <i>(team inspector)</i>	English; Art; Under fives.	Curriculum and assessment
Mr D Pattinson <i>(team inspector)</i>	Mathematics; History; Geography.	Spiritual, moral, social and cultural development; Staffing, accommodation and learning resources.

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## MAIN FINDINGS

### What the school does well

- . The quality of teaching is never less than satisfactory.
- . Pupils' attitudes to their lessons, their behaviour in and around the school, and the quality of relationships are all very good.
- . Pupils make good progress in the core subjects of English, mathematics and science
- .The school is very well led and managed .
- . Pupils with special educational needs in the very -well-run special unit make very good progress.
- .The resources available to the school are used very efficiently.
- . There is a very good partnership between the school and the parents.
- .The school provides a very good range of extra-curricular activities.
- .The provision for pupils' social development is very good.

### · **Where the school has weaknesses**

- I. Most pupils at the end of Key Stage 2 do not reach the required standard in all the required aspects of information and communication technology.

**There are far more strengths in the school than weaknesses. The governors' will draw up an action plan to show how they will deal with the weaknesses identified in the inspection. This plan will be sent to all parents or guardians of pupils at the school.**

### · **How the school has improved since the last inspection**

There has been a satisfactory level of improvement since the last inspection in 1996, and the governors have dealt successfully with all the issues raised. The quality of teaching shows considerable improvement. The effectiveness of the subject co-ordinators has substantially improved. The sufficiency and organisation of equipment and teaching resources has improved overall, although there is a lack of good-quality computers to provide for pupils' needs. Health and safety issues raised in the previous inspection, including the prompt registration of pupils, have been addressed satisfactorily. Arrangements for pupils to learn to swim are now appropriate to meet National Curriculum requirements. Teachers' planning fully identifies a smooth progression of learning experiences for pupils as they move through the school. The teaching staff manage the use of available teaching space very well. Pupils who attend the special unit have more opportunities to take part in mainstream school lessons. The school has clear and carefully considered targets and is well placed to make further improvement.

• **Standards in subjects**

This table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

<b>Performance in</b>	<b>Compared with all schools</b>	<b>Compared with similar schools</b>	<b>Key</b>
			<i>well above average</i> A
			<i>above average</i> B
			<i>average</i> C
			<i>below average</i> D
			<i>well below average</i> E
English	B	D	
Mathematics	B	C	
Science	A	C	

The figures in the table show that, compared with all schools in 1998, 11 year old pupils performed above the national average in English and mathematics, and well above the average in science. The figures also show that, compared with schools with pupils from similar backgrounds, 11 year old pupils performed at average levels in mathematics and science, and below average in English. However, whilst the pupils in the special unit make very good progress over their time in the school, there is no doubt that their lower results in English tests significantly depressed the overall pupil performance figures. Indeed, the results of the 1999 National Curriculum tests, yet to be published, show that the school has maintained its standards at Key Stage 2 in English and science, and has made a significant improvement in mathematics. Inspectors' judgements confirm that, over their time in the school, pupils make good progress in the core subjects of English, mathematics and science. By the end of Key Stage 2, pupils achieve above national expectations in English and well above expectations in mathematics and science. Pupils make satisfactory progress in information and communication technology, but do not achieve expectations in all the required aspects of the subject. Whilst they acquire sound and sometimes good skills in using computers for word processing, few pupils achieve the necessary skills to use computers to support their work in other curriculum subjects. At both key stages, pupils make good progress in music, art, and physical education. They make sound progress in design and technology design and technology and in geography. Progress in history is satisfactory in Key Stage 1 and good in Key Stage 2. By the end of Key Stage 2 in religious education, pupils make good progress and reach above the expectations of the locally-agreed syllabus for religious education. Pupils with special educational needs in the mainstream classes make good progress towards their individual targets. Pupils in the special unit make very good progress towards their personal targets.



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## Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	good	very good	good
Mathematics	good	good	good
Science		good	good
Information technology		satisfactory	satisfactory
Religious education		good	good
Other subjects	good	good	good

The quality of teaching ranges from satisfactory to excellent. The teaching of children under the age of five is consistently good. In the rest of the school, teaching is satisfactory in 18 per cent of lessons, good in 55 per cent, and very good or excellent in 27 per cent. No teaching is unsatisfactory. The overall good quality of teaching, which is a marked improvement on the last inspection, ensures that pupils make good progress as they move through the school.

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

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• **Other aspects of the school**

<b>Aspect</b>	<b>Comment</b>
Behaviour	Very good; pupils have respect for each other and for the adults with whom they come into contact.
Attendance	Good; attendance levels are consistently above the national average; Almost all pupils arrive at school on time.
Ethos*	Very good; the school effectively meets its aim to provide a warm, 'family atmosphere'; there is a clear commitment to high achievement.
Leadership and management	The school is very well led by the headteacher who is held in high regard by hardworking and supportive governors and staff. The governors are increasingly well informed about the work of the school; they play a valuable critical role in the life of the school.
Curriculum	Good for children under the age of five; the curriculum is broad and balanced in both key stages, with appropriate emphasis given to developing pupils' skills in literacy and numeracy. Teachers' medium term planning supports a smooth progression in pupils' learning; assessment procedures are well established and the results of assessments are used effectively to plan future work.
Pupils with special educational needs	Pupils in the special unit are given very good support; pupils with special educational needs in the mainstream school make good progress towards meeting the targets set out in their individual education plans.
Spiritual, moral, social and cultural development	Good overall; the provision for pupils' spiritual and cultural development is sound, for their moral development provision is good, and for their social development it is very good.
Staffing, resources and accommodation	Good; there is a good number of suitably experienced and qualified teachers; resources for learning are good overall, but there are some shortages in information and communication technology. The staff do well in their use of the available accommodation, which presents difficulties in teaching some aspects of the national curriculum.
Value for money	The school gives very good value for money.

*\*Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

**What most parents like about the school**

- II. The attention that is given to any concerns that parents might have.
- III. The values and attitudes that the school teaches.
- IV. The help and guidance that is given to their children.
- V. Pupils' good behaviour which is encouraged by the school.
- VI. The way in which the school encourages parents to play an active part in their child's education.
- VII. The way in which parents are informed about what is taught in the school.

**What some parents are not happy about**

- VIII. That their children are asked to

The findings of the inspection fully concur with parents' positive views of the school. The inspection also finds that the amount of homework pupils are asked to undertake is generally appropriate, it supports pupils' progress in school and is given in accordance with the terms of the school's agreed homework policy. The school appropriately makes clear to parents that the amount of homework given should not be unduly onerous to the pupils, and that parents should not hesitate to contact the school if they have any concerns.

## · **KEY ISSUES FOR ACTION**

The headteacher, governors and staff should continue to work together and raise standards in information and communication technology at the end of Key Stage 2, and should now:

*(Paragraphs: 11, 13, 31, 38, 72, 133, 135, 136, 138, 139)*

- a) seek ways to improve the quality and range of computers and software available to the school;
- b) implement plans to raise teachers' levels of expertise to teach the subject;
- c) give pupils more planned opportunities to use computers to support their work in other subjects of the curriculum;
- d) formulate and implement a programme of assessment and record keeping to ensure that work matches individual pupils' abilities and needs.

N.B. It should be noted the school is aware of this weakness and has already made plans to improve its effectiveness in this subject.

In addition to the key issue, the following less important weaknesses should be included in the governors' action plan for improvement:

*(Paragraphs: 38, 72, 106, 110, 116)*

1. there are too few opportunities for pupils in Key Stage 2 to write independently and at length in subjects other than English;
2. not all teachers consistently identify in their lesson plans precisely what it is that they want their pupils to learn;
3. insufficient use is made of the school library to support the development of pupils' independent learning and researching skills.

## INTRODUCTION

### 3. Characteristics of the school

4. St Oswald's Church of England Controlled Primary School is situated in the southern outskirts of the City of York. The school was built in 1930 to serve pupils in the immediate vicinity of the Fulford area of York. The building comprises a hall, ten classrooms, a library, a resource room and administrative offices. The hall, two classrooms and the administrative block were built in 1977 to accommodate an increase in the school roll. There is a hard-surfaced playground, and the school has its own grassed playing field. The school now caters for 293 pupils who attend from a wider catchment area. Approximately 25 per cent of pupils come from families attached to Her Majesty's forces. A special unit on site for pupils with specific learning difficulties caters for up to 10 pupils who attend from the wider York area. This unit is funded separately, but the headteacher and governors have overall responsibility for the unit.

5. Most pupils live in privately-owned houses, although a significant minority live in council owned or Ministry of Defence rented accommodation. Currently, seven pupils are known to be eligible for free school meals, although this figure does not take account of those children from HM forces families who might otherwise be entitled to this facility. There are 51 pupils on the school's register of special educational needs, with the majority at Stage 1 of the special educational needs Code of Practice. Three pupils in the main school have been assigned Statements of Special Educational Needs, a proportion which is below the national average. However, the proportion rises above the national average when account is taken of the further 10 pupils in the special unit who have Statements of Special Educational Needs.

6. Children's ability on entry to the school covers a wide range, but is generally in line with what might be expected for children of this age in all the areas of learning.

7. The school's overriding aim is to provide a happy, secure and enriching environment within a 'family atmosphere'. It is intended that pupils will have opportunities, across a broad range of experiences, to develop lively and enquiring minds, and to gain awareness of Christian, moral and social values.

8. The school has set itself the following targets for the current school year:

- \*. appropriate training for all staff to support the implementation of the National Literacy and Numeracy Strategies;
- \*. to develop further the curriculum monitoring role of subject co-ordinators;
- \*. further training for staff to support the teaching of information technology;
- \*. the implementation of a drugs awareness policy;
- \*. to enhance playtime facilities.

6. **Key indicators**

**Attainment at Key Stage 1<sup>1</sup>**

Number of registered pupils in final year of Key Stage 1	Year	Boys	Girls	Total
for latest reporting year:	1998	21	16	37

<b>6. National Curriculum Test/Task Results</b>		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	16	19	21
	Girls	14	14	15
	Total	30	33	36
Percentage at NC Level 2 or above	School	83 (87)	92 (86)	100 (83)
	National	80 (80)	81 (80)	84 (84)

<b>6. Teacher Assessments</b>		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	19	21	21
	Girls	14	15	15
	Total	33	36	36
Percentage at NC Level 2 or above	School	92 (80)	100 (83)	100 (98)
	National	81 (80)	85 (84)	86 (85)

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<sup>1</sup>

Percentages in parentheses refer to the year before the latest reporting year

## Attainment at Key Stage 2<sup>2</sup>

Number of registered pupils in final year of Key Stage 2	Year	Boys	Girls	Total
for latest reporting year:	1998	29	24	53

<b>6. National Curriculum Test Results</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	19	18	29
	Girls	22	18	22
	Total	41	36	51
Percentage at NC Level 4 or above	School	75 (80)	65 (76)	93 (88)
	National	65 (63)	59 (61)	69 (68)

<b>6. Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	19	19	25
	Girls	23	22	22
	Total	42	41	47
Percentage at NC Level 4 or above	School	76 (73)	75 (73)	85 (90)
	National	65 (63)	65 (63)	72 (69)

6.

<sup>2</sup>

Percentages in parentheses refer to the year before the latest reporting year

6. **Attendance**

Percentage of half days (sessions) missed through absence  
for the latest complete reporting year:

		%
Authorised	School	4.13
Absence	National comparative data	5.7
Unauthorised	School	0.14
Absence	National comparative data	0.5

6.

6. **Exclusions**

Number of exclusions of pupils (of statutory school age)  
during the previous year:

	Number
Fixed period	0
Permanent	0

6. **Quality of teaching**

Percentage of teaching observed which is:

	%
Very good or better	27
Satisfactory or better	100
Less than satisfactory	0



## 6. PART A: ASPECTS OF THE SCHOOL

### 6. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

#### 6. Attainment and progress

1. Most children's ability on entry to the reception classes is broadly average, compared with what might be expected nationally for children of this age. Children make sound and sometimes good progress so that, by the age of five, their attainment in language and literacy, knowledge of the world, and in the mathematical, creative and physical areas of learning is in line with what might be expected for this age. Their personal development is good, and they quickly settle into the daily life of the school.

2. In the national assessment tasks and tests at the end of Key Stage 1 in 1998, the proportion of pupils who achieved the expected Level 2 or above in reading was close to the national average. The proportion reaching the higher Level 3 was well above the average. In writing, the proportion reaching the expected Level 2 was above the national average, but the proportion reaching the higher Level 3 was below the average. The reading results in 1999 show a slight improvement on the 1998 results. The 1999 results in writing show a higher proportion of pupils reaching the higher Level 3 than in 1998. The inspection finds that, in Key Stage 1, most pupils make good progress in reading and satisfactory progress in writing. They achieve above expectations in reading, and reach levels of attainment in writing which are in line with national expectations. This represents an improvement on the three years leading to 1998 when results, whilst consistently above the national average, showed little improvement. There is no doubt that improved teaching techniques in reading are having the desired effect. For example, teachers place a strong emphasis on the teaching of phonics. By the end of the key stage, most pupils read a range of texts competently, with fluency and expression. Their writing includes a good range of vocabulary, they write in mostly complete sentences, and many pupils use a neat cursive style of handwriting. Standards of spelling are sound.

3. The proportion of 11 year olds attaining the expected Level 4 in the English tests at the end of Key Stage 2 was above the national average. The proportion reaching the higher Level 5 was well above the average. In relation to schools with pupils from similar backgrounds, the results were below the national average. This latter comparison is affected by the inclusion, in 1998, of the results of the seven pupils who attended the special unit. Whilst making good progress, these pupils achieved Level 3 or below, and their results depressed the school's overall score at Key Stage 2. The results for 1999, as yet unpublished, indicate similar results to previous years, with a significant proportion of pupils reaching the higher Level 5. The inspection confirms that the majority of pupils at Key Stage 2 make satisfactory progress and attain above nationally expected levels. Good attention is given to pupils of all abilities, so that the great majority of pupils attain appropriate levels. The majority of pupils read accurately and with ease. They discuss character and plot with interest, and many speak knowledgeably about the work of a range of authors. They use their literacy skills effectively across other subjects of the curriculum, for example in Year 6, to locate specific information in the Bible. Many pupils at this age are skilful at using a wide vocabulary and sentence structure to create mood and atmosphere in their stories. Writing is usually neatly presented and good efforts are made, with the regular help of dictionaries, to spell words correctly.

4. In their speaking and listening, pupils make good progress overall as they move through the school. Even the youngest pupils in the reception class begin to listen carefully, and carry out their teacher's instructions accurately. By the end of Key Stage 2, most pupils respond thoughtfully and with confidence to the views of others in discussion.

5. The results of the Key Stage 1 assessments in 1998 for mathematics showed that the proportion of pupils reaching or exceeding the nationally expected Level 2 was well above the average in nearly all aspects of the subject, as was the proportion reaching the higher Level 3. Results of the 1999 assessments indicate similarly high standards. At Key Stage 2, in 1998, the results were well above the national average, and the proportion reaching Level 5 was close to the average. The 1999 results for this key stage again show similar attainment levels. Against similar schools nationally, the results for mathematics in 1998 were above the average at Key Stage 1 and in line with the average at Key Stage 2. Inspection findings confirm that most pupils attain above the national expectations at the end of both key stages, and that they make good progress in both key stages. The good progress is directly related to the mainly good teaching that pupils receive in both key stages. Pupils understand and use correctly a wide range of mathematical terms. They develop good numeracy skills, which they practise and put to good use within their mathematics work. Occasionally, pupils use their numeracy skills in other subjects of the curriculum, such as measuring in design and technology, but these occasions are too few. Indeed, opportunities given for pupils to use computers to develop their mathematical skills are rare.

6. In science at Key Stage 1, the results of the 1998 teacher assessments showed that the proportion of pupils reaching the expected Level 2, and above, and the proportion reaching the higher Level 3, were well above the national averages. Similarly, at Key Stage 2 in 1998, the proportion reaching the expected Level 4, and above, was well above the national average. The proportion reaching Level 5 was close to the national average. In comparison with similar schools nationally, Year 6 pupils in 1998 achieved levels which were close to the average. Results in 1999, yet to be published, show a similar overall proportion reaching the expected Level 4 and above, but with a higher proportion of pupils attaining Level 5 and above. The inspection findings confirm that pupils make good progress and attain above expected levels at the end of both key stages. Indeed, most of the current pupils in Year 6 are already attaining above expected levels. Pupils throughout the school make good progress in science. They have a good grasp of scientific skills and knowledge. They carry out investigations sensibly, and ask searching questions about why and how things happen. By the time they leave the school at the age of 11, they have a good knowledge of how the body works, understand the basic principles of electrical circuits, and can relate the effects of forces such as gravity, upthrust and friction.

7. Progress in information and communication is satisfactory in Key Stage 1, but unsatisfactory overall in Key Stage 2. Pupils at the age of seven acquire appropriate skills in all aspects of the subject. In Key Stage 2, however, whilst most pupils develop keyboard and word-processing skills well, they do not acquire the necessary skills to use computers in other subjects of the curriculum. For example, they have little understanding of the use of databases to help them with their work in mathematics or science. The recent introduction of more up-to-date equipment, the imminent further acquisition of hard- and software, as well as further staff training, are likely to have the desired effect of raising the attainment of all pupils at Key Stage 2.

8. In religious education, pupils make good progress in both key stages and reach levels of attainment at the end of Key Stage 2 which are above the expectations of the locally-agreed syllabus.

9. At both key stages, pupils make good progress in music, art, and physical education. They make sound progress in design and technology, and in geography. Progress in history is satisfactory in Key Stage 1 and good in Key Stage 2. Work set at the correct level ensures that pupils with special educational needs in the mainstream classes make good progress towards their individual targets. Pupils in the special unit make very good progress towards their personal targets.

## **15. Attitudes, behaviour and personal development**

10. Throughout the school, pupils have a very good attitude to learning. The very good standards of behaviour and discipline found at the time of the previous inspection have been maintained. From their early days in school, children quickly adapt to the well-established routines, develop the confidence to explore new material, and learn to select and concentrate on the wide range of activities that are provided for them. As they move through the school, pupils progressively develop very positive attitudes, listening to teachers attentively and pursuing tasks with interest and enthusiasm. Where there is inattention, too much chattering results rather than bad behaviour, and pupils respond very quickly to any directive from the teacher. Pupils with special educational needs have good attitudes to their work and relate well to other pupils. All classes have well-established routines to which pupils react diligently and with minimal fuss. They get out their books, set up equipment for lessons, distribute materials, tidy up and generally create good order and discipline in the cramped conditions of most classrooms. This all contributes in a most positive way to a learning environment in which all can make progress.

11. Movement about the school is very well managed. Pupils know the rules and abide by them. They walk calmly and quietly, showing courtesy to each other and to adults alike. When they see a need, for example showing visitors the way or holding open doors, they make haste to help and are very polite.

12. Relationships at all levels are characterised by warmth, understanding and support. Pupils work and play well together, older or more capable pupils often assisting their colleagues. Evidence of good co-operative work was seen in the results of a Year 6 project to build a battery powered car, and in a Year 5/6 lesson, when pupils were asked to conduct experiments by mixing various substances, observing and recording the chemical reactions. Pupils act responsibly, can be trusted to work at tasks without the constant attention of the teacher, and they treat the school's and other persons' property with care and respect. They adopt standards from their teachers and learn the importance of respect and understanding of other viewpoints, themes which are constantly emphasised in assemblies and on many other occasions during the school day. There are no concerns about harassment or bullying, but pupils know what action to take if any such incident should come to their notice.

13.Older pupils show commendable levels of responsibility in supporting day-to-day routines. They carry out a wide range of duties; watering plants, setting out games, collecting litter, helping younger colleagues, even giving talks at the Friday Assembly. Although there is no whole school programme of personal and social education, pupils' personal development is good overall, and in many respects very good.

19.

#### 19. **Attendance**

14.Since the previous inspection, the school has amended its procedures to ensure that registers are completed properly at the start of morning and afternoon sessions. The rate of attendance is consistently good. Pupils enjoy coming to school and, despite the early start, they arrive in good time, enabling teachers to make a prompt start to the school day and to lessons.

#### 20. **QUALITY OF EDUCATION PROVIDED**

##### 20. **Teaching**

15.The quality of teaching for children under the age of five is consistently good. It is marked by a high level of co-operation amongst the staff, a good level of understanding about the needs of young children, and high expectations of pupils' ability to make progress.

16.The quality of teaching in the special unit is never less than very good, and at times it is excellent. The work is very well matched to the needs of the individual pupils, and relationships with pupils are very good. The methods used keep the pupils interested, for example when using a very well prepared recording of a message from 'Alien X' in a lesson on sequencing.

17.In the rest of the school, the quality of teaching ranges from excellent to satisfactory. It is very good or excellent in 27 per cent of lessons, good in 55 per cent, and satisfactory in 18 per cent. There is no unsatisfactory teaching. These judgements represent a considerable improvement on the last inspection, when some teaching was judged to be unsatisfactory. There is no major difference between the quality of teaching in both key stages. Although the proportion of very good teaching is about the same in English and mathematics in both key stages, there is a higher proportion of very good teaching in Key Stage 2 in science and physical education. The teaching of English is very good overall in both key stages, and it is good overall in both key stages in mathematics. Science teaching is good overall across the school, with a higher proportion of very good teaching in Key Stage 2 than in Key Stage 1. There is no doubt that the good progress made by pupils as they move through the school is a direct result of the overall good quality teaching and lessons that the pupils experience. The quality of information and communication technology teaching is sound overall across the school, with some examples of good teaching.

18. Most teachers have considerable experience of working in primary schools, and this is noticeable in the skill with which pupils are managed in lessons. However, even in the class led by the most inexperienced teachers, the classes. Even classes led by the least experienced teachers are managed very well, so that pupils are confident in their work, relate very well to the teacher and make good progress in their work. Teachers work hard to organise their rather small classrooms in a way which allows them to meet all National Curriculum requirements, and in this they have considerable success. Most teachers are inventive in this respect, because they ensure that pupils are fully aware of classroom routines and procedures. Teachers' subject knowledge is good overall. Those teachers who are less knowledgeable about some aspects of the curriculum, are supported well by their colleagues, particularly the subject co-ordinators, and those teachers who take on a mentoring role for newly appointed staff. This is a strength of the school, brought about by the skill with which the school is managed, and the importance given to staff professional development. Teachers' expectations of pupils' ability to achieve high standards are satisfactory overall, but it is in the excellent and very good lessons that these expectations are best exemplified. For example, in a Years 3 and 4 physical education lesson, the teacher consistently encouraged pupils to work hard, to learn from others and to improve their style and control of movements. Consequently, pupils' self esteem rose when they realised that they could perform to a high standard, and they subsequently achieved a very good rate of progress.

19. Most lessons are planned well and include a range of appropriate activities designed to ensure that the lesson meets its objectives. Some teachers provide clear and precise learning objectives that are well related to learning outcomes. However, in the short term planning in some classes, learning objectives are not specific enough, making it difficult to assess the learning outcomes. On occasions, the teacher tells the pupils at the beginning of the lesson what they are going to learn. This raises pupils' level of enthusiasm for what they are doing and their desire to achieve. Most teachers take the time to evaluate with pupils, at the end of a lesson, what they have learned, but this is not always the case.

20. Available time is generally used well. All teachers use the Literacy Hour appropriately and combine whole class and group work in a way which is effective. In these lessons, work is well matched to pupils' individual abilities, although this is not always the case in other lessons of the curriculum. Lessons start on time, and only on a few occasions is time used inappropriately and the lesson objectives are not met. Consequently, most lessons move at a pace that keeps the pupils busy and interested, and the pupils are challenged to complete their work.

21. All teachers give homework as appropriate to the age of the pupils in their class, and this is expected and approved by the majority of parents. Pupils take home their reading books on a weekly basis, and an increasing amount of other homework is given to pupils as they move through the school. Written homework is always marked and pupils are rightly given feedback. Classwork is also marked regularly, and often consists of ticks and occasional written words of praise. Where marking is more effective, as in a Year 4 class, it is undertaken regularly and sets targets for pupils to achieve, and against which their progress can be measured.

22. Teachers generally use the available classroom support staff well, particularly when assigned to working in groups or with individuals. Teachers make good use of volunteer parent and governor helpers, as well as retired professionals, who work in the school on a regular basis. However, on just a few occasions the adult help has to sit and wait for long periods while the teacher talks to the pupils as a whole class, and this time could be used more productively. Pupils with special educational needs receive good attention, and tasks given to them are realistic and worthwhile, and match the programme laid out for them in their individual education plans. Notably, pupils from the special unit are welcomed wholeheartedly into mainstream classes by all Key Stage 2 teachers, and this does much to raise these pupils' self-esteem and to aid their progress.

## 28. **The curriculum and assessment**

23. Since the last inspection the school has improved the curriculum it provides for its pupils.

24. The curriculum for children under the age of five is appropriate and is planned in accordance with the desirable outcomes for pupils' learning at the age of five. There is a suitable range of activities that helps children to experience activities designed to develop their aesthetic and academic skills and knowledge, and promotes their personal development. Older children in the reception classes undertake appropriate additional activities in literacy and numeracy, and are effectively prepared to undertake work within the National Curriculum

25. In both key stages, the curriculum is broad and balanced and includes all the subjects of the National Curriculum, and religious education. All statutory requirements are met.

26. Health and sex education fully complies with statutory requirements. Awareness of the dangers of drugs is taught during an annual drugs awareness week. Parents are very appreciative of the efforts being put in to this area of the pupils' health education. The school does not have a policy or scheme of work for personal and social education. However, in religious education lessons, and in other appropriate areas of the curriculum, pupils discuss moral and social issues. For example, respect and care for other creatures is taught in Key Stage 1 science lessons.

27. There is a clear commitment to the principal of equal access and opportunity for all pupils. For example, the school's arrangements for swimming comply with the requirements to teach to the level of unaided swimming for 25 metres. Financial and timetabling constraints do not permit the school to provide extended swimming opportunities to all pupils. However, pupils who do not go swimming, are provided with opportunities to undertake other types of physical education during that time.

28. All pupils with special educational needs receive their full entitlement to a broad and balanced curriculum. The school implements successfully the special educational needs Code of Practice with regard to the identification, assessment and monitoring of the progress of pupils with special educational needs. The school has developed satisfactory individual education plans, which are used well to develop pupils' learning.

29. Pupils in the special unit receive a broad and balanced curriculum, with particular emphasis placed on developing their language skills and self-esteem. All pupils in the unit have very detailed individual education plans with specific targets, which are well used to develop learning.

30. The implementation of the National Literacy Strategy is good. Appropriate time is allocated to literacy, and time within the literacy hour is well used by teachers in both key stages. The National Numeracy Strategy has just begun, with a daily, designated time for numeracy. The time allocation given within this session has an appropriate balance of direct teaching, oral and mental calculation and pupil activities.

31. Good policies and schemes of work exist for all subjects. They give clear indications of what is to be taught, when the teaching should take place and how it relates to the National Curriculum programmes of study. Policies are reviewed on a rolling programme and all of them indicate when they are due for review. Medium term plans covering half term units of work are drawn from the schemes of work and are detailed and relevant. Short-term plans cover weekly and daily activities.

32. The quality of the majority of teachers' long and medium term planning is good. Teachers carefully follow the schemes of work and make sure that all pupils build on their previous knowledge and understanding. This process is particularly well established in English, mathematics, science and religious education. However, planning for information and communication technology is not yet well established. Opportunities for pupils to develop their information and communication technology skills in other subjects are rarely identified in medium- or short-term plans. Curriculum planning is undertaken by teachers in key stage groups and is monitored by the headteacher and subject co-ordinators. This is an improvement since the last inspection report. All co-ordinators carry out their responsibilities well. They are instrumental in ensuring that there is continuity in the way that the curriculum builds on previous knowledge and understanding.

33. A range of visits and very good provision of extra-curricular activities considerably enhance the curriculum. For example, pupils visit the museums in York and older pupils go on a residential visit. There are lunchtime and after-school clubs in art and drama, as well as good opportunities to learn to play recorders, guitars or sing in the choir. Sporting activities include football, netball, rounders, short tennis, and badminton.

34. The arrangements for assessing pupils' attainment are good. Pupils are formally assessed in English, mathematics and science at the statutory ages of seven and eleven, and the school further assesses pupils in English and mathematics on a regular basis. The results of these tests are used to inform, partially, arrangements for grouping by attainment. Reading tests at the end of Years 1 and 2 are used to identify pupils with special educational needs. The school has appropriately analysed Key Stage 2 English results and has recognised the need to make regular assessments of pupils' writing. A 'writing in progress' book is provided for each pupil and an unaided piece of writing, compared with National Curriculum attainment targets, is retained in the book each half term. This is a useful tool for teachers to measure pupils' progress in writing. Assessment in mathematics is currently changing and will, in future, be based on a wider system which indicates pupils' experiences and competencies in a range of mathematical areas.

35. The systems of assessment for pupils with special educational need are good. There is an early identification of need, and programmes are set in place to develop learning. Assessment of pupils in the special unit is very good. The range of assessments is used very well to set very specific learning targets.

36. The way in which teachers discuss results of end of year assessments with pupils' new teachers helps to ensure that there is a smooth transition for pupils as they move from one class to another. The curriculum for the subsequent year is planned in the light of this discussion. The local education authority has provided planners for all pupils in Years 5 and 6, soon to be extended to Years 3 and 4. This is to encourage pupils to take some responsibility for assessing their own work and setting targets for future development. This initiative is in its early stages, but it has the potential to enhance the partnership between pupils, parents and teachers, and to involve parents more fully in pupils' learning.

#### **42. Pupils' spiritual, moral, social and cultural development**

37. The school's arrangements for promoting pupils' spiritual, moral, social and cultural development are good overall. All areas make positive contributions to pupils' personal development.

38. Spiritual development is soundly promoted. Planned curriculum opportunities enable pupils to experience the joy and excitement of learning. For example, Year 6 pupils are totally absorbed in storytelling, as one pupil reads her own story about what it might have felt like to be trapped in a bomb shelter during wartime. Reception pupils experience the awe and wonder of learning as they hear for the first time the sound of a cornet played by their teacher. Attractive displays stimulate the imagination and make a positive contribution to spiritual development through the use of colour, artefacts, posters and personal mementoes. Assemblies are interesting, well prepared, establish a calm atmosphere for thought and prayer, and their content and leadership are sufficiently varied. Through stories and prayer, assemblies reinforce collective responsibility and shared values, and encourage pupils to consider relevant themes, such as what makes a special friend. There are opportunities for pupils to reflect on issues which concern them and to share and consider feelings and moods, but these opportunities are insufficiently represented. Pupils are, however, given opportunities to express moods and feelings through art, music, drama and poetry.

39. The moral dimension of pupils' learning is well promoted. All adults in school provide sound moral leadership, and give pupils a clear sense of direction about moral issues. All staff work hard and successfully to positively reinforce very good standards of behaviour. The school is successful in developing in pupils a moral stance based on a sense of right and wrong, consideration for others and care for their school. Most pupils set good examples with regard to courtesy, for example opening doors for pupils and staff, and greeting visitors politely. Clear principles and values are demonstrated through the school's annually-renewed school rules. Negotiated and agreed class rules are displayed in some classrooms. Carefully considered school routines which are known by all, and a quiet expectation of high standards



of work and behaviour, help to constantly reinforce agreed procedures. Pupils are encouraged through a variety of strategies to behave well and work hard, such as through the use of certificates and stickers. Praise and encouragement are used as important motivators by all staff. Assemblies are effectively used to establish collective moral and social values, often through well-chosen stories, that highlight the importance of caring and sharing. The school fosters values, such as honesty, fairness and respect for truth, justice and other people's property. The consistent and positive approaches to pupils' moral development result in high standards of behaviour and very good attitudes to learning.

40. The school provides a very good range of opportunities to promote pupils' social development. Teachers serve as good role models for relating positively to others. In the classroom there are many opportunities for pupils to work together, for example when researching information for topic work, problem solving in mathematics and discussing wartime propaganda. Pupils learn respect for others through listening to each others' views. Co-operative attitudes are also fostered through harvest festival celebrations, school productions, such as 'Joseph', held last term, and through annual residential visits to Carberry and Robinwood for older pupils. There are many opportunities in most classes for pupils to carry out duties as monitors, such as taking registers to the office, supervising younger pupils and helping with assemblies. Pupils are not yet involved in decision-making, to further develop responsibility, such as through a school council. Nevertheless, pupils develop a strong sense of identity with the school community through the house system and class groups. They develop an understanding of citizenship through raising money for specific causes. It was, for example, an initiative from pupils themselves to raise funds for the Kosovo appeal. The very good range of extra-curricular activities, including clubs for recorders, art, football, choir, drama, badminton and chess, enable older pupils to expand their personal interests and experiences.

41. Whilst the cultural development of pupils is sound, it is not given a sufficiently high profile in school. Pupils learn about their own culture when considering, for instance, the effects of bombing in York during the Second World War. Personal reminiscences from grandparents help to reinforce pupils' understanding. Representatives of the services, such as the fire service, who occasionally visit school, contribute to pupils' developing awareness of their own culture. Pupils' cultural experiences are extended through the study of famous artists, for example Paul Klee and Kandinsky, and through regular visits to museums, but there are few visits to art galleries to further improve pupils' cultural awareness. The contribution of music to pupils' cultural development is satisfactory, with opportunities for them to appraise the work of classical composers, such as Vaughan Williams. Overall, the school gives insufficient attention to the increasingly multicultural nature of society through studying the diversity and richness of other cultures.

47.

### **Support, guidance and pupils' welfare**

42. This is a very caring school, where the relationships between staff and pupils are characterised by warmth and understanding. This has a positive impact on pupils' confidence and their ability to adapt and cope with life in the school. Teachers know their pupils very well and give them the support that they need to obtain full benefit from the educational opportunities which are offered. There is good support for pupils in both the main school and the special unit, and the challenge is appropriately extended to higher attainers to achieve their full potential. Proper procedures are in place for recording and reporting attendance, and for

maintaining the good levels which have been a consistent feature of recent years.

43. Staff have been successful in creating a climate of good behaviour, which is a great strength of the school. This reflects the high expectations of all teachers, and, although there is some variety of practice, due to the absence of an explicit school policy, the overall effect is very positive.

44. There is a clear policy to deal with any incidents of bullying which may occur.

45. Child protection procedures comply fully with statutory requirements and the guidance given by the Area Child Protection Committee. The designated person has taken part in inter-agency training. The staff have received guidance on how to raise awareness and make use of the curriculum to build preventive approaches to child protection.

46. Governors have a responsible attitude towards health and safety matters. They have taken due notice of the concerns expressed in the previous inspection report and have fully addressed the matters raised. A sub-committee of governors and the headteacher carries out regular risk assessments, and reports are submitted to the full governing body. Proper procedures are in place to deal with accidents and emergencies, and to administer first aid when required.

47. No health and safety irregularities were brought to the attention of the headteacher during the inspection.

### **53. Partnership with parents and the community**

48. The school has built a very good partnership with parents in the education of their children. Clear lines of communication are established to ensure that parents are well informed about schoolwork and about their children's progress. Staff make themselves very accessible and are always prepared to discuss any concerns parents may have. Information about the curriculum and about ways in which parents can support their children's work in the home is presented in an intelligible format. A steady stream of friendly, informative correspondence keeps parents up-to-date with what is happening in school. Parents are appreciative of the detailed annual written reports which give a clear picture, both of their children's progress over the preceding year, and of what needs to be done to make further progress in the succeeding year. For their part, parents provide a level of support which is impressive. They contribute in a most constructive way to work in the classrooms, to the provision and maintenance of resources, to the condition of the building and its environs, to the daily routines of school life and they supplement the school's budget through fund-raising. The level of parental support enjoyed by St Oswald's makes a very positive contribution to pupils' learning.

49. Parents of pupils with special educational needs are given appropriate opportunities to be fully involved in the formal reviews of their children's progress. The special unit has close contact with parents and there are regular meetings in addition to the annual review of Statement of Special Educational Need.

50. Links with industry and commerce have become a more positive and productive feature of school life since the previous inspection. Five teachers have benefited recently from attachments to local employers, and have made good use of the experience to enrich the school's curriculum and to introduce related themes into lessons. For example, one teacher used his association with a local engineering company to develop a science and technology project, also involving mathematics and art. Following her attachment to an agricultural college, another teacher has offered her pupils practical experience in gardening.

51. The school's involvement with the parish and the wider community extends pupils' intellectual and personal development in less direct ways. Visitors contribute to assemblies, to religious education and to the general cultural input, including art and music. Links with higher educational establishments have led to student attachments in the school, to the mutual benefit of both students and pupils. Assistance from local charities has made it possible for all older pupils to experience the valuable personal development that is gained from residential visits. A wide range of sporting activities extends social contact with other schools and provides competitive experience for pupils. Pupils own efforts to raise money for charitable purposes, such as assistance to the refugees of Kosovo, helps to raise awareness of the difficulties experienced by others, and to emphasise the responsibilities of citizenship. The overall effect of these various links with the community is to enhance the school's endeavours to produce mature, responsible pupils, well equipped to cope with secondary education.

## **57. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **57. Leadership and management**

52. The school has maintained the very high standards of leadership and management identified in the last inspection.

53. The headteacher provides very good leadership. He has a very clear vision for the development of the school. He is held in high regard and very well supported by the governors, deputy headteacher and other staff, and the parents, and he continues to move the school forward. There is a very good team spirit, with a commitment to providing a 'family atmosphere', a stimulating environment and raising standards. The very good ethos generated has a very positive impact on the standards pupils achieve.

54. The governors give good support to the school and are appropriately involved in development planning. They receive regular reports from the headteacher and other staff, and play a valuable critical role in the life of the school. The governors influence policy. For example, the governing body initiated the recently introduced drugs awareness policy. There are governors with special responsibility for literacy, numeracy and special educational needs. A 'governors' friend' system, where governors are attached to a particular class, helps governors to become more familiar with the work of the school. There is an appropriate, governors' subcommittee structure in which matters relating to the school are discussed in detail before reporting back to the full governing body. The governors have a strategic view of future school development and have included future population trends as part of their strategic planning.

55. The key issue concerning the management role of the curriculum co-ordinators has been addressed successfully since the last inspection. The curriculum is now very well monitored. Co-ordinators are given time to draw up action plans for their subject. They monitor teaching plans and are available to give help and advice to colleagues. For example, the co-ordinators for English have monitored all staff teaching the National Literacy Strategy.

56. Further monitoring of classroom practice is undertaken by the headteacher and, from time to time, by a local education authority inspector. Teachers receive individual feedback, which enables them to improve their performance. When there are common areas for development, these are discussed at staff meetings and incorporated into the staff development training programme. The monitoring of teaching gives the headteacher a very clear knowledge of the strengths and weakness of the staff, and allows him to provide support where deemed appropriate.

57. The headteacher monitors standards across the school and uses results from various assessments to set targets to raise standards, and to organise special groups, for example the 'booster groups' arranged prior to Key Stage 2 assessment.

58. The school has a good, well-organised development plan, derived from the school's need to raise standards. All curriculum co-ordinators and the governors produce very good action plans, which are discussed and amended if necessary before being incorporated into the school development plan.

59. The special educational needs co-ordinator provides good leadership and, with the headteacher ensures that all statutory requirements are met.

60. The special unit is very well managed and provides a very good quality of education for its pupils.

61. The school is very successful in achieving its aims of providing a happy, secure and enriching environment, which allows pupils to have the opportunity of developing skills, understanding and knowledge, whilst heightening awareness of moral and social values. The school successfully encourages pupils to develop a sense of Christian values that prepare them for adult life. Although not explicit in the aims of the school, the commitment to high achievement and raising standards permeates all aspects of school life.

67.

### **Staffing, accommodation and learning resources**

62. There are sufficient teachers for the number of pupils on roll, and they are suitably qualified to teach effectively all subjects of the National Curriculum. The mostly experienced staff work well as a team and are committed to the school and its pupils. Teachers are deployed effectively. The role of subject co-ordinators has been significantly developed since the last inspection. Post-holders now demonstrate their expertise and competence as curriculum managers. For example, all manage their own subject budgets. However, specific responsibilities, although known and understood by all, are not clearly documented. All post-holders set annual targets for improvement. There is a fair and equitable distribution of responsibilities, with clear roles for the members of the senior management team who are most

supportive of their colleagues.

63. Professional development is given a high profile in the school. It is linked effectively to the school development plan, while still meeting the needs of individual staff, through the careful use of targeted funding. This enables all staff, teaching and non-teaching, to attend courses which will benefit them. Regular professional consultations with teachers form the basis of a clear, agreed and valuable system of appraisal, administered by the head teacher. This sometimes involves a short placement in the business community, for the benefit of staff and pupils. Although there is no formal induction policy for new and supply staff, both of the school's new teachers have regular dialogue with their mentors and feel well supported, as they become familiar with the school's routines and procedures.

64. The small number of education support staff are generally used effectively. They make a positive contribution to school life and are valued members of the school community. Their various skills, abilities and interests are harnessed well to support pupils' learning, and they demonstrate commitment, enthusiasm and involvement in their work. Administrative staff ensure that the office is run effectively and that daily routines and procedures are clearly established. Lunchtime supervisory and catering staff promote pupils' generally very good attitudes and behaviour. The caretaker and cleaners provide a bright, clean and cared for environment throughout the school.

65. The accommodation meets the needs of pupils and enables the curriculum to be taught effectively. It consists of a single-storey building built around an attractive open garden area, with an additional classroom and old canteen for dining. There is access for disabled visitors and pupils. Specific problems, such as cramped classrooms, most of which lack a direct water supply and have limited storage space, pose additional problems for staff, and must be overcome to meet National Curriculum requirements. However, staff are inventive in their use of the accommodation, ensuring that building limitations do not adversely affect the curriculum offered to their pupils. Internal areas have a cared-for appearance which reflect the respect shown by their users. Displays, located in classrooms and corridors, enhance the learning environment. The attractive and spacious school grounds include two playgrounds with colourful games markings, and large, well-kept, grassed areas. These, and the provision of playground equipment, provide good opportunities for play and the development of pupils' physical skills.

66. Resources throughout the school are good overall, including for those pupils who have special educational needs, both in the main school and in the special unit. Materials and equipment are now efficiently and tidily stored in locations known to all. Inventories have been compiled for all subjects following recent audits, so that all know what is available. The organisation and management of resources have substantially improved since the last inspection. Good quality resources exist in most subjects. In religious education, there is a very good range of posters, books and artefacts for all religions studied. In music, there is a wide range of tapes and compact discs to develop musical appreciation. However, the quality of resources in information and communication technology, both hardware and software, hinder the National Curriculum from being taught successfully and impede the development of information technology in other subjects. There are some shortages of artefacts for history and art, of non-fiction books in the library and insufficient up-to-date atlases for classroom use. Regular visits to places of interest, including two residential visits undertaken by older pupils, are valuable educational resources for the school. The school library is insufficiently used as a

resource for learning.

72.

## 72. The efficiency of the school

67. The way in which the school uses its resources is very good. This judgement reflects an improvement since the last inspection. Educational developments are well supported through very good financial planning, financial control and administration. The governors have successfully dealt with the issue of inefficient storage of resources, identified during the last inspection.

68. The school management plan is a good document, and is the result of considerable discussion between the headteacher, staff and governors, and of a full audit of curriculum needs by the subject co-ordinators. It is formulated after careful analysis of current educational provision, and identification of priorities for future school development. It sets out realistic targets. Appropriate emphasis is given in the plan to those aspects of school development which are likely to have an impact on the raising of standards. Success criteria are identified in the plan, and governors are aware of the need to evaluate the effect of their spending decisions in terms of raising standards.

69. The governing body and the headteacher work closely to ensure that they identify appropriate educational developments and support them with a range of initiatives. Financial planning is carefully undertaken for the year ahead, and due consideration is given to possibilities for expenditure in subsequent years. For example, a range of plans to deal with eventualities is prepared. A finance subcommittee of the governing body considers a budget presented to them by the headteacher. This budget is appraised critically, taking into account the needs of the school. Decisions about major expenditure are subject to rigorous debate. For example, the governors have chosen in recent years not to invest in insurance to cover financially staff absences. This has resulted in a significant amount being made available for the governors to spend on extra teacher staffing, for example to support 'booster' classes for all Year 6 pupils prior to them being assessed at the end of Key Stage 2. Worthwhile extra expenditure on resources has been made, including computers. Governors fully understand the implications of changing rolls, and have made prudent decisions to cater for variations.

70. Funding to support pupils with special educational needs is used well, as are other available grants to support educational developments, such as increasing staff expertise. Notably, the governors strongly support the need for staff to undertake continued professional training, as indicated by the school development plan, therefore extra monies are available from within the school budget to do this.

71. Financial control is very good. Budgets are appropriately allocated to specific headings and are regularly reviewed by the headteacher, the finance committee and the chair of governors, who visits the school regularly. Subject co-ordinators are also regularly updated with financial information related to their areas of curriculum responsibility. The information that governors and co-ordinators receive is based on sound computerised data. A recent audit (May 1999) revealed a number of areas where financial procedures at the school are of a high standard. The few recommendations from the audit, which were of a minor nature, have been implemented. With the very good support of the school administrative manager and her assistant, the school runs smoothly on a day-to-day basis, and teachers are able to concentrate on teaching.

72. Overall, the deployment and use of teaching and support staff, accommodation and learning resources are good. All available staff are used efficiently to support pupils' learning. The accommodation, including the outside area, is used well. Some teachers make very effective use of wall space to display samples of pupils' work. Resources are well maintained and easily accessible to the teachers and pupils where appropriate.

73. The school gives very good value for money, when account is taken of: the pupils' average attainment on entry; the good progress that they make over their time in the school and the standards achieved; the overall good quality of education that the pupils receive, including the quality of teaching; the very good way in which the school is led and managed; the very good attitudes behaviour and relationships of the pupils; and the expenditure per pupil, slightly below the national average.



79.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **79. AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

74.Children start school in the reception class at the beginning of the academic year in which they reach the age of five. Children whose birthdays are between September and February attend full time. Those children whose birthdays fall between March and August attend part time (mornings only) and then full time after Christmas. Most children have attended playgroups prior to starting school. Children under five in the reception classes are provided with an attractive and well-stocked environment in two classrooms. Good use is made of the corridor for sand and water activities. Children have access to play equipment in the secure playground, and the school hall is timetabled for physical development sessions.

75.On entry to the reception classes at the age of four, most children achieve standards which are broadly in line with what might be expected for children of this age. They make good progress in all areas of their work and, by the age of five, the majority of pupils achieve the desirable outcomes in all areas of learning for children when they reach the age of five.

#### *81. Personal and social development*

76.Children quickly learn to co-operate in groups. They share and work well with each other when they are in the 'home corner' or using construction equipment. During a mathematics based session the older group shows a good level of concentration when performing tasks with shapes. They share apparatus and show respect for the designs made by other children. The younger children settle quickly at the beginning of the day and show obvious enjoyment at being in school. All children increase in confidence. For example, they select a task from a range of activities and stay involved for a considerable time. They work well in groups, pairs or, if required, alone. Friendships are encouraged and developed, for example during story time at the end of the day when children are invited to sit with their friend.

#### *82. Language and literacy*

77.Children develop well in the area of language and literacy. They handle books on a very regular basis, become excited about stories, rhymes and poems, and use a listening 'laboratory' to enjoy books on their own. They know that pictures relate to text and some can follow the text in simple storybooks. A few children are already beginning to read simple texts. Sharing stories with the teacher is an important part of the day. All children take home books to share reading with their family. Most children have very good listening skills. For instance, during a physical development session in the hall they listen carefully and follow instructions well to make appropriate movements to music. Most children engage their friends or an adult in sensible conversation. Good use is made of role-play to develop language. During the inspection the role-play corner was set up as a hospital and a doctor's surgery. In this corner, children discussed their needs and actions relating to the theme of caring. Emergent writing is encouraged in play situations, with the result that some children are already able to write their own names using upper and lower case letters.

83. *Mathematical development*

78. Progress is good in the area of mathematical development. Children learn to use mathematical language correctly in every day situations. For example, they use the terms 'bigger', 'taller', and 'shorter' when they sort long and short art straws. They name correctly a range of shapes, such as a triangle, a circle and a square. They match shapes and colours to patterns, and some children recreate patterns using shapes. Most can count to at least five and can show numbers such as four and five using their fingers. They are beginning to recognise the symbols and words for the numbers to ten. Some can count forwards and backwards to ten. They are familiar with number rhymes, and songs which they sing enthusiastically.

84. *Knowledge and understanding of the world*

79. Children make good progress in developing knowledge and understanding of the world. Currently they are exploring themselves and their environment. They recognise photographs of themselves as babies and understand that people grow over time. They are able to say that things happened a long time ago, and are just beginning to acquire a concept of past and present. They can name parts of the body. Most can name elbow and spine but not wrist and ankle. Many children can name which road they live in. Children are familiar with the computer and can name the various parts. With adult support they can use a simple program, such as creating a road containing different types of houses. They are familiar with cassette recorders and headphones, which they use in the listening corner to follow a story.

85. *Physical development*

80. Children make good progress in their physical development. They move confidently and imaginatively with increasing control. During a lesson in the hall, pupils were observed moving in time to music, in a controlled and in an exaggerated way. They have access to large and small apparatus in the outside play space, and this helps them to improve their balancing and climbing skills. They use tools with growing confidence. With adult support, they use drills and saws safely and skilfully. Scissors and glue are used well for cutting and joining activities, such as making a teddy. Children thoughtfully use a range of construction equipment to create structures relating to their topic about roads and houses.

86. *Creative Development*

81. Progress in creative development is good. Children are provided with many opportunities to develop their creative skills. During the inspection, they explored the use of circles and paint to create pictures, taking as their inspiration the work of Kandinsky. They make pictures of their own heads for a class display, and join with the Key Stage 1 pupils for a music session in which they listen and respond well. They sing well with growing confidence and have access to a range of percussion instruments. Songs are learned by heart and used to develop language and mathematical skills appropriately.

82. The teaching of children under five is consistently good. Those who teach in the reception classes, including the regular voluntary help, work well together. The quality of planning and the use of the available resources are sound overall. Teachers have good knowledge and understanding of the needs of young children, who develop children well in all areas of

learning. Children are assessed in their levels of attainment in literacy and number soon after they start school, and this gives teachers a good understanding of the children's needs. Teachers have high, but realistic, expectations of the standards children should be achieving, and ensure that there is an appropriate balance between child – chosen and teacher-led activities. Teachers manage the children very well, so that the classroom is always calm and purposeful. Older pupils are carefully introduced to longer sessions of literacy and numeracy, as appropriate.

### **The special unit**

83. The school houses a special unit for up to ten pupils with specific learning difficulties (dyslexia). The unit is an integral part of the school, but admission to the unit is the sole responsibility of the local education authority. The unit receives a separate budget, which is administered by the headteacher, unit teacher and the school's administrative manager.

84. All pupils in the unit have been assigned Statements of Special Educational Need, which identify language problems as well as additional emotional, social and learning difficulties. Currently all the pupils in the unit are of upper Key Stage 2 age.

85. The quality of education in the unit has improved from good to very good since the last inspection. The unit is very well managed. There is a good policy, which outlines the philosophy, aims, objectives and provision for the pupils.

86. The pupils in the unit make very good progress both in working towards their personal targets and in the development of confidence and self-esteem. They are eager to work and persevere even when they find work very difficult. Relationships within the group are very good. Pupils show tolerance to those pupils who are new to the school and not yet used to the classroom procedures. They listen to the teacher and support assistants, and carry out instructions without fuss. Independent learning skills are developed when pupils use their 'task' sheets. These are lists of work to be completed during the day. The pupils are developing well their knowledge and understanding of letter blends and they use these to develop their reading skills.

87. The quality of teaching in the unit is never less than very good and is occasionally excellent. Following detailed assessment of individual need, future work is very well planned. Pupils are, helpfully, given opportunities to choose the order of their work. This approach helps them to develop independent learning skills. The teacher and her support assistants value the pupils highly, and this develops pupils' confidence and self-esteem. The teaching methods used ensure that the pupils are interested in their work. For example, a recorded message from 'Alien X' was used very effectively in a lesson on sequencing sentences, which gave instructions about how to make a 'jam butty'. Tasks set for the pupils are timed well and effectively overcome pupils' concentration difficulties. The teacher and support assistants work very well together and provide very good role models.

88. The curriculum in the unit is broad, balanced, and very relevant to the pupil's special needs. Work given caters very well for both pupils' individual needs and the requirements of mainstream work. Individual education plans are very specific and are very well used to ensure that pupils make very good progress. These plans are reviewed regularly and new targets are set.

89. Since the last inspection, pupils from the special unit have become more involved in the mainstream school. They work alongside mainstream pupils in a wide range of subjects, including the core subject of science, and religious education. Staff and pupils throughout the school highly value the contributions that pupils from the unit make to lessons. There are some good examples of co-operation between pupils from the unit and other pupils, for example in a Year 6 religious education lesson, when pupils were researching information in the Bible. The very good quality of involvement in whole school activities does much to enhance pupils' self-esteem.

90. Provision for pupils' spiritual, moral, social and cultural development is good. Concentration on developing pupils' social skills is high. They are encouraged to listen to and respect the views of others. They are expected to be responsible for organising aspects of their work plan.

91. Relationships with parents are good. There are regular meetings with parents and the unit has a 'drop in or telephone' policy. The unit meets all statutory requirements. In addition to reports for annual reviews, detailed, termly-progress reports are drawn up by the unit teacher.

92. Resources are good and include a range of tape recorders, word processors and an up-to-date personal computer. There is a wide range of other resources. Nevertheless, the school has recognised that there is a lack of computer software and an inadequate book/reading area. The resources in the unit are used very well to enhance the pupils' learning.

93. There are good links with outside specialist services, and the school has the services of a designated educational psychologist. The support is of good quality and makes a positive contribution to the pupils' learning. Procedures for returning pupils to their original school or a new school are good, and pupils are well prepared for transfer.

94. The unit is a strength of the school and gives very good value for money.

## **100. ENGLISH, MATHEMATICS AND SCIENCE**

### **100. English**

95. In the 1998 National Curriculum tests for reading at the end of Key Stage 1, the proportion of pupils reaching the expected Level 2, or higher, was close the national average. The proportion reaching the higher Level 3 was well above the national average. In writing, the proportion of pupils reaching the expected Level 2, and above, was above the national average, but below the average at the higher Level 3. When compared with schools in similar contexts, the 1998 results show that reading performance meets the national average, and writing is below the average. The 1999 unpublished figures show an improvement in pupils' performance in both reading and writing, when compared with previous years. Evidence from the inspection confirms that the attainment in English of pupils currently in Year 2 is above national expectations.

96. In the 1998 National Curriculum tests for English at the end of Key Stage 2, the proportion of pupils reaching the expected Level 4, or higher, was above the national average. The

proportion reaching the higher Level 5 was well above the national average. Taken over the three years from 1996 to 1998, the figures show that pupils' performance in English was above the national average. When compared to schools in similar contexts, the 1998 results

show that English is below average. The 1999 unpublished figures show the maintenance of this pattern. However, this overall comparison should be seen in the context of the seven pupils who attended the special unit and whose results were included in the school's overall results last year. Whilst making good progress, these pupils achieved Level 3 or below, and their results depressed the school's overall score at Key Stage 2. Evidence from the inspection confirms that the majority of pupils presently in Year 6 attain above national expectations.

97. Standards in speaking and listening are broadly average on entry. Pupils make good progress in Key Stage 1. They listen to their teacher, follow instructions well and take part in class discussions. The weekly 'show and tell' lesson in each of the Year 1 and 2 classes provides pupils with the opportunity to speak to an audience. Confidence in speaking is developed during the literacy hour. During guided reading sessions pupils develop their speaking skills in a small-group situation. The plenary session is also used for pupils to report on their work and to say what they have learned. Standards are above expectations at age seven.

98. Pupils make satisfactory progress in speaking and listening in Key Stage 2 so that, by the end of the key stage, most pupils communicate effectively. They speak with confidence, making their meaning clear and answering questions with thought and relevance. All pupils listen attentively to the teacher and respond well to the views of others in discussion. Pupils talk confidently about their work, either singly or as part of a group. For example, a group of pupils in Year 4, who were redrafting written work, could discuss clearly what they were doing, and how their written text was to be improved. Opportunities are provided in other curriculum areas for the development of speaking. Year 6 pupils, working in pairs in a design and technology session, discuss design problems and suggest sensible ideas to improve the strength of their models.

99. Standards in reading are well above average at the end of Key Stage 1. Pupils make good progress, helped by a reading scheme that is thorough and comprehensive. Teachers give a strong emphasis to the teaching of phonics. The majority of pupils read suitable texts, with fluency and expression. Lower attaining pupils make a good start with their reading and use picture clues as well as being able to sound out initial consonants. The majority of pupils have a good understanding of what they are reading and can talk about the characters in a story. Pupils are encouraged to use reference books. For example, in a Year 2 science project, books about dinosaurs were used to find out information.

100. At the end of Key Stage 2, attainment in reading is above average. The majority of pupils read accurately and with ease. They select books from an extensive range suitable for their reading age. They are confident in making predictions and discussing character and plot. Most pupils speak knowledgeably about the authors whose work they read. By the end of the key stage, many can locate information in reference books by using the contents page and the index. For example, pupils in Year 6 use a range of texts to help them in their study of the Second World War. Nevertheless, library and research skills are generally underdeveloped. Most pupils are unfamiliar with the organisation and use of a library, since few have the opportunity to use the good library facilities.

101. Pupils make satisfactory progress in their writing at Key Stage 1 and reach standards by age seven which are in line with national expectations. Scrutiny of the work done by last year's Year 2 pupils shows that pupils write for a range of purposes, including letter writing, descriptive writing and cartoons. Writing is used effectively across the curriculum, such as to

write about Noah in a religious education lesson. Handwriting is developed systematically so that, by the end of the key stage, most pupils use a neat, joined, legible style.

102. In Key Stage 2, pupils continue to make sound progress and reach standards in writing at the age of 11, which meet national expectations. Throughout the key stage, pupils write effectively for a wider range of purposes and audiences, including poetry and creative writing. For example, some very sensitive writing about an air raid which was seen in Year 6. In one lesson, pupils in upper Key Stage 2 used speech marks correctly and created an interesting atmosphere in their writing at the beginning of their stories. Year 4 pupils write good conversation pieces that they draft and redraft with confidence. Scrutiny of last year's work indicates that pupils write in other subjects of the curriculum and, within the English programme, they have opportunities to explore different styles of writing. Spelling is generally accurate, and dictionaries and thesauruses are readily available in each classroom. These are used, for example, by pupils in Year 4 to extend their vocabulary and to improve the quality of their writing. Handwriting is practised regularly and, by the end of the key stage, the majority of pupils can write accurately in a joined-up style, using pens. Satisfactory use is made of computers for pupils to practise and improve their writing.

103. Pupils' attitudes to English are good in both key stages. The majority of pupils concentrate well through all stages of the literacy hour. They are keen and enthusiastic about their work and are anxious to share their work with the class during the plenary session. They work well independently, particularly during the group sessions. This allows the teacher to concentrate on the guided reading or writing groups. Pupils show a capacity for sustained concentration, which allows them to complete set tasks.

104. Literacy is soundly developed across the curriculum. Attainment in other subjects is enhanced by pupils' level of literacy. For example, pupils in a Year 2 science lesson use word searches to extend their knowledge of the subject. The majority of pupils can write for the range of purposes needed in other subject areas, such as history, where pupils complete interesting topics which include good examples of their own writing. Opportunities are sometimes missed, in other subjects in Key Stage 2, to write at length, for example in science. Consequently, higher attaining pupils do not always fulfil their potential in the quality of their extended pieces of writing.

105. Pupils with special educational needs make good progress in both key stages. Teachers plan lessons to cater for the full ability range and organise their classrooms so that pupils with special educational needs have appropriately challenging work and adequate support.

106. The quality of teaching is very good overall in both key stages, with lessons which range from excellent to satisfactory. Teachers involve pupils in discussion with good questioning techniques, often encouraging pupils to go beyond an initial response. Teachers all show very good knowledge and understanding of the subject, for example breaking down long words in a text or developing phonic skills in Key Stage 1. Lessons move at a brisk pace, and sufficient emphasis is given to each element of the literacy hour. Resources are prepared in advance of lessons and are well used. Very good relationships have been established and, already, early in the year, teachers have settled pupils into good routines that they understand. In the best lessons, excellent use is made of time and resources. Control and management of pupils, often in cramped accommodation, is never a problem, because the teacher makes the lesson so interesting for the pupils. Learning objectives for lessons are usually very clear and, in the best lessons, these are shared with the pupils and taught conscientiously throughout the lesson.

107. Teachers at both key stages have a good understanding of the literacy framework and its



targets. The guided reading sessions in all classes are conducted very well, without interruption. Very good use is made of overhead projectors for text- and sentence-level work. Teachers work hard to involve all pupils in the teacher directed sessions, often identifying less able pupils when requiring a response to a question.

108. All teachers provide good role models in terms of their speech, handwriting and presentation of work. This is clearly reflected in most pupils' handwriting and presentation. Marking is usually thorough and, in the best instances, informative to the pupils and challenging for their future work.

109. Management of the subject is very good. Led by the two subject co-ordinators, teachers have worked hard to implement the National Literacy Strategy. They have been trained appropriately, and lesson planning is based on the official framework. The English policy is currently under review, to reflect the introduction of the Literacy Strategy. Pupils have regular assessments in reading, and these are used to plan future work or to identify those pupils who need extra support. A new system has recently been introduced to bring more rigour to the assessment of writing. A 'writing in progress' record will be kept for each pupil and compared with National Curriculum targets each half term. This is a positive step towards raising attainment in writing. The headteacher and the co-ordinators regularly evaluate planning for the subject, and this has led to a consistency across the school, which is reflected in the standards the pupils achieve

110. Resources have been increased to meet the new requirements of the Literacy Strategy, and this has resulted in a comprehensive range of appropriate material for all ages and abilities. All classrooms have a good stock of fiction books. However, many of the non-fiction books stored in the central library facility are dated; neither do pupils have enough opportunities to research and select books from its shelves.

## 116. **Mathematics**

111. In the 1998 Key Stage 1 national tests for mathematics, the proportion of pupils who attained the expected Level 2, and above, was well above the national average. The proportion reaching the higher Level 3 was above the average. The results of the 1999 national tests at this key stage show similar results overall, with a slight rise in the proportion of pupils reaching the higher level. At Key Stage 2 in 1998, the proportion of pupils attaining the expected Level 4, and above, was above the national average. The proportion reaching the higher Level 5 was well above the national average. It should be noted that the results at Key Stage 2 included those pupils who attend the special unit, and this factor had the effect of depressing the school's overall performance. The 1999 results show a significant improvement on the 1998 scores. In this year, the proportion of pupils reaching the expected level 4, and above, dramatically increased. In comparison with pupils from similar schools nationally, results were well above the average at Key Stage 1 in 1998 and above the average at Key Stage 2. The inspection findings substantially confirm the results in 1998 and 1999, at both key stages, which provide evidence of rising standards. From an analysis of performance across all aspects of the subject, the school predicts improved results next year for the current Year 6.

112. Pupils of all abilities, including those with special educational needs, make good progress

throughout both key stages in most aspects of mathematics. Evidence from the inspection confirms test results, that high, average and low-attaining groups of pupils are suitably challenged by work which is appropriately matched to their different abilities.

113. Pupils in the reception class match, count and order numbers, identify mathematical shapes and acquire the beginnings of a mathematical vocabulary by learning words such as 'bigger than' and 'smaller than'. Year 1 pupils add and subtract numbers when solving problems to 10, make sums of money by counting coins, begin to understand the place value of digits and to share with others their developing understanding of numbers. By the end of Key Stage 1, pupils count accurately in tens to 100, and arrange numbers to 100 in order. They select appropriate methods for dealing with addition and subtraction problems, identify and use halves and quarters in number and area, and recognise sequences, such as odd and even numbers. Pupils begin to use everyday standard and non-standard units for length and mass, investigate the lines of symmetry of two dimensional shapes, and discuss their own work using their developing mathematical language. Many pupils classify two and three dimensional shapes according to their properties, and articulate their mathematical thinking with increasing confidence. They organise and check their work more methodically.

114. In Key Stage 2, pupils in Year 3 look at numbers from a different perspective when thinking of a story using appropriate mathematical language. They approximate numbers to the nearest ten and 100, write sums of money in different ways, and show a generally good level of mental ability. Year 4 pupils further consolidate their mathematical vocabulary. Many use calculators confidently for numbers containing several digits. They know, and use correctly, terms such as 'negative', 'minus' and 'double'. Year 5 pupils learn what are a numerator and a denominator in fractions, and show recognition of approximate proportions. They use developing mental strategies confidently to find methods for adding and subtracting numbers with at least two digits. By the end of Key Stage 2, pupils calculate accurately the areas and perimeters of 2-dimensional shapes, find the percentages of quantities, and understand place value in numbers to 10,000. They accurately measure and draw acute, obtuse and reflex angles, demonstrate an understanding of probability by using words such as 'fair' and 'certain', and can analyse and interpret mathematical diagrams.

115. Pupils' attitudes to learning are good across both key stages. Most pupils are keen to become involved in the mental arithmetic sessions, which begin numeracy lessons, and participate with both enthusiasm and enjoyment. They usually work well with concentration on their set tasks. Pupils listen well when tasks are explained and important information is given.

116. Teaching is good across both key stages, with almost equal proportions of satisfactory, good and very good teaching observed. Particular strengths in the good or very good lessons are teachers' secure subject knowledge, the high quality questions which develop pupils' understanding, and the effective methods and organisation which ensure that no time is wasted. In the very good lessons, high-quality relationships and effective control strategies are established, and the work is effectively challenging for pupils of all levels of ability. Although the National Numeracy Strategy has been successfully introduced in most classes, it is not yet being implemented consistently across the school. This is largely because the final segment is not yet embedded into all teachers' good practice and is rarely used to consolidate learning. Learning objectives for some lessons are not sufficiently precise to enable teachers to build effectively on what pupils know and understand, and to ensure that they make the best possible progress.

117. An established, competent and well-organised teacher, who has clear plans for its continued development, leads the subject very well. There is an appropriate emphasis on raising standards through the analysis of test results, the setting of targets for further improvement and the monitoring of progress towards achieving them. The monitoring of the impact of the Numeracy Strategy through observation of lessons has not yet begun; this has been identified by the school as a necessary development. Assessment is used effectively to help teachers when they are planning lessons. Homework is used well to consolidate and develop pupils' learning. Mathematics is well represented in all years and is usually neatly presented. Resources for the subject are good and are well organised, stored tidily, have been recently audited and are easily accessible. Although there are examples of numeracy being used in other subjects, such as in geography and history, this aspect of the curriculum is insufficiently emphasised at present. Information and communication technology is rarely used in mathematics and is an area for development.

### 123. Science

118. The results of the statutory assessments (by teachers) of pupils at the end of Key Stage 1 in 1998 showed that the proportion of pupils reaching the expected Level 2, and above, was well above the national average in nearly all aspects of the subject. The proportion reaching the higher Level 3 was well above the national average. In comparison with similar schools nationally, pupils' results were also well above the average. Results of the 1999 assessments indicate similarly high results. Inspection findings confirm that current Year 2 pupils are already achieving attainment levels that exceed national expectations.

119. In the statutory tasks and tests taken by pupils at the age of 11 in 1998, the proportion of pupils reaching the expected Level 4, and above, was well above the national average. In the same tasks and tests, the proportion of pupils reaching the higher Level 5 was close to the national average. In comparison with pupils from similar backgrounds nationally, pupils in 1998 attained levels which were close to the national average. There was no difference between the performance of boys and girls. Results of the 1999 tasks and tests for 11 year olds show a similar level of attainment overall, but with a greater proportion reaching the higher Level 5. Inspection findings confirm that most Year 6 pupils are already attaining above national expectations.

120. By the age of seven, pupils know about the importance of keeping healthy through regularly brushing their teeth, and eating healthy foods. They know the differences between living and non-living things and, through studying a range of animals, begin to understand the stages that animals pass through in life. For example, pupils explain that animals reproduce, grow, breathe, eat and move. They study the life cycles of a butterfly and a frog, and begin to understand that animals can be classified into different groups, such as reptiles and amphibians, and can explain some of the characteristics of the groups. They know how to construct a simple electrical circuit to make a bulb light up, and that a switch is used to 'make' and 'break' the circuit. Pupils of this age are beginning to understand the value of investigations, but they have too few opportunities to undertake this kind of work and to record their findings. However, some interesting work was undertaken when pupils tested and compared the properties of paper and metal, and discovered that the former loses strength when wet, whilst the latter remains hard and strong.

121. By the age of 11, pupils have a good understanding of forces and their effects. For example, most pupils can describe how the force of gravity overcomes the retarding frictional force when an object slides down a slope. They investigate how light travels, and use mirrors and card to make their own working periscopes. Pupils make predictions about which substances will dissolve in cold or warm water, and conclude that a substance dissolved in a solution is still present. They observe the effects of baking powder dissolving in water and

learn that a chemical reaction takes place when bubbles are seen. By the end of Year 5, pupils can already explain how the earth circulates around the sun, how the seasons are effected, and list the order of the planets. Most pupils in Year 6 have a good level of knowledge about the functions of body organs. Higher attaining pupils can explain how blood circulates around the body, and why blood passes through the lungs before the rest of the body.

122. Pupils in Key Stage 1 make good progress as they acquire knowledge about living and non-living things. For example, by the end of a lesson about parts of the body, pupils in the Reception class could identify the ankle and the wrist from a large picture of a skeleton. Some pupils already use correct scientific terms, such as 'skull' and 'spine' when talking to each other. Pupils in Year 2 develop a good understanding of animal classification, and the properties of a range of materials.

123. Pupils in Key Stage 2 build well on their use of scientific investigations. They conduct experiments both independently and in small groups, and make good progress in making predictions based on their scientific knowledge. This was seen in Year 4 and Year 5 work, when pupils investigated soluble and non-soluble materials. Pupils develop understanding the functions of parts of the body. Some higher attaining pupils talk knowledgeably about the purposes of oxygen, and how it is exchanged for carbon dioxide in animal and plant physiology. From the simple electrical work undertaken in Key Stage 1, pupils in Key Stage 2 develop their ability to draw circuits, and discuss the effects of different circuit arrangements, such as when linking two or three light bulbs. Pupils gain an appropriate understanding of the dangers of using drugs, and easily explain what constitutes a healthy life style. Pupils with special needs, including those in the special unit, make good progress in their science lessons.

124. Pupils' attitudes to their science work are good. The great majority of pupils listen attentively to their teachers. They respond well to being asked to carry out experiments, and use the cramped space available in most classrooms very sensibly, and with due regard to safety. They answer questions readily and speak clearly. Indeed, when whole class or group discussions are taking place most pupils wait patiently to offer their own opinions. When given the opportunity they use computers sensibly to write about their work, and share equipment well. Pupils' written work is generally neat, and they use drawings and diagrams carefully to illustrate their writing.

125. The quality of teaching is good. Indeed, over seventy per cent of teaching is good or very good, with no unsatisfactory teaching. This judgement matches that of the last inspection. Teachers have secure subject knowledge, and use the scheme of work well to plan their lessons over the term ahead. Most lessons are planned well, and teachers define precisely what it is that they want their pupils to learn. All teachers manage their pupils well and expect them to attain high standards. In the best lessons, the teacher gives very clear instructions about what the pupils are to learn, resources are well organised and accessible, and the work given is matched closely to the pupils' levels of ability. All these factors were seen in a Key Stage 2 lesson when pupils were arranged into four groups to conduct experiments. The teacher created an intense working atmosphere, in which pupils were expected to work sensibly and thoughtfully. In the plenary session at the end of the lesson, pupils' self esteem was raised and their learning consolidated when they shared their experiences and discussed their findings. It is notable how well teachers make a point of working with individual pupils to help them to fully understand their work. However, the presentation of completed science work has yet to be formalised, including the procedures for recording investigations. As yet, few opportunities are given for pupils to use computers as part of their science lessons, or to use the school

library for research.

126.The subject is managed well by the co-ordinator, who gives good support to colleagues. There is a good policy, and a scheme of work which covers all aspects of the National Curriculum for science. The school has good resources for the teaching of science, including a central garden and pond area. However, space in most classrooms is restricted, and this factor places great strains on both teachers and pupils to carry out science work to full effect.

## 132. OTHER SUBJECTS OR COURSES

### 132. Information and communication technology

127.Pupils' attainment in information and communication technology at the end of Key Stage 1 is in line with national expectations. By the end of Key Stage 2, most pupils have developed appropriate skills in word processing, but they do not meet expectations in the control and data handling aspects of the subject. This is mainly because pupils do not have enough opportunities to use computers as part of their everyday work across a range of subjects, for example to record and interpret data from mathematical or scientific surveys, or to use computers to generate specific presentations.

128.By the end of Key Stage 1, pupils confidently operate simple programs on a computer, use simplified keyboards, follow instructions carefully, and use some keyboard commands correctly. For example, they use a computer to practice number operations or to undertake estimations. Many pupils at this age generate good written pieces, firstly writing in draft form and then improving their work by using the delete key and then retyping. For example, in a religious education lesson, Year 2 pupils write their stories on a computer. They then print out their work. By the end of the key stage, pupils competently key in instructions to a programmable toy to make it move over a predetermined path. They use toolbox facilities in simple programs to 'draw' and 'paint' pictures, for example of flowers. Pupils in this key stage use tape recorders to listen to stories.

129.In Key Stage 2, pupils build on their earlier experiences and, by the time they reach Year 6, have a satisfactory range of skills to use a computer well for word-processing. Their keyboard skills are generally sound. With adult help, pupils in Year 3 construct designs for their literacy folder. Most pupils in Year 4 know how to load a word processing program. They understand that a word will be highlighted when it is spelt incorrectly, how to change the font size, save their work and close down the program. However, many pupils in Year 5 are still at the same level of skill development as younger pupils. By the end of the key stage, few pupils understand how computers can be used to support work in other subjects. For example, they have little understanding of databases, or of how to retrieve information in order to draw conclusions. Pupils at this age are only just beginning to use a CD-ROM to research information, for instance about life in the Second World War. Little work is undertaken to support artwork.

130.Most pupils make satisfactory progress in Key Stage 1. They build on their keyboard skills, and use simple programs to develop a better understanding of language and mathematics. Progress in Key Stage 2 in word-processing techniques and keyboard skills is sound, but development of pupils skills in the use of information and communication

technology across other aspects of the curriculum is unsatisfactory. Pupils do not have sufficient access to computers to support a satisfactory level of progress.

131. Throughout the school, pupils respond well to their information and communication technology work. They relish the opportunity to work on computers and related resources. Pupils work quietly either alone, or in pairs when they talk about their work and help each other. Pupils in Key Stage 2 respond well to whole class information and communication technology lessons, despite the fact that they often have to work with only one or two computers for the whole class.

132. The quality of teaching is never less than satisfactory. However, there is some way to go to raise all teachers' competence to required levels in all aspects of the subject. This is fully understood by the school, and plans are firmly in place to extend opportunities for teachers to undertake further training. The teachers work under difficult circumstances in designated information and communication technology lessons. Space in most classrooms is severely limited, and computers of the required quality are in short supply. Nevertheless, these lessons are well planned, and pupils' learning is enhanced by the way in which teachers ensure that all pupils are involved in the lesson. For example, in one lesson for pupils in Years 5 and 6, the teacher introduced a 'game' to see how quickly pairs of pupils could load a program, select their saved work, create and name a new folder, then save their work and shut down the program. This strategy ensured that all pupils were interested whilst waiting their turn. Nevertheless, pupils' learning in information and communication technology is constrained because few teachers include in their lesson plans opportunities for pupils to undertake information and communication technology work in other lessons. Records of individual pupils' work and competence on computers are currently being introduced, and this is a positive step.

133. The use of a CD-ROM in Year 6 is beginning to help pupils to develop their research and retrieval skills, but this kind of work is limited in the school, mainly because the school does not have sufficient resources of the right quality. Recent acquisitions of hardware have done much to enhance pupils' opportunities for information and communication technology, and pupils in the special unit make good use of recently purchased equipment. The subject co-ordinator works hard to monitor and develop the quality of provision in the subject. For example, he has recently acquired a useful commercial scheme and trained teachers in its use to help develop pupils' skills in specific information and communication technology lessons. This has done much to enhance teachers' abilities to teach the subject, as has other training that all teachers have undertaken. The policy and scheme of work for the subject are good, and appropriately specify the need to extend assessment procedures to ensure that pupils' progress is carefully mapped. Plans are in place to improve the quality and range of both hardware and software, so that the development of information and communication technology in the school will be better supported.

### **Religious education**

134. The school has maintained the good standards in religious education reported in the last inspection. Pupils' attainment at the end of Key Stage 1 meets the requirements of the locally-agreed syllabus, with pupils' knowledge and understanding of Christianity being particularly strong.



135. The youngest pupils in the key stage understand that some people are special and help us. They write and draw about what they like about Christmas. Almost all pupils identify books that are special to them, and they know that the Bible is a very special book for Christians. Recall of stories from the Bible is good, with pupils understanding the story of Noah. The pupils realise that Judaism is a major world religion and that Jews use a special book called the Torah. In lessons, the pupils develop tolerance and respect the views of other pupils, for example when Muslim pupils talk about the Qu'ran.

136. All pupils in Key Stage 1, including those with special educational needs, make good progress both in terms of factual knowledge and in gaining an understanding of major world religions. They develop their religious vocabulary and, by the end of the key stage, they respond well to religious stories, for example the wedding feast at Cana.

137. Attainment at the end of Key Stage 2 is above that required by the locally-agreed syllabus, and is particularly strong in knowledge and understanding of Christianity and Islam. Pupils build successfully on their knowledge acquired in Key Stage 1, and continue to make good progress.

138. The younger pupils in the key stage know that Joseph had dreams and these showed that there would be periods of plenty and periods of shortages. They understand that Advent is a time of preparation for Christmas. Their understanding of rules is developed and understood when pupils study the Ten Commandments and the Five Pillars of Islam. As pupils progress through the key stage, they start to understand that there are differences not only between major religions but also within them, for example that there are Orthodox and Western divisions in Christianity. Older pupils learn about different creation stories, which they compare and contrast. By the end of the key stage, pupils record and classify features of religions. They can ask and answer questions based on what they have learned. They describe ways in which religious beliefs express faith through celebrations, such as Christmas and Eid. Most pupils can identify the main practices in Christianity, Judaism and Islam.

139. Religious education makes a good contribution to the development of pupils' literacy. Pupils develop their speaking and listening skills in discussion sessions. Reading skills are developed when pupils retell Bible stories. Pupils improve their writing skills when they write about topics they have studied and researched. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development. Spirituality is developed when pupils learn about a 'Greater Being', and that there are special times, places and people in our lives. In the work on Creation, pupils learn about the beauty of the earth, and so are helped to develop a sense of awe and fascination in the world around them. The study of rules from religious groups, and discussions about issues to do with right and wrong, aid pupils' moral development. Social development is enhanced when pupils work together and help each other, for example in Year 6, when pupils help each other to locate information in the Bible. There are good opportunities for pupils to express their own opinions and to listen to the views and concerns of other.

140. Pupils are enthusiastic about religious education and this helps them to make good progress. They listen carefully to their teachers at the beginning of lessons, and contribute well to discussions, for example in a Key Stage 1 lesson where pupils explained why the Bible is a special book. Care is taken when handling special books. For example, in a Year 6 lesson pupils showed respect for the importance of the Bible. In Key Stage 1, respect for the views

of others was shown when pupils were interested in comments made about the Qu'ran by Muslim pupils.

141. The quality of teaching in religious education is consistently good and has a positive effect on the standards achieved and progress made. All lessons are well planned, with an appropriate mix of teacher talk and pupil activity. Resources are very well used to develop learning, as in a Year 1 lesson when a display of special religious books included the Bible, the Qu'ran and the Torah. These books were correctly and carefully handled by the teacher, illustrating to the pupils how special the books are. Teachers use pupils' previous knowledge well, particularly when discussing Bible stories and the use of the Qu'ran. Relationships between teachers and pupils are always of a high standard.

142. The subject is very well promoted by the subject co-ordinator. Good quality policy documentation and a comprehensive framework contribute well to the current high standards in the subject. The school has improved the range and quality of resources since the last inspection and this has had a positive effect on pupils' progress. The religious education curriculum is enhanced by visits to the local church and York Minster, and by visits to the school by the local vicar. The subject meets fully the requirements of the locally-agreed syllabus for religious education.

148.

148. **Art**

143. Pupils throughout the school make good progress in art, and reach standards which exceed those normally displayed by pupils of their age and abilities. At Key Stage 1, pupils learn to observe carefully. They use a range of materials to develop their ideas. For example, pupils in Year 1 use different materials, for different purposes, to decorate their cut-out scarecrows. Pupils in this key stage know how to mix colours to achieve a desired effect, such as mixing red and yellow to make orange. Pupils in Year 2 use these skills to paint attractive pictures of a church as part of their religious education topic. They carefully paint intricate patterns on a plate. They work in wood, clay, papier mache and dough. Pupils make models from a range of materials and have good opportunities to practise 3-dimensional art, for example to make a model of a bird.

144. At Key Stage 2, pupils continue to make good progress. They work in a wide range of materials and use a variety of techniques. Pupils in Year 5 test the use of different techniques for different purposes. They explore line and tone using charcoal, understand the effects of using a limited range of colours in a painting, and know how pastels can be used effectively. Work photographed from previous years shows that pupils make patterns using tessellations. They undertake embroidery tasks and draw from close observation, creating a perceptive still life picture using charcoal. Artwork is often linked with other curriculum areas. For example, pupils create Egyptian masks in history, and paint pictures of the Iron Man in English. They study the work of a range of artists, such as Paul Klee, and note the changes in his techniques over time. Pupils in Year 3 understand that artists, such as William Morris, drew their inspiration from the environment, and create their own ideas for patterns from the shapes of nature. Colourful sunflower pictures, using paint and collage techniques, followed pupils' observation of sunflowers and the work of Charles Belle.

145. Pupils respond well to their art lessons. Pupils at Key Stage 1 work well independently,

making sensible choices when ‘dressing’ the scarecrow. They show good control of equipment and share resources when required. At Key Stage 2, pupils show good levels of concentration, for example, the Year 5 group who explored line and tone using charcoal were keen and enthusiastic in their approach. All pupils were proud of what they had achieved during the lesson.

146. The quality of art teaching is good. Teachers state clearly in their lesson plans what it is they want the pupils to learn, and ensure that pupils understand what is expected of them. Relationships with pupils are always good, and this allows the development of individual work within lessons. Development of ideas and techniques in lessons takes place over a number of weeks. This allows teachers to continually assess and reassess the work in progress and to offer helpful suggestions for development. Resources are well organised, and teachers encourage pupils to select independently from a range of available materials. Additional opportunities to extend their artistic skills and knowledge are provided for Key Stage 2 pupils through an extra-curricular art club. Good opportunities are taken to enhance the art curriculum when the school uses adult voluntary help on a regular basis, for example to produce with pupils a range of life-sized scarecrows, assembled attractively in the central garden area in readiness for a harvest festival.

## **152. Design and technology**

147. In both key stages, pupils’ work in design and technology is of a standard consistent with that usually found in a particular year group. Progress for all pupils, including those with special educational needs, is sound throughout the school. In both key stages, all pupils are given suitable opportunities to experience the design and making elements of the National Curriculum programmes of study. It is notable that design and technology learning often takes place in lessons which are to do with other subjects, such as science.

148. The youngest pupils enjoy cutting, drilling and sawing wood, with adult support, to make simple models. As part of their work in science, pupils in Year 1 use a range of materials well to represent scarecrows, or practise with a range of tools with which they are going to make land yachts from wood later in the term. They use rulers satisfactorily to measure appropriate lengths of wood. Year 2 pupils draw and cut out dinosaur body parts to make a moving model. They discuss how the parts will move, and plan how they will fit together to create the best effect. By the end of Key Stage 1, most pupils have a sound understanding of designing and making. They can estimate and cut materials with sufficient accuracy. They use a range of techniques to successfully join materials, for example, a running stitch when they make a cloth case for their recorders.

149. In Key Stage 2, pupils in Years 4 and 5 follow instructions carefully to construct good quality note holders from square-cut wooden strips and card. They work safely as they measure and saw the wood, and then use a glue gun to make their models strong. Through discussion with their teacher and their classmates, they solve any problems they meet. By this age, pupils organise their equipment well, and try to ensure that their work is of high quality. By Year 6, most pupils enjoy the challenge of solving construction problems. For example, in a Year 6 science lesson, some pupils made periscopes, using a plastic commercial product as a basis for their design. They successfully used card, safe mirrors and glue to interpret the commercial product in their own working, finished designs. In another Year 6 lesson, related to a history topic, pupils successfully designed and made models of ‘Anderson’ wartime bomb

shelters, and then tested them to find the strongest. Evidence from photographs showed that pupils throughout this key stage have good opportunities to undertake a wide range of design and technology tasks, such as designing and making tasty pizzas, or making puppets. Pupils write about how they made their designs, and how they were evaluated for quality and effectiveness.

150. Pupils have positive attitudes towards design and technology. They talk about their designs and models with enjoyment and enthusiasm. The quality of finished products shows that most pupils take a pride in their work.

151. The quality of teaching is never less than satisfactory, and is often good, particularly where the lesson is linked to other subjects in the curriculum. For example, pupils make chariots as part of their history work about the Romans. Lessons are well organised, and teachers use the wide range of available resources well to make the lessons interesting to the pupils.

## **Geography**

152. Very few geography lessons took place during the inspection. Evidence from teachers' planning, talking with staff and pupils, and a scrutiny of pupils' work, show that a sound curriculum is established. Progress for most pupils, including those with special educational needs, is satisfactory, especially in the development of geographical skills.

153. The development of mapping skills is given appropriate emphasis at both key stages. Key Stage 1 pupils respond to questions about a walk along a street, remarking upon its human features. They understand that a plan is a 'bird's eye view', and apply this knowledge as they complete a street plan showing symbols and key. They draw 'picture maps' of their journey from home to school, showing developing spatial awareness. They can locate the north and south poles on a globe, know and identify the countries of the United Kingdom, and locate York in its approximate position on a map. They are beginning to use a geographical vocabulary and to demonstrate an awareness of localities beyond their own.

154. Although no lessons were observed at Key Stage 2, evidence from planning and of mapwork in other subjects, such as history, indicates that geography continues to be given appropriate emphasis as pupils move through the school. For example, younger Key Stage 2 pupils study a map of the United Kingdom showing its main farming regions. Older Key Stage 2 pupils draw maps with detailed keys from pictures they see. The development of mapping skills, for example when orienteering, are suitably emphasised on the Year 6 residential visit, and in the weekly games afternoon for Key Stage 2 pupils. Pupils demonstrate increasing knowledge and understanding of places. For example, Year 3 and 4 pupils distinguish between a city, a town, a village and a hamlet, learn reasons for the location of settlements when considering the siting of Saxon villages, and consider the ideal location for a superstore. By Year 6, pupils fully understand the importance of location and start to describe critically geographical patterns, such as in relation to urban and rural settlements.

155. Teaching seen in Key Stage 1 is good. There is insufficient evidence to make a judgement about standards of teaching in Key Stage 2. Good features of teaching observed include careful planning with clear lesson objectives, resources which ensure pupils make good progress, secure subject knowledge, good relationships, and purposeful questioning which

helps to develop geographical understanding. Attitudes to learning were good in both Key Stage 1 lessons seen. Pupils listen carefully, respond positively to the work set, and answer questions enthusiastically, showing developing geographical understanding.

156. The subject is well led. Resources for geography are sufficient to meet curriculum requirements. They have been audited recently, and are tidily and accessibly stored. Opportunities to develop geographical skills through local study are insufficiently represented. For example, though younger Key Stage 2 pupils carry out a simple traffic survey and analyse their results, there is little evidence of further consolidation, through the use of measuring implements and techniques, by older pupils. Information technology is insufficiently used in geography to handle, classify and present evidence.

## **History**

157. Pupils make sound progress in history as they move through Key Stage 1, and good progress throughout Key Stage 2. By the end of Key Stage 2, pupils' work is of a standard which is at least as good as that expected for their age and abilities. Evidence for these judgements was obtained from lessons, discussions with staff and pupils, documentation, displays around the school and from a scrutiny of pupils' past and present work.

158. Knowledge and understanding of past periods of history are given appropriate emphasis and show consistent development, especially throughout Key Stage 2. For example, Year 1 and 2 pupils find out about early man, his clothing, food and homes. They learn about the wheel and how some people believe it came to be developed. Year 3 pupils find out about town life in Tudor times, crime and punishment, and learn about Sir Francis Drake, William Shakespeare and Mary, Queen of Scots. By Year 4, the level of detail is increasing, as pupils show factual knowledge and understanding of the Great Fire of London, the Spanish Armada, and the dissolution of the monasteries. By Year 6, pupils investigate more structured work, with appropriate use of historical vocabulary and dates. This was seen in well organised, thorough and neatly presented topics about the Tudors and Ancient Egyptians.

159. Timelines are used appropriately to help pupils develop an understanding of chronology. For example, reception class pupils study pictures of babies to help them demonstrate an awareness of the differences between past and present in their own lives. Year 3 and 4 pupils consider how timelines help us understand periods in history. Pupils from Years 5 and 6 study change over the past seventy years, with reference to a time line.

160. Pupils discover aspects of the past through an appropriate range of historical sources. For example, from a study of photographs Year 1 and 2 pupils discover how transport has changed. They visit local buildings, such as York Minster and the Castle Museum, to find out about the past. Year 3 pupils study and draw Victorian artefacts, considering their possible uses. Pupils from Year 5 and 6 use tapes to discover events leading to the outbreak of the Second World War, listen to wartime songs and to Hitler's propaganda.

161. Teaching is satisfactory at Key Stage 1 and good at Key Stage 2. Strengths in teaching include teachers' secure subject knowledge, good use of resources and good use of questions to develop historical understanding. Teachers help to make the subject interesting, and bring it

alive for pupils, by enabling them to represent work in ways other than through writing, such as maps, pictures and models. For example, when studying the Romans, Year 4 and 5 pupils make high-quality chariots as part of a design and technology project. Attitudes to learning are good in history. Most pupils are attentive and interested, especially when challenged by the work set.

162. The subject is well led by a subject co-ordinator with clear plans for its further development. Informative displays enhance the history-learning environment. The subject is given a high profile in the school's curriculum at Key Stage 2. Visits, including a residential visit for Year 5, which has a strong history component, help to bring the subject alive for pupils. Literacy skills are developed through history, for example through research work from books. Resources are well organised, tidily stored, easily accessed and have been

recently audited. However, the range of artefacts is still limited. Information technology is under-represented in history, although Year 6 pupils do research the Second World War using a CD-ROM. The monitoring of teaching and learning is given insufficient emphasis, as at the time of the last inspection.

## **Music**

163. Since the last inspection, the school has continued to provide pupils with a sound curriculum to support the development of their musical skills and knowledge. All pupils, including those with special educational needs, make good progress in both key stages. By the end of Key Stage 2, pupils attain standards that compare well with what might be expected of pupils of this age.

164. Pupils in Key Stage 1 sing confidently and rhythmically. They play percussion instruments sensibly, to suggest which sound could be used for a particular type of weather. Pupils develop their awareness of music, and appraise music when they look at a picture and listen to Vaughn Williams', 'Symphonia Antarctica'.

165. In Key Stage 2, all pupils continue to make good progress. Opportunities for all pupils to learn the recorder in Year 3 ensure that they have an understanding of simple musical notation. By the end of the key stage, pupils sing in simple harmony, sometimes with adult support. They sing tunefully and perform well in a group. They identify a wide range of instruments by sound and can discuss mood when appraising music. Evidence of composition was not seen during the inspection, but plans already made signify that this aspect is to be covered later in the year.

166. Music makes a good contribution to pupils' spiritual development. The music of famous composers is well used to help pupils to think and reflect. There is satisfactory contribution to pupils' cultural development. The contribution of western music to pupils' cultural development is well met, but there is very little evidence of the use of music from minority ethnic groups. Information and communication technology, other than the playing of compact disc players, is not used to develop musical knowledge and understanding, for example in composition.

167. Pupils have good attitudes to their music lessons and enjoy singing and performing. This has a positive effect on the progress they make. When pupils sing or perform they do so with enthusiasm. When handling instruments the pupils take great care, for example in a Key Stage 1 session, where a group of pupils played percussion instruments.

168. The quality of teaching in music is never less than good. Teachers have secure knowledge of the subject and ensure that there is a good mix of skills teaching and performing. Resources are well used and the pieces of music chosen keep the pupils' interest. For example, 'Standby for Countdown' was very popular in a Years 4 and 5 lesson. Teachers control their pupils very well and have high expectations of pupils to achieve good standards. The good quality of teaching has a positive effect on the progress pupils make.

169. Good use is made of specialist instrumental teaching in both key stages, for example to support violin, woodwind and brass teaching. The commercial scheme of work is well used to ensure that there is step-by-step development as pupils move through the school. The music

curriculum is very well enhanced by extra-curricular activities, which include a well-organised choir, recorder group and guitar group. Visits and performances by professional musical groups and ensembles further enhance the curriculum.

### **Physical education**

170. The school has maintained the good standards in physical education reported in the last inspection. Pupils make good progress in both key stages so that, by the time they reach the end of Key Stage 2, they perform at a level which is above that which is expected of pupils of this age.

171. The younger pupils in Key Stage 1 move around the hall confidently. They use space very well and perform a number of moves thoughtfully, both on the floor and when using apparatus. By the end of the key stage, pupils perform safely a range of jumping, crawling and turning movements when they act out the story of Noah. All pupils, including those with special educational needs, make good progress in developing movements and linking them together to form simple routines.

172. In Key Stage 2, pupils build on the knowledge and skills they have acquired earlier, and continue to make good progress. Pupils' understanding of the reason for exercise increases, and they can explain why it is necessary to warm up before taking part in physical activities. They develop appropriate skills in gymnastics and a large number of games. In football, basketball and rugby, pupils develop good passing skills, paying appropriate attention to correct technique. Good stick control is developed in 'indoor hockey,' and regular opportunities for orienteering develop skills in adventurous activities. Opportunities for swimming are limited because of shortages in financial resources. However, the school has appropriately targeted the non-swimmers for this aspect of the curriculum so that, by the time they leave the school at the age of 11, most pupils can swim the required 25 metres.

173. Pupils have good attitudes towards physical education. They dress correctly for their lessons, and behave well in the hall and on the field. These factors have a positive impact on the good progress made. Pupils work well together both in teams on games afternoons and when working out routines in gymnastic or dance sessions. For example, in a Year 3/4 lesson, pupils worked together to produce movements in response to a stimulus word.

174. The quality of teaching is never less than satisfactory. Indeed, it is good or better in nearly 90 per cent of lessons. The overall good quality of teaching has a direct impact on pupils' progress. Lessons are well planned, with appropriate warm up and cool down sessions. Teachers explain the purpose of these sessions and use questioning to good effect. Lessons include a good mix of skill training and pupil participation in team games, and teachers seek high standards through emphasising the need for pupils to produce quality work. Class control is good and teachers ensure high standards of safety.

175. The teaching of the subject is well organised. For example, the games afternoon 'carousel' for pupils in Key Stage 2 is particularly good. It covers a wide range of activities, and the focused use of the strengths and interests of individual members of staff ensures that pupils receive very good quality teaching in these sessions. A good range of extra-curricular activities, which include football, netball and badminton, enhances the physical education curriculum. The good resources and outside facilities, including an adventure playground, make a positive contribution to physical education.



## 181. PART C: INSPECTION DATA

### 181. SUMMARY OF INSPECTION EVIDENCE

176. A team of five inspectors, including a lay inspector, carried out the inspection. It took place over a period of four days, starting on 27<sup>th</sup> September 1999.

The main evidence considered by the inspection team for the report was gathered from:

- . Seventy one lessons or parts of lessons covering all classes, including pupils identified as having special educational needs, both in the main school and in the language unit;
- . talking to a large number of pupils about their work;
- . observing separate class and whole school assemblies;
- . listening to a sample of 21 pupils read;
- . scrutinising a wide range of samples of pupils' previous and current work from each year group, including displays of pupils' work around the school;
- . discussions with the headteacher, other staff, governors and parents;
- . a scrutiny of a full range of school documentation, including the school development plan, policy documents, schemes of work, and other associated documentation;
- . examination of attendance records, budget statements, teachers' planning, records of pupils' achievements, and reports to parents.

Before the week of the inspection, the Registered Inspector held a meeting attended by 26 parents, and the team considered the responses that parents made in 74 questionnaires; this number being 25 per cent of all questionnaires sent out to parents.

## 183. DATA AND INDICATORS

### 183. Pupil data

	<b>Number of pupils on roll (full-time equivalent)</b>	<b>Number of pupils with statements of SEN</b>	<b>Number of pupils on school's register of SEN</b>	<b>Number of full- time pupils eligible for free school meals</b>
<b>YR – Y6</b>	293	11	70	7

### 183. Teachers and classes

#### 183. Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent): 12.6

Number of pupils per qualified teacher: 24.48

#### 183. Education support staff (YR – Y6)

Total number of education support staff: 3

Total aggregate hours worked each week: 32.5

Average class size: 28.4

### 183. Financial data

Financial year: 1998/1999

	£
Total Income	430,317.00
Total Expenditure	415,290.00
Expenditure per pupil	1,413.00
Balance brought forward from previous year	39,507.00
Balance carried forward to next year	54,534.00

183. PARENTAL SURVEY

Number of questionnaires sent out: 293  
 Number of questionnaires returned: 74

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	35	57	5	3	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	53	46	1	0	0
The school handles complaints from parents well	16	42	32	0	0
The school gives me a clear understanding of what is taught	19	69	11	1	0
The school keeps me well informed about my child(ren)'s progress	36	50	12	0	0
The school enables my child(ren) to achieve a good standard of work	36	62	1	0	0
The school encourages children to get involved in more than just their daily lessons	32	55	9	3	0
I am satisfied with the work that my child(ren) is/are expected to do at home	32	55	4	8	0
The school's values and attitudes have a positive effect on my child(ren)	35	54	9	0	0
The school achieves high standards of good behaviour	34	51	15	0	0
My child(ren) like(s) school	57	41	3	0	0