

# INSPECTION REPORT

## **PARK GROVE PRIMARY SCHOOL**

York

LEA area: York

Unique reference number: 121280

Headteacher: Mr A Calverley

Reporting inspector: A C Davies  
3639

Dates of inspection: 6 – 9<sup>th</sup> June 2000

Inspection number: 188300

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

© Crown copyright 2000

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 School Inspections Act 1996, 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:	Community
School category:	Infant & Junior
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Park Grove Primary School Dudley Street York
Postcode:	Y031 8LG
Telephone number:	01904 659727
Fax number:	01904 659727
Appropriate authority:	Governing Body
Name of chair of governors:	Mr J French
Date of previous inspection:	22 – 25 <sup>th</sup> April 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
A C Davies	Registered inspector	English	What sort of school is it?
		Art	How high are standards? The school's results and pupils' achievements
			How well are pupils taught?
			How well is the school led and managed?
			What should the school do to improve further?
J Farmer	Lay inspector		How high are standards? Pupils' attitudes, behaviour and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
D Grimwood	Team inspector	Mathematics	
		Design & Technology	
		Physical Education	
		Equal Opportunities	
		Special Educational Needs	
M Hemmings	Team inspector	Science	How good are the curricular and other opportunities offered to pupils?
		Information and Communication Technology	
		Music	
D New	Team Inspector	Provision for children aged under five	
		Geography	
		History	

		Religious Education	
--	--	---------------------	--

The inspection contractor was:

Focus Inspection Services  
The Court  
8 Bar Meadow  
Dobcross  
Oldham  
OL3 5QW

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

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

## REPORT CONTENTS

	<b>Page</b>
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>12</b>
The school's results and achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>15</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>17</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>19</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>20</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>21</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>23</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>24</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>28</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Park Grove is an average sized primary school with 212 children on roll, aged between 4 and 11,. There is no nursery and children of reception age join the school either in September or January according to their age. The school serves a mixed community with nearly half the geographical area situated in a reasonably affluent district. The other half is mixed with a large percentage of people living in rented accommodation. Approximately 11 per cent of the children are entitled to school meals free of charge. This is below the national average. The percentage of children on the special educational needs register is about average as is the number of children with statements of special educational need. Nearly all children are white and all apart from one French speaking child have English as their main language. When they first start school children demonstrate a full range of abilities with the majority having personal and academic skills that match those expected for their age. The fire, which destroyed the school in 1997, resulted in children being taught for more than two and a half years in temporary accommodation some distance from the school. This impeded the school's development but standards remained high.

### **HOW GOOD THE SCHOOL IS**

The school has many strengths which outweigh its weaknesses. The standards are good with good teaching evident in many classes, especially for younger children. Much of the school's management energies have been focused on ensuring that the building has been redesigned to meet the needs of the children and to effect the smooth transition back to the refurbished school. This has been achieved very effectively. The school gives satisfactory value for money.

#### **What the school does well**

- The skills of reading are well taught, leading to children reading confidently and with good expression from a young age.
- Children use a wide vocabulary when speaking and this helps their written work to be very descriptive with good use made of simile and metaphor.
- Teachers' effective concentration on the basic skills of number leads to standards being good in mathematics.
- Teachers are confident in teaching information and communication technology (ICT) and the school has very good facilities to develop this aspect of its work.
- The outstanding accommodation is put to good use to create specialist teaching areas throughout the school. The outside environment, in particular, is well used for work in many subjects.

#### **What could be improved**

- A significant minority of older children are disruptive in class and this puts undue pressure on teachers.
- The tests for 7 and 11 year olds over the past four years reveals a substantial difference between the attainment of boys and girls with girls performing the better. The school has been unsuccessful in closing this gap.
- Children are not provided with enough information about what they need to do to help them improve their work and there are limited targets being set for the future.
- Too frequently, the teachers in Years 4 and 5 do not challenge children sufficiently enough leading to children being uninspired and lacking motivation.
- Much of the school's systems for assessing children's work has not been put back into place after the fire destroyed all records and procedures. This has resulted in teacher assessments for 7 and 11 year olds not being accurate enough.

*The areas for improvement will form the basis of the governors' action plan.*

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in April 1996. Since that time the school has been badly disrupted by a fire, which resulted in children being placed in temporary accommodation for more than two and a half years. Most of the staff's energies during this period were channelled into ensuring that the children's education was not interrupted. The improvement noted in standards during this period points to the fact that the staff were very successful in maintaining the quality of teaching and learning despite restrictions on resources and accommodation.

The quality of teaching is better with less unsatisfactory teaching and more teaching of a higher quality now evident. Improvements have been made to the school development plan and the aims have been reviewed appropriately. Significant improvements have been made to developing the role of subject coordinators but there is still some way to go before they have a clear overview of the work that is taking place and the standards being attained. The quality of the marking remains an issue with some of the teachers' remarks being unhelpful to children as they seek to improve their work.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	E	C	C	C
mathematics	C	C	B	A
science	D	C	B	B

**Key**

well above average      A

above average            B

average                    C

below average            D

well below average      E

The tests results of 11-year-olds show a trend of improvement over the past few years. In English, the results have been close to the national average for the past two years. However, this suggests that the teachers of older children are not capitalising on the very good standards being attained by 7-year-olds, where standards are well above the national average in reading and writing. In mathematics, there is a better picture with the well above average attainment of 7-year-olds being matched by the standards attained by 11-year-olds. Results in science are close to the national average for both 7 and 11-year-olds. There is, however, evidence of under-achievement by more able children in science. The school is well on course to meet the targets that have been set for literacy and numeracy through to the year 2002. Teacher assessments do not match national test results for both 7 and 11 year olds.

Children achieve very well in the early part of the school. They become competent readers very quickly and learn to make use of their wide spoken vocabulary in descriptive writing. Similarly, they handle number very well and learn how to use procedures to allow them to add and subtract efficiently. Older children's (7 to 11 years) progress is more uneven. Nine and 10-year-olds in particular fail to build on the good standards attained earlier in the school. However, much of this is re-addressed by the work carried out in Year 6. Girls attain much better standards than boys in all subjects.

Standards in information and communication technology are in line with those expected for their age but there has been very good improvement in this area over the past year. The majority of children are



meeting the expectations outlined in the locally agreed religious education curriculum. In other subjects, standards are as expected with good use made of literacy and numeracy skills to improve the quality of work produced.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	The majority of children are eager to work and concentrate well. However, in most of the older children's classes a significant few are not giving as much attention to their work as they should. Most of the concerns relate to boys.
Behaviour, in and out of classrooms	There are a significant minority of children, especially boys, who cause minor disruption in each of the older children's classes. The behaviour of the few cause teachers to adjust the way they present work to the class.
Personal development and relationships	Although the vast majority of children are polite and well mannered, a few older children have little respect for their teachers and for other children in their class. It is difficult for staff to have full faith in all children's ability to work as independently as teachers would like.
Attendance	Average. Although attendance levels are in line with national averages, too many children do not arrive in school on time.

### **TEACHING AND LEARNING**

<b>Teaching of pupils:</b>	<b>aged up to 5 years</b>	<b>aged 5-7 years</b>	<b>aged 7-11 years</b>
Lessons seen overall	Good	Good	Satisfactory

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

All teachers are strong in teaching the basic skills of literacy and numeracy. There is also a growing confidence amongst staff in teaching information and communication technology (ICT). The impact of this good attention to basic skills results in standards in English and mathematics being very good for 7-year-olds. By contrast the management of children's behaviour causes the teachers of older children some concern and means that the good start provided for children is not capitalised upon later in the school.

Teachers of children in the reception class provide children with a good start, helping them settle into school life and providing a range of activities for them that best match their needs. This is very well developed in Years 1 and 2 (5 to 7 year-olds) where the teachers put great emphasis on helping children to use their writing and number in other subjects. Teachers of older children sometimes struggle to gain the control they would wish during lessons. This adversely affects the way they present work and sometimes results in lessons being unsatisfactory. The Year 3/4 teacher and the Year 6 teacher manage the situation well but there are concerns about the quality of teaching for Years 4 and 5. The lack of challenge for more able children during science lessons results in teaching being unsatisfactory for older children in this subject.

A lack of concentration by a significant minority of children and the lack of clarity about what they need to do to improve their work, results in learning being unsatisfactory for children aged 7 to 11. In contrast to this children learn the basic skills of reading, writing and number well, especially early on in the school. Teaching is very good in 7.9 per cent of lessons; good in 55.6 per cent; satisfactory in 30.2 per cent and unsatisfactory in 6.3 per cent.

#### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	The school gives good attention to literacy and numeracy. Improvements in the provision for information and communication technology also add to the quality and range of the curriculum provided. Good use is made of links with the community to involve children in interesting and productive projects mainly related to the school grounds.
Provision for pupils with special educational needs	Children with learning difficulties are well provided for. They have appropriate plans, which outline what they need to do to improve. However, there are a few children with behaviour difficulties who are not on the register for special needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school successfully helps children understand about the way other people in different parts of our country and in other parts of the world live and worship. Moral development is unsatisfactory because there is a lack of consistent approach to helping children understand when they have behaved inappropriately.
How well the school cares for its pupils	Child protection procedures are appropriate. However, the procedures used to help children understand about their academic and personal achievements are not as fully developed as they should be.

There are good links with parents. A large number help out regularly in classrooms and all parents get involved in fund-raising activities. On the whole, the parents are pleased with the quality of education provided for their children. Information sent home to them is detailed and appreciated. However, there is limited information sent home about the curriculum.

#### **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	The headteacher has worked very hard to ensure that the school is fully operational after the fire. He also successfully managed to ensure that there was continuity in children's learning during the time they were in temporary accommodation. This has however resulted in many other issues that needed attention having to wait and these are only just beginning to be dealt with.
How well the governors fulfil their responsibilities	The governors have created a 'quality' committee, which is successful in identifying the school's strengths and weaknesses. They have been very involved in helping the school re-establish itself after the fire. They meet their statutory obligations.
The school's evaluation of its performance	The school has started to use performance data effectively to help it understand about areas requiring improvement. However, there is much more to be done to help it understand about how to use this information

	more productively to raise standards further.
The strategic use of resources	The staff and governors have fought for quality resources as the school has been re-built. They make good use of rooms that have been designed for specific subjects, for example, computer and music rooms. The governors' finance committee use appropriate systems to help them select resources, which are most likely to have a positive impact on standards.

The school's accommodation is excellent. It provides opportunities for specialist teaching as well as spacious classrooms. The quality and range of learning resources is good and there are particularly good facilities for information and communication technology as well as a well-stocked library. The staffing is a little generous but is likely to be reduced slightly in the near future.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• The way the school had responded since the fire.</li> <li>• Standards in reading, writing and number.</li> <li>• The quality of teaching in Year 6.</li> <li>• Teaching of the basic skills.</li> <li>• The behaviour of children when they are outside the school on visits.</li> </ul>	<ul style="list-style-type: none"> <li>• A significant number were unhappy about homework arrangements.</li> <li>• A number of parents commented that few extra curricular activities were devoted to other activities other than sport.</li> <li>• The behaviour of children at lunchtimes.</li> </ul>

The parents have made many perceptive comments with which the inspection team agrees. The standards are good, especially in mathematics. The school has indeed recovered very well from the trauma of the fire. There is also good teaching of basic skills and the Year 6 teacher deserves special mention. There are examples of homework being used effectively in most classes to support on-going work. However, this is not consistent. The range of extra curricular activities is better than most schools. The behaviour of children at lunchtime does give some cause for concern.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

- 1 The school's national test results for 7 and 11 year olds have shown a steady improvement over the past four years. They have improved by a margin greater than that seen nationally in each of the three core subjects of English, mathematics and science. This reflects a better overall picture to the one reported in the previous inspection. The school is well on course to meet the targets that have been set for literacy and numeracy through to the year 2002.
- 2 For English the 1999 national tests for 11 year olds are in line with the national average and also close to the average when compared to schools who admit children from a similar background. In 1999 an above average percentage of children attained the higher levels in English. Teacher assessments for this age group do not match the test results with significant differences noted in those attaining the higher levels. Girls perform much better than boys by a much greater margin than is seen nationally. The present Year 6 group is performing at the same level as that of the 1999 cohort.
- 3 Although this is a satisfactory picture of standards attained in English the school is not capitalising on the good attainment being achieved by 7 year olds. In 1999 the attainment of 7-year-olds in reading and writing is well above the national average. When compared to similar schools standards are very high in reading and well above average in writing. There has been a steady improvement in these results over the past four years. There are a very large percentage of 7-year-old children attaining the higher levels for both reading and writing. The teacher assessments again do not match the test results with far more children attaining the higher levels in tests than is indicated by teacher assessments. Comparative results for girls and boys show that 7 year old girls have performed consistently better than boys for the past four years and by a margin greater than that noted nationally. The present Year 2 group is attaining at similar levels to those of the previous two years, that is, well above average. A large percentage of the present Year 2 is attaining the higher levels in both reading and writing.
- 4 Throughout the school children speak eloquently. This is aiding their written work where their wide-ranging vocabulary is put to good use to create interesting and imaginative descriptions. Their listening is not always as consistent with a significant minority not always listening to the point of view of others and not developing ideas when participating in discussions.
- 5 In mathematics there is greater consistency in the results for 7 and 11 year olds. At both ages the school's results are well above that of similar schools. The 1999 national test results for 11-year-olds are above the national average with a well above average percentage of children attaining the higher levels. The school's results in mathematics for this age group have improved steadily over the last four years and at a rate that exceeds the improvements seen nationally. The same issue of teacher assessment not matching the national test results exists for mathematics as does for English. Girls and boys have attained similar standards for the past four years. The present Year 6 are attaining at the same level as the previous year group, which is above that expected for their age.
- 6 The national test results for 7-year-olds are well above the national average with a large percentage of children attaining the higher levels. Teacher assessments for children attaining the higher levels vary from the test results by a significant amount. Girls have performed better than boys for the past four years, which is not in line with the national trend of boys and girls

attaining equally. Children in the present Year 2 are also attaining at levels that are well above those expected for their age.

- 7 Throughout the school good use is made of children's literacy skills in religious education and science and to a lesser extent in history and geography. There are good written passages used in these subjects, which often sees children reflecting on their point of view or describing a process. Satisfactory use is made of children's numeracy skills in other subjects. This is at its best in science where children collect data and organise it effectively.
- 8 In science, the 1999 test results for 11-year-olds are above the national average and in line with the average for similar schools. This reflects a steady improvement over the past three years, which is greater than the improvement noted nationally. As with the other two core subjects teacher assessments do not match the national test results. The percentage attaining the higher levels according to teacher assessments is only half of those who attained higher levels in the test. Girls are performing better than boys, which is not in line with the national results. The present Year 6 are attaining in line with national averages with some underachievement noted amongst the more able children. The teacher assessments for 7-year-olds show that in 1999 all children attained the expected level for their age but no one attained at the higher level. When compared to similar schools this gives an unusual picture of very high standards in relation to children attaining the expected level for their age and well below standards in relation to children attaining at the higher levels.
- 9 Standards in information and communication technology are in line with those expected for their age for both 7 and 11 year olds. Although this is similar to the position reported in the previous inspection, it does indicate that the school has done well to keep in step with the many initiatives that have happened in this area over the past four years, especially when considering that the fire meant limited access to computers for children for nearly two years. In religious education children at the age of 7 and 11 attain the standards expected by the Locally Agreed Syllabus. They make good use of literacy skills when writing on a wide range of topics in religious education.
- 10 In all other subjects standards are in line with that expected for their age. Children have been involved in practical projects linked to the developments of the outside environment as part of their work in design and technology. In art, good use is made of specific skills and techniques to enable children to attain appropriately.
- 11 Children start school with a range of personal and academic skills. This is confirmed by the initial tests and assessments completed in the reception class. The majority have skills that match that expected for their age and they communicate well. Young children are already able to use a wide vocabulary and are confident when speaking to adults. During their time in the reception class children achieve well, building on the good communication skills that they possess. They show good pre-reading and pre-writing skills. Throughout the reception class and Key Stage 1 (5 to 7 year olds) very good progress is made in reading and writing. Children of all abilities quickly learn to read with some more able children reading a wide range of books by the time they are 7. Good use is made of their spoken vocabulary in developing their written work. Young children use good descriptive passages when writing. There is a very similar picture for mathematics with young children learning to handle number very effectively and using their good mental and oral knowledge appropriately in other work. This is reflected in the very high percentage of children who attain the levels expected during national tests at the age of 7. In science, there is a different pattern with nearly every child attaining the expected level for their age but no one moving beyond this level. There is under achievement for more able children who are capable of attaining the higher levels. This is partly due to the lack of

appropriate planning and organisation which does not cover more demanding work in science with more able children. This weakness has been dealt with and improved this year.

- 12 In all other subjects children of all abilities, including those with special educational needs, achieve very well in the early part of the school. The combination of good teaching and good attitudes makes a positive impact on the children's learning. Children who are talented or gifted make good progress in the early part of the school. This is mainly because their special abilities are channelled into their work. This results in descriptive work in English, for example, being very exciting.
- 13 Older children fail to build on this start, mainly because of the inconsistent teaching, which does not deal appropriately with children who have negative attitudes to learning. In English for example, there is unsatisfactory progress for children aged 7 to 11. This is because there is inconsistent application of the National Literacy Strategy. Too often the Year 6 teacher has to make up for time lost. Although a good percentage of children do attain the higher levels by the time they are 11, many others who are capable of this higher level have not caught up on time lost in the previous years. In mathematics there is a slightly different picture with better use being made of the National Numeracy Strategy enabling more consistent progress to be achieved. Similarly, in science, the more able are under achieving. Work is not challenging enough in the two pure Year 4 and 5 classes and this leaves too much for the Year 6 teacher to do to move children to the levels that they are capable of attaining.
- 14 Children with special educational needs make satisfactory progress throughout the early part of the school. However, although those with learning difficulties continue to make satisfactory progress later on, the lack of an appropriate programme for those with behavioural difficulties makes the overall progress for children with special educational needs unsatisfactory for 7 to 11 year olds.

### **Pupils' attitudes, values and personal development**

- 15 Overall attitudes to learning are unsatisfactory. The majority of children in the school have a satisfactory attitude to learning, are keen to participate in activities and contribute to lessons. This is particularly so amongst the younger children. However, as children get older, attitudes are less positive and are often unsatisfactory. There is a significant minority of children, whose unsatisfactory attitude to learning continually disrupts learning for other children. Where children do have a good attitude to learning they are attentive, sustain concentration and are totally absorbed in the lesson. A notable example being seen in a Year 1 art class when children were learning to weave. Even though the children were very excited and enthusiastic about the lesson they concentrated well throughout and worked hard.
- 16 Although attendance is satisfactory and children appear keen to attend, too many are arriving late for the start of lessons. In addition, in many lessons a significant number are inattentive, disruptive, attention-seeking and often show disrespect to staff and other children. This is particularly so as children get older. An example was seen in an achievement assembly where many Year 6 children either failed to join in the applause of those receiving commendations or did so in a very derisory way. Another example was seen when children, again Year 6, lined up in the playground to go in for their lunch. They pushed and fought each other to be first in line, were disrespectful about the mid-day supervisor when out of her hearing and ran into the building when allowed to go inside. This gives an indication of how hard the Year 6 teacher has to work to maintain order during lessons.

- 17 Behaviour is unsatisfactory. Many children know how to behave in an acceptable manner and conduct themselves sensibly in lessons in and around the school. There is however, a significant minority of children who continually fail to respond to the teacher's request, having to be told many times before they obey the teacher, and even then show reluctance or disrespect in the way they respond. This severely interrupts the lesson, delays the learning of other children and takes up an inordinate amount of the teachers' time and energy. In a Year 5 physical education lesson, for example, children were repeatedly told not to play with the balls but continued to do so whilst the class teacher was talking, eventually some of the balls rolled across the floor causing disruption to the class and delaying the lesson. In a Year 3 religious education lesson the class teacher asked children nine times to put their pencils down, the start of the lesson was delayed for several minutes in order to get everyone's attention.
- 18 Personal development is unsatisfactory. There is a lack of self-discipline in the school as many children are seen misbehaving when out of the direct supervision of a member of staff. For example, children playing with a football whilst going down the stairs, another attempting to go down the staircase backwards whilst another tried to slide down the handrail. After a music lesson a few children straggle behind the rest of the class and attempt to climb the stairs by walking on the low side wall. In isolation, these are not major infringements but they are dangerous to the children concerned, to other users of the staircase and indicative of the children's attitude. Too many children lack spontaneous courtesy. When moving between classroom and playground they rush with little thought for others in the school. These children show disrespect to each other as well as staff. A few children do not appear friendly or socially confident when talking to adults. Children make only a minimal contribution to the daily routines of the school through tasks such as monitors and occasionally answering the phones at lunch times. Children have to constantly be asked and reminded what to do. They do not see what is needed and take the initiative to do it. For example, when a banana and skin were found squashed on the playground several children who saw it chose not to report it or clear it up even though it was dangerous. When it was pointed out to the mid-day supervisor she had to ask a Year 6 child to get her some paper towels before cleaning it up herself.
- 19 Relationships between staff and children are satisfactory. Most children and staff have enough rapport to maintain a suitable working partnership. Relationships between children are too often unsatisfactory. There are occasions in the school where children co-operate with each other and work collaboratively. Good examples are seen in a Year 6 information technology lesson when children help each other. There are also a number of occasions when children do not co-operate and collaborate. For example in a Year 4 music class two children were extremely unkind to a third member of the group to the degree that the third pupil went to work by himself.

## **HOW WELL ARE CHILDREN TAUGHT?**

- 20 Teaching is satisfactory overall. However, this does not reflect the whole picture with good teaching being predominantly with younger children up to the age of 7. For older children there is a great variation in the quality of teaching with consistently good teaching in Year 6 making up for the more uneven teaching that is occurring in Years 3 to 5 (8 to 10 year olds). Teaching is very good in 7.9 per cent of lessons; good in 55.6 per cent; satisfactory in 30.2 per cent and unsatisfactory in 6.3 per cent. The very good teaching occurs in classes for Years 1, 2, 3/4 and 6 children. The unsatisfactory teaching occurs only in Years 4 and 5. This shows a significant improvement to the position reported during the previous inspection when there was three times as much unsatisfactory teaching.

- 21 Teachers in the reception classes provide children with a good start, helping them settle into school life and providing a range of activities for them that best match their needs. In these classes, two newly qualified teachers work effectively together to create a vibrant and stimulating area for the children. The teachers enable children to put their good spoken vocabulary to good use in a range of activities. For example, the 'garden centre' that has been created sees children play different roles and the development of good communication is central to the success of the activity. There is also much emphasis placed on developing children's literacy and numeracy skills with both teachers being very effective in developing these basic skills. Good organisation and effective use of resources are two strong features of the work that is taking place. This is seen at its best during a session which sees children from the two classes having free movement between the two rooms. During this lesson there is exceptional organisation by the two teachers, which allows for selected children to be targeted by staff for focused activity. The way in which the resources have been organised also allows children who are not directly working with adults to work on one activity for a prolonged time. The planning in this area is effective and staff have good systems to record the progress made by children. The teaching for children under five has improved since the previous inspection.
- 22 There is also good teaching for children aged between 5 and 7. Indeed for this age group the teaching is often very good. Overall, it is good for English and mathematics and satisfactory for all other subjects. One of the main positive features is the way teachers deal with the skills of reading, writing and number. Teachers capitalise on the good spoken vocabulary of the majority of children. For example, during a Year 2 literacy lesson the teacher successfully gets children to consider a range of adjectives to describe the unpleasant 'Brute family'. They quickly come up with 'disgusting', 'cruel', 'mean' and 'disgraceful'. They maximise opportunities for children to develop expression in their reading by promoting whole-class dramatisation of extracts from the text studied. The impact of this good attention to basic skills results in standards in English and mathematics being very good for 7-year-old children. One of the very strong features is the way in which teachers of this age group make demands on the more able children. The tasks set for them encourage a full use of adjectives in their descriptive work. The Year 1 teacher is particularly effective in explaining to the children what it is she expects them to have completed by a given time. Teaching has improved for children of this age since the previous inspection.
- 23 Although teaching is satisfactory overall for children aged 7 to 11 there are concerns about how children are managed, the challenge provided for more able children in science and the way teachers use assessment information to help children achieve appropriately. The teachers of older children (7 to 11 year olds) are not able to build on the good start provided for younger children. This is mainly because they do not manage the children as effectively as they should. Teachers sometimes struggle to gain the control they would wish during lessons. This adversely affects the way they present work and sometimes results in lessons being unsatisfactory. The Year 3/4 teacher and the Year 6 teacher manage the situation well but there are concerns about the quality of teaching for Years 4 and 5. There is a contrast in the quality of the work with the Year 6 teacher working hard to regain ground lost earlier by children. The inconsistent application of appropriate strategies to manage children's behaviour is the most significant problem. However, the teachers are confident in teaching the basic skills of literacy and numeracy. Even though there is inconsistency in the way the National Literacy Strategy is being applied all teachers are confident in developing children's reading and writing. There is good implementation of the National Numeracy Strategy resulting in work of high quality being maintained for older children. The teaching in Years 4 and 5 is often uninspiring and leads to a lack of challenge for children. This results in progress being unsatisfactory especially for more able children. This is particularly evident during science. Although the overall quality of



teaching is similar to that reported previously the problems relating to the management of children's behaviour was not a feature of the previous inspection.

- 24 There is also a growing confidence amongst staff in teaching information and communication technology (ICT). The staff can take a great deal of credit from this considering that for two and a half years they were in temporary accommodation with very limited access to information technology equipment. There is a good range of equipment now available and a purpose built information and communication technology suite. Teachers teach the basic skills well and there is a growing application of these skills in other subjects.
- 25 Children with special education needs who have learning difficulties make satisfactory progress with appropriate small steps identified for them to help them improve. However, children with behavioural difficulties do not have individual plans to help them moderate their actions and teachers appear unaware of the best strategies to employ when dealing with disruptive behaviour.
- 26 The way children learn is inconsistent across the school. This is a concern that was not apparent in the previous inspection. Young children in the reception classes show good levels of independence from early on and are able to use the skills they learn in reading and writing when pursuing other activities. For example, when studying a topic 'All about me' they are able to look up facts in books and spell words accurately when writing. In another lesson focussing on 'belonging to a group' the children use full sentences when making an observation. At this age there is an excitement about learning with children being prepared to put a great deal of effort into their tasks. As they move on to Year 1 and 2 the teachers have to work harder to gain full attention although in the majority of lessons they manage the situation very effectively. Just occasionally a lack of concentration by a significant minority makes it difficult for the teacher to move on at the pace they would wish. This is usually noticeable when the group is gathered on the carpet for introductions to lessons. Once the children have moved to individual tasks they work hard and produce the amount of work expected.
- 27 It is with the older children that concerns become apparent about the way they learn. A lack of concentration by a significant minority leads to minor disruption in classes. In Year 3 for example, the hard working teacher has to change her approach to deal with children who are sometimes rude and who do not apply themselves, as they should to their work. The additional time taken up dealing with these children results in important time being taken from children who need additional attention. This is also the case in Year 4 and Year 5. Most of the issues relate to a number of boys who too frequently have little respect for the adults who work with them. However, in the mixed Year 3/4 class the teacher uses a range of appropriate strategies to deal with the inattentiveness and children's learning is much better.
- 28 A lack of clarity about what children need to do to improve their work, adds to the problems related to children's learning which is unsatisfactory for children aged 7 to 11. Part of this problem relates to the inconsistent marking by teachers. In Year 5 for example, there are few helpful comments made that would improve the achievement of individuals or help children understand what it is they need to do to improve their work. There are examples of homework being used effectively in most classes to support on-going work. However, this is not consistent with Year 5 not being provided with appropriate work to do at home..

## **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?**

- 29 The quality and range of opportunities provided by the school are satisfactory and the statutory requirements to teach the National Curriculum in all subjects are successfully met. The requirements of the Locally Agreed Syllabus for religious education are also met in full.
- 30 The school is implementing the National Numeracy Strategy in an effective way that is helping to raise children's attainment and accelerate progress in their learning. The impact of the National Literacy Strategy is equally as effective for younger children but not as effective for older ones. There is, however, good emphasis on the teaching of basic skills of English and mathematics. There are weaknesses in the provision for science for children aged 5 to 7 in that aspects of this subject are not taught to allow them to attain the higher levels. Since the last inspection there has been a dramatic improvement in the opportunities that children have to learn the skills of information and communication technology. This is a result of the creation of a very high quality information and communication technology suite, to which children have access for at least one lesson each week and an improvement in the quality of teaching of the subject.
- 31 There has been suitable additional time devoted to literacy and numeracy, which has meant less time being available for other subjects. However, the school has worked hard and has been successful in maintaining children's access to most areas of the curriculum and there is appropriate coverage of most programmes of study, with children having access to a range of rich experiences in the arts and especially in drama. This is supported by the York Performing Arts Service whose members are currently working with children in Year 6, using drama to develop their historical understanding of life in England in the Middle Ages.
- 32 During the two and a half years that the children were relocated as a result of the fire in 1997 some parts of the curriculum, such as in physical education and music, were by necessity given less emphasis. However, the school is now rapidly improving its provision so that all elements of these subjects are covered in an appropriate fashion. The school suitably supports the children's physical and personal and social development. There is satisfactory provision for sex education for the older children in a sensitive and supportive manner in which the school nurse plays a central role. The older children also have suitable opportunities to learn about a range of issues, including the dangers of the misuse of drugs, in weekly discussion sessions taken by the headteacher.
- 33 The school successfully ensures that all children have equality of access to the curriculum. There is satisfactory provision for children with special educational needs and they make satisfactory progress in their learning. The code of practice is fully implemented. There are suitable procedures in place for the identification and assessment of these children and the recommendations set out in their individual education plans are, in most cases, being appropriately met. However, the needs of those children with behavioural problems are not being met as effectively and, as a result, the disruption that they cause in some classrooms is adversely affecting the learning of other children.
- 34 There is a good programme of extra-curricular activities, including competitive team games, that enriches the curriculum. These activities include football, netball, indoor games, wildlife club, choir and recorders. The school gives children the opportunity to take part in a wide variety of educational visits that enriches the curriculum by providing further significant learning experiences. These include very good use of the local area to develop the children's historical knowledge and understanding with trips to museums and guided walks around Tudor York. Children are able to further develop their historical understanding by visiting the Viking village at Merton. There are also opportunities for children to visit Scarborough, Whitby and the Yorkshire Dales to study different geographical areas. Older children are also able to take

part in a residential visit to an activity centre in Helmsley to develop a range of physical, personal and social skills.

- 35 The previous report indicated weaknesses in planning that meant that the needs of the more able children were not always met. For the most part the school has successfully addressed this issue. The long term planning is satisfactory and provides a broad overview of the aspects of the National Curriculum Programmes of Study delivered by each year group. However, the medium term planning still has weaknesses as not all subjects have suitable schemes of work and this adversely affects the continuity and progression of children's learning across the school. As a result the short term planning, taken from these schemes, does not always identify the key learning objectives and skills to be taught and the work given to children sometimes lacks sufficient challenge especially for the more able.
- 36 The school has made very good links with the community and these make an effective contribution to children's learning. This is exemplified by the co-operation shown by the school, parents, local residents and local businesses in the planning, development and creation of the outstanding playground facilities. There are also very good links with local industry, for which the school has gained a National Award, and children have had the opportunity to visit a variety of firms to further develop their understanding of the local community. This has included visiting a blacksmith during the development of the school gates and brickworks to see the process of making bricks. There are satisfactory links with local secondary schools that ensures that children are suitably prepared for the next stage of their education. Links with St.John's College are also good with students undertaking teaching practice in the school and children taking swimming lessons in the college pool.
- 37 The school makes satisfactory provision for pupils' spiritual, moral, social and cultural development.
- 38 Satisfactory provision is made for children's spiritual development. Assemblies make a satisfactory contribution to children's spiritual development with time being given for personal reflection. Although there are no planned opportunities for spiritual development across the curriculum, children are made aware of the wonders of the natural world through for example studies about planets, the growth of plants and mini-beasts. For example, Year 2 children are very excited when examining the features of snails. Provision is also made through studying human achievement such as that of Anne Frank. Art, literature and religious education all make some contribution to children's spiritual development with staff receiving and valuing children's ideas.
- 39 Provision for children's moral development is unsatisfactory. Although the principles of moral conduct are regular themes in assemblies and parts of the curriculum and most children are clearly aware of the difference between right and wrong, the messages they convey are not always practised by a significant minority of children in their school life.
- 40 Provision for children's social development is satisfactory. Children are given opportunities to take on responsibility by being monitors in the classrooms and around the school. They answer the office phone at lunch times, distribute registers and show parents around the classes at open days. Children have raised money to help re-furbish the imaginative playground, participate in concerts and events within the city of York and a group of children sing carols around the district at Christmas time.
- 41 Provision for children's cultural development is good. Opportunities for enriching children's knowledge, understanding and experience of local and other cultures are provided in several

areas of the curriculum but particularly in art, drama, music, literature and religious education. Children study a range of artists and composers; theatre groups have worked in the school with children and children are taken on visits to events such as the Anne Frank exhibition. Provision for the children's multi-cultural development is satisfactory. Through religious education and assembly celebrations such as Divali and Chinese New Year, children gain an understanding of other faiths and cultures. Provision is also made through art, with children studying Islamic art, and through visitors such as an Imam who has talked to children about the Muslim faith.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

- 42 Overall the support, guidance and welfare provided for children is unsatisfactory. Child protection procedures are good. The headteacher is the designated person, has received the appropriate training and ensures all staff are aware of practices and procedures. The good procedures for accidents and emergencies are well documented and known by staff, including the mid-day supervisors. A satisfactory range of visitors are used to support children's welfare and safety.
- 43 Mid-day supervision is satisfactory, although some parents express some concern over this aspect of the school's provision. The playground is a very large area to supervise, and children have the advantage of many features to play on. However, the supervisors have the help of two-way radios and are currently on a ten week course run by the Local Education Authority. Most of the supervisors are vigilant and interact satisfactorily with children.
- 44 A major weakness in the school's care of children is in its ability to promote and monitor an effective system to deal with inappropriate and challenging behaviour. Staff lack suitable strategies for dealing with challenging behaviour and do not consistently promote high enough expectations of behaviour. The school has recognised that behaviour is an issue in the school and is investigating ways to improve it.
- 45 Procedures to promote and monitor attendance are satisfactory. The attendance rate is broadly in line with the national average whilst unauthorised absence is slightly above. On the whole punctuality is satisfactory although there are a few children whose time keeping is not as sharp as it could be.
- 46 The school is in the process of developing systems for assessing and monitoring individual children's attainment and the progress that they make as they pass through the school. However, this is in its infancy and as yet there is a lack of an effective school system of assessment and record keeping that is used by teachers to determine children's levels of attainment and set targets for improvement for individuals and different groups of children. This lack of target setting procedures impedes the support provided for children's academic progress. Assessment information for children with special educational needs is used in a suitable way to plan future work. Baseline assessment is in place and the information from these assessments is also used appropriately to plan subsequent learning experiences for children aged under five. The school does not have collection of children's work to serve as exemplars of the required standards in English, mathematics and science and consequently there are inconsistencies between classes of the standards expected by teachers of pupils. The lack of effective procedures to check different levels of attainment is highlighted by the significant difference between the school's teacher assessments and the national test results.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

- 47 The parents' view of the school is, on the whole, positive but not overwhelmingly so. In most aspects parents are supportive of what the school does and achieves. Two areas where a significant number of parents express concern is with the information that they receive about their child's progress and the lack of work that children are expected to do at home especially in Years 4 and 5.
- 48 Parental support is good. Several parents regularly help out in classrooms where they are given good support by staff and are clear about what is expected of them. Some help with baking, art and craft projects and reading. Parents are also very effective fund raisers, assist with school visits and are very supportive of special events such as the summer fair, concerts and parent/teacher evenings which are held each term.
- 49 The information given to parents is satisfactory. The regular newsletters are timely, informative, friendly in tone and well presented. Staff make themselves available to talk to parents at any mutually convenient time and are always around at the start and end of the school day. Parents have very good access to staff when they leave or meet their children as they are able to wait in the large reception areas directly outside the classrooms. Where the school is less effective in communicating with parents is in the lack of curriculum information that it provides. Although three years ago the school ran a curriculum evening they have not done so since, neither do they send out curriculum information to parents. This means that the support that parents give their child at home may not always be as effective as it could be if they knew well in advance what topics and curriculum areas were being studied. However, many parents support the homework that children take home such as reading, spellings and learning tables.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

- 50 Satisfactory leadership is demonstrated by the headteacher, senior staff and governors. Much of the energies of the senior management team and governors have appropriately been focused on settling children into temporary accommodation after the fire and then ensuring that the new building was appropriate for the needs of all children. There has been a three-year period of disruption for the school, which has been handled as well as it can have been. The positive feature for the leadership and management is that standards have been maintained and indeed, in some cases, improved during this period. The disruption has occurred at a time when many new national initiatives, such as the introduction of the National Literacy and Numeracy Strategies were being introduced. This added to the pressure on the school's leadership and management.
- 51 The disruption has inevitably resulted in the school not being as far forward in certain areas as it would wish to be. For example, the analysis of performance data is not as advanced as would be expected. The school is just beginning to put appropriate procedures in place for checking on the performance of children and drawing important conclusions. However, the senior management is only just starting to use this information to give greater guidance and direction to the staff. This has resulted in the staff only having a partial awareness and understanding of the importance of the school's results in relation to evaluating its own effectiveness.
- 52 Since the previous inspection the school has successfully reviewed its aims and these are now used appropriately when developing new policies and guidance. All staff and governors are committed to these aims although there is recognition that until the management of behaviour is more effective they are not being fully met. The issue surrounding the management of

children's behaviour is the one area that is concerning staff more than any other. This is therefore holding back progress in other important areas of management.

- 53 Subject leaders have clear job descriptions but many are still at a stage where they are new to their tasks. They have improved the planning arrangements and preparations are in hand for implementing the new National Curriculum in September. However, few have developed a monitoring role. That is not the case for English, mathematics and information and communication technology, where monitoring and co-ordination are good. When compared to the previous inspection there have been marked improvements in the quality of subject leadership. However, there is still some way to go in subjects such as science, design and technology, geography, music and physical education.
- 54 The arrangements for checking on the quality of teaching are satisfactory although the outcomes from the monitoring procedures are not having the necessary impact on improving teaching in the way intended. The actions required for improvement support weaker teachers in identifying their concerns but are not specific enough to help improve their overall practice. The introduction of the literacy and numeracy strategies has widened the focus of monitoring and overall this has helped teachers in English and mathematics be more effective. Similarly, the way in which support has been organised for teaching information and communication technology has helped teachers to be more confident in teaching that area of the curriculum.
- 55 The governors are very committed to the school and worked extremely hard to get the school working normally as quickly as possible after the fire. They have set up a 'quality' committee, which has the responsibility of overseeing the work of the school. This committee has an appropriate grasp on the school's strengths and weaknesses and reports regularly to the full governing body. They are particularly well informed about finances and use good systems to check that they are getting value for money for their purchases or spending decisions. They are particularly alert to the fact that financial decisions should be directly linked with raising standards.
- 56 School development planning, an area criticised during the previous inspection, has improved considerably in the past few years. The documented plan is very comprehensive and does outline in detail how actions are to be addressed. It is appropriately costed and does specify who has responsibility for different actions. The link between the school development plan and overall strategic management is not yet as secure as it could be. This is mainly due to the lack of recognition that the school's performance is evaluated against its success in raising standards. All the elements are in place to link the two, for example, there is a well-documented school development plan and appropriate analysis of test results. However, the impact that one has on the other is still not as sharp as it could be. This also affects the way the staff are able to work to a common goal. There is a commitment to working as a team but there is a lack of awareness by a few teachers as to how raising standards is linked to a thorough evaluation of test results and effective tracking of children's progress.
- 57 The school has used the money for refurbishment to very good effect. Resources are of high quality as is the attention given to every part of the building. The accommodation is outstanding. It is very spacious and has many areas dedicated to specialist work, for example, an ICT suite, music room and library. Each classroom has a separate wet area and each classroom is furnished with modern and appropriate tables. There are several 'workshop style' rooms allowing easy access to full staff and governors meetings.
- 58 There is a range of resources for each subject with information and communication technology being particularly well equipped. The room dedicated to ICT has an interactive whiteboard,

which is used effectively in lessons. The library is located in an open area on the upper floor and children have ready access to a full range of books, both fiction and non-fiction.

- 59 The school is generously staffed at the moment but as from the next academic year the staffing will be adjusted to be in line with similar schools. There are good procedures in place for helping new teachers settle into school. This is seen by the positive way in which the two new teachers have settled into the reception class and the impact their teaching is having on children's learning.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

60 In order to maintain the progress already made and improve still further the governors, headteacher and staff need to:

### **Improve the standard of children's behaviour by:**

- Providing staff with training to help them deal with the more difficult children and seeking the help of outside agencies when necessary;
- Ensuring that children with behavioural difficulties are identified on the special educational needs register;
- Ensuring that all staff apply the same criteria when rewarding or sanctioning children;
- Having clear procedures in place to help staff know exactly what the consequences are of certain types of behaviour.

(paragraphs 15-19; 23, 25, 27, 39, 44, 52, 81, 90, 97, 103, 112, 124, and 134)

### **Improve boys' attainment in English and mathematics by:**

- Using performance data more effectively to analyse in some depth what the issues are;
- Considering what the impact of the minority of older boys' negative attitudes are having on their learning;
- Looking at issues related to resourcing to help improve their motivation.

(paragraphs 2, 3, 5, 6, 76, and 84)

### **Provide children with more information about what they need to do next to improve their work by:**

- Improving the quality of teacher's marking;
- Providing targets for children to work to;
- Discussing with children what they need to do to reach their targets.

(paragraphs 28, 46, 82, and 92)

### **Improve the quality of teaching in Years 4 and 5 by**

- Providing greater challenge for all children, especially the more able (particularly in science);
- Making lessons more stimulating and inspiring.

(paragraphs 23, 27, 28, and 97)

### **Improve the assessment procedures and raise teacher confidence in assessing children's work by:**

- Introducing appropriate guidance to help teachers match pieces of children's work to National Curriculum levels;
- Developing appropriate assessment systems to help all staff to predict future targets and to track children's progress more effectively in English, mathematics and science.

(paragraphs 46, 112, 117, 120, and 136)

### **In addition to the main key issues identified the school will also need to develop systems to:**

- Improve punctuality; (paragraph 16)
- Inform parents about the curriculum; (paragraph 49)
- Bring greater consistency to homework arrangements. (paragraph 28)



## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	63
Number of discussions with staff, governors, other adults and pupils	21

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0%	8%	56%	30%	6%	0%	0%

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

#### Children on the school's roll

	Nursery	YR – Y6
Number of children on the school's roll (FTE for part-time pupils)		218
Number of full-time children eligible for free school meals		21

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of children with statements of special educational needs		2
Number of children on the school's special educational needs register		4

#### English as an additional language

	No of pupils
Number of children with English as an additional language	1

#### Pupil mobility in the last school year

	No of pupils
Children who joined the school other than at the usual time of first admission	7
Children who left the school other than at the usual time of leaving	17

### Attendance

#### Authorised absence

	%
School data	95.0
National comparative data	94.1

#### Unauthorised absence

	%
School data	0.8
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1

Number of registered children in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	22	11	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of children at NC level 2 and above	Boys	21	21	22
	Girls	10	10	11
	Total	31	31	33
Percentage of pupils at NC level 2 or above	School	94	94	100
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of children at NC level 2 and above	Boys	21	22	22
	Girls	10	11	11
	Total	31	33	33
Percentage of pupils at NC level 2 or above	School	94	100	100
	National	82 (81)	86 (85)	87 (86)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2

Number of registered children in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	14	16	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of children at NC level 4 and above	Boys	10	11	11
	Girls	13	14	15
	Total	23	25	26
Percentage of pupils at NC level 4 or above	School	77	83	87
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of children at NC level 4 and above	Boys	8	9	9
	Girls	12	14	14
	Total	20	23	23
Percentage of pupils at NC level 4 or above	School	67	77	77
	National	68 (63)	69 (65)	75 (72)

Percentages in brackets refer to the year before the latest reporting year.

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	179
Any other minority ethnic group	

*This table refers to children of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	1	
Other minority ethnic groups		

*This table gives the number of exclusions of children of compulsory school age, which may be different from the number of children excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	10.2
Number of children per qualified teacher	21.4
Average class size	24.2

#### **Education support staff: YR – Y6**

Total number of education support staff	2
Total aggregate hours worked per week	28

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	n/a
Number of children per qualified teacher	n/a

Total number of education support staff	n/a
Total aggregate hours worked per week	n/a

Number of children per FTE adult	n/a
----------------------------------	-----

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1998/99
----------------	---------

	£
Total income	420468
Total expenditure	434775
Expenditure per pupil	2142
Balance brought forward from previous year	40254
Balance carried forward to next year	25947

***Results of the survey of parents and carers***

**Questionnaire return rate 38.07%**

Number of questionnaires sent out	218
Number of questionnaires returned	83

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	37	1	0	1
My child is making good progress in school.	59	40	1	0	0
Behaviour in the school is good.	28	64	8	0	0
My child gets the right amount of work to do at home.	33	42	17	7	1
The teaching is good.	53	43	1	0	2
I am kept well informed about how my child is getting on.	41	49	6	4	0
I would feel comfortable about approaching the school with questions or a problem.	66	28	4	1	1
The school expects my child to work hard and achieve his or her best.	47	45	4	0	5
The school works closely with parents.	40	48	8	2	1
The school is well led and managed.	45	49	2	1	2
The school is helping my child become mature and responsible.	40	53	4	0	4
The school provides an interesting range of activities outside lessons.	24	45	16	7	8

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

- 61 Children enter the school in the September or January of the year in which they are five. Provision for their education is within two reception classes, the teachers working closely together to ensure equality of access and opportunity. At present there are 40 children in the two reception classes, 10 of whom are under the age of five.
- 62 A pre-school nursery is housed within the school adjacent to the reception area. There is excellent liaison with the children who are proposing to attend the school. Children also transfer from other playgroups and nurseries within the locality. There is a good induction programme which children and their parents attend to sample the activities and also a parents' meeting at which the school's routines and policies are explained. The staff work very closely with the parents, many of whom support the work of the teachers by helping in class.
- 63 Following the children's entry into school, a Local Education Authority baseline assessment (assessments for children just after they start school) is carried out within the first half term. This enables the staff to plan work suited to the individual needs of the children, giving them a good start to their education. The majority of children currently attending entered the school with average attainment in language and literacy and numeracy. Some children are very articulate and speak confidently to other children and adults. However, the initial assessments made show that a significant number of children who entered in September displayed a lack of personal and social skills and had difficulty in listening to the teacher or responding to instructions. The previous inspection did not report on the provision for children aged under five.

#### **Personal and Social Development**

- 64 By the age of five, most children achieve the standards expected in this area of their learning. The majority of children are articulate and are confident to speak in groups and to adults. In order to promote the children's self control and social skills. Joint sessions now take place with the pre-school group. This has worked well, and the younger children display improved listening skills and are prompt in responding to the teacher's instructions. 'Circle Time' enables the children to air their views and feelings and they learn to respect what others say. All staff are patient and consistent in their approach to developing the children's social awareness. This ensures that they make good gains in relating to others, promoting an atmosphere in which children can flourish. There is a friendly but firm control and any inappropriate behaviour is quickly corrected. The teachers provide very good role models for social relationships.

#### **Language and literacy**

- 65 The attainment of the majority of children at the age of five is good. The majority are articulate and join in with conversations and speak confidently to a group. This is reinforced well through 'hot seating' activities where children are encouraged to speak on a topic for a certain amount of time. During a religious education lesson on 'Belonging' most children answer in whole, well-ordered sentences. They also pick up ideas from other children and develop their own views. During literacy lessons they listen well to stories and understand and follow simple instructions. Very good questioning skills by the staff enable the children to develop a wide vocabulary. Language skills are further extended through role-play in many areas of the curriculum, for example, in the 'garden centre' area, where they confidently buy

and sell plants. Work is planned according to the National Literacy Strategy guidelines, appropriately adapted, and whole class shared reading sessions are having a good impact on the children's progress and achievements. Children are taught to recognise familiar words in the text and successfully learn to read unknown words by using clues in the pictures, spelling the words out phonetically or guessing their meaning from the sentence. Phonics are taught well and when using a 'big book' Billy Bop's Magic Mop, children successfully identified the common rhyming final sound at the end of each line. Reading books and key words are sent home to be shared with parents and this also enhances the children's learning. Children are taught to form their letters correctly from the time they enter the school. The majority of children are able to write their first names and the more able children can independently form letters, words and simple sentences and are developing a uniform style of writing. By the time children start Year 1 they have exceeded the learning goals for this area of learning. This is mainly due to the good quality of teaching in this area of learning.

## **Mathematics**

- 66 The attainment of the majority of children in mathematics is good and they achieve well and make good progress in relation to their prior learning as a result of the good teaching they receive. Work is very well planned using the relevant sections of the National Numeracy Strategy. Through well-structured play, practical activities, number songs, rhymes and counting games, many children recognise numbers up to 10. Good mental activities using digit cards help the children respond well and become confident when matching numbers to objects or when using two cards to make up numbers. A lesson on symmetry was well consolidated through the creative activity of making a butterfly. Children also demonstrate an ability to use correct mathematical language. They are competent at writing the numbers correctly, are able to create sets and can write the total number independently. The less able can recognise and write numbers up to 5 and the more able are confident with numbers up to 9 and some beyond. Activities are always planned to stimulate and keep the interest of the children. The teachers continually assess how well the children are learning and adjust their questioning to ensure that all make good progress.

## **Knowledge and understanding of the world.**

- 67 Children attain good standards in this area of learning by the age of five. They are introduced to the movement of time through sequencing their own day. Through religious education they identify their place within the family and talk about younger brothers and sisters. They compare their life at home with that at school. The teaching in this area of learning is good. This term's topic on mini-beasts and plants is exceptionally well planned to take advantage of the very good outdoor wildlife area. The children regularly explore habitats, which reveal ladybirds, woodlice, tadpoles and even a toad. They observe them closely and learn about the life cycle of butterflies and frogs. Through good teaching they develop a respect for living creatures and learn how to use their eyes to experience the wonder of the world of nature. They begin to ask questions such as 'how' and 'why' and, with encouragement, find answers for themselves. An on-going observation of the weather helps them to track the changing seasons and how it affects their activities. For example, holidays usually take place during the summer and Christmas is during the winter. They are confident when using the computer and the majority can log on and shut it down. They use art and word processing programs and can 'manipulate the mouse' and 'drag icons across the screen' if necessary. Other programs develop their language and mathematical skills appropriately.

## **Physical Development**

- 68 The children achieve well in this area of their learning, make good progress and attain sound standards by the age of five. The majority are mature and sensible in their approach, showing an awareness of their own and others' space. The majority of children listen well to the teacher and respond to instructions quickly. Constant reinforcement of the learning objectives enables those who are less attentive to make appropriate progress. In an outdoor games sessions, they show good ability when weaving in and out of a line of small cones. They are less secure when throwing and catching bean-bags but good progress is made during the lesson. During class based activities the children are given many opportunities to handle tools such as scissors, pencils, crayons, paintbrushes and glue sticks. The majority of children manage them well and are developing good control. Regular practice using jigsaws and small construction kits is also having a good impact on developing the children's dexterity. Teaching is good in this area of learning and stimulates children well.

### **Creative Development**

- 69 The teachers provide many opportunities for children to develop their creative abilities. They make good progress in this area and by the age of five the majority attain good standards and achieve well in relation to their prior learning. Children use a range of media to explore colour and texture, paint pictures and to make collages and three-dimensional models. They use pliable materials to represent the bugs they found on their mini-beast safari and contributed well to a whole class water display. The younger children are busy making 'papier mache' ladybirds. The majority of children are confident and show dexterity when using glue or when mixing paint to attain the shade they require. The children develop fine control when sewing a spider's web using silver thread. As well as informal singing sessions in the class a weekly session is planned where music is formally taught. The teachers use commercial music tapes and children are able to keep a steady beat and identify high and low sounds. They also experience playing a variety of percussion instruments. The children are encouraged to express their feelings in all areas of their work and finished articles are displayed effectively reflecting the high value staff place on the children's work.

### **Teaching and the Curriculum**

- 70 The quality of teaching for each of the areas of learning is good and enables the children to make good progress and learn well. The teachers provide a good range of stimulating activities to meet the needs of the children and all have good questioning techniques that encourage children to think for themselves and respond confidently. Children with special educational needs are well supported to enable them to make a good start at school. They are identified at an early stage and individual educational plans are well used to enable them to make good progress in their learning.
- 71 Curricular planning is based on the six areas of learning recommended nationally for this age group. The National Literacy and Numeracy Strategies are used well to promote these areas of the children's learning. The teachers are also taking account of the Early Learning Goals and working more closely with the pre-school group in order to move easily towards forming a Foundation Unit. They use baseline assessment appropriately to form a starting point for the children's education and regular assessment throughout the year gives information on which they plan future work and give accurate information to parents. However, detailed analysis of assessments, including baseline, are as yet not used to measure the improvements made to the children's learning during their year in the reception. There is a good awareness of the needs of children in this age group and all staff and helpers, discuss and plan together what is to be taught so that all know exactly what is expected of them. The management of the curriculum provided for children under five is good.





## ENGLISH

- 72 The national test results for the past few years indicate that there are very good standards being attained by 7 year olds but that standards are not being maintained by children aged 11. The older children are attaining in line with national averages but they do not achieve to their full potential when considering the standards attained by 7-year-olds in reading and writing.
- 73 The 1999 test results for 11 year olds show that the percentage of children attaining the expected level for their age is close to the national average with an above average percentage attain the higher levels. The analysis for the past few years shows an improving trend in test results for 11-year-olds, which is at the same rate as that seen nationally. The picture is one of results matching the national averages over a period of time. When compared to similar schools the results are broadly in line with that expected. However, when set against the test results of 7-year olds the older children's results are disappointing.
- 74 The results for 7 year-olds in reading and writing show a trend of improvement over the past four years that is at a greater rate than that seen nationally. They also show that standards are well above average in both reading and writing. When compared with similar schools the results for 7-year-olds are very high in reading and well above average in writing.
- 75 There is a substantial difference between the test results and teacher assessments. The 1999 test results for 7-year-olds for example shows that while results based on the tests and teacher assessments are the same for those attaining the expected level for their age, there is a significant difference for those attaining at the higher levels. The teacher assessments are lower than the test results by as much as half for both reading and writing. The 1999 English test results for 11-year-olds are also different. In this case there is a 10 per cent difference between teacher assessments in those gaining the expected level and a vast difference between the two assessments for those attaining the higher levels. Again the teacher assessments are much lower than test results.
- 76 There is also a great difference between the results attained by boys and girls. Over a four-year period the reading and writing results for 7-year-olds show that girls perform better than boys by a margin that far exceeds the national difference. Over the same period the difference between the test results of 11-year-old boys and girls is equally as great. Again girls perform much better than boys by a margin that exceeds the national difference.
- 77 When children enter Year 1 they have already improved their basic skills in reading and writing during their time in the reception class. All children, including those with special educational needs, make good progress in speaking and listening during their time in Year 1 and Year 2 (5 to 7 year olds). They increase their spoken vocabulary and use interesting and thoughtful adjectives when answering questions. For example, Year 1 children are able to explain the difference between fact and fiction and give a clear and articulate definition of each. Year 2 children use a range of interesting adjectives to describe the characteristics of a family that is not very friendly. Words like, 'disgusting', 'mean' and 'disgraceful' are suggested. In another lesson the same group of children come up with 'thoughtful' and 'unpleasant' to describe other characters being studied. More able children are able to give two meanings for the word 'rear', including 'a horse that is very jumpy'. They also explain that words that start with 'tri' are associated with 'three things as in triangle'. The most impressive feature of the children's speaking is that they put their wide vocabulary to good use in developing their written work. As children move into Year 3, they continue to expand their spoken vocabulary and make satisfactory progress. The confidence they have in exploring language is seen at its best during one Year 3/4 lesson when children invent their own ways of finishing letters. For example, in a

letter to Goldilocks advising her that the police were ‘on to her’ the term ‘Yours startrunningly’ is used. Older Year 4 children are able to describe the meaning of words like ‘immortality’. During the lessons for older children (7 to 11 year olds) it is noticeable that teachers are not able to develop children’s speaking skills as they would wish because it is during whole-class discussions that the negative attitudes of a few children adversely affects the concentration of others. It is in the area of listening that older children fail to make the necessary progress. This is because there are too many children who do not respect the views of others and therefore fail to listen as attentively as they should.

78 Children read with much expression from early on. This is a feature of much of the work seen in Years 1 and 2 where children make very good progress and achieve very well. The teachers are very good at developing children’s reading and allow opportunities for individuals or the whole class to read extracts of text with great dramatic flair. From a very young age children realise that bold or italic text within the extract suggests a different emphasis to the reading. The children in Year 1 and 2 are able to use information books effectively and know how to extract information from non-fiction books for the purpose of research. Young children show much love for literature. They are very well read and able to talk at some length about their favourite authors and type of fiction they enjoy. Older children (7 to 11-year-olds) continue to read with great expression and make satisfactory progress. The majority are confident readers and are able to use their reading effectively when researching in other subjects, including religious education and history. Children with special educational needs make satisfactory progress in their reading with frequent opportunities provided for them to read to adults. The majority of able readers have already developed preferences for styles and authors and require little encouragement to read for pleasure. Some children who do not naturally enjoy reading at the age of 7 and 8 struggle to develop a love for literature later on. However, most of the children are avid readers who read for enjoyment as well as for information.

79 As mentioned earlier there is a good link between children’s writing and speaking. Children in Year 1 and 2 make good progress and achieve well in their writing. More able children in particular make good progress in using descriptive phrases. These children are able to sustain a storyline. They are particularly effective in taking a familiar story and re-writing it so that it includes imaginative ideas. There is evidence of very good sentence structure and correct grammatical terminology. Spelling and handwriting are at a very good level for these able children. The percentage of children who show characteristics of very good quality written work is high. A small group of lower ability children do find it difficult to sustain a story and their handwriting is immature. There are good links with science with examples of children writing descriptively about things they have observed, for example, frog spawn. Older children (7 to 11-year-olds) find it difficult to sustain the good achievement of younger children. Overall, progress is unsatisfactory for this age group although there are many examples of very interesting and exciting pieces of writing created by the more able children. The more able children in Year 5 and 6 write thoughtful and varied pieces, which include more complex sentences. The content is interesting and includes descriptive passages such as, ‘...her mum had stroked her hair and run her fingers down her neck...it felt comforting.’, and, ‘weaved through the traffic’. The average and low ability groups are generally confident in their descriptive work but are not as able when it comes to grammar and punctuation. Good use is made of word processing to aid children’s writing. There are appropriate plans to increase the impact of information and communication technology on the subject.

80 The National Literacy Strategy continues to have a very positive impact on the teaching for younger children. The teaching is good for 5 to 7-year-olds. This is because very good attention is given to teaching basic skills with particular emphasis being given to helping children read with expression and to develop description in their writing. In a Year 2 lesson the handling of

text at the beginning of the 'Literacy Hour' is expertly done. This encourages children to read with much expression and to consider different ways of ending a story. The use of cards to focus attention on words containing 'ear' within the same lesson is equally as well dealt with. The impact of good teaching of basic skills and challenging work provided for children results in children learning well. The amount of work produced in any given lesson is impressive as is the level of children's concentration. The overall impact is raising standards and helping all children aged 5 to 7, including those with special educational needs and the more able, to achieve well.

- 81 The teaching of basic skills remains a positive feature for older children (7 to 11-year-olds). However, for this age group the teaching is inconsistent because of the teachers' inability to manage the children effectively. The impact of the National Literacy Strategy is therefore lost on a significant number of children who are not as attentive as they should be during that part of the lesson including the whole class session. In Year 3, for example, the teacher works hard to try to gain the attention of all children but realises that she is not able to gain their full concentration. She has to cut short that part of the lesson and move on to individual work where children are much more settled. The overall effect is that learning is unsatisfactory for older children. This is despite the good work that occurs in Year 6 to make up for lost time. The Year 6 teacher is successful in maintaining control but he has to work hard at it. There is a significant minority in each class that are likely to disrupt the learning for others and this adversely affects both the quality of the teaching and the learning activities. The end result is that children do not achieve as well as they could in Years 3 to 6.
- 82 The introduction of the National Literacy Strategy came at a time when the school was in temporary accommodation. The staff have done well to implement the strategy and despite the problems outlined for older children it has helped all staff to improve their own subject knowledge, especially in relation to teaching grammar and punctuation. The subject leader has worked very hard to develop a common approach to the 'Literacy Hour' and to develop record systems for younger children. Her impact has been very effective for younger children but she has not yet had an opportunity of influencing the work of older children. She is aware of the school's strengths and weaknesses in English and is able to analyse performance data and give an indication as to what needs doing next to improve standards. However, the school has not yet moved to a position of providing individual children with targets to help them improve.
- 83 There is a good range of resources available for supporting work in literacy. The library is well organised, stocked and accessible to children. Younger children are introduced to the library when their teachers bring whole classes at a time to help them learn how to use this facility. When compared to the previous inspection, there has been improvement in the provision for younger children and the provision for older children has remained largely the same.

## **MATHEMATICS**

- 84 The national test results for the past four years show steady improvement in standards for both 7 and 11 year old children. The 1999 test results for 7-year-olds were well above the national averages and well above that of similar schools. The percentage of 7-year-old children attaining the higher levels is also well above the national average. The 1999 test results for 11-year olds are above the national average and well above the average for similar schools. As with 7-year-olds the results of older children show that a well above average percentage of children attain the higher levels. For both 7 and 11-year-olds the teacher assessments do not match the test results with teacher assessments being significantly lower. Seven year-old girls perform better than boys but there is not a great variation in attainment of girls and boys at the age of 11. The

improvements in standards can be attributed to the introduction of the National Numeracy Strategy, which is having a more consistent impact than the National Literacy Strategy is having in English.

- 85 This shows an improvement when compared to the position reported during the previous inspection. The greatest improvement has been for children aged between 5 and 7 where the rate of progress has increased significantly since the previous inspection.
- 86 Children start Year 1 with well-developed number skills after the good progress made in the reception class. By the age of 7 children have covered a good range of number work and can apply number to problems involving money as well as simple measures. Most children have a good command of addition and subtraction facts and have an understanding of place value. They have started work with multiplication tables and can understand and use terms like multiple. They can calculate halves and quarters of numbers. They can estimate and measure lengths in centimetres. They have an understanding of area. All children have completed work introducing the idea of co-ordinates. They can recognise right angles. This represents good progress with a significant number of children working at levels beyond that expected for their age. Children learn well and more able as well as children with special educational needs achieve well and make effective progress.
- 87 Children aged 7 to 11 make satisfactory progress so that by the age of 11 children are confident with number and are able to work to two places of decimals. They are able to manipulate fractions and calculate simple percentages. They are able to calculate the area and perimeter of rectangles and many are able to calculate the area of a triangle. They understand terms like median and mode and have knowledge of probability. Most children are able to measure angles using a protractor and more able children are able to measure and calculate the internal angles of triangles and quadrilaterals. The most able children achieve well leading to many attaining beyond the expected levels for their age. Similarly, children with special educational needs make satisfactory progress and achieve as well as can be expected.
- 88 Children use their numeracy skills appropriately in other areas of the curriculum. They produce graphs of results in science experiments and use their measuring skills in design and technology projects.
- 89 Teaching is good for children aged between 5 and 7 and satisfactory for children aged 7 to 11. Teachers have raised their level of expectation and children are sufficiently challenged in number work. Care is taken to extend the more able children. There are now opportunities for mental calculations in most lessons throughout the school. Work with calculators is introduced at the stage indicated in the national strategy. Children's work is now dated and marked. Most marking consists of little more than ticks and some encouraging remarks although there are examples of imaginative assessment. For example in Year 3/4 children write descriptions of various two and three dimensional shapes, and the teacher marks the work by writing the name of the shape that corresponds to the description. The work of children with special educational needs is often thoroughly marked and the children encouraged with sensitive comments, helping these children to make satisfactory progress. There is now ample evidence of diagnostic work being used for assessment purposes.
- 90 Children's learning is not as disrupted by the unsatisfactory attitudes of a few children as in other subjects. One of the main reasons is that it is one of the subjects that is enjoyed by children, particularly boys. As it is boys that cause most of the concerns in other subjects it is no coincidence that this is the one subject where the performance of older boys and girls is similar.

- 91 The introduction of the National Numeracy Strategy has had a beneficial effect on the quality of teaching. Teachers employ precise, direct teaching methods, which mean that children have a clear understanding of what they have to do, and are able to consolidate their learning through the planned plenary sessions. Their learning is also helped by homework chosen to further consolidate the work undertaken in the lesson. Children with special educational needs make satisfactory progress helped by teachers planning work to match their abilities and by receiving help during the lesson, either from the teacher or from well briefed classroom support staff. The main contributory factor to the one unsatisfactory lesson in Year 4 is the lack of pace, limiting the amount of activity and learning by the children. There is no mathematics specialist on the staff but the co-ordinator, although not holding a higher mathematical qualification, has a clear grasp of the numeracy strategy and has very good subject knowledge.
- 92 The co-ordination of mathematics is good. The co-ordinator has had the opportunity to monitor classroom teaching and is also able to monitor the teachers' planning. He has led the introduction and training for the National Numeracy Strategy, which has been embraced by all the staff. This means that the work in mathematics is now structured throughout the school allowing children's learning to be developed and extended. Assessment procedures are in place and allow children's progress to be tracked. Weekly evaluation sheets and are used effectively to develop teachers' lesson plans. However, the school has not yet moved to a position of providing children with individual targets to help them improve.
- 93 Resources are adequate for the delivery of the curriculum and are of good quality. Children's desks are equipped with metric rules, which helps them with their measurements.

## **SCIENCE**

- 94 When compared to all schools, the 1999 National Curriculum test results for 11-year-olds are above average. The percentage of children attaining the higher grades in the tests is also above the national average. In comparison with similar children's performance is average. Since 1996 results have fluctuated from year to year with the trend being one of steady improvement. Over this period girls have performed better than boys by a margin that exceeds the national difference. The current class of Year 6 children is not as able as in the previous year and the attainment of the majority of these children is in line with that expected for their age.
- 95 The 1999 teacher assessment results for 7-year-olds indicate that attainment in science is above the national average. However, the percentage of children attaining the higher grades is well below the national average. In comparison with schools with children from a similar background children's performance was average. The attainment of the majority of children currently in Year 2 is above that expected for their age.
- 96 The quality of teaching for children aged 5 to 7 is satisfactory. The teachers ensure that children have the opportunity to be involved in many practical activities and, as a result, they effectively develop their knowledge and understanding of how to carry out simple fair tests. Children are taught the basic skills of recording their findings in an effective way as was seen in a Year 1 lesson on finding out about the life cycle of a butterfly. As children pass through Year 2 they learn how to handle simple scientific equipment carefully and safely. This is seen in a lesson for children in Year 2 in which they are using magnifying glasses to make close observations of snails. Within these activities the teachers stress the importance of the correct use of scientific vocabulary and as a result children effectively develop their skills of being able to talk about their work in an appropriate manner. The teachers show secure subject

knowledge, prepare their lessons well and use questioning effectively to move their children's thinking on. By the age of 7 the majority of children have achieved appropriately and are able to carry out a fair test with help from the teacher. When involved in investigation children show they can work very well collaboratively and record their findings in a variety of ways. They show interest and a great deal of enjoyment in their science work, especially when engaged in first hand practical activities.

- 97 The quality of teaching is not maintained and for children aged 7 to 11 it is unsatisfactory. As was indicated in the previous inspection there is low expectation of what children can achieve and as a result the work given to children often does not sufficiently challenge them, especially the more able children. There is also a lack of suitable strategies to manage the disruption caused by a significant number of badly behaved children who are adversely affecting the learning of other pupils. This was evident in a Year 5 lesson, on investigating the shadows cast by the sun, in which the teacher was unable to effectively manage the unacceptable behaviour of many of his pupils. In this lesson a significant number of children, mainly boys, showed disrespect for the teacher and purposely set out to make difficulties for him and in so doing hindered the learning of their fellow pupils. In a lesson for children in Year 4 the inappropriate expectations of the teacher meant that the work given did not suitably challenge the majority of pupils, which resulted in them losing interest and not achieving to their full potential. The teaching in Year 6 is good and means that children are able to make better progress in their learning and achieve well. This is seen in a lesson on the solar system where children are learning about the relative sizes and distances between the planets. In this lesson the teacher shows good subject knowledge and his stimulating presentation motivates children and effectively develops their understanding of this important scientific concept. For children aged 7 to 11 there is some use made of information technology skills to enhance their work in science. By the end of the Key Stage 2 children demonstrate a suitable scientific vocabulary to be able to explain their work. There are not enough opportunities for children to be involved in activities that develop the investigative skills of making evaluations and conclusions based on prior scientific knowledge.
- 98 The progress of children with special educational needs is satisfactory overall, although it is better for younger children. This is as a result of the appropriate structured support that they are given. Children are encouraged to develop their speaking and listening skills and as a result children are able to make suitable contributions to class discussions during science lessons. In both key stages children make good use of their literacy skills in their report writing in science. Children show that they are able to make good use of their numeracy skills to take temperature readings using a thermometer and monitor changes in their pulse rate after strenuous exercise.
- 99 The curriculum that is provided for the children is unsatisfactory, although there are opportunities for them to be involved in practical investigative activities. However, there have been weaknesses in the provision for children aged 5 to 7 in that the failure to teach some aspects of science did not allow them to attain the higher levels. This has now been addressed. The role of the co-ordinator is underdeveloped, as was indicated in the previous report. As a result there is not an effective overview of the quality of education in the subject through the school. The scheme of work is not yet effective in ensuring continuity and progression of children's learning through the school. The school does not have collections of children's work to serve as exemplars of the required standards in science. As a result there are inconsistencies between classes of the standards expected by teachers of children. The school is beginning to collect information about the progress made by children as they pass through the school. However, this data is not yet being used to set appropriate targets for individuals or groups of children to improve their performance. Resources are adequate, well-managed and readily accessible to staff and children. The accommodation is very good and includes a wildlife area

that is used well to develop children's knowledge and understanding about living creatures and the environment in which they live.

## **ART**

- 100 The standards attained by children in art are broadly as expected for their age. There is evidence of better achievement by younger children but on the whole children achieve appropriately throughout the school. This reflects the same position as that reported in the previous inspection.
- 101 Young children have opportunities of developing work in both two and three-dimensions. Year 1 children for example, are able to use a range of materials to weave. They follow the theme of water and the teacher has set out a range of coloured wool, materials and paper for them to develop their own ideas. The teaching is having a positive impact on children's creative thinking. She ensures that all children know what is expected of them and allows enough opportunity for the creativity to develop. In Year 2 the display of children's work on bluebells gives every indication that the teacher has helped children to use pastels to create a very stunning effect. Most children have succeeded in creating a blanket of bluebells using pastels of different tints and shades to give an illusion of depth in their finished pieces. The range of work completed by children aged 5 to 7 suggests that they study a full range of artists from different cultures. The work of Monet, Van Gogh, Paul Klee and Picasso has been used alongside aboriginal and Islamic work.
- 102 Older children do not build on this good start. This is mainly as a result of children not having the patience to listen as carefully as they should when being introduced to new work. For example, in Year 3 the teacher introducing children to charcoal had to restrict her explanations because a significant minority of children could not remain attentive. In the same class displays of work suggest that little improvement is made in the way children apply paint from earlier in the school. However, in a Year 3/4 class there is good attention given to teaching the techniques of sketching when a group of children are using the wild life area. Good observational skills are reinforced and the children produce a range of sketches, which have good proportion, and in some cases good tone and texture. In the classrooms of Year 3 and 4 children there are examples of children using an ICT program to develop pictures. A group of Year 6 children completing Tudor portraits show that they are able to mix paint appropriately to obtain a range of tints. They are also able to apply a wash before developing greater detail in their painting.
- 103 Teachers have appropriate knowledge of the techniques and skills that need to be developed with each age group. The problems of children's inattentiveness still exist for older children. This makes it difficult for children to learn as productively as they might. However, teachers use resources appropriately and work is well presented throughout the school.

## **DESIGN AND TECHNOLOGY**

- 104 During the period of the inspection there were no design and technology lessons being taught. A study of teachers' planning notes and the work completed by the children in the Years 1 and 2 classes suggests that standards are at least in line with those expected nationally for children aged 7. There is less evidence for the older children but the school is engaged on an on-going project to develop the immediate environment of the school and all the children have been involved in this. The results are impressive.

- 105 Younger children effectively design a movable toy using annotated diagrams. The toys seen are of good quality. They evaluate the quality of the toys in whole class discussions and then use them in science lessons to see how they will run over different surfaces. Children design and make a wide range of products, using a good range of materials, including: T-shirts using fabric paint, clay diva lamps and sewn material bookmarks. Some projects are linked with annual events for example, the designing of a firework safety poster and a food technology topic when children make pancakes for Shrove Tuesday.
- 106 The school is involved in a whole school project to develop the playground and playing field areas of the school. There is a large amount of photographic evidence to show the various stages of each project. The present Year 6 class have designed the school gates. This involved taking plans and models of their designs to the local blacksmith who brought back designs for the children to evaluate. The model on display produced by the children is of very good quality. The gates are now in place. The school playing spaces are divided into different areas, for example, ball world, transport world, sea world and different projects have been started to coincide with these areas. Year 1 children have designed a train used as a shelter, games like hopscotch have been designed and there is a willow maze. Although in some cases outside agencies have had to be called in to do the actual construction, the children have been involved at all stages and have even carried out damage assessments. The finished projects look impressive and are respected by the children.
- 107 The previous report stated that standards in design and technology are in line with national standards for children aged 7 and above in the classes of older children. Available evidence would suggest that standards have been maintained for 7-year-olds but although there is impressive evidence of design and technology being carried out by older children, this is not enough to confirm that attainment generally exceeds national expectations.
- 108 Design and technology is not well managed at the school. There is no co-ordinator or current policy statement or scheme of work or methods of assessing or recording children's progress. Resources are limited to enable successful delivery of the curriculum in classes in the upper end of the school.

## **GEOGRAPHY / HISTORY**

- 109 The school plans the work for these subjects, together with science, on a two-year cycle. It was therefore possible to see only one lesson in each subject during the inspection. This evidence, together with discussions with children and the work in their books and displays around the school demonstrate that attainment is as expected for the children's ages and achievement is satisfactory in both subjects. Standards have been maintained for children aged 5 to 7 since the last inspection but have dropped for older children whose standards in history were deemed to be above average.
- 110 Children aged 5 to 7 cover a suitable range of topics in both subjects. In geography, they study simple plans and draw their own sitting room from a bird's eye view. They also place the school and other main features in the local area on a simple map. They identify places they have travelled to and discuss whether it is good or bad to be there. Children keep an on-going observation of the weather in Year 2 and complete a daily/weekly weather chart. Map drawing is continued and children produce very good imaginary maps together with a key which identifies the symbols. The more able children competently make clear diagrams of their journey from school to York Minster, again with a key identifying the buildings on the route. By the age of 7 they are able to identify the different weather that accompanies the seasons. In



history, children look at toys old and new and order teddies on a time line. They are beginning to understand what devices were used to make toys move in past times and how materials have changed in the manufacture of toys. In Year 2 children study Victorian modes of transport and can speak very ably about the size of canal barges and how the horses pulled them along. They are also keen to talk about the Great Fire of London. They know that the houses were made of wood and straw and that people went to the churches or bridges in order to survive as these were made of stone. Children ably compare and contrast the features that ensure our safety from fire today, including smoke alarms.

- 111 Between the ages of 7 and 11, geographical knowledge and understanding is suitably extended to include climate and environmental issues. Children in Years 5 and 6 display an understanding of how the weather affects people and their surroundings. Independent research enhances their work and the more able include accurate and relevant diagrams in their work. Children also carry out an in depth study of their local area. In history, all year groups are studying the Tudor period as the school reorganise their scheme of work to take account of the new documentation for Curriculum 2000. Children in Year 3 complete time line of their lives as well as one for the Tudors. They also identify the character of Henry VIII selecting relevant information from a piece of writing. Much of the work for the older children is discussed and then completed independently. The more able children give fuller accounts in their writing, for example, the dissolution of the monasteries or cameos on various members of the Tudor family. All children complete their work and this is generally well presented. The school uses the many facilities that the City of York provides to enhance children's learning in history. Children regularly visit Beningbrough Hall, the Castle museum and the Minster. They also link with other curriculum areas including music, drama and literacy.
- 112 The teachers plan according to the scheme of work, monitored by the co-ordinator who supports staff if necessary. She has monitored some teaching and, following evaluation, has fed back to teachers and given training where necessary. Children's work is scrutinised to ensure that standards are satisfactory. Teachers' knowledge and understanding of both subjects is satisfactory and resources are used well to promote children's learning. At times, the level of work presented lacks challenge. This was seen in a Year 4 geography lesson when children were asked to draw symbols and make a key to represent important facilities necessary for a town. A number of children also display inappropriate behaviour, which is not well handled. This results in progress being impeded. Assessment is an area that is not well developed and does not inform teachers' planning. The co-ordinator has a clear plan for future action, which includes further work on the new scheme and to ensure that there is a progression of skills in order to assist children in developing their knowledge and understanding of how past events influence the present day.

## **INFORMATION TECHNOLOGY**

- 113 Children's attainment is average at the end of both key stages and the progress made by children in their learning throughout the school is good, which shows improvement since the last inspection. This is a direct result of the creation and effective use of a high quality computer suite and an improvement in the quality of subject leadership and the subject knowledge and expertise of teachers. Since coming back into the new building the school took the decision to timetable each teacher to use the computer suite for at least one lesson a week to teach children the basic skills of the subject. There was also training to improve teachers' confidence and skills in teaching the subject. This has been a great success and the high proportion of good quality direct teaching that the majority of children now receive is the main reason for the improved progress made by children throughout the school in this subject.

- 114 When children start Year 1 good attention is given to developing their knowledge, understanding and skills in the subject and they are taught that computers can be used to make words and pictures and to assemble text. As they pass through Year 2 children quickly learn how to change the type and size of text and to retrieve, process and display information. In one lesson for children in Year 2 the teacher shows good ability to demonstrate how to log onto the Internet and to use an art programme. In this lesson the children show suitable ability to draw imaginary minibests and to use a word processing programme to write up their notes taken previously in a science lesson.
- 115 The children's attitudes to learning are positive and when working in pairs on the computer they collaborate very well to make their drawings. They treat the equipment carefully and are well behaved. The teachers are well prepared and place great emphasis on giving children opportunities to learn and practice the basic skills of the subject and as a result they achieve well.
- 116 The progress in learning continues to be good for children aged 7 to 11 as a result of the good quality teaching that they receive, especially in the co-ordinator's class of Year 3/4 children and in Year 6. In a Year 3 lesson the teacher demonstrates a good ability to teach children how to use a word processing program to write the first draft of a poem and to combine graphics with their writing to make it more interesting. However, the poor behaviour of a significant number of children in this lesson make life hard for her and hindered the learning of others, as she had to constantly interrupt the lesson to deal with poor behaviour. Teaching of a very high quality is seen in a lesson, delivered by the co-ordinator, on developing children's understanding of how to use the Internet to create maps to show the weather in Western Europe on different days. In this very good lesson the activities are very motivating and the imaginative teaching extremely effective in developing children's knowledge, understanding and skills in using the Internet to support their learning. By the age of 11 children are able to use information technology to enhance some of their work in subjects such as English, mathematics, science, history and geography. In these activities they are able to use information technology appropriately to organise and present their ideas. This was evident in a good quality lesson in Year 6 in which children were able to sustain their concentration for a lengthy period of time and consequently had a high work rate and produced good quality work. As a result of the good quality of the teaching that they receive children show a great deal of confidence and enjoyment when using computers and achieve well.
- 117 There is good management of the subject by a co-ordinator whose work is supporting the raising of standards throughout the school. She is effectively developing the school's use of the computer suite and the Internet to further children's learning in the subject. The curriculum provided for the children is satisfactory but lacks enough opportunities for children to experience activities involving data handling and control. The scheme of work, produced by the co-ordinator, ensures continuity and progression in children's learning. However, there is limited assessment of children's progress. There is very good resource provision both in terms of hardware and software, which is well managed and maintained in a good condition. There has been a dramatic improvement to accommodation by the creation of the computer suite that is used very effectively by teachers to develop children's learning in the subject.

## MUSIC

- 118 Due to timetabling arrangements it was possible to observe only one lesson and consequently there is insufficient evidence on which to make a secure judgement on the standards currently

being attained or the quality of teaching in the subject. However, it is evident from discussions with staff that, as a result of the fire in 1997, the subject was by necessity given less emphasis and the high standards reported in the previous inspection have not been maintained. Now that children are in the new building with a purpose built music room, the staff are working hard to improve provision in the subject for all children.

- 119 In the lesson for children in Year 4 the teacher shows good subject knowledge and is able to effectively demonstrate the musical techniques that children are to use. As a result the children are able to recognise a rhythm and read musical notation. In school assemblies the children sing tunefully and with enthusiasm.
- 120 The provision for music is enhanced by the work of peripatetic teachers from the York Music Service who come into school on a regular basis to teach violin and guitar. There is also opportunity for children to learn brass and woodwind. Children are charged for this tuition but the school endeavours to keep these charges to a minimum. Children are given opportunity to take part in a range of musical performances such as the recent York 2000 Voices Concert. There is a co-ordinator with good subject knowledge who is able to effectively support and advise his colleagues in their musical activities. She has not yet been able to develop an appropriate assessment procedure for tracking children's progress. The accommodation is very good with a purpose built music room and there is good resource provision

## **PHYSICAL EDUCATION**

- 121 Standards in physical education are in line with those expected for children aged 7. Standards are also in line with those expected nationally for children aged 11 in gymnastics, dance and athletic activities but are above national expectations in swimming.
- 122 Younger children generally have satisfactory, and some have good, throwing and catching skills. They understand the value of warm up activities and the effects of exercise on the body. Children with special educational needs are encouraged to join in all activities and make satisfactory progress.
- 123 By the time they reach the end of their time at the school, virtually all children will achieve nationally expected levels in swimming (swim 25 metres) and many are able to perform at higher levels. Children show ability in many athletic activities. A group of Year 5 pupils, both boys and girls, show good technique and achieve commendable distances in throwing the javelin. They are also able to sustain vigorous running activities, competing against personal targets. Year 6 children show satisfactory throwing, catching and batting skills. Children in Year 4 show good imagination in performing movements in pairs and are able to extend these movements into sequences. Year 3/4 children are able to modify their dance movements to follow the styles suggested by a series of adverbs but are not so good at adapting their movements to fit the moods of different styles of music.
- 124 Some children in several classes do not always behave well in lessons and do not use their time constructively or follow teachers' instructions carefully. This limits the progress they make in developing their physical skills.
- 125 At the time of the previous inspection, standards were judged to be above national expectations for children aged 7 and 11 whereas observations this time suggest that standards for both groups are only in line with national expectations, although above in swimming. The school has spent a good deal of the time between the inspections away from its home site.

Opportunities for physical education were limited whilst swimming arrangements were largely unaffected. This would go some way towards explaining the difference in standards. There is some evidence, for example, in athletic activities by the older pupils, to suggest that the school might regain its good levels in physical education in the foreseeable future.

- 126 Resources for physical education have improved considerably since the previous inspection, the school now has a separate, purpose built gymnasium with separate changing rooms for boys and girls containing showers and facilities for children with special needs. Areas for storage are good although some of the equipment is rather inaccessible and the equipment for storing the large mats is not suitable for use by children. The school is well resourced with equipment to cover a range of activities and sports including table tennis, badminton and cricket. Equipment for netball/basketball type games is particularly good. The playing field is of a good size while the playground has a netball court.
- 127 Although the co-ordinator and staff are considering some commercial schemes of work and some nationally recognised materials, the school still does not have a written policy statement or a scheme of work or guidance to ensure progression in knowledge, understanding and skills.
- 128 Teaching for children aged 5 to 7 is satisfactory. The quality of teaching for older children is generally satisfactory and in a quarter of lessons it is good. Teachers nearly always dress appropriately for lessons and throughout the school ensure that the children are also correctly and smartly dressed for physical education lessons. This emphasises the importance of the subject. Teachers make good use of praise and demonstrations by children to illustrate coaching points and to indicate how children might improve their own performance. Good lessons contain challenging activities, which encourage children to develop and extend their skills and learning. In some lessons teachers become preoccupied with matters of class management and allow the pace of lessons to drop, limiting the range of work covered and the opportunities for children to develop their learning.
- 129 The co-ordinator is not able to monitor teaching and so is not in a position to provide direct advice on improving children's performance and learning but he is able to ensure a broad and balanced curriculum by monitoring the teachers' planning. The curriculum includes the provision for adventurous activities as all Year 6 children have the chance to go on a residential trip where they have the opportunity to undertake activities such as caving, rock climbing, orienteering and various initiative tests. The school is particularly careful to ensure that this trip is open to every child and that nobody is excluded for financial or other reasons.
- 130 The school runs teams for football, cricket, netball and rounders, all of which play a substantial number of games. There are clubs and extra coaching sessions for children interested in these sports. These clubs are open only to children in Years 5 and 6 but are attended by a good number of children. The clubs and teams are well run and make a positive contribution to physical education in the school, allowing children to extend and practise their skills in competitive situations. The school ensures that children with special educational needs play a full part in these activities and have opportunities to represent the school in sports teams. This has a positive effect on the self-esteem and the response to school life generally of these children. Membership of netball and rounders teams is limited to girls at the moment but this is a situation largely forced on the school by outside agencies and coaching in these sports is open to all children at the school.
- 131 The provision for physical education is further enhanced by visits from outside agencies providing specialist coaching, like Yorkshire County Cricket Club and York City Football Club.

## RELIGIOUS EDUCATION

- 132 At the age of 7, children reach standards that are in line with the expectations of the Locally Agreed Syllabus. In the reception class, children think about other people and their needs. During 'Circle Time' they explore their own feelings and emotions and learn to listen and appreciate the points of view of others. Children in Years 1 and 2 study the same topics as the younger children but at a deeper level. They discuss the story of Noah and the flood and there is evidence in their writing that they understand the significance of cleansing through water. In a Year 2 lesson children are encouraged to consider the reasons for the need to have acceptable codes of behaviour and groups produced their own list to enable people to live in harmony. Children in Year 1 are asked to identify things that they needed or wanted perhaps for a birthday and many are able to separate material wants, such as computer games and toys, from the 'inner' needs of being cared for and loved. This term children are considering the meaning of 'belonging' and understand that all belong to a family and school and that some kind of commitment is needed. Younger children also study major Christian festivals such as Christmas and Easter and Year 2 children produce a class assembly on the Hindu festival of Diwali. In discussion with a group of Year 2 children, they recount the main aspects of these festivals clearly.
- 133 At the age of 11 children reach standards that are in line with those expected in the Locally Agreed Syllabus. In Years 3 and 4 children study the similarities and differences of prayer in the Christian and Islamic faiths. The teachers use relevant artefacts in order to stimulate and interest children. The majority of children know that the Qu'ran is the Islamic holy book and that Muslims pray five times a day and some know the reasons for prayer i.e. "for help and guidance, when we need to say sorry and to praise God". The subject is successfully linked to other curriculum areas. For example, children make their own prayer-mats, looking carefully at designs and during a Year 6 history lesson children understand the main differences between the Catholic and Protestant faiths prior to the Reformation. In discussion with a group of Year 6 children they recount previous lessons, which centred on relationships and the reasons for believing in a God. Children understand that the study of major religions gives them the opportunity to learn to respect and value the beliefs of others. During this time they begin to form their own views when comparing and contrasting the main aspects of each religion.
- 134 The attitudes of the children to this subject are satisfactory for children aged 7 to 11 and good for children aged 5 to 7. In the majority of lessons, when work is well planned with interesting activities and well thought out learning objectives, children behaved well and listen to their teachers. In one or two lessons, children are not focussed on the task and therefore do not progress as well as they could. In the main, they show respect for the artefacts and take care when handling them. However, in a Year 4 class some children react in an inappropriate way when listening to the Imam calling people to prayer.
- 135 Overall, the quality of teaching is good for children aged 5 to 7 and satisfactory for children aged 7 to 11. It supports children's spiritual, moral, social and cultural development and literacy skills. The teachers' subject knowledge and understanding is satisfactory. The co-ordinator recognises that some teachers lack confidence when tackling other major religions and training is planned to remedy this. The teaching of basic skills is good and teachers now give clear learning objectives for the lessons. This is an improvement from the previous inspection where learning objectives were not set out. The management of younger children is good. Challenging behaviour in the older classes is managed satisfactorily although at times, it inhibits learning. In the best lessons, teachers have good questioning skills and carefully

prepare interesting activities supported by stimulating resources that keep children motivated and enthusiastic and willing to learn.

- 136 The curriculum is based on the Locally Agreed Syllabus. The breadth, balance and relevance of the curriculum is satisfactory. Teachers assess children's progress approximately twice a year but this is not used to inform their future planning. The daily acts of collective worship contribute satisfactorily to pupils' learning. The co-ordinator collects and monitors teachers' planning to ensure that the main areas of the scheme of work are being covered. He also looks at pupils' books to ensure that the standard of work is satisfactory. The monitoring of teaching is planned to ensure that there is progression in the subject and to identify those areas where staff feel insecure.