

INSPECTION REPORT

St Wilfrid's R.C. Primary School
York

LEA area: York

Unique Reference Number: 121648

Headteacher: Mrs E Macdougall

Reporting inspector: Mr R A Robinson

Dates of inspection: 18 – 21 October 1999

Under OFSTED contract number: 707653

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

© Crown Copyright 1999

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated. Further copies of this report are obtainable from the school.

Under the Education (Schools) Act 1992 and the Education Act 1993, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	Voluntary Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Monkgate York YO31 7PB
Telephone number:	01904 659726
Appropriate authority:	The governing body
Name of chair of governors:	Prof. K Hartley
Date of previous inspection:	April 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Robert Robinson, Lead Registered Inspector	Information technology	Attainment and progress
	Physical education	Efficiency of the school
	Under fives	
Susan Wood, Lay Inspector		Attendance
		Attitudes, behaviour and personal development
		Partnership with parents and the community
		Support, guidance and pupils' welfare
Margaret Handsley, Registered Inspector	English	Pupils' spiritual, moral, social and cultural development
	Art	
	Equal opportunities	
	Special educational needs	
John Foster, Registered Inspector	Science	Teaching
	Design and technology	Staffing, accommodation and learning resources
	Music	
John Porteous, Team Inspector	Mathematics	Curriculum and assessment
	Geography	Leadership and management
	History	

The inspection contractor was:

Independent School Inspection Services
 5 Huntsman Close
 Beaumont Park
 Huddersfield
 HD4 7PR

01484 667385

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints which are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
 The Office for Standards in Education
 Alexandra House
 33 Kingsway
 London WC2B 6SE

REPORT CONTENTS

Paragraph

MAIN FINDINGS

What the school does well
Where the school has weaknesses
How the school has improved since the last inspection
Standards in subjects
Quality of teaching
Other aspects of the school
The parents' views of the school

KEY ISSUES FOR ACTION

INTRODUCTION

Characteristics of the school 1 - 4
Key indicators

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress 5 - 19
Attitudes, behaviour and personal development 20 - 24
Attendance 25

Quality of education provided

Teaching 26 - 34
The curriculum and assessment 35 - 43
Pupils' spiritual, moral, social and cultural development 44 - 48
Support, guidance and pupils' welfare 49 - 52
Partnership with parents and the community 53 - 55

The management and efficiency of the school	
Leadership and management	56 - 63
Staffing, accommodation and learning resources	64 - 68
The efficiency of the school	69 - 72

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five	73 - 80
The core subject	81 - 120
Other subjects or courses	121 - 146

PART C: INSPECTION DATA

Summary of inspection evidence	
Data and indicators	

MAIN FINDINGS

What the school does well

- Pupils' attainment is above the national average in English, mathematics and science.
- The headteacher and deputy headteacher provide good quality leadership and management of the school.
- The behaviour of pupils is very good and they relate very well to one another and to members of staff.
- Assessment procedures are of a very high standard and are used very well to plan the next step of learning for pupils.
- The provision for pupils' spiritual development is excellent.
- Procedures for the support, guidance and welfare of pupils are very good.

• Where the school has weaknesses

- I. Standards in information technology are below national expectations and pupils make unsatisfactory progress.
- II. The role of the governing body, as a critical friend of the school, is underdeveloped.
- III. The governors' planning for the future is unsatisfactory; its development plan gives insufficient detail and lacks financial implications and ways to measure the success of its initiatives.
- IV. The governing body has not ensured that the prospectus and annual report to parents meet statutory requirements.
- V. The minutes of the meetings of the governing body are too brief and do not give a clear picture of the proceedings and decisions made.

The weaknesses are considerably outweighed by what the school does well, but they will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

• How the school has improved since the last inspection

The school has made good progress in addressing the weaknesses pointed out in the last inspection in 1996 though insufficient improvements have been made in information technology:

- VI. Standards of attainment have improved significantly in English, mathematics and science; pupils make good progress.
- VII. The quality of teaching has improved considerably; it is now good overall with a high proportion of very good teaching.
- VIII. The teachers now work very well together and take joint responsibility for effecting school improvement and monitoring standards of pupils' work; this has a positive impact upon the progress pupils make whilst they are at the school.
- IX. There are now very good procedures for assessing pupils' work. The information gained enables teachers to provide suitably challenging work for pupils in order to move their learning on at a good pace.
- X. Effective guidance is now available to assist teachers' planning in all subjects of the National Curriculum.
- XI. The school is well placed to maintain the present high standards and has satisfactory capacity for further improvement.

Standards in subjects

This table shows the standards achieved by 11-year-olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key
			very high A*
			well above average A
			above average B
			average C
English	A	A*	
Mathematics	A	A	below average D
Science	C	C	well below average E

In the national tests for 11-year-olds in 1999 pupils' attainment was well above the national average in English and mathematics, and average in science. In comparison to similar schools, standards were very high in English well above average in mathematics and average in science. Inspection findings show the performance of pupils by the age of 11 for English, mathematics and science to be above average. The differences between the inspection findings and the national test results in English and mathematics are due to differences in groups of pupils; in science the improvement is a reflection of the success of the recent initiatives to raise standards by using specialist teaching to support class teachers. Standards in information technology are below the national expectations at both key stages. Pupils make very good progress in geography, good progress in art, history and music and satisfactory progress in design and technology and physical education. Most children by the age of five exceed the level expected of their age in personal and social development, in language and literacy, in mathematics and in knowledge and understanding of the world. Children reach the standards expected of five-year-olds in physical development and in creative development.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Satisfactory	Good	Good
Mathematics	Satisfactory	Good	Good
Science		Good	Good
Information technology		None seen	Insufficient seen
Other subjects	Satisfactory	Satisfactory	Good

The quality of teaching is good overall. One per cent of lessons observed was excellent, 28 per cent of lessons were very good, 38 per cent were good, and 33 per cent were satisfactory. No unsatisfactory teaching was observed during the inspection. The teaching of children under the age of five is satisfactory. The teaching of English, mathematics and science is good at Key Stage 1 and Key Stage 2. Insufficient evidence was available to judge the quality of teaching of information technology at either key stage as it was only possible to observe one lesson because of the organisation of the timetable. The teaching at Key Stage 1 of art, history and music is good, and is satisfactory in design and technology, geography, and physical education. The teaching at Key Stage 2 is very good in geography, good in art, history and music and satisfactory in design and technology and physical education.

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

· **Other aspects of the school**

Aspect	Comment
Behaviour	Pupils are very well behaved throughout the school and show respect for others.
Attendance	School attendance figures are in line with the national average. Pupils arrive at school on time.
Ethos*	Very good. Pupils have positive attitudes to their work. Relationships are of a high standard. Teachers have very high expectations of pupils' work and behaviour.
Leadership and management	The headteacher and deputy headteacher give very effective leadership. The strategic role of the governing body is underdeveloped
Curriculum	Schemes of work assist teachers to plan the next step of learning effectively. Thorough assessments of pupils' work and progress ensure teachers provide appropriate tasks in lessons.
Special educational needs	The school makes good provision for pupils with special educational needs, enabling them to make good progress.
Spiritual, moral, social & cultural development	Provision for pupils' spiritual, moral, social and cultural development is very good. Pupils' spiritual development is excellent; moral and social development is very good; provision for cultural development is satisfactory.
Staffing, resources and accommodation	There is an adequate number of staff at the school. Learning resources are satisfactory overall and the accommodation is good; however, unsatisfactory resources for information technology restrict pupils' progress.
Value for money	The school gives good value for money.

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

· **The parents' views of the school**

What most parents like about the school

- XII. The school is easy to approach and encourages parents to play an active part in the school's life.
- XIII. Members of staff listen to the views of parents.
- XIV. Parents are kept well informed about their children's progress.
- XV. Standards of work are high and children have sufficient homework.
- XVI. Pupils' behaviour at the school is of a high standard.
- XVII. Parents appreciate the values the school teaches.
- XVIII. Children are happy at the school.

What some parents are not happy about

- XIX. Improvements to the playground have not amount of money to fund the development.

Inspection judgement endorses the positive views of the parents. The governing body is working with the Diocese and the parent teacher association to enable the money raised by parents to be used appropriately to effect improvements to the playground.

· **KEY ISSUES FOR ACTION**
·

The school should:

- (a) raise standards in information technology by
 - improving the learning resources to enable teachers to implement fully the scheme of work to provide increased opportunities for pupils to meet the national expectations.
 - providing further opportunities to use information technology to assist learning in other subjects.(paras: 14, 15, 17, 31, 63, 67, 69, 89, 102, 112, 114, 117, 120)

- (a) develop the strategic role of the governing body by:
 - staff and governors working together to develop the roles and responsibilities of governors.
 - agreeing and implementing systems to support, monitor and evaluate the work of the school using clear success criteria.
 - formulating a school development plan that focuses clearly upon further school improvement, financial planning, and the future direction of the school.
 - allocating funds for the current year and making predictions for at least two years ahead based upon expected pupil numbers, anticipated staffing costs and estimated funding.(Paras: 56, 57, 58, 61, 69)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

- (a) Ensure that the governors' annual report to parents and the prospectus meet statutory requirements.
(paras: 53, 58)

- (b) Improve the quality of the minutes of the meetings of the governing body.
(paras: 58, 69)

(d) **INTRODUCTION**

(d) **Characteristics of the school**

1. St Wilfrid's R.C. Voluntary Aided School is situated close to the centre of the city of York just outside the city walls with close proximity to many of York's major educational and cultural attractions. It serves the local Roman Catholic community in the Parishes of St Wilfrid's, St Joseph's, St Margaret Clitherow and St Paulinus. Generally the social and economic backgrounds of the pupils are above average. One pupil is learning English as an additional language. Attainment of the majority of pupils on entry to the reception class is above the level expected of four-year-olds. Children who will be five during the first term are taught alongside Year 1 pupils and attend full-time. The other children under the age of five are taught in a reception class and attend initially part-time for two or three days each week and then full-time from the start of the second half term of the autumn term. At the time of the inspection there were 34 children under the age of five.
2. There are 239 pupils at Key Stage 1 and Key Stage 2: 122 boys and 117 girls. In addition, there are 13 boys and 13 girls in the reception class who attend either for morning or afternoon sessions each day. Pupils are admitted to the school in accordance with the governors' admission policy which gives priority to Roman Catholic children. Eight per cent of the full-time pupils are eligible for free school meals; this figure is below the national average. Fifteen pupils are on the register of pupils with special educational needs with two pupils having a statement of special educational needs. The attendance rate is broadly in line with the national average and the rate of unauthorised absence is below the national average. There has been one exclusion recently at the school.
3. Nine full-time teachers and two part-time teachers teach the pupils. The school building is attractive and was built in 1875; in 1994 there was a major refurbishment and extension of the school. It has 9 classrooms, a hall, and a library area. There are hard play areas though limited grassed areas exist within the perimeter of the grounds.
4. The school is committed to providing a first class Catholic Christian education for all the children in the school. The key priorities for 1999 are to:
 - develop information and communication technology.
 - implement the National Numeracy Strategy.
 - develop school evaluation.
 - continue the development of the Early Years and the National Literacy Strategy.

• **Key indicators**

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1999	19	17	36

National Curriculum Test/Task		Reading	Writing	Mathematics
Results				
Number of pupils at NC Level 2 or above	Boys	16	13	17
	Girls	17	17	17
	Total	33	30	34
Percentage at NC Level 2 or above	School	92(91)	83(87)	94(93)
	National	82(80)	83(81)	87(84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	16	16	16
	Girls	17	17	17
	Total	33	33	33
Percentage at NC Level 2 or above	School	89(91)	91(93)	86(91)
	National	82(80)	86(84)	87(85)

.....

1

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

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1999	16	17	33

National Curriculum Test		English	Mathematics	Science
Results				
Number of pupils at NC Level 4 or above	Boys	16	16	16
	Girls	16	14	11
	Total	36	31	31
Percentage at NC Level 4 or above	School	96(82)	90(70)	85(70)
	National	70(63)	69(62)	78(69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	12	12	12
	Girls	15	15	15
	Total	27	27	27
Percentage at NC Level 4 or above	School	81(82)	81(82)	81(64)
	National	68(65)	69(65)	75(72)

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	5.8
	Absence	National comparative data	5.7
	Unauthorised	School	0
	Absence	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	1
	Permanent	0

Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	29
	Satisfactory or better	100
	Less than satisfactory	0

· **PART A: ASPECTS OF THE SCHOOL**

· **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

· **Attainment and progress**

1. The 1999 National Curriculum tests for 11-year-olds indicated that:
 - the performance in English is well above the national average and very high when compared to schools with pupils from similar backgrounds.
 - the performance in mathematics is well above the national average and well above average when compared to schools with pupils from similar backgrounds.
 - the performance in science is in line with the national average and in line when compared to schools with pupils from similar backgrounds.

1. The findings of the inspection show that by the age of 11:
 - the performance of pupils in English, mathematics and science is above the national average.

1. The National Curriculum test for seven-year-olds in 1999 indicated that:
 - the performance of pupils in reading was above the national average and above when compared to schools with pupils from similar backgrounds.
 - the performance of pupils in writing was in line with the national average and in line when compared to schools with pupils from similar backgrounds.
 - teacher assessment of speaking and listening shows pupils to be in line with the national average.
 - the performance of pupils in mathematics was in line with the national average and in line when compared to schools with pupils from similar backgrounds.
 - teacher assessment in science shows pupils to be below the national average level expected for seven-year-olds overall.

1. The findings of the inspection show that by the age of seven:
 - the performance of pupils in all aspects of English and in mathematics and in science is above the national average.

1. There are discrepancies between inspection findings and the results of the national tests. The variations at both key stages are due to differences in groups of pupils in terms of their levels of attainment on entry to school; the recent success of initiatives that the school has taken to raise standards. The school's accurate assessment procedures have identified that the present Year 6 will not reach the same overall standards as the previous year in view of the number of lower attainers and pupils with special educational needs. Within this group of pupils, however, there are a similar number of pupils to the previous year who are on line to attain higher levels than typically expected of 11-year-olds. In science at both key stages the school has improved the quality of teaching by giving teachers throughout the school additional support from specialist teachers; this initiative has resulted in significant improvements in pupils' attainment and progress. The national tests in English and mathematics by the end of Key Stage 2 over the four years 1996 to 1999 show standards to have risen significantly from being in line with the national average to being well above the national average; in science over the same period of time standards have improved from well below the national average to be in line with the national average. There is no significant difference overall between the performance of boys and girls over the three-year period 1996 to 1998 with the performance of boys and girls being close to the national average. Pupils with special educational needs reached expected levels in relation to their prior attainments.

2. Children's attainment on entry into the school is above that usually seen in four-year-olds. Most

children by the time they are five exceed the expectations of the nationally agreed desirable learning outcomes in personal and social development, in language and literacy, in mathematical development and in knowledge and understanding of the world. In physical development and in creative development pupils reach the level expected of five-year-olds. In personal and social development most children are confident on entry to school and settle quickly to their tasks. They behave well and listen and act upon teachers' instructions. In language and literacy children write their first names correctly and many are able to write their surnames. The children contribute in discussions and talk, usually, in turn. They read simple texts accurately. In mathematical development children add up to ten and count on beyond twenty. They recognise and name shapes such as triangle, square, rectangle and circle. In knowledge and understanding of the world children cook tarts for 'the Queen of Hearts'. They identify the flavour of crisps by the sense of smell and explore the taste of different raw and cooked vegetables. In physical development children enjoy throwing and catching beanbags and balls. They cut material carefully with scissors to embellish their models. In creative development children enjoy singing traditional songs such as 'There were Ten in the Bed'. They use a wide range of materials to produce pictures and models.

3. In English by the end of Key Stage 1 pupils listen carefully to others and talk confidently, individually and in groups. In reading pupils talk about the main characters and use their phonic knowledge well to read unfamiliar words. Pupils write interesting well-structured stories in neat joined legible script. Pupils by the end of Key Stage 2 are confident, articulate speakers. They listen intently and discuss literature such as Shakespeare's plays. They enjoy reading a wide range of texts and search for information from books in the library. Pupils write in different styles and use punctuation correctly. Their spelling is generally of a high standard and their handwriting is neat.
4. In mathematics by the end of Key Stage 1 pupils look for patterns in number and understand that 'missing' numbers can be discovered from other relevant information. They realise that it is possible to reduce the number of guesses by applying mathematical thinking to the problem. Pupils add and subtract money up to £1. They describe the properties of some two-dimensional and three-dimensional shapes. Pupils by the end of Key Stage 2 check answers in arithmetic by using inverse operations. They work on a distance chart and pupils are able to solve problems from the information given. Pupils measure angles using protractors and interpret data from charts and graphs.
5. In science by the age of seven pupils use a jug to measure liquids accurately. They understand the effect of heat on a variety of materials such as water and chocolate. They know the life cycle of a frog. They construct an electrical circuit to make a bulb light. Pupils by the age of 11 have an understanding of 'fair' testing. They identify and name different contributors to a food chain. Pupils know light travels in a straight line. They understand the differences between solids, liquids and gases.
6. In information technology pupils' attainment is below the national expectations overall by the end of both key stages. Pupils by the end of Key Stage 1 word-process their writing and improve it by correcting the text using the delete key. In the control aspect of the subject pupils direct an object through a maze. In modelling they explore adventure games and move shapes around the monitor screen to produce a pattern. Pupils by the end of Key Stage 2 produce pamphlets which include text and pictures. They search for information on a CD-ROM and transfer text and graphics into their word-processing work. Pupils use spreadsheets to record their performance in tests and present and interpret the information in different graphical forms. Pupils' attainment is well below the national expectation in the control and monitoring aspects of the subject by the end of both key stages.
7. The opportunities for developing skills of reading and writing and of speaking and listening across the curriculum are good. Pupils learn to listen and give extended answers in discussions in other subjects, such as science, geography and history. They search for information to assist their studies in history. They write reports in science and produce booklets to enhance their understanding; for example, Year 6 pupils produced a booklet containing information they had searched for on a CD-ROM about the technical details of how the 'mouse', disk drive and keyboard of a computer were constructed. Pupils use their mathematical knowledge satisfactorily in other subjects, particularly in geography and history. Information technology is used well to support learning in literacy but very limited use is made of

information technology in other subjects.

8. Children under the age of five make satisfactory progress in personal and social development, in language and literacy, in mathematical development, in knowledge and understanding of the world, in creative development and in physical development. Children with special educational needs make good progress relative to their prior attainment in all their areas of learning because of the early identification of their difficulties and the effective help they receive from teachers and classroom assistants. They have specific learning targets which are reviewed regularly, and make good progress towards them.
9. At Key Stage 1 and Key Stage 2 pupils make good progress in reading, writing, speaking and listening, mathematics and science. This good progress is the result of the high quality of teaching, particularly at the end of each key stage, very good use of assessment data, changes to the curriculum and additional support from specialist teachers. The National Literacy Strategy and the National Numeracy Strategy are having a positive effect and have provided teachers with a manageable organisation of their classes. The teaching of pupils in groups of similar levels of attainment has resulted in improvements in pupils' attainments. In science this year the school has supported teachers by using specialist teachers to work alongside existing staff; this has increased teachers' knowledge and understanding of the subject and as a result standards have risen throughout the school. Pupils make unsatisfactory progress at both key stages in information technology; this is the result of a previous curriculum that did not provide sufficient focus to developing a systematic progressive structure for the development of pupils' learning in the controlling, monitoring and modelling aspects of the subject. A good quality scheme of work is now in use that addresses the previous weaknesses though it has yet to impact on pupils' attainment. The lack of suitable hardware and software to assist teaching and learning in the control, monitoring and modelling aspects of the subject result in too much consolidation of previous work at Year 2, Year 3 and Year 4.
10. Pupils make very good progress in geography, good progress in art, history, and music, and satisfactory progress in design and technology and physical education. Pupils with special educational needs are supported well, have specific learning targets which are reviewed regularly, and make good progress towards them.
11. Since the last inspection standards have improved significantly in English, mathematics and science by the end of Key Stage 2. Pupils are making good progress in these subjects as a result of the good standard of teaching overall that is supported by very effective assessment procedures, changes to the curriculum and the organisation of teaching. Standards in information technology have, however, slipped and are now below national expectations; the weaknesses in the subject have been identified by the staff and the subject is a priority in the school development plan 1999 - 2000. The school is well placed to maintain the present standards in English, mathematics and science but the capacity to improve pupils' progress in information technology is restricted because of the lack of suitable learning resources to fulfil the requirements of the scheme of work.
19. **Attitudes, behaviour and personal development**
12. The personal and social development of children under the age of five is satisfactory. Activities are planned to enable the personal and social skills of children to be developed. Children work independently and in small groups and follow the essential safety rules. The young children become confident in their new surroundings and quickly settle to their new life in school.
13. Attitudes to learning at Key Stage 1 and Key Stage 2 are good. Pupils are very keen to learn, show interest in the lesson and are able to sustain concentration for varying lengths of time. Generally, pupils pay attention and listen carefully to instructions that enable them to work quickly and quietly when they move to their given tasks. Pupils are enthusiastic; for example, in a geography lesson they expressed very sensibly and clearly their views about an environmental project at a local park. Pupils are excited by the prospect of sharing their ideas with the local council to improve the park. Pupils search independently for information in books and, to a lesser extent, from CD-ROMs. They take pride

in their work and handle books and resources carefully.

14. Pupils are very well behaved both in the classroom and around the school. Pupils clearly know what is expected of them and are aware of the school rules. Pupils move around the building quietly and sensibly; this results in an orderly environment in which the pupils can learn. They enter school, assemblies, classrooms and the dining areas quickly and quietly to enable sessions to start on time. Pupils are polite and courteous to adults and each other. Behaviour in the playground is of a high standard and pupils play together well and share balls and skipping ropes. There has been one fixed-term exclusion during the last twelve months.
15. Relationships throughout the school are very good. The pupils feel that they are respected and they in turn respect adults in the school. Pupils work well in pairs and in groups and this is particularly evident in the daily literacy and numeracy lessons. In physical education lessons they act sensibly and share equipment in a safe manner. They express their feelings and listen with interest to the views of others during discussions.
16. Pupils are encouraged to be part of the school community. The older pupils look after younger ones during wet playtimes and at other times during the school day. Pupils are please to run simple errands for the teacher such as returning the registers to the office. Pupils support each other when they walk to church; the older pupils walk with younger pupils as they move through the city. Pupils carry out their responsibilities efficiently. Parents express the views that their children are well behaved and happy at school.

24. **Attendance**

17. Pupils' attendance is satisfactory. The attendance level is broadly in line with national average. There were no recorded unauthorised absences for the last reporting year. The majority of pupils arrive at school on time enabling the school day to start promptly and without interruption. Lessons start punctually throughout the school.

25. **QUALITY OF EDUCATION PROVIDED**

25. **Teaching**

18. The quality of teaching is good. It is satisfactory in 33 per cent of lessons, good in 38 per cent, very good in 28 per cent and excellent in one per cent. The quality of teaching for children under the age of five is satisfactory and it is good in 29 per cent of lessons. The main strengths in teaching lie at the end of Key Stage 1 and from Years 4 to 6 at Key Stage 2. Whilst the level of teaching is satisfactory overall in Year 3, there are also some shortcomings.
19. The quality of teaching of children under the age of five is satisfactory. Teachers have appropriate knowledge and understanding of the needs of children of this age and provide an adequate range of activities to enable the children to make satisfactory progress in all their areas of learning. Planning is clear and gives suitable details of activities and organisation though assessment opportunities are rarely noted; in practice, however, teachers make satisfactory day-to-day assessments of children's progress. Learning resources and accommodation are used effectively to support teaching and learning.
20. The quality of teaching is satisfactory in geography at Key Stage 1 and in design and technology, and physical education at both key stages. It is good in English, mathematics, science, art, history and music at both key stages. The quality of teaching is very good in geography at Key Stage 2. No judgement was made on the quality of teaching of information technology, as there was insufficient evidence of direct teaching for an informed judgement to be made.

21. The excellent and very good teaching occurs when the lesson moves at a very fast pace and when high level challenges and expectations are set for pupils. The lessons are planned meticulously and clearly identify learning objectives linked to appropriate activities to achieve them. In these lessons there is a particularly good rapport between pupils and teachers based on very good management of pupils. In lessons where the quality of teaching is good, teachers use effective questioning techniques to develop pupils' thinking and learning, appropriate work is set for pupils' different levels of attainment and teachers show good knowledge and understanding of the subjects they teach.
22. In lessons where the quality of teaching is satisfactory, pupils' previous learning is effectively developed, teachers use resources well and give adequate support to groups and individuals in lessons. In some lessons, notably in Year 3, the teachers experience difficulty in managing effectively the behaviour of a small minority of disruptive pupils. When this occurs the lessons become disjointed and the pace slows. A contributory factor to disruptive behaviour is the excessive amount of talk by the teachers and the lack of pupils' involvement in their learning.
23. Teachers' planning overall is good, though the level of day-to-day planning is variable and, at times, too brief and focuses insufficiently on the learning objectives. Generally teachers plan for each half term within their key stage groups, supporting each other very well. The collegiate approach to planning has proved very effective in developing the quality of teaching since the last inspection, thereby raising pupils' levels of attainment. Planning is effectively linked to the programmes of study of the National Curriculum. Teachers plan to develop speaking and listening and writing in other curricular areas very effectively, particularly in history, geography and science; reading and numeracy skills are employed effectively in geography and history and, to a lesser extent, in science. There is insufficient planned use of information technology to support learning in other subjects except in English. The quality of teaching for pupils with special education needs is good; teachers prepare tasks which are well matched to the pupils' requirements. Support staff are deployed well and make a good contribution to pupils' progress.
24. The school has successfully implemented the national strategies for literacy and numeracy. In English and mathematics teachers plan their work with close links to the requirements of the strategies. The daily lessons in English and mathematics show a positive effect through the recently increased levels of pupils' attainment in these subjects.
25. Marking of work is consistent throughout the school and supports pupils' learning well. There are good day-to-day procedures for assessment and the information gained assists teachers' future short-term planning well. Effective use of homework, particularly in English, makes a positive contribution to the progress pupils make. The recently introduced pupils' planners are used very effectively to identify where pupils need to concentrate their efforts in order to make the greatest progress.
26. The last inspection identified the quality of teaching as 'sound overall, with a large proportion being good'; a significant minority of lessons had weaknesses in teaching at both key stages. Since that time the school has made good progress in developing the quality of teaching so that it is now good overall with a high proportion of very good teaching taking place. The major contributory factors to the higher quality teaching have been the better quality planning undertaken by teachers working together in key stage groups and the increased levels of assessment which are used very effectively for future planning. The quality of teaching of pupils with special educational needs has improved and is now good.
34. **The curriculum and assessment**
27. The curriculum for children under the age of five is satisfactory and provides pupils with a full experience of the recommended areas of learning before they begin to follow the programmes of study of the National Curriculum.
28. At Key Stage 1 and Key Stage 2 the school provides a balanced and broad curriculum. All subjects of the national curriculum are taught. The school is successful in meeting its aim of providing a

curriculum based on gospel values. The time allocated to the whole curriculum is sufficient for the school to teach all subjects of the National Curriculum in depth. In those classes where teachers have pupils from two-year groups they are especially careful to ensure that pupils receive the curriculum which is appropriate to their age. Pupils at the end of both key stages receive a particularly broad and enriching curriculum. There is satisfactory equality of opportunity and access to the curriculum for pupils.

29. The curriculum promotes pupils' intellectual, physical and personal development well. The school has adopted the national strategies for literacy and numeracy and both are effective in helping to raise pupils' attainment. The school has adopted national policies for science, information and communication technology, design and technology, history and geography. The national policies are being successfully incorporated into the life of the school though lack of learning resources for information technology had restricted the full implementation at the end of Key Stage 1 and at the beginning of Key Stage 2. The governors have decided that the school will not teach sex education except for those elements which are required as part of the science curriculum. Drugs awareness is taught in conjunction with the local police and through science and personal and social education. Time is set aside for discussion and debate and used to help pupils express their thoughts and ideas about the things which are special to them. The school employs a limited amount of specialised teaching. Specialist science teachers work alongside teachers to develop pupils' skills and concepts upon which class teachers are able to build in subsequent lessons; this is having a positive impact upon pupils' attainment. The headteacher teaches in Year 6 to enable the class to be taught mathematics in smaller groups; this provides especially good curricular provision for the higher attainers. Pupils use personal planners at Year 5 and Year 6; these are particularly effective in helping pupils to set their own academic and personal targets and to review their progress in achieving them.
30. The school makes good provision for pupils with special educational needs. Teachers make sure that pupils with special educational needs are included in lessons by providing them with the support they need and giving them tasks at the right level to help them in their learning. Some pupils have additional individual help to improve their reading and writing. Pupils with behaviour problems are generally well managed by class teachers so that those pupils can take part in lessons. Pupils on the special educational needs register have good individual education plans with specific targets. These are regularly reviewed and updated to make sure the pupils are making progress. The teachers' records of pupils' attainment are periodically reviewed to make sure they make progress throughout the curriculum. There are clear guidelines for the identification of pupils' needs and good support is given in lessons.
31. Teachers have good approaches to planning. The curriculum for children under five is well planned to meet the recommended desirable learning outcomes and this leads into a smooth transition to the programmes of study for the National Curriculum. Teachers at Key Stages 1 and 2 have a collegiate approach to planning. They meet together in groups to determine the factual material to be taught; they meet subsequently in pairs to discuss teaching approaches and the skills pupils will need to learn or use to gain access to that knowledge. This planning is effective in ensuring that pupils cover the programmes of study of the National Curriculum and learn essential study skills.
32. The school provides a good range of extra-curricular activities which enhance the curriculum. These include soccer, netball, cricket and choir. Pupils in Year 6 make a residential visit to Askrigg and spend one day in retreat at Ampleforth Abbey. The school is extremely fortunate in being located very close to the York City Centre and makes very good use of the facilities at the Minster, museums, and the streets themselves to enhance the curriculum, especially in history. Every class in the school has made use of the local area at some time in the past twelve months. Visitors to the school make a valuable contribution to the curriculum. They include sports coaches, a professor of music at the local university, a teacher of the blind from the school's 'adopted' village in Tanzania plus the police, fire service and other people who work in the local community.
33. The school has made good progress in developing the curriculum since the previous inspection. Curriculum co-ordinators now work closely together to monitor the whole curriculum and they have

adopted the national policies in a way which ensures a consistent progression of skills, knowledge and understanding for pupils.

34. Systems for the assessment of pupils' work and progress are very good. The assessment system and the regular analysis and monitoring of teachers' assessments are major contributory factors in the improvements in both teaching and pupils' progress since the last inspection. Children in the reception class are assessed during the first half term and these assessments provide a baseline for their attainment. The school has devised its own assessment sheets for each level of the National Curriculum in English, mathematics and science and these are related to the baseline assessments made in the reception class. Records are completed meticulously by teachers and provide invaluable information on each pupil. The records enable teachers to see where pupils may have had problems in the past and what their colleagues have done to resolve them. The assessments give teachers clear indications of what individual pupils need to do next in order to maintain or improve their progress in academic work. As the school adopts new national recommended policies, combined planning and assessment records are being devised and utilised. These records are in the very early stages for some subjects such as history, geography and information technology but they are already having a positive influence on teachers' planning. Very good assessments of pupils' work provide the foundation on which teachers plan. This contributes to a very secure planning system which ensures continuity in the curriculum and promotes the overall good progress made by pupils. Teachers' very good record keeping makes it very easy for the school's senior management team to monitor pupils' attainment and progress throughout the school.
35. Assessment was judged to be in need of improvement at the time of the last inspection. Assessment of pupils' work is now a particular strength of the school. The involvement of the older pupils in assessment of their own work and behaviour promotes successfully high calibre provision for both the academic and personal development of the pupils.

43. **Pupils' spiritual, moral, social and cultural development**

36. The school makes very good provision overall for pupils' spiritual, moral, social and cultural development and this is a particular strength of the school that greatly benefits pupils' attitudes to work, their behaviour and their personal development.
37. The provision for pupils' spiritual development is excellent. A very strong Christian ethos pervades the school. In lessons, assemblies and in the daily life of the school, teachers give pupils clear insights into their own beliefs. A strong sense of spiritual communion is created in assemblies when teachers, pupils, and other members of the school community, come together in worship. Assemblies are used extremely well to foster pupils' feeling of self-worth, such as when thinking about the meaning of 'treasure' and realising that it extends beyond physical objects. Pupils make contributions willingly, such as prayers they have written for the occasion. Prayer is very much a part of daily life; pupils pray readily in response to events such as illness or bereavement. Spirituality pervades the whole curriculum encouraging an appreciation of beauty and enjoyment of literature, art, music and science; an outstanding example was seen in a history lesson about Remembrance Day when pupils said a prayer of eternal rest for the dead. Music is used to very good effect to create an atmosphere of reverence. Displays of pupils' work around the school demonstrate their appreciation of the world around them. The school provides many opportunities for reflection, including retreats. Teachers make excellent use of planned times when pupils gather around them for discussion to take opportunities to raise pupils' self esteem.
38. The provision for pupils' moral development is very good. A clear moral code underpins the everyday life of the school. This is evident both in lessons, at lunchtimes, and around the school. The school's aims are carried through into everyday provision. Children under the age of five are given clear guidance on what constitutes acceptable and unacceptable behaviour and they respond positively. The behaviour policy is successfully implemented in keeping up very good standards of behaviour. Pupils know what is expected of them and those who have difficulties are supported in setting themselves targets for improvement. Teachers foster a clear sense of right and wrong and a sensitive approach to the needs and feelings of others. They provide opportunities, such as in 'circle time' and through drama to develop pupils' confidence in their own judgement. Visits to a theatre to see a play about peer group pressure provide additional occasions for pupils to reflect on right and wrong. The majority of parents agree that the school teaches the difference between right and wrong. Inspection judgement supports this view. Pupils are aware of environmental issues, such as deforestation, and can debate these at an appropriate level. They show concern for others in the wider community, raising money for charities and taking a long-term interest in supporting the development of a community in Tanzania.
39. The provision for pupils' social development is very good. Members of staff set a very good example to pupils in developing friendly and caring relationships. Pupils are taught to share and take turns, to work co-operatively and to respect each other's point of view. They learn how their actions affect others around them and develop a concept of 'personal harvest'. They support each other well, including those with special educational needs. Pupils take responsibility for the smooth running of the school by carrying out tasks such as preparing the hall for assembly. The wide range of extra-curricular activities, such as team games, musical events, and the choir joining in a university opera production, promote pupils' social development, as does the residential visit undertaken by pupils in Year 6. Children under the age of five have effective provision for their personal and social education and are fully integrated into the life of the school. They are given a range of experiences and opportunities to create relationships, learn to co-operate when working together, such as with construction apparatus, and to develop independence.
40. The provision for pupils' cultural development is satisfactory. The school provides well for pupils' knowledge and understanding of their own culture. This is developed through literature, music, art and theatre, with many visitors and visits used to enrich the curriculum; for example, pupils visit York City Art Gallery, Ripon Cathedral and York Minster in their study of art, music and history. Visitors to the school include musicians who play in a range of styles and a French teacher for after-school French lessons; however, provision for developing pupils' knowledge and understanding of the values and

beliefs of other cultures is limited. The provision for pupils' spiritual, moral, social and cultural development has improved significantly since the last inspection.

48. **Support, guidance and pupils' welfare**

41. The school provides a very caring environment that helps support pupils in their learning. Teachers monitor the academic progress of pupils very well through their high standard assessment procedures, regular work sampling and examination of test results. The teachers know their pupils well and regular discussion takes place regarding individuals' personal development and needs. Relationships between staff and pupils are of a high standard. Behaviour is monitored well through the consistent use of rewards and sanctions throughout the school and pupils clearly know what is expected of them and understand the need for action to be taken if they do not abide by the rules. The administrative assistant monitors the attendance of pupils efficiently and acts quickly when pupils are absent without reason. Special assemblies recognise and celebrate pupils' achievements.
42. The school successfully promotes very good behaviour through clear rules that pupils respect and to which they adhere. Rewards are given consistently and pupils appreciate them when they are received. Procedures are followed rigorously when behaviour is inappropriate and often a first warning is sufficient to overcome a problem. The school has addressed concerns expressed in the last inspection report about lunchtime behaviour in a positive and successful way; this involves members of the senior management staff working effectively alongside the lunchtime supervisors. The school has a clear policy in place to deal with bullying and pupils understand this, and, as a consequence, incidents of bullying are rare.
43. The school supports young children sensitively as they enter the school. Effective relationships are developed with members of staff and they are guided well by staff and older pupils. Sufficient help is provided as pupils prepare for their next stage in education. The ethos of the school ensures high quality support for the individual needs of pupils and this is appreciated by the parents. The school employs a suitable range of outside agencies to assist pupils with special educational needs.
44. The provision for pupils' wellbeing, health and safety is very good. The school has the relevant documentation and procedures in place to promote the health and safety of pupils, staff and visitors. Health education and drug awareness are taught mainly through the science curriculum. Time is regularly set aside for older pupils to discuss their concerns and worries. The school has very effective child protection procedures in place and members of staff are aware of the requirements. The health and safety policy is in line with guidance from the local education authority and accidents are recorded and reported correctly. The school has a good relationship with the local educational authority's special needs support agency that provides valuable help and guidance. Links with other external agencies are well established; for example, the school has developed a good relationship with the education welfare officer.

52. **Partnership with parents and the community**

45. Parents are supportive of the school and are made to feel welcome by the staff. Regular letters keep them informed about daily routines and events in the school. Invitations to school events and class assemblies are distributed. The school involves parents in their children's learning appropriately and consultation evenings are very well attended. The information provided to parents is satisfactory; however, neither the prospectus nor the annual governors' report to parents fully meets statutory requirements. Parents of pupils with special educational needs are well informed of their children's progress and are involved in reviews of their children's individual educational plan.
46. Pupils take home reading and spellings regularly though other tasks vary between year groups. A small number of parents help in classes and this is much appreciated and valued by the school. Parents of older pupils can see what is being taught at school and can monitor their children's progress through the personal planners taken home each week.
47. Teachers make good use of the local environment and community for local studies, to build pupils' awareness of the area in which they live. The links with the local catholic parishes and clergy are good.

The school is working hard to develop links with local businesses and industry to support pupils in their learning and experiences of the wider world. It has established good links over several years with the local council in a project to improve a local park. A range of visits and visitors helps to raise pupils' awareness of past times and the world in which they live. Parents' views indicate strong support for the school. Parents raise significant amounts of money for the pupils at the school; however, a recent project to improve the playground has resulted in some parents being unhappy that the money raised has not yet resulted in improved provision. The detailed planning of the implementation of the changes are still being discussed by the parent teacher association, the governing body and the Diocese.

55. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

55. **Leadership and management**

48. There are particular strengths in the leadership and management of the school by the headteacher and weaknesses in the governing body's role; the overall leadership and management of the school are, consequently, satisfactory. The headteacher and deputy headteacher work in close partnership to provide strong leadership and very clear educational direction for the school. They are supported by teachers who take a collegiate approach to the planning, delivery and monitoring of the curriculum. This joint responsibility is instrumental in effecting a steady improvement in pupils' progress throughout the school.
49. The governing body's role in the leadership of the school is underdeveloped. There are named governors to oversee the school's work in the national strategies of literacy and numeracy, and for special educational needs. Only one governor is nominated to act as named governor for the whole of the rest of the curriculum. Governors receive and discuss the results of the annual national tests for seven and eleven-year-olds in English, mathematics and science. They do not have any criteria by which to monitor or assess the progress of pupils in other year groups in any other subjects. A small minority of governors have first hand knowledge of the day-to-day life of the school. Most governors rely on termly meetings and information given to the governing body by the headteacher. This lack of involvement does not help the whole governing body to act in its essential role as critical friend to the school.
50. The school development plan does not reflect the large amount of work and initiatives in which the school is involved and has planned for the future. The governing body has not worked sufficiently with staff to consider plans for the further improvement of the school over the next two or three years. The school development plan does not include clear financial plans based on the anticipated funding from the local education authority and the number of pupils expected to enrol in the school. It does not give an indication of the way in which the school's extremely large budget surplus is to be used to benefit the present and future pupil populations. The governing body has not ensured that statutory requirements are met by including all essential information, such as parents' right to appeal if an admission to the school is refused, in the school prospectus. The governors' annual report to parents has several omissions; for example, there is no statement on how it has implemented the action plan from the last inspection. Minutes of governing body meetings are not rigorous enough and contain insufficient information of governing body discussions and decisions; for example, the minutes of the meeting held in September 1998 state that a decision was made to appoint the chair for a three year period and for a maximum of five years. There is no record of the governors' verbally stated intention to elect a chairperson annually.
51. There are good procedures to monitor teaching and curriculum development. The headteacher and deputy headteacher observe lessons and this has a positive effect on the quality of teaching and pupils' progress. The school has a very effective assessment system which is monitored every half term by the headteacher and the deputy headteacher. Careful records of this monitoring are kept by the headteacher who is able to follow the progress of every pupil. The school's collegiate approach to planning and assessment means that all co-ordinators are involved in monitoring their subject each week. Once a term subject co-ordinators look at pupils' exercise books to judge progress; this is an improvement since the previous inspection in the effectiveness of co-ordinators in monitoring the quality of work in

their subject.

52. The school's work for pupils with special educational needs is well coordinated. The governor with responsibility for special educational needs is helpful and supportive to the school. The headteacher keeps governors informed about the progress of pupils with special educational needs; however, the monitoring role of the governing body is limited. Newly appointed teachers feel that they are well supported by senior managers. The school has implemented a number of new curricular policies in the recent past in addition to the national strategies in literacy and numeracy. There are new policies for science, design and technology, history and geography. The good support which teachers give to one another during planning and assessment groups' meetings ensures that curricular policies help pupils to make good progress in both key stages.
53. The school development plan lacks detail. Priorities for development are identified and a brief plan is drawn up for the current year. It indicates some costs for training and materials but does not include the intention to spend several thousand pounds on new equipment in information technology. Staff involvement in developments is listed but there are no success criteria by which to judge the effectiveness of the completed work. The plan does not show previous developments which have led to current priorities. The plan indicates priorities for the current academic year only and there is no attempt to project any targets for the next two or three years.
54. There is a very positive ethos in the school. The school sets its aims to provide a curriculum based on gospel values and these are evident in every facet of the school's life. Pupils are unfailingly kind and polite to one another and adults, and pupils treat each other with warmth and respect. There is a high level of support and care for pupils in both their academic and social life. Relationships between adults and pupils are of a high order and are based on mutual respect and the very high value placed on children by all that come into contact with them.
55. The school has made good progress in addressing the weaknesses pointed out in the last inspection report. Pupils make good progress in English, mathematics and science and standards of attainment have improved significantly. There has been a considerable improvement in the quality of teaching. Teaching is good overall with a high proportion of very good teaching. There has been an improvement in the monitoring of pupils' work by all teachers. Members of staff take joint responsibility for school improvement and this has had a positive impact on the progress pupils make. Procedures for assessing pupils' work are of a very high standard. The regular discussions which take place at assessment and planning meetings lead to teachers providing challenging work for pupils based on their levels of attainment. Any pupil experiencing difficulties is identified and immediate help is offered. The implementation of the national strategies for literacy and numeracy and the adoption of new national guidelines for other subjects have greatly aided teachers' planning. There has not been any significant improvement in teaching the control and monitoring aspects of information technology. The school is well placed, however, to maintain its present high standards and it has a satisfactory capacity for further improvement.
63. **Staffing, accommodation and learning resources**
56. The school has an adequate number of well-qualified staff to teach the subjects of the National Curriculum and children under the age of five. Whilst there is a range of experience in the school, most teachers have been at the school for many years. The headteacher and deputy headteacher are well qualified and lead the school in a positive manner. All subjects of the National Curriculum have an experienced co-ordinator, and members of staff support each other well in planning and monitoring the subjects. The arrangements for teaching pupils with special educational needs are good. The special needs co-ordinator works effectively to ensure that this quality is maintained. The number and experience of classroom support staff is satisfactory and they support pupils well. The level of administration staff is sufficient for the size of the school.
57. The arrangements for the induction of newly appointed teachers are good. They receive good support

from the senior management team as well as from other teachers. The appraisal of teachers has been superseded by professional development interviews. These identify the strengths and weaknesses of individual teachers and outline appropriate professional development needs for the individual. Overall the quality of professional development within the school is good. Some members of staff have recently attended training for literacy, numeracy, assessment and specific subject training. Classroom assistants and other non-teaching staff are given appropriate training in aspects, such as behaviour management.

58. The level of accommodation is good. The classrooms are all more than adequate in size for the number and age of pupils. The school is in an excellent state of repair and the high quality of cleanliness is a credit to the caretaker and cleaning staff. The school has a large play area. This was identified at the time of the last inspection as being 'rather barren'. The parent teacher association has raised money to develop the playground facilities but this has yet to be done; however, the parent teacher association, governing body and the Diocese are working together to implement improvements in the near future. The school does not have its own playing field but facilities are shared with a near-by school. This does not impinge on the curricular needs for physical education.
59. The resources, including those for pupils under the age of five, are satisfactory overall. Resources are good for science, music and for those pupils with special educational needs. Learning resources for information technology are unsatisfactory; there is insufficient software and hardware to assist teachers to fulfil the requirements of the scheme of work at Year 2, Year 3 and Year 4 and this adversely affects pupils' progress. The library provision is adequate for the number and age of pupils though it is under utilised with few opportunities given for pupils to use the library for individual research. The school uses the rich resources of the City of York very effectively. The pupils make visits to local parks, museums and art galleries to enhance their learning.
60. Teachers have varying amounts of expertise in teaching pupils with special educational needs but are very well supported by the systems and structure that have been developed by the special educational needs co-ordinator, and by external advice when appropriate. Support staff have appropriate expertise and training. Lunchtime supervisors are trained in dealing with pupils with special educational needs and make a good contribution to their social development. The resources for special educational needs are centralised, for more efficient use, are of good quality and are used well for specific purposes.
68. **The efficiency of the school**
61. The governing body's role in the strategic planning for the use of financial resources is unsatisfactory. For several years it has maintained, unnecessarily, a very high financial reserve without detailing its future allocation. The school development plan is very basic and does not detail funding implications clearly; for example, this year £20,000, about a quarter of the school's reserve fund, has been allocated to develop the curriculum in information technology; however, neither details of how this money is to be allocated nor success criteria have been established. Minutes of the governors' meetings contain limited details of financial discussion or decisions made; this concern was also commented upon in the recent auditor's report. The school's bursar attends governors' meetings once each term but the information provided to governors is not used sufficiently well to produce a plan for the use of funding based on expected pupil numbers and funding.
62. The school makes good use of its teaching and support staff. The grouping of pupils in mathematics at Year 6 according to their levels of attainment and the use in science at Key Stage 2 of specialist support teachers have had a positive impact on standards in these subjects. Classroom assistants are used well to support pupils with special educational needs and pupils working in group activities. The accommodation and learning resources are used well to support teaching and learning. The funding for pupils with special educational needs is used very effectively and is reflected in the good progress these pupils make.
63. The good quality day-to-day administration supports the headteacher well. The bursar and school administrator work well together and finances are kept in good order. The recent auditor's report commended the strengths in day-to-day financial procedures; the minor recommendations made have

been acted upon. School administration and internal communication systems are unobtrusive and efficient. The funding for special educational needs is used well to maintain good quality provision. Grants for staff development are deployed effectively.

64. The school provides good value for money because of the high educational standards achieved by the pupils, the good quality of education provided for pupils and the effectiveness with which the resources of staffing, accommodation and learning are used, despite the unsatisfactory planning for the future use of funding.

72. **PART B: CURRICULUM AREAS AND SUBJECTS**

72. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

73. Children's attainment on entry to the school is generally above that expected of four-year-olds. Children make satisfactory progress in both the reception class and the mixed reception and Year 1 class. Most children by the age of five exceed the nationally recognised desirable learning outcomes in personal and social development, in language and literacy, in mathematical development, and in knowledge and understanding of the world. In physical development and in creative development children reach the standards expected of five-year-olds. The majority of children are working in the lower levels of the National Curriculum by the end of the reception year.
65. In personal and social development by the time they are five most children attain standards that are above those expected; their progress is satisfactory. Most children enter the class confidently and find their name card which they place in a 'postbox' to indicate their attendance. They quickly become accustomed to school routines; for example, they line up quietly and follow their teachers to take part in an Act of Collective Worship along with other pupils at the school. They learn to take turns and gain an understanding that only one person speaks at a time during group discussions. The quality of teaching is satisfactory. Teachers have appropriate knowledge and understanding of the importance of the personal and social development of children of this age. They provide a welcome to parents and children, which extends to encouraging parents of less confident children to join in activities at the start of the day. Learning resources are provided to stimulate children's interest at the beginning of the school day though insufficient care in the organisation of these resources in the reception classroom reduces the visual impact. Members of staff support and integrate children with special educational needs into class activities well.
66. In language and literacy by the age of five children attain standards that are above that expected in this area of learning. Children's progress is satisfactory. Children speak generally with confidence and in sentences. Higher attaining children talk in detail about their families. Lower attainers relate recent experiences in simple sentences. Most children by the age of five write their names correctly in well formed handwriting including the appropriate use of upper-case and lower-case letters. They become increasingly interested in books and talk excitedly about the characters in the stories. Most children by the age of five read the initial reading books well. They gain an increasing 'look and say' knowledge of common words. The quality of teaching is satisfactory. Teachers have good knowledge and understanding of how to encourage reluctant children to speak in front of an audience. They challenge children with well-focussed questions. Planning is satisfactory. Teachers choose suitable text and arrange lessons in a format similar to the literacy hour. The very strong provision for children's spiritual development in time set aside for discussion and reflection has a most positive effect on the self-esteem of lower attainers and gives them opportunities to speak in front of a supportive audience. Good use is made of drama to celebrate achievements in other areas of learning; for example, children produced a performance of the story 'The Three Little Pigs' using stick puppets they had made. Capable classroom assistants are deployed well to work with small groups of children.
67. In mathematical development by the age of five children exceed the desirable learning outcomes; they make satisfactory progress. Children recognise numbers up to ten. They recite number rhymes and add one and two onto numbers up to 20. Children develop an increasing understanding of the language of number; for example, they know the names of triangles, squares, and rectangles. Higher attainers recognise and name cubes, cuboids and cylinders. The quality of teaching is satisfactory. Teachers circulate between different groups of children and move children's learning on effectively through discussion and questioning. Planning is clear and gives details of activities though assessment opportunities are not noted; in practice, however, teachers record pupils' attainments satisfactorily. Computer programs are often available to consolidate learning.
68. In knowledge and understanding of the world most children by the age of five exceed the standards expected of this area of learning; they make satisfactory progress. Children describe their journey to school and paint on a large map features of local roads such as roundabouts and traffic lights. Higher

attainers compare a holiday in Italy to one in France. Children gain a deeper understanding of the properties of different materials through investigations and begin to make suggestions for the use of the objects; for example, a metal shoe stretcher could be used as an ice cream scoop. Higher attainers give valid reasons why a potato masher is made out of metal and not plastic. Pupils recognise different types of vegetables such as leeks, swedes, carrots and potatoes. They find out that pasta will soften when cooked and the presence of steam indicates that the water is very hot. The quality of teaching is satisfactory. Teachers encourage children to find out things for themselves through investigation. Collaborative work is encouraged. Members of staff provide opportunities for children to develop their literacy skills by encouraging children to match objects to pictures and words.

69. In physical development children's attainment is in line with that expected of five-year-olds and they make satisfactory progress. Children enjoy physical education lessons. They hop, jump, and balance on one hand and one foot. They begin to learn to listen and act upon instructions. Children experience using small apparatus, such as balls, beanbags and quoits, and move these around their bodies in different ways. They become aware increasingly of the space of others and this is demonstrated when they move around the teaching area in different directions. They improve their physical co-ordination when they peel and cut up vegetables for soup. The quality of teaching is satisfactory. Teachers explain tasks adequately and give children choice of equipment. There are appropriate expectations for children to become independent when changing for physical activities with encouragement of children to help one another dress. Members of staff are supportive of less confident children and those with special educational needs. The pace of lessons is satisfactory overall though sometimes too leisurely. Learning resources are used effectively to assist teaching and learning.
70. In creative development by the age of five children reach the level expected for their age and make satisfactory progress. Children cut out dough and use a range of tools to obtain different shapes. They mix their own paints and produce paintings of their own houses. They build simulations of bungalows by moving components on the screen of the computer monitor. Children improve their stick puppets by embellishing them with textile materials. They cut pieces of wood in order to make a picture frame. They learn traditional songs and join in and enjoy dance sessions. The quality of teaching is satisfactory. Teachers provide a sound range of activities to develop children's creative experiences, including role-play. Links are made with literacy; for example, children painted pictures of 'The Hungry Caterpillar' after they had listened to the story. Members of staff use opportunities to develop children's observational skills; this occurred when children studied their facial features in a mirror and painted pictures of themselves which detailed the position and shape of their eyes, nose and mouth and the colour of their hair. Teachers and classroom assistants encourage plenty of discussion during creative work and this assists pupils' satisfactory progress in evaluating their work constructively and developing their technical language.
71. The provision for children under the age of five is satisfactory. Children with special educational needs are identified quickly and they are supported well by teachers and classroom assistants. The curriculum is satisfactory and follows the nationally recommended areas of learning for children under the age of five and this leads smoothly into the early stages of the National Curriculum. Assessment procedures are effective and provide an adequate picture of children's progress to guide teachers' planning. Very good provision is made for the spiritual, social, moral and cultural development of children during time set aside for discussion and reflection and assemblies. Resources and accommodation are adequate to assist teaching and learning. There are sufficient numbers of experienced classroom assistants and they are deployed very effectively to work alongside teachers; this has a positive effect upon the satisfactory progress children make.

80. **THE CORE SUBJECTS**

80. **English**

72. In the national tests for eleven-year-olds in 1999, pupils' attainment was well above average when compared with all schools, and very high when compared with similar schools. A significant proportion of pupils reached a higher level than normally expected of 11-year-olds. Taking the 1996 - 1998 results

together, pupils' performance was above the national average. Inspection judgement is that pupils at the end of Key Stage 2 attain standards above the national average overall, with a higher than average proportion of pupils working above the expected level. The difference between pupils' levels of attainment in 1999 and those evident at the time of the inspection are judged to be a reflection of the differences between the groups of pupils. The last inspection report of 1996 stated that pupils' attainment was in line with that expected for their age. The national test results from 1996 – 1999 show significant improvement, particularly over the last two years. The school is well placed to maintain the present standards. There are no significant differences between the attainments of boys and girls.

73. In the national tests for seven-year olds in 1999, standards in reading were above average when compared with all schools and also with similar schools. Standards were well in line with the national average in writing when compared with all schools and also with similar schools. Although the proportion of pupils attaining the expected level, or higher, is greater than the previous year, national performance has also improved. Taking the 1996 – 1998 results together, pupils' performance was well above the national average in reading and above the national average in writing. Inspection judgement shows attainment above average in both reading and writing, with pupils attaining across a wide range.
74. Pupils' attainment in speaking and listening by the end of Key Stage 1 is above national expectations. Pupils listen carefully and talk confidently in class lessons, in groups and individually; they show understanding of the main points when discussing a story, for example, and give considered responses using the correct literary vocabulary. They speak out well in formal situations, such as when talking about their work to the rest of the class. Most pupils' speech demonstrates features of Standard English.
75. Pupils' attainment by the end of Key Stage 2 is also above the national expectation in speaking and listening. Pupils express themselves clearly in lessons and speak confidently; they are aware of the needs of the listener, adding detail as necessary, exemplified when talking about the work of an author. Pupils listen carefully, demonstrated in a class discussion about 'Macbeth', and are ready to respond both to the teacher and to each other. They make appropriate use of Standard English when speaking with adults and in formal situations, such as when making presentations in assembly.
76. Pupils' attainment by the end of Key Stage 1 in reading is above the national average. A good proportion of pupils use a wide range of strategies to read new words, such as using their knowledge of letter sounds, looking at pictures, using their knowledge of sentence structure and of the meaning of the story. They can discuss the main points of a story and talk about characters and events. Pupils know the difference between fiction and non-fiction and a good number know that non-fiction books can be used to find information.
77. Pupils' attainment in reading by the end of Key Stage 2 is above the national average. A good proportion of pupils read at a higher level than expected. Pupils read a good range of texts with enthusiasm and talk readily about their favourite authors. The majority shows insight into characters' motivation and behaviour. They are developing a good understanding of genre and can compare and contrast texts using elements such as style, theme, setting, and character. Most pupils can use reference books and libraries to search for information.
78. Pupils' attainment in writing by the end of Key Stage 1 is above average. Pupils write stories and poems that draw on a widening range of descriptive vocabulary. They are becoming aware of choosing words for dramatic effect. They structure sentences correctly, some constructing simple compound sentences, and arrange them in a logical sequence. Standards of spelling are good. Pupils' handwriting is joined and legible.
79. Pupils' attainment by the end of Key Stage 2 in writing is above the national average. A good proportion of pupils attain standards above those expected of 11-year-olds. The higher attaining pupils write with interest and sensitivity, developing and sustaining their ideas through the text. Pupils use punctuation correctly, incorporating speech marks, commas, question marks and exclamation marks,

into lively story writing. Their poems are well constructed and expressive. Pupils write in a wide range of forms in different subjects, including role writing in history, charts and diagrams in science, note taking, writing instructions and report writing. Most pupils' handwriting is fluent and legible. Standards of spelling are generally good. Pupils make frequent use of dictionaries and thesauri.

80. Pupils, including those with special educational needs, make good progress during their time in school, particularly towards the end of each key stage. The recent good progress at both key stages is a result of the good quality of teaching during the literacy hour. Pupils with special needs receive high quality support from teachers and support assistants which enables them to make good progress towards their targets. At Key Stage 1, pupils make substantial gains, particularly in reading and writing. They learn to listen more closely, give more extended answers to questions and become more able to explain their thinking. Pupils gain fluency in reading, and read a wider range of texts. They make good progress in developing their comprehension skills, in letter formation and sentence construction and in developing their writing. Pupils continue to develop literacy skills to a high standard by the end of Key Stage 2. They tackle an increasing range of texts in reading, developing the ability to make inferences about characters and events. Their writing becomes more interesting, drawing on a wider vocabulary. The higher attaining pupils make good progress in their understanding of texts, the quality of their writing and in speaking and listening in response to teachers' skilful questioning, particularly during the literacy hour. The effective planned use of reading and good use of writing and the development of speaking and listening in other subjects, particularly in geography and history, assist positively the good progress pupils make. Information technology is used well to enable pupils to present their writing attractively and to address a particular audience; for example, pupils at Year 6 produced pamphlets of high quality to advertise a product, and pupils at Year 4 wrote a play-script which they use for the Christmas concert.
81. Pupils' attitudes to English are good overall. In many lessons they are very good. Pupils enjoy the shared texts that are selected carefully at the right level to interest them. They concentrate well in lessons and most work well in independent group tasks. Pupils' behaviour in lessons is very good and very good relationships are formed with adults and with each other. Pupils at Key Stage 2 increasingly take on responsibility for their learning, with the help of their personal planners.
82. The quality of teaching is good throughout the school and is very good indeed at the end of each key stage. Teachers have high expectations of pupils' rate of work and the standards expected from each group. This challenges and motivates the pupils to make good progress. Teachers' subject knowledge is good. They have a secure grasp of the subjects, which supports their teaching. Their planning is based soundly on the National Literacy Strategy, enabling pupils to make good progress from year to year. Teachers assess pupils' learning very carefully and give extra support where required. They make good use of the introductory sessions to develop skills in speaking and listening, and include opportunities for pupils to plan and present oral work to a wider audience; examples can be seen in the class plenary session. They make lessons interesting so that pupils are involved throughout and work well independently. Their classroom displays are well presented to help pupils to work at a high standard. Teachers use homework well to support classroom learning, particularly in reading and spelling. When teaching is very good, teachers read very expressively and capture pupils' attention. Lessons move at a fast pace and there is a smooth transition from one part of the lesson to another. Members of staff make very good use of the plenary session to promote reflection and evaluation of pupils' learning. Teachers form very good relationships with pupils and have high expectations of work and behaviour. The high quality of teaching enables pupils to make very good progress.
83. The curriculum is well organised to help pupils make good progress. A range of forms of writing is developed across the curriculum. Speaking and listening are developed in literacy lessons; this is demonstrated by the presentation of work in plenary sessions. Additional opportunities are planned to improve speaking and listening skills; a passage from the class story was dramatised, for example, and a presentation was prepared for an assembly. The curriculum is enriched by visitors, such as a poet, or by theatre visits. Pupils are provided with opportunities to develop literacy in other subjects, such as geography which involved discursive writing about the environment. Literacy lessons develop pupils' appreciation and enjoyment of literature. Assessment is very good. The school has developed a system which enables teachers to identify efficiently where pupils' individual strengths and weaknesses are; this

is used well to target groups pupils' needs and has resulted in raised attainment.

84. The leadership and management of the subject are good. The collegiate approach to curriculum development ensures a cohesive approach. The school has made good progress in implementing the National Literacy Strategy. The success of the planning and organisation of the literacy hour and the good quality strategies for the development of writing, carried out by the school during the last three years, have resulted in improved standards of attainment.

93. **Mathematics**

85. The 1999 National Curriculum tests for 11-year-olds indicate that the performance of the pupils in mathematics is well above both the national average and the average of schools with pupils from similar backgrounds. The national tests for seven-year-olds in 1999 indicate that the performance of the pupils in mathematics is in line with both the national average and the average of schools with pupils from similar backgrounds.

86. The findings of the inspection show that the performance of pupils is above the national average at the end of both key stages. The inspection judgements do not agree fully with the results of the national tests. The number of pupils reaching the higher levels at the end of Year 6 is anticipated to be well above the national average and similar to the 1999 national test results; however, the anticipated number reaching the expected level for their age is above average though lower than in the 1999 national test. This discrepancy can be explained by the difference between the ratio of average and below average pupils in the two respective years. Pupils' attainments in mathematics by the end of Key Stage 2 have risen significantly from being in line with the national average in 1996 and 1997 to being well above the national average in 1998 and 1999. There are no significant variations between the attainment of boys and girls.

87. Pupils by the end of Key Stage 1 collect and interpret data which they then represent in graphical form. They classify numerical information using two criteria by means of Carroll diagrams. They are also able to interpret Carroll diagrams. They total money to £1 and they give change from £1. Pupils recognise odd and even numbers and use correct mathematical language such as 'multiple' and 'digit'. Lower attaining pupils recognise and name common two and three-dimensional shapes and know fractions such as half and quarter. Higher attaining pupils complete successfully addition and subtraction problems involving numbers greater than one hundred.

88. Pupils by the end of Key Stage 2 are successful in solving problems to the third decimal place when using all four rules of number. They are skilful in applying and manipulating number when using negative numbers and when discovering the difference between mean, mode, average and median. Higher attaining pupils are proficient when discovering the area of irregular shapes and they discover and interpret data on a graph using information from their own lives.

89. Pupils make good progress at both key stages. This good progress is the result of the high standard of teaching and the successful recent introduction of the National Numeracy Strategy. Pupils at Year 1 count in twos and tens up to one hundred and add on or count back numbers up to twenty. They have good knowledge of shapes and the higher attaining pupils can identify a two-dimensional shape from a list of characteristics. Pupils at Year 2 solve number problems involving shopping and sharing food at a party and they learn to tell time to the nearest five minutes. Pupils learn to use a wide mathematical vocabulary well. Higher attaining pupils learn to recognise right angles and practise drawing these.

90. Pupils at Key Stage 2 develop a wider range of strategies to help them find the difference between two numbers. Pupils get better at applying their knowledge of mathematical facts to solve problems such as when they work out average scores in matches of the Rugby World Cup. Pupils build on previous work with right angles by discovering right angles in the classroom and discussing why right angles are important. Older pupils become more accurate in their measurements and develop skills in the use of protractors and compasses as they draw and measure acute and reflex angles. Pupils in Year 5 work

with fractions and increase their knowledge of the function of the numerator and the denominator. High attaining pupils work with improper fractions and come to a better understanding of how to reduce them to their lowest terms. Pupils work with fractions, decimals and percentages and acquire greater understanding of the correlation between them.

91. Pupils with special educational needs make good progress at both key stages. Pupils are well supported by members of staff during group activities in order to enable them to work along side others. Staff members' assessments of pupils' daily tasks help them to plan future work which ensures that pupils continue to make good progress. Teachers support pupils effectively during lessons.
92. Pupils behave well during lessons. Younger pupils join in animated discussions with their teachers and their friends. They applaud other pupils' success and settle to tasks without fuss. They work for extended periods both when working on their own or when working with a friend. When pupils work on mathematical assignments in groups they take turns and talk sensibly about the task in which they are engaged. Older pupils are enthusiastic about their investigations of numbers. They are eager to join in and offer good answers to questions posed by teachers. They listen very carefully to teachers' explanations and to the contributions made by their friends. The very good behaviour of pupils is a major contributory factor to the good progress they make. Pupils' behaviour combined with the very good relationships which they have with their teachers results in lessons which are lively, interesting and exciting.
93. The quality of teaching is good overall. It is good consistently at Key Stage 1. Teaching at Key Stage 2 ranges from satisfactory to very good. Two lessons in thirteen were satisfactory, five lessons were good and six lessons were very good. Numeracy is used effectively in other subjects at both key stages; for example, in history a time line is used to help pupils to understand the place of important events in the past. Year 6 pupils produce block graphs using the computer; otherwise, information technology is not often seen to support the pupils' work in mathematics.
94. At Key Stage 1 teachers have good knowledge and understanding of mathematics and high expectations of the pupils. They take time to allow pupils to explain their thought processes and then use that information to help the rest of the class. Lessons have good pace and create a sense of excitement about mathematics. Good questioning and explanations by teachers help pupils to tease out solutions for themselves. Pupils are involved in lively discussions about new concepts which are presented in interesting ways. Teachers give clear instructions and this helps pupils to work independently. There is a good balance between teacher exposition, discussion and practical tasks and recording. Resources are managed well and pupils are able to find them for themselves.
95. Hallmarks of lessons at Key Stage 2, particularly at the end of the key stage, are their lively pace and the high expectations which teachers have of pupils. Pupils are expected to use correct mathematical language, to express their ideas clearly and concisely and to respect the opinions and ideas of other people. Teachers share learning objectives with the pupils and often give them a set time in which to complete tasks. The attention which teachers give to assessment ensures that pupils are given work which is within their competence yet challenges them to improve their mathematical ability. There is an easy relationship between pupils and teachers which makes lessons calm but stimulating. The marking of work is consistent, constructive and helpful. In one class there is often a dialogue between pupil and teacher about resolving problems. In this, as in many of the lessons seen, there is a gentle humour. Teachers use praise well to help pupils to rise to challenges which have been set.
96. The school is implementing the national strategy for numeracy well. The collegiate approach of the school to subject co-ordination, assessment and planning means that teachers are involved in all aspects of the work. Planning based on the National Numeracy Strategy is clear and the use of a commercial scheme complements this work well. Learning resources are satisfactory and are used well by pupils. At both key stages teachers make full use of the generous classroom accommodation, especially in group work. Assessment procedures are very good and they ensure that the needs of all pupils are met. The quality of teachers' assessments is a major reason for continuous improvement in attainment over recent years. The analysis of national and commercial tests and the school's assessment systems are

particularly effective in helping to raise attainment throughout the school. The decision to group pupils according to attainment in Year 6 is having a beneficial effect on pupils of all levels of attainment but especially on the highest attaining pupils.

97. There has been an overall improvement in all areas of mathematics since the last inspection. At that time teaching was reported to be generally sound with some good points. Teaching is now good overall with some very good teaching. Standards in the subject were good at Key Stage 1 and sound at Key Stage 2. Standards are now above average throughout the school. Problem solving skills were seen as weak but now pupils are adept at applying their mathematical skills in many different ways. A noteworthy feature of the school's provision for raising the pupils' self esteem is the use of personal planners. Pupils record their reactions to their work in mathematics and suggest how they can improve. Pupils also follow their progress and attainment on individual records. The good quality of the teaching combined with the very good quality of the assessment of pupils' progress provides a solid foundation for further improvements in the good progress made by pupils.

106. **Science**

98. In the 1999 national tests for 11-year-olds pupils' performance was in line with the national average and in line when compared to schools with pupils from similar backgrounds. Teacher assessments at the end of Key Stage 1 in 1999 indicate that pupils attain levels below those expected in relation to all schools. Inspection judgement is that pupils' attainments are above the national average by the end of both key stages. The discrepancies between the inspection findings and the results of the national tests are accounted for by differences in groups of pupils, the introduction of new scheme of work and specialist teachers. Pupils' attainments have risen significantly over the four-year period from 1996 to 1999 from well below the national average to be in line with the national average by the end of Key Stage 2 as a result of the success of initiatives to raise standards. There are no significant differences between the performances of boys and girls.
99. Pupils by the end of Key Stage 1 check the amount of water melted from ice in their experiment using a measuring jug. They realise that they can obtain an accurate reading from this. They know that it is heat that causes the ice to melt and that, similarly, the heat from their hands makes chocolate melt. Pupils have an elementary knowledge of electricity and make a bulb light up when a circuit is completed. They know that a plug needs to be inserted into a socket to make electrical appliances work, and they are aware of the dangers of electricity. Pupils know the main requirements for growth from their experiments in growing cress seeds: light, water, air and food. They recognise how different creatures have distinct life cycles; they make appropriate comparisons, for example, between the life cycle of butterflies and frogs. Pupils know the properties of a range of materials; they suggest that, for example, a potato masher needs to be made of metal as plastic would not be as strong.
100. Pupils by the end of Key Stage 2 recognise that the tests they make in their experiments must be fair. They make predictions and suggest ways in which these may be tested during investigative work. They record the results of their investigations accurately on a matrix provided by the teacher. Pupils have a good understanding of, and explain the differences between, solids, gases and liquids. They use accurate scientific language to describe the processes of evaporation and condensation when studying the different states of water. Pupils know about food chains and identify correctly the producers and consumers within the chains. They make tests to indicate how light travels from a source in straight lines and how it reflects from a mirror. They identify correctly the properties of transparent, translucent and opaque materials.
101. Pupils, including those with special educational needs, make good progress throughout both key stages. The recent good progress throughout the school is due to the good teaching and the success of recent initiatives to improve standards. In Year 1 pupils gain increased knowledge of some of the properties of materials. They develop an understanding of why some materials are more suitable for a particular job than others; they get better at identifying the differences, for example, between metal, wood and ceramics. At Year 2 pupils begin to become increasingly aware of the safety requirements when conducting scientific experiments. At Year 3 pupils build on their knowledge of materials and learn

how different materials react when scratched with a variety of scrapers. Pupils in Years 4 and 5 gain an increased range of scientific vocabulary and they learn, for example, the term 'viscosity' in relation to the flow of liquids. Towards the end of the key stage pupils develop greater understanding of how materials change their state; they learn, for example, that intense heat from within the core of the Earth changes chalk to marble. They have a greater knowledge of the correct scientific terminology, describing types of rock as 'igneous', 'metamorphic' and 'sedimentary'.

102. Pupils' response is very good. In most lessons pupils are very well behaved. They settle down well and work with high levels of sustained concentration. They are excited about science and keen to learn, experiencing great joy when setting up and conducting their experiments. Pupils sit quietly and attentively when working as a class and move sensibly to their places for group or individual work. Pupils take turns fairly when working in groups and share the responsibilities for organising the work within their groups very well.
103. The quality of teaching overall is good. There is an equal balance of good and very good teaching and a small proportion of teaching that is satisfactory. The high percentage of very good and good teaching is a clear indication of the value of specialist teaching within the school; this initiative has led to pupils making good progress at each key stage. The headteacher leads by example and the employment of a specialist science teacher for one day each week gives very good support to the class teachers. The specialist teacher has very high expectations and shows pupils how to carry out experiments in a scientific manner. Teachers organise and plan their work very effectively; they work together in key stage groups to ensure pupils' learning builds up systematically through their time in school. Insufficient use is made, however, of information technology to support teaching and learning. Regular assessment of pupils' attainment is made and the results are recorded accurately. This enables teachers to identify gaps in pupils' learning and to plan accordingly in order to teach the areas identified.
104. The level of resources for teaching and learning is good in quality and quantity. Resources are readily available for teachers and pupils. The last inspection identified the need for development of the scheme of work to ensure continuity and progression. The co-ordinator, in close liaison with senior managers and the other teachers, has overcome this issue effectively with the introduction of the nationally recommended scheme of work. The school is well placed to raise standards further.
113. **Information technology**
105. The provision for information technology has, until very recently, been insufficient in terms of resources and curriculum and, consequently, pupils' attainment by the end of both key stages is below the national expectations. In communicating and handling information pupils' attainments are in line with national expectations by the end of both key stages but in the control, monitoring and modelling aspects of the subject they are below national expectations at the end of both key stages.
106. Pupils by the end of Key Stage 1 use information technology to practise their literacy skills; for example, they improve the quality of their writing by word-processing and then correcting any errors using the computer's delete functions. They save their work to the hard disk and print out without help. They create pictures on the computer and incorporate text. Pupils move objects around the monitor screen using 'drag and drop' techniques to create a sequence of shapes. They move an object through a maze in an adventure game, though they have limited opportunities to control the movement of a programmable toys such as floor robots. They have few opportunities to create block graphs.
107. Pupils by the end of Key Stage 2 design high quality pamphlets to support their literacy work; for example, pupils produced a range of different brochures to promote a product such as a water park. They search for text and pictures from a CD-ROM which they import into their work. Pupils present assignments in different styles and for a variety of purposes; for example, they produced a pamphlet for Year 5 pupils entitled, 'How to survive Year 6', which included text, charts and drawings, and they made an informative booklet entitled, 'The Human Body', from selected information found on a CD-ROM. Pupils prepare spreadsheets to monitor their performance in tests and print out the results in

graphical form. Pupils do not understand how to control equipment by giving a series of instructions. They do not use computer simulations to help them make decisions. Pupils do not use sensors, for example, to measure and record physical variables such as temperature at different times of the day.

108. Pupils, including those with special educational needs, make unsatisfactory progress over time at both key stages. Though progress is satisfactory in the skills associated with the simple use of computers and the communicating and handling of information it is unsatisfactory in the control, monitoring and modelling aspects of the subject at both key stages. The unsatisfactory progress results from the previous scheme of work giving insufficient direction to teachers; however, a good quality revised scheme of work has been put in place very recently. The lack of suitable hardware and software to support the scheme of work still restricts progress in control, monitoring and modelling. Consequently, pupils spend too much time practising skills which are easy for them but are not learning new skills sufficiently quickly; for example, similar software is being used for each age group from Year 1 to Year 4. At Year 5 and Year 6 better progress is made as these classes have access to more advanced programs. At Year 6, as a result of very good teaching, pupils are now making very good progress in the use of spreadsheets to represent data graphically in the form of bar graphs, pie charts and line graphs.
109. Attitudes could not be assessed at Key Stage 1 as no teaching was seen. Pupils at Key Stage 2 are confident in their limited use of information technology and talk reasonably knowledgeably about how it can assist their learning. Pupils, when working independently on computers, sustain concentration and behave well, including those who are liable to be disruptive at other times. Pupils handle the equipment carefully. Higher attainers assist less confident pupils with technical help. Some older pupils take their disks home to modify and improve their work on their own computers.
110. It was not possible to make a judgement on the quality of teaching at either key stage as the organisation of the timetable enabled only one lesson at Key Stage 2 to be observed. In this lesson the teacher had very good knowledge and understanding of the subject and shared with pupils, in a very encouraging way, personal examples of the value of information technology in everyday life and how it saved time; for example, the teacher's use of electronic mail to purchase shopping from a local supermarket. High expectations of pupils were shown through the confidence expressed by the teacher in the pupils to work independently on tasks and to relate their knowledge to others. Lesson planning was of a high standard and linked to other curricular areas effectively. Discrete teaching to a large group of pupils led to the efficient use of time with ample opportunities for pupils to consolidate their learning. The work of pupils was valued; for example, the work done by a pupil the previous night at home was discussed and evaluated. From examination of pupils' work, teachers use information technology well to support the teaching of literacy but the subject gives insufficient support for other areas of the curriculum.
111. Information technology at the last inspection was described as being in line with the national expectations though it was stated that 'there was no effective scheme of work to support continuity and progression of learning and the school recognised the need to develop control technology'. Improvements since the last inspection have been limited until very recently when a revised scheme of work of good quality was written and the subject placed as a priority in the school development plan. The strengths in the leadership and management of the headteacher, supported by the staff, linked to the good scheme of work and the purchase of new equipment, indicates that the school is well placed to improve standards.

120. **OTHER SUBJECTS OR COURSES**

120. **Art**

112. The provision for art shows good improvement since the last inspection. Pupils make good progress in art at both key stages and reach standards higher than would be normally seen in 11-year-olds. Those with special educational needs are fully included and make good progress in practical work. Pupils gain a good level of knowledge and understanding of the works of a range of famous artists.

113. At Key Stage 1 pupils gain a sound understanding of colour, shape and form when studying such contrasting works as the brightly coloured abstract works of Paul Klee and the more fluid lines and rich tones used by Cezanne. Their still life studies demonstrate a wide range of responses which show their understanding of light and shade and close attention to colour. At Key Stage 2 pupils demonstrate a growing understanding of shape and form. Their pastel portraits of Henry VIII, in the style of Holbein, make increasingly subtle use of colour to depict character. Pupils in Year 6 study the visual elements in paintings such as seascapes, and produce their own paintings, demonstrating a developing level of skill in colour mixing and blending for effect. The majority of pupils demonstrate an appreciation of shade. Pupils gain experience of a working with a wide range of materials and form. Their compositions in collage, paint, pastel, chalk and pencil demonstrate growing confidence and skill. Pupils' skills in three-dimensional work are less well developed.
114. Pupils show a good attitude to their work. They enjoy lessons, concentrate and take a good deal of care, working hard to achieve a high quality result. They enter readily into the perception of themselves as artists, saying what techniques they adopt to achieve a required effect. Pupils' knowledge that artists often have a highly individual view of the world gives them confidence to express themselves. They take care of resources, organise themselves and co-operate well when clearing away.
115. Teaching is good at both key stages. Lessons are clearly introduced; however, on occasions, planning does not clearly distinguish between art and design. Teachers make clear what they expect of the pupils, give time for them to develop and complete their work and give help when required. They intervene effectively to improve pupils' skills. Teachers use plenary sessions well to share and evaluate pupils' work and they encourage pupils to evaluate their own work and appreciate the work of others. Teachers introduce successfully elements of spirituality, by the use of music, for example, and encourage pupils' individual creativity.
116. The leadership and management of the subject are good. The collegiate style of management within the school is effective in maintaining and developing provision in art. Visits to the local city art gallery, and to other cultural centres, such as museums, are used successfully to enrich the subject.
- 125.
125. **Design and technology**
117. It was possible to see the subject being taught on only a few occasions during the inspection. Evidence from the lessons observed, along with the scrutiny of pupils' work and teachers' planning, and discussion with pupils and teachers indicate that pupils, including those with special educational needs, make satisfactory progress at both key stages. Pupils by the time they leave the school reach similar standards to other pupils of their age.
118. At Key Stage 1 pupils begin to use a variety of construction materials to design and make toys and models. They make different types of solid shapes to support their learning in mathematics. Pupils' skills develop well as when they design and make plates of food using a wide variety of materials. They incorporate beans, peas and pasta in their designs. Some pupils make picture frames developing skills in sawing, measuring, sanding and sticking wood. At Key Stage 2 pupils develop their skills in designing through planning how to improve the amenities at a local park. They discuss their plans with other pupils considering such things as the importance of safety in their designs. They improve their skills at adapting plans successfully and adopting different ideas to gain the most benefit for all users of the park. Their plans for improvement are shown in a wide range of forms: written, drawn and mapped. Pupils make headway in identifying the strengths and weaknesses in their plans, such as the high costs involved and the problems with grassed areas in wet weather.
119. The quality of teaching is satisfactory at both key stages. Teachers plan the curriculum together in key stage groups to ensure that pupils make appropriate progress in their learning. The daily plans indicate appropriate learning objectives and identify the activities required to achieve them. Teachers use questions effectively and give clear explanations to establish the points to be taught. Teachers support

pupils well in the work, offering appropriate help and advice where needed and allowing the pupils to develop their skills.

120. The leadership and management of the subject is effective. The school has recently adopted the nationally recognised scheme of work for the subject though it is too early for this to have had impact on pupils' further progress. The last inspection indicated that attainment at Key Stage 1 was in line with national expectations, though at Key Stage 2 the levels were below those expected. The school has made satisfactory progress since that time in developing the subject, and, with the introduction of the new scheme of work, is on line to develop the subject further.

129. **Geography**

121. Pupils make satisfactory progress at Key Stage 1 and very good progress at Key Stage 2 and by the time they leave the school their attainment is well above that seen in 11-year-olds. Pupils with special educational needs make good progress at both key stages. In Year 1 pupils learn more about the local area. They find out how to identify their own home on simple maps then plot and describe their journey to school. They find out that pupils come to school using a variety of transport. In Year 2 pupils look at life on a Scottish island. They develop an understanding that life in a distant locality is different from their own. Pupils in Years 3 and Year 4 undertake an environmental study of the local park. They become aware that some changes to the environment are an improvement but some changes are detrimental. In Year 5 pupils learn about the importance of water in our lives by studying local rivers. This theme is continued in Year 6 when the universal importance of water is discussed in some depth during the study of Buigiri in Tanzania. Pupils begin to make comparisons between the relative abundance of water in the United Kingdom and the shortage of water in countries such as Tanzania.

122. Pupils behave well and join in enthusiastically. They listen carefully to their teachers and offer good answers to teachers' questions. In a Year 6 lesson pupils showed very mature understanding of the reasons why nations in areas where water is scarce might go to war to preserve supplies. Pupils apply their considerable knowledge of both the local environment and areas they have studied to make new deductions. It is clear from talking to pupils that they enjoy lessons in geography.

123. The quality of teaching is good overall; at Key Stage 1 it is satisfactory and at Key Stage 2 it is very good. At Key Stage 1 pupils are given tasks in which they are interested and which help them to appreciate the locality in which they live. Teachers give clear instructions and have sound knowledge and understanding of the subject. At Key Stage 2 teachers help pupils to become excited about the work they are doing. Very good knowledge of the subject combines with very skilful use of pupils' responses to move lessons forward. Pupils are challenged to think at a high level and this helps them to make thoughtful and sensible contributions to discussions about serious national and international issues. Pupils are expected to use the information and skills gained from previous lessons and apply them in new situations. Lessons move at a brisk pace but pupils are given time to explain their ideas carefully. Effective relationships between teachers and pupils are a feature of the very good lessons seen.

124. The leadership and management of the subject are good. The school is adopting the national policy for geography. Teachers in each key stage contribute to the planning and this ensures that appropriate skills and knowledge are taught and reinforced. The last inspection judged that standards were a little below national expectation and that comparisons with other geographical locations were not made. Standards are now well above expectations for 11-year-olds and pupils are encouraged to make comparisons in almost all the work they undertake. There are sufficient resources for the subject.

133. **History**

125. Pupils make good progress and by the time they leave the school their attainment is better than typically expected of 11-year-olds. Pupils in Year 1 look at pictures of the school hall as it was at the end of the nineteenth century and compare it with the present hall. They begin to understand that the lives of the children in the photographs were vastly different from their own. When pupils were told that children

long ago paid for their education one commented, 'I don't think that's very fair'. Pupils in Year 2 find out that in November we remember people who died in wars long ago. They learn that there have been two World Wars and that many young men died in World War 1. The school is situated in the centre of the city of York and makes very good use of first hand facilities to study the life and times of the Tudors.

Year 3 pupils recall their visit to nearby St. William's College and gained a deeper understanding that the streets of York in Tudor times were dirty, smelly and unhygienic. Year 4 pupils find out that spellings were not consistent in Tudor times and learn the meaning of words such as 'pewter', 'trenchet', and 'coffer'. They also use their good skills in art to draw portraits of Henry VIII after the style of Holbein. In Year 5 pupils recall their walk around the inner part of the city and realise that there were many wealthy people in York in Tudor times. They know, too, that it was the victory at the Battle of Bosworth Field which established Henry VII as the first Tudor monarch. Year 6 pupils study the lives and beliefs of the Ancient Egyptians and gain an understanding of the assumed reasons for the building of the pyramids and the mummification of bodies.

126. Pupils enjoy history lessons. They listen very well when teachers are describing important events or explaining the reasons for the sequence of events in history. They show good understanding of the reasons for disagreements in the past. Pupils have good recall of the factual material they have learned, especially facts relating to the visits they make in the locality. Pupils' ability to recall historical facts is an improvement since the last inspection. The youngest pupils appreciate the difficulties of living in the past when looking at photographs of Victorian schooling and of soldiers in the trenches.
127. The teaching of history is good at both key stages; it ranges from satisfactory to excellent. Marks of the satisfactory teaching are secure knowledge and adequate skills of delivery. Shortcomings arise when teacher's talk dominates the lesson and pupils have too little opportunity to contribute. In the better teaching good use is made of resources to make lessons exciting for pupils. Teachers make particularly good use of pupils' questions as the stimulus for further investigation. Pupils' own experiences such as happiness and hunger are used to help them to understand what life was like in times long ago. In the excellent teaching expert use is made of resources such as maps, music, photographs, poetry, prayer and posters to give pupils a sense of the sadness of wartime. Excellent teaching combines a depth of knowledge about the subject with well practiced exposition to give pupils a real feeling for the period.
128. The Leadership and management of the subject are effective. There have been improvements in the teaching of history since the previous inspection. The collegiate approach to planning ensures that a topic such as the Tudors is used to teach essential investigative skills. Teachers also ensure that pupils learn factual material and have a good sense of historical order. The subject is adequately resourced. The school is well placed to maintain the present standards.

137.

Music

137.

129. Pupils, including those with special educational needs, make good progress at both key stages and by the time they leave school their attainment is above that typically found in pupils of this age. At Key Stage 1 they develop control over their voices to vary pitch and dynamics in their singing. Pupils learn new songs, quickly mastering the fresh tune and new words. They begin to know about different rhythms in music and clap them accurately using correct musical terminology: 'piano' for quietly, 'forte' for loud. Pupils during Year 3 and Year 4 maintain the beat and pulse more accurately using appropriate instruments to play different types of rhythm. They begin to vary the speed of performance when they make music. They sing more accurately in tune to the radio broadcast used for their lesson. In Year 5 pupils develop an increasing knowledge of the music of the 1940's and 1950's from the broadcasts to which they listen. They begin to use an increased range of subject vocabulary to improve the quality of their music making. They identify correctly the terms 'crescendo' and 'diminuendo' as Italian words to indicate that they should sing with increasing or decreasing volume. Pupils develop skills to sing accurately in rounds using syncopated rhythms. By the end of the key stage, pupils sing a range of songs tunefully with an increased range of pitch. They sing high notes accurately and with increased control.

130. Pupils enjoy their music lessons. They are enthusiastic and keen to learn new songs which they perform

confidently. They are sensible and well behaved overall, though in a lesson for Year 3 pupils a significant minority made excessive noise whilst the class teacher was talking to them about their lesson.

131. The quality of teaching is good overall at both key stages; it is never less than satisfactory. The higher quality teaching takes place when the teachers' expertise in the subject is at a high level. In these lessons the teachers' plans are clear and indicate appropriate activities for the identified learning objectives to be achieved. Effective use of well-prepared learning resources helps pupils to make good progress. Most lessons observed involved the use of taped broadcasts. These were most effective when the teacher did not rely totally on the content of the broadcast, but stopped the tape appropriately to clarify particular points. Teachers plan for the subject in an efficient manner, supporting each other within key stage groups. The planning utilises a wide range of stimuli for making music.
132. The leadership and management of the subject are good. The quality and quantity of resource provision are good, and resources are used effectively to assist teaching and learning. A number of older pupils benefit from musical tuition from the local education authority's peripatetic service and a commercial firm. Pupils play brass, wind and string instruments. The choir, organised as an extra-curricular activity, is very good. It has successfully performed at many venues within the city. The pupils involved sing well in tune in two-part and four-part harmonies.
133. The last inspection identified standards in music as above national expectations. This high quality has been maintained successfully.
142. **Physical education**
- 142.
134. Pupils, including those with special educational needs, make satisfactory progress and by the time they leave the school their attainment is similar to that usually found in 11-year-olds. Pupils during Year 1 gain confidence in the use of different pieces of small apparatus. In dance they begin to create a simple sequence of movements with a partner. In gymnastics at Year 2 they build upon their early experiences and create linked movements involving curling and stretching. Higher attainers balance on a hand and a foot whilst stretching the rest of their bodies. At the beginning of Key Stage 2 pupils, whilst working in a group of three, improve their performance to create a sequence of balances at different levels from the floor. Towards the end of Key Stage 2 pupils practise sprinting and jumping in outdoor games. They begin to work effectively as a team, running, passing and catching balls in small groups. Pupils have opportunities to extend their experiences during a residential visit when they take part in adventurous activities such as abseiling, caving and gorge walking. During Key Stage 2 pupils gain increasing confidence during swimming lessons and most pupils by the end of Year 4 can swim 25 metres and become more proficient swimmers at Year 5 and Year 6.
135. Pupils are very well behaved and this was demonstrated in the way they moved from the school site to the playing field of a neighbouring school. They listen and act upon instructions well. Pupils persevere to improve their performances and offer help and encouragement to one another. Pupils, including the youngest pupils, take responsibility for leaving their clothes tidily, and dress quietly and quickly.
136. The quality of teaching is satisfactory at both key stages. Teachers have satisfactory knowledge and understanding; they set appropriate time limits for activities, insist on the use of correct vocabulary, and pay proper regard to health and safety issues. Members of staff challenge pupils soundly to improve their performance. Planning is clear and outlines the objectives of lesson though rarely including assessment opportunities. Lessons proceed at a brisk pace with plenty of active participation and effective organisation of pupils. Teachers praise the good performance in games lessons of pupils with special educational needs in literacy; this raises their self-esteem. Teachers pick up on previous lesson evaluations and revisit previous work as necessary. Teachers encourage pupils to participate in extra curricular activities.
137. The leadership and management of the subject are good. This is an improvement since the last

inspection. There is a good breadth and balance to the curriculum and clear guidance for teachers included in the scheme of work. The accommodation is adequate though the lack of playing fields means that pupils have to walk a distance to a near-by school in order to take part in some outdoor games' activities. Resources and accommodation are used well to support teaching and learning. The organisation of the curriculum for swimming is very effective. Pupils in each class at Key Stage 2 attend swimming lessons for one term a year. Swimming lessons are funded from the school allocation, parental contributions and from the parent teacher association funds. A significant number of pupils from the school competed against other schools in a local swimming gala. Extra-curricular clubs, sporting competitions and residential visits enhance the provision well

PART C: INSPECTION DATA

146. SUMMARY OF INSPECTION EVIDENCE

146. A team of five inspectors inspected the school, one of whom was a lay inspector. The equivalent of nineteen inspector days was spent over a four-day period making observations of 75 lessons or parts of lessons. Inspectors also observed pupils at the beginning and end of the day and during assemblies, break-times and lunchtimes. Samples of pupils' work were scrutinised. In all, 53 hours were spent observing classes, listening to pupils read, sampling pupils' work and talking to them. A range of documentation supplied by the school was studied and 63 questionnaires returned by parents were analysed. Prior to the inspection, meetings were held with the staff, the headteacher and the governing body. A meeting for parents was attended by 21 parents.

146. **DATA AND INDICATORS**

146. **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	252	2	15	19

146. **Teachers and classes**

146. **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	10
Number of pupils per qualified teacher:	25.2

146. **Education support staff (YR – Y6)**

Total number of education support staff:	6
--	---

Total aggregate hours worked each week:	57
---	----

Average class size:	28
---------------------	----

146. **Financial data**

Financial year:	1998/1999
-----------------	-----------

	£
Total Income	396,968
Total Expenditure	372,672
Expenditure per pupil	1473.01
Balance brought forward from previous year	54,255
Balance carried forward to next year	78,551

146. **PARENTAL SURVEY**

Number of questionnaires sent out: 239

Number of questionnaires returned: 63

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	25	57	11	7	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	44	51	5	0	0
The school handles complaints from parents well	23	33	36	8	0
The school gives me a clear understanding of what is taught	12	58	20	8	2
The school keeps me well informed about my child(ren)'s progress	25	61	7	5	2
The school enables my child(ren) to achieve a good standard of work	39	56	5	0	0
The school encourages children to get involved in more than just their daily lessons	23	50	14	11	2
I am satisfied with the work that my child(ren) is/are expected to do at home	28	58	7	5	2
The school's values and attitudes have a positive effect on my child(ren)	55	40	5	0	0
The school achieves high standards of good behaviour	53	42	3	2	0
My child(ren) like(s) school	66	29	2	3	0

146. **Other issues raised by parents**

Parents at the pre-inspection meeting expressed concern about the playground facilities for pupils and that despite a substantial amount of money having been raised by parents to develop the outdoor areas no improvements have been made.