

## INSPECTION REPORT

**Bishopthorpe County Infant School**

York

LEA area: York

Unique Reference Number: 121440

Headteacher: Mrs R White

Reporting inspector: Mrs E W Humberstone  
23810

Dates of inspection: 15 -17 November 1999

Under OFSTED contract number: 707639

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

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## **INFORMATION ABOUT THE SCHOOL**

|                              |   |
|------------------------------|---|
| Type of school:              | Infant School                                     |
| Type of control:             | Community   |
| Age range of pupils:         | 4 – 7 years                                       |
| Gender of pupils:            | Mixed   |
| School address:              | Sim Balk Lane<br>Bishopthorpe<br>York<br>YO23 2QQ |
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| Appropriate authority:       | The governing body                                |
| Name of chair of governors:  | Mr A Rogers                                       |
| Date of previous inspection: | 15-18 January 1996                                |

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members                  | Subject responsibilities  | Aspect responsibilities                           |
|-------------------------------|---------------------------|---|
| Eileen Humberstone, RgI       | Mathematics               | Attainment and progress                           |
|                               | Information technology    | Teaching  |
|                               | Art                       | Staffing, accommodation and resources             |
|                               | Under fives               |   |
|                               | Special educational needs |   |
| Stuart Vincent, Lay Inspector | Equal opportunities       | Attendance  |
|                               |                           | Support, guidance and pupils' welfare             |
|                               |                           | Partnership with parents and the community        |
| Margaret Palmer               | Science                   | Spiritual, moral, social and cultural development |
|                               | Design and technology     | Efficiency  |
|                               | Religious Education       |   |
| Jozefa O'Hare                 | English                   | Attitudes, behaviour and personal development     |
|                               | History                   | Curriculum and assessment                         |
|                               | Geography                 | Leadership and management                         |
|                               | Music                     |   |
|                               | Physical Education        |   |

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## MAIN FINDINGS

### What the school does well

- .English, mathematics and science are well taught and this results in good progress by the pupils.
- .The school is very well led with a clear direction for continuing improvement.
- .High standards are achieved in art and music.
- .Children behave very well, have very good attitudes to learning and relationships in the school are very good.
- .Provision for pupils' spiritual, moral, social and cultural development is very good.
- .Pupils are very well supported in their learning.
- .The partnership with parents is good.
- .The school is managed very efficiently.
- .There is very good attendance.

### Where the school has weaknesses

- I.Not all reports give enough clear information about pupils' general progress.
- II.The design and evaluation elements of design and technology are inconsistently developed throughout the school.
- III.Assessment in the nursery class does not give sufficient detail about what children know, understand and do.

Bishopthorpe is a good school. It is very well led with a good staff team. There is a real concern for the well-being of all the pupils. The many strengths outweigh the weaknesses in the school's provision. The weaknesses will form the basis of the governors' action plan, which will be sent to all parents or guardians of the pupils at the school.

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

School improvement is good and the key issues from the previous inspection are well addressed.

There is good progress on the key issues. The roles and responsibilities of all staff are well understood and more evenly shared giving the headteacher more time to manage the school. Very strong leadership with clear thinking and systematic attention to the issues has ensured steady improvement in the school's provision. There are agreed and clearly understood policies for all subjects. Standards in English have been sustained and standards in mathematics and science have improved. Pupils' attainment in information technology has improved from below national expectations to in line with them. Teachers' curriculum planning is improved with clear targets for pupils' learning. The assessment policy in place is good, procedures are very good and teachers make good use of assessment in most subjects. There is plenty of evidence that pupils are given sufficient opportunity to investigate and pursue independent learning. Methods for monitoring and evaluating the schools' work and achievement are now well established. The school is very well placed to sustain improvement.

**Standards in subjects**

This table shows the standards achieved by 7 year olds in 1999 based on the National Curriculum tests:

| Performance in | Compared with all schools | Compared with similar schools | Key                       |   |
|----------------|---------------------------|-------------------------------|---------------------------|---|
| Reading        | A                         | C                             | <i>well above average</i> | A |
| Writing        | A                         | B                             | <i>above average</i>      | B |
| Mathematics    | A                         | C                             | <i>average</i>            | C |
|                |                           |                               | <i>below average</i>      | D |
|                |                           |                               | <i>well below average</i> | E |

By the time children are five most achieve standards broadly above those expected for their age.

Standards at the end of Key Stage 1 have improved from those in the 1998 national tests and assessments in reading, writing, mathematics and science. In 1998, there was a high number of pupils with special educational needs. Standards are rising in all these subjects as the result of the improved lesson planning and procedures for assessment. Also, the very effective implementation of the literacy strategy and the good implementation of the numeracy strategy are contributing positively to pupils' improved performance. Standards in science are well above the national average. Standards in religious education are consistent with the requirements of the Locally Agreed Syllabus. Pupils continue to make good progress in art and music and there are strengths in standards in geography, history and physical education. Pupils make satisfactory progress overall in design and technology judging by standards at the end of the key stage but progress in designing and evaluating products is inconsistent.

**Quality of teaching**

| Teaching in            | Under 5 | 5 – 7 years  |
|------------------------|---------|--------------|
| English                | Good    | Good         |
| Mathematics            | Good    | Good         |
| Science                | Good    | Good         |
| Information technology |         | Good         |
| Religious education    |         | Satisfactory |
| Other subjects         |         | Good         |

The standard of teaching is good, overall. At the end of Key Stage 1, it is frequently very good and occasionally excellent. Teaching in information technology is good; pupils make good progress in lessons, but the low number of computers limits pupils' progress to satisfactory overall. Teaching in art and music is good and pupils continue to achieve high standards in these subjects. Pupils make good progress in geography, history and physical education as a result of good teaching. Teaching in religious education and design and technology is satisfactory although aspects of design are inconsistently developed throughout the school.

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

· **Other aspects of the school**

| <b>Aspect</b>                                   | <b>Comment</b>  |
|---|---|
| Behaviour                                       | Very good; behaviour is exemplary in lessons and at breaktimes and lunchtimes.  |
| Attendance                                      | Very good; parents ensure that pupils arrive promptly and attend regularly. These factors contribute positively to the standards they achieve.  |
| Ethos*  | Very good; there is a clear commitment to high standards. Pupils have very good attitudes to their work and the climate for learning and relationships between pupils and between pupils and adults are very good.  |
| Leadership and management                       | Very good; there is excellent leadership supported by an effective staff. School development planning is very good with a clear direction for school improvement. The governing body is committed and supportive and well organised in their committee structure. The literacy strategy is very effectively implemented and the numeracy strategy is well implemented. Not all reports to parents give clear enough information about pupils' general progress. |
| Curriculum                                      | Good; the curriculum is broad and relevant and caters well for the wide range in pupils' interests and abilities. Teachers use assessment very well in English, mathematics and science. However, assessment in the nursery class does not give sufficient detail on what children know, understand and can do.   |
| Pupils with special educational needs           | Good; the school makes good provision for these pupils and the Code of Practice is fully implemented.   |
| Spiritual, moral, social & cultural development | Very good; provision for pupils' spiritual and moral development is very good and for their social and cultural development is good. This is a strength of the school.  |
| Staffing, resources and accommodation           | Good; a very good number of teachers and satisfactory number of non-teaching assistants. Good arrangements for professional development, very good accommodation and good resources.  |
| Value for money                                 | Good; standards are high, the quality of education is good and resources are used very effectively.   |

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

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

| <b>What most parents like about the school</b>  | <b>What some parents are not happy about</b>  |
|---|---|
| IV.They find staff approachable<br>V.The standard of pupils' behaviour<br>VI.The homework children have to do<br>VII.Their children like school<br>VIII.They are made to feel welcome<br>IX.The attitudes and values promoted by the school | X.Insufficient information about their children's progress<br>XI.There isn't enough information on what is taught |

There was a 27 per cent return of parents' questionnaires. Inspectors' judgements support parents' positive views about the school. There is a very good ethos for learning. Scrutiny of pupils' reports show that not all of them give clear enough information about pupils' general progress. The school gives adequate information about what is taught.

## KEY ISSUES FOR ACTION

In order to build upon the good improvements made since the last inspection, the governors, headteacher and staff should:

- XII. reporting to parents by: Improve the quality of
- XIII. pupils' general progress in annual reports. giving clear indications of  
(*paragraph 45, 59*)

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

- XIV. Continue to review and improve provision for design and technology by:
- XV. ensuring there is clear, planned development of skills particularly in the elements of design and evaluation.  
(*paragraph 17, 151, 153*)
- XVI. Plan for further improvement in teaching and learning in the nursery class by:
- XVII. making sure assessment relates to children's knowledge and understanding as well as their response and using this information to make learning targets sharper.  
(*paragraph 28, 43, 81*)

## INTRODUCTION

### Characteristics of the school

1. Bishopthorpe County Infant School educates pupils between the age of four and seven. The school is situated in the village of Bishopthorpe in Yorkshire. The majority of pupils come from the village or neighbouring villages. The school serves an area of mixed owner occupied and local authority housing.
2. At the time of the inspection there are 80 pupils with 42 boys and 38 girls. However, year groups' sizes vary considerably. Two point two per cent of pupils are eligible for free school meals, which is well below the national average. There are 15 pupils on the school's register of special educational needs. This represents 17 per cent of pupils, which is broadly in line with the national average. Percentage of special educational needs pupils in individual year groups can vary from below the national average to above it. One point two per cent of pupils have English as an additional language and three pupils come from ethnic minority backgrounds. 20 children attend the nursery class part-time (12 boys and 8 girls). At the time of the inspection there are 29 four year olds. The oldest nine attend the reception class and the youngest 20 are in the nursery class. The school admits children from the nursery into the reception in September and January. The attainment of the majority of pupils on entry to the nursery class is broadly above that expected for their age. The school follows the county admission policy to serve the community and receive pupils until it reaches its admission number of 50.
3. The governors aim to ensure that the school provides a sound education for children in a caring, considerate atmosphere. They emphasise the importance of tolerance and respect for others and for

pupils to develop good relations with peers, members of staff and other adults. To these ends the major development work this year is the implementation of the numeracy strategy and further development of information and communication technology. These developments include staff training and the purchase of equipment and resources. The governing body has longer-term plans to link the school to the internet, develop science and religious education throughout the school and seek parents' views about home-based activities.

**Key indicators**

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

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

| Year | Boys | Girls | Total |
|------|------|-------|-------|
| 1999 | 23   | 28    | 51    |

| 3. National Curriculum Test/Task Results |          | Reading | Writing | Mathematics |
|--|----------|---------|---------|-------------|
| Number of pupils at NC Level 2 or above  | Boys     | 21      | 22      | 23          |
|  | Girls    | 24      | 25      | 26          |
|  | Total    | 45      | 47      | 49          |
| Percentage at NC Level 2 or above        | School   | 88(89)  | 93(79)  | 96(84)      |
|  | National | 82(80)  | 83(81)  | 87(84)      |

| 3. Teacher Assessments                  |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Number of pupils at NC Level 2 or above | Boys     | 21      | 23          | 23      |
|   | Girls    | 23      | 24          | 26      |
|   | Total    | 44      | 47          | 49      |
| Percentage at NC Level 2 or above       | School   | 87(82)  | 93(86)      | 96(92)  |
|   | National | 82(81)  | 86(85)      | 87(86)  |

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

**Attendance**

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

|              |                           | %   |
|--------------|---------------------------|-----|
| Authorised   | School                    | 4.2 |
|              | National comparative data | 5.7 |
| Unauthorised | School                    | 0   |
|              | National comparative data | 0.5 |

**3. Exclusions**

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

|              | Number |
|--------------|--------|
| Fixed period | 0      |
| Permanent    | 0      |

**3. Quality of teaching**

Percentage of teaching observed which is:

|                        | %   |
|------------------------|-----|
| Very good or better    | 24  |
| Satisfactory or better | 100 |
| Less than satisfactory | 0   |

## **PART A: ASPECTS OF THE SCHOOL**

### **3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **3. Attainment and progress**

1. Since the last inspection high standards have been maintained in English. Standards have improved significantly in mathematics and science from in line with national expectations to well above the national average. Standards have improved in information technology from below national expectations to in line with them.
2. The results of the end of Key Stage 1 tests in 1999 indicate that the attainment of the majority of pupils is well above the national average in English, mathematics and science. The number of pupils attaining the higher levels is above in reading, well above in writing and in line with national averages in mathematics. On the basis of teacher assessment in science, standards for these pupils are well above the national average. In 1996 and 1997 standards in writing and mathematics were above the national average and rose in line with it. In those same years standards in reading fell from above the national average in 1996 and continued to fall in 1997. Standards fell in 1998 in all three subjects. In this year lower standards were attributed to the high number of special educational needs pupils. In 1999 when compared with similar schools these results indicate that pupils' performance is above in writing and in line in reading and mathematics.
3. Inspection evidence indicates that at the end of Key Stage 1 pupils' attainment is well above the national average in English, mathematics and science. Standards in all three subjects are sustained from the 1999 national tests and assessments. The very effective implementation of the National Literacy Strategy and the solid start to the Numeracy Strategy, plus the improved planning and assessment, are all making a good contribution to the high standards in these subjects. Most work is well matched to pupils' levels of attainment. Staff are equally successful at providing suitable work for very able and talented pupils and pupils with special educational needs.
4. Attainment on entry to the nursery class is broadly above the average expected for children of a similar age, but with weaknesses in children's personal and social development. Early writing is not as developed as other early literacy skills. However, judgement on attainment at entry is difficult as year group size and composition varies considerably. There is an above national average number of children with special educational needs in some year groups.
5. By the time children are five, most attain above the nationally expected levels in language and literacy, mathematics, knowledge and understanding of the world, creative development, physical development and personal and social education. Children make good progress in their personal and social development and in their writing. They consolidate learning in all other areas and make satisfactory progress overall. Inspection evidence confirms the findings from the assessment at entry to school that children by five achieve broadly above standards expected for children of a similar age.
6. In Key Stage 1 pupils with special educational needs make good progress in relation to prior attainment. Teachers know their pupils well. They are aware of targets on Individual Education Plans and work steadily towards them. Likewise, staff are good at identifying pupils who are gifted or talented in English and mathematics and finding ways of meeting their needs through grouping or provision of extension tasks.
7. Higher and lower attaining pupils make good progress throughout the school. There was no significant difference in the rates of progress or attainment of boys and girls. Pupils with English as an additional language and pupils from ethnic minorities make good progress with the support they receive.

8. Progress throughout Key Stage 1 is good in English, mathematics and science.
9. In English, pupils make good progress in speaking and listening, reading and writing. By the end of the key stage pupils speak confidently, clearly and express a point of view so that others understand. They listen well to one another's contributions and observations. Most pupils read fluently and with considerable confidence, accuracy and expression. They write for a range of purposes including stories, poems, instructions and factual accounts. Spelling is accurate, and presentation is generally neat. Handwriting is fluent and legible.
10. In mathematics, pupils make good progress in all aspects of the subject. By the end of the key stage their mental ability is developing well. For example, pupils add simple two, two-digit numbers, double and halve numbers past 10 and count in twos, threes, fives, and tens, with increasing ease. They understand and use the relevant language of shape, space and measure, for example, as they name common shapes and describe their some of their properties. They record results in simple block graphs such as when they investigate each other's weight.
11. In science, pupils make good progress in planning and carrying out investigations on a wide range of scientific topics. By the end of the key stage, they make predictions, investigate and record their findings in simple tables or charts. They show a good grasp of the principles of fair testing.. They classify and name a variety of materials. They demonstrate a good understanding of physical processes when they experiment with objects that can be pushed or pulled. Their knowledge of life and living things develops well. Pupils are familiar with the characteristics of animals and can identify those associated with different habitats.
12. In information and communication technology (ICT), pupils' attainment is in line with national expectations at the end of Key Stage 1 and has improved since the previous inspection. Progress is satisfactory overall. Their skills of control develop satisfactorily. For example, the youngest instruct the programmable toy to move a given set of spaces; in Year 1 they control the tape recorder in dance and in Year 2 they move pictures across the screen and enlarge and reduce them. By the end of the key stage they know how to access information on CD-ROMS to support work such as garden wildlife in science. Pupils can use their ICT skills satisfactorily in other subjects and there were good examples in English, mathematics, science, art and geography.
13. In religious education, pupils' attainment is in line with that expected of the locally agreed syllabus at the end of Key Stage 1. Progress is satisfactory throughout the key stage. Pupils develop their capacity to reflect on a range of experiences and concepts. They make satisfactory progress in their knowledge of signs and symbols associated with Christianity and other world faiths. For example, as part of their study of "light and dark", younger children gain awareness of the significance of candles in a range of celebrations, including their own birthdays.
14. In Key Stage 1, there are strengths in learning in art, music, geography, history and physical education. In design and technology pupils make satisfactory progress although their progress in designing and evaluation is not consistent.
15. The use of literacy skills to support other areas of the curriculum is very good, the use of numeracy skills is good and the use of information technology skills is satisfactory.
18. **Attitudes, behaviour and personal development**
16. At the last inspection, it was judged that pupils' behaviour was excellent; there were no clear judgements in respect of attitudes nor personal development. However, one of the Key Issues for action included the development of independent learning. Inspection findings indicate that pupils' attitudes are very good, their behaviour is exemplary and their personal development is good.

17. The personal and social development of children under five is good and they progress well because of the good provision for this aspect of their development. Children settle well into the nursery class and establish very good relationships with their teachers and with other children. They work happily in groups and sustain interest in their tasks. They behave very well outside their classroom and have a very good sense of right and wrong
18. Pupils with special educational needs have positive attitudes to learning. They are able to sustain concentration with the support of the class teacher. Staff are firm in giving pupils insights into what is acceptable and what is not acceptable. As a result special needs pupils gain a great deal of self-knowledge as they work towards specific personal, social and behavioural targets. This self-knowledge and growing understanding about good behaviour help their good progress.
19. Pupils have very good attitudes to school and enjoy learning. They listen attentively, concentrate well and are keen to succeed. Pupils enjoy talking about their work and show pride in their achievements. They sustain their concentration and improve what they have done through discussion of their work with adults and each other. For example, they constructively and sympathetically discuss their writing with one another, when working in pairs. They respond to challenging tasks with confidence and enthusiasm. They show a great deal of independence in the organisation of their work without relying too much on teacher direction. Pupils set high standards for themselves in the presentation of their work. When working in groups, pupils co-operate very well and are very supportive of each other. A very good example of this co-operation was observed in an excellent lesson in music, where pupils in Year 2 played their instruments in groups, listening to one another to ensure that they sustained their rhythms correctly.
20. Pupils' standards of behaviour are exemplary throughout the school. There have been no exclusions during the last academic year. Pupils respond enthusiastically and willingly to the high standards expected of them. They are caring of each other and older pupils take responsibility for the welfare of younger pupils in a responsible and mature manner. For example, Year 2 pupils take turns to serve meals at lunch time to younger ones and receive courteous replies from them. The school has good strategies for acknowledging pupils' achievements and positive behaviour, through consistent praise and encouragement in lessons and at special assemblies, undertaken weekly. At the time of the inspection, every class celebrated their work by sharing with others their achievements in areas of the curriculum, for example, in mathematics, art and in music.
21. Relationships in the school are very good. There is a mutual respect between staff and pupils; at all times, pupils are courteous when dealing with adults and with one another. Pupils with special educational needs are fully involved in all aspects of the day-to-day activities of the school. Parents are pleased with their children's behaviour; one of the comments states that 'School is a happy, caring and safe environment. Pupils behave well as a result'
22. Pupils' personal development is good. When they are given the opportunity to take responsibility, they do so with enthusiasm. There are many examples where pupils are involved in charity events, such as the Romanian Christmas Box Appeal presently taking place. As part of their Harvest Festival, pupils distribute gifts to the Salvation Army. During breaks, pupils experiment with instruments on display to make sounds and to compose musical patterns. They leave these neatly in appropriate places for others to use. Pupils use the library independently for their reading and for research; they remember to replace books in the correct place. When working in groups, pupils volunteer to lead these and accept responsibilities eagerly. As team leaders, pupils organise their groups courteously, listen to what others say and allow each member to contribute to the task at hand. All pupils have equal opportunity to participate fully in the life of the school; their contributions effectively enhance their social experiences and provide a valuable preparation for life.
25. **Attendance**
23. Attendance is very good. Parents ensure that pupils arrive promptly and attend regularly and confirm in

the questionnaires that their children enjoy school. Lessons start punctually. All of these factors contribute positively to the standards they achieve.

26. **QUALITY OF EDUCATION PROVIDED**

26. **Teaching**

24. The quality of teaching is good. Over 80 per cent of lessons were good or better including, 24 per cent of which were very good or excellent. There was no unsatisfactory teaching. The quality of teaching for under-fives reflects the findings of the previous inspection. However, the quality of teaching for Key Stage 1 pupils has improved significantly from 30 per cent good and a small minority of unsatisfactory teaching to 90 per cent good and of these 30 per cent very good. This success can be attributed to strong leadership from the headteacher and concerted effort by all staff to address the weaknesses identified in the teaching. The implementation of the strategies for literacy and numeracy has had a positive impact on teaching, learning and pupils' progress in English and mathematics.
25. The quality of teaching for under-fives is good overall. Three-quarters of lessons were good and these covered all the areas of learning. Staff put a suitably strong focus on provision for children's personal and social development and children make good progress in this area. Staff plan challenging opportunities for children through direct teaching and structured play activities. There is due attention given to literacy and numeracy. Children make a good start in reading and the home-school notebook used in reception is good. All lessons are well planned with clear targets for children's learning. There are very good relationships and children are well organised and managed. Very occasionally lesson pace is slow. Assessment is used very well in reception, particularly in English and mathematics, and helps plan suitable work to match all children's abilities. Assessment in nursery does not always indicate clearly what individual children know, understand and can do, so information for planning the next task is not always precise enough.
26. The key issue from the previous inspection for developing independent and investigative learning has been well addressed by staff. The specific key issues for planning and assessment have been effectively addressed especially in English, mathematics and science. This contributes to the good progress pupils make.
27. In Key Stage 1, the quality of teaching in English, mathematics and science is good and pupils make good progress overall. In Year 2, with excellent teaching in English and very good teaching in mathematics, pupils make very good progress.
28. The quality of teaching in information and communication technology (ICT) is good, which is a significant improvement from the last inspection when teaching was unsatisfactory. This Key Issue from the previous inspection has been addressed well with staff training and a good policy and scheme of work. Pupils make good progress in lessons but there are not enough computers to allow them sufficient time to practise and maintain the good progress over the key stage.
29. Provision for religious education is satisfactory overall. Judgements are based on teachers' planning and pupils' learning as teaching was not seen during the inspection. Planning meets the requirements of the Locally Agreed Syllabus and pupils make satisfactory progress.
30. There is still good teaching in art and music and pupils continue to make good progress in art and very good progress in music. There were many examples of high standards of work in both subjects. There was no teaching observed during the inspection in geography, history and design and technology but scrutiny of pupils' work showed that they made good progress in geography and history. In design and technology teachers' knowledge of the subject is satisfactory but too little emphasis is given in the planning to the progressive development of pupils' skills as they move through the key stage. There was

good and very good teaching in physical education and pupils progressed well.

31. In Key Stage 1, teachers have good subject knowledge. Throughout the key stage, teachers prepare their lessons thoroughly by identifying precise targets for pupils' learning, grouping the pupils carefully, varying the activities and choosing the best methods to use. Pupils are well managed and relationships between pupils and staff are very good. Teachers expect very high standards of behaviour and pupils respond very well and have very good attitudes and behaviour. Most lessons proceed at a good pace and are well structured to sustain the pupils' interest. Teachers make sure support staff, parents and students understand the aims of the lessons. They make good use of the plentiful supply of resources. In the very good lessons the teacher sets a high level of challenge and shares with the pupils an infectious love of learning and this in turn contributes significantly to the good progress pupils make.
32. Marking of written work is regularly undertaken and there are many good examples of comments to direct the pupils' future development. Every opportunity is taken to give pupils oral feedback in lessons so they can tell how to improve their work.
33. The teaching of pupils with special educational needs is good. Teachers have a good knowledge and understanding of how to deal with lower attaining pupils. They are good at matching work that is suitable to abilities particularly in the core subjects of English, mathematics and science. Adults regularly involve the pupils in discussion and questioning, challenging them and praising them. Staff are aware of targets on Individual Education Plans and work consistently towards them. Similarly staff successfully provide suitable extension work for very able or talented pupils in English and mathematics. Good use is made of information technology to help pupils in their literacy skills. The teaching of pupils with English as an additional language and the teaching for ethnic minority pupils is effective and pupils make good progress.
36. **The curriculum and assessment**
36. **The curriculum**
34. Since the first inspection, when it was deemed that insufficient time was allocated to the teaching of information technology to enable appropriate standards to be achieved, the school has successfully addressed this area of the curriculum. Further key issues for action included curriculum planning, a sharper focus on identified objectives and ensuring agreed and clearly understood policies for all subjects. These issues have all been successfully addressed.
35. The overall quality of the curriculum is good. The school provides a broad and balanced curriculum for all pupils and all subjects of the National Curriculum are taught. All pupils have equal access to the curriculum; it is relevant to the needs of pupils and successfully promotes the aims of the school. Religious education is taught in line with the requirements of the Locally Agreed Syllabus, presently under review. There is suitable provision for health education, including sex and drugs education. The curriculum for children under five is good. and prepares children well for work in the National Curriculum.
36. Both literacy and numeracy strategies have been effectively implemented; they are taught on a daily basis to all classes in Key Stage 1. The school promotes pupils' intellectual, physical and personal development well and prepares its pupils for the next stage of their education very well. Through attentive day-to-day support, teachers make good provision for pupils' personal and social education. Subjects are well supported through a good programme of relevant, well planned educational visits to places such as the Archbishop's Palace and to Tadcaster to study contrasting locations. Teachers also use the grounds imaginatively. For example, pupils adopt an apple or an oak tree to study 'change' and to learn that different things happen at different times. Theatre groups visit the school, the senior citizens are invited to attend the Christmas concert, recorder groups visit them to entertain and to chat with members; pupils also have an opportunity to celebrate their own traditions such as Maypole Dancing in the school grounds. There is a very successful French club which Year 1 and 2 pupils

attend, for which parents pay. At the time of the inspection, pupils were observed counting to twenty fluently and with a good accent; they understand instructions and reply to questions in French correctly. Provision for the arts is good.

37. The school has responded positively and effectively to the need to formalise the curriculum planning consistently across the school. Arrangements for planning the curriculum are very good overall. Informative guidance is now in place for all subjects. This is regularly revised to ensure that guidance is kept up to date and relevant to the needs of the school. Teachers are fully involved in drafting and reviewing plans and policies. As a result, they share a detailed understanding of the curriculum and are, therefore well placed to plan for pupils' progress. The school's arrangements for planning in the long term are secure and effective. There is consistency of approach throughout the school.

38. The curriculum is appropriate and meets the requirements of all pupils on the special needs register. This is compiled carefully in accordance with the recommendations set out in the Code of Practice. Screening procedures have improved from the previous inspection. Individual Education Plans for learning are created appropriately for pupils on the school's special needs register. These are generally good with clear, achievable steps for learning. Plans are suitably followed in class and contribute to the good progress made by these pupils. Each plan is reviewed on a regular, half-termly basis and the pupil's movement on the register is closely monitored. Most pupils are taught within their class groups.

41. **Assessment**

39. The previous report judged that the school should review the assessment policy and practice to include all subjects. The school has responded effectively to this issue. A good policy has been drafted and is being effectively implemented in all classes. There are assessments for the core subjects of English, mathematics and science; religious education assessments are presently under review to coincide with the publication of the revised agreed syllabus in the spring. There are very good procedures in the shared class which ensures that there is continuity of learning for the pupils. Information from these assessments is gathered and used for planning of programmes of work for pupils. Marking of work is kept up to date and linked to assessment. There is a whole school approach to marking which is suitably implemented in all classes. Most marking is meaningful: teachers praise their pupils' work and efforts and state how they might improve their work. Portfolios of pupils' work are maintained in all classes; these include samples of work which is annotated, levelled and moderated. These form the basis of planning of appropriately differentiated activities to ensure that there is continuity of learning for the pupils.

40. There are good procedure for assessing children under five. There is detailed assessment of children's attainment and progress in English and mathematics in the reception class which enables the classteacher to provide a good match of work. In the nursery class staff do regular observations of children. These observations are used to inform assessment for each child against statements in each of the six areas of learning for children under five. While comments usefully gauge children's response to particular activities there is not enough information about what the children know, understand and can do. So information is not always specific enough to plan extension in the next task.

41. The good procedures for assessment ensure that pupils with special educational needs are identified early. Teachers discuss individual pupils with the special needs co-ordinator and their progress is regularly monitored.

42. Regular and comprehensive assessment against National Curriculum criteria is well used to inform parents of their children's performance. Reports cover all subjects of the National Curriculum and pupils' development but the quality of reports varies. Many have insufficient information about pupils' general progress.

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

43. The school very successfully promotes pupils' spiritual, moral, social and cultural development through a wide range of activities, which reflects the values expressed in the school's aims. These findings mark further improvement since the last inspection, when provision was found to be good and a strength of the school.
44. Provision for pupils' spiritual development is very good. Through a well-planned programme of assemblies and daily acts of collective worship, pupils have opportunities to join in moments of prayer. Pupils are given regular opportunities to reflect, respond thoughtfully and develop spiritual awareness. Pupils' self-knowledge is well promoted when they share their thoughts and feelings in class group discussions. Pupils' awareness of beauty and sense of wonder are very successfully promoted through science, art, music and literature. Work in the school grounds and the nearby junior school's pond, and visits to the gardens of the Archbishop's Palace, heighten pupils' awareness of the beauty and wonder of the natural world.
45. Pupils' moral development is very well promoted. The approach and attitudes of the headteacher and staff provide pupils with a strong framework of care and concern for others. From their earliest days in school, through a range of activities, including "circle time", children are successfully made aware of what is expected of them and the difference between right and wrong. Members of staff are consistent in their positive approach to reinforcing good behaviour and school rules are kept to a minimum. A home-school contract was drawn up with regular parental consultations and is now in place. Individual and class achievements are recognised and regularly celebrated at Wednesday's assembly. Through work on topics, such as "Myself", when pupils focus on ways in which they are "special", individual pupils are made aware of their uniqueness. Much of the school's provision is embedded in the everyday life and teaching of the school. The headteacher and staff provide good role models and consistently treat pupils, other members of the school community, and each other, with respect.
46. Arrangements for promoting pupils' social development are good. The welcoming atmosphere and very supportive and constructive relationships between pupils and teachers successfully promote pupils' self-esteem and social interaction. Assemblies regularly focus on such topics as, "people who work with us" and pupils focus on ways in which they can help others. Pupils are given opportunities to develop a sense of responsibility. These increase as pupils move through the school, so that by Year 2 pupils ring the school bell and act as librarians. Pupils are encouraged to work co-operatively, for example in English and science lessons, and when working on the computer. They are encouraged to reflect on the needs of others, and support local, national and international causes, such as The Salvation Army, Barnardo's and NSPCC. Pupils are currently sending shoeboxes of Christmas presents to children in Bosnia.
47. The cultural dimension of pupils' development is well promoted across the curriculum, particularly in music, art and history. Pupils learn about their cultural heritage through a range of activities such as exploring the local village and studying the houses and buildings, and visits, including those to the parish church, the chapel in Archbishop's Palace, York Minster, local museums and other buildings of historical significance, such as Beningbrough Hall. The quality of the school's provision for the arts, particularly through music, art and literature, has a very positive impact on pupils' development. Their knowledge and understanding of the richness and diversity of world cultures is well promoted, particularly through work in religious education and the recognition and celebration of significant events, including Diwali. In addition, pupils joining the "French group" have opportunities to learn about the French language and culture and participate in occasional activities such as breakfast in the French café in York.
48. Daily acts of collective worship are of a broadly Christian character and fully meet statutory requirements. They contribute effectively to the provision for pupils' spiritual, moral, social and cultural development.

49. A great deal of support is given to special needs pupils as they progress towards an understanding of a moral code and they develop social skills. All staff are aware of the needs of these pupils and work hard to address them.

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

50. The school's overall provision for pupils' welfare and guidance is very good and is evident in the very good relationships seen at all levels.

51. The pupils' records are very thorough and show considerable evidence of academic progress made in core subjects and skills, as well as personal development, behaviour and social skills. Each pupil's family and personal circumstances are well documented and this helps staff to understand each pupil and give the maximum support. Parents are involved promptly whenever there are problems and the school has good working relationships with other professionals to offer specialist support.

52. Children are well supported as they start nursery and reception class. Significant effort goes into supporting pupils with special needs. Comprehensive records are kept by the special needs co-ordinator. These record progress towards learning targets.

53. The school's procedures to encourage good behaviour and discipline are very effective and contribute to the friendly atmosphere. The rules are very clear and pupils know what is expected of them. Parents have confirmed their satisfaction with the standards of behaviour achieved. Attendance is very good and the school has very effective procedures for dealing with all of these matters. Absences and lateness are closely monitored.

54. Arrangements for the general well being of pupils are also very good. The headteacher is the designated child protection co-ordinator responsible for procedures within the school and these are based on agreed local guidelines and have been implemented since the last inspection. Members of staff are fully aware of what steps are to be taken should they have concerns about any pupil. At all stages of their progress through the school, pupils are well prepared for moving on and the liaison with other schools is thorough. The curriculum helps pupils understand their own growth, encourages them to lead a healthy life-style and stay safe in the wider community. Procedures are in place to ensure that all the matters of medicines and first aid, midday supervision, fire precautions and safety are dealt with to very high standards. In the questionnaire and at their pre-inspection meeting parents confirmed that their children enjoyed their time in school.

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

55. The school encourages parents to become involved in their children's education. Parents say they feel welcome and that teachers are approachable. A good number of parents help the school by making a regular commitment to working in class, running the school bank and helping with visits. All are asked to read and undertake other tasks with their children at home and support the homework policy. The questionnaire confirms that they approve and are happy to do so. An active group of parents, known as "The Squirrels", organise social and fund-raising events and these are popular and well supported and provide a much valued contribution to school funds. Books, a video player and other equipment have been purchased as a result, and many of the visits in the local community are subsidised. Parents have a positive impact on school life and make a good contribution to the standards which their children achieve.

56. The school provides a good range of information to parents. There are visits and literature provided before children enter the reception class and the parents' brochure and the annual report of the governing body are comprehensive and of high quality. There are meetings at the start of each term for parents, to explain forthcoming topics. There are regular newsletters informing parents about school life and events and these include information about the topics, for those parents unable to attend the

meeting. The parent consultations each term are well attended and give a formal opportunity for discussions about progress. Some parents feel that a third consultation evening is desirable and the school is considering this. There is good informal communication with parents at the start and end of the day. The school acknowledges the parents' comments about the pupils' annual reports and these do need to be made more precise and contain clearer statements of strengths and weaknesses.

57. The special educational needs co-ordinator has good contacts with parents. Parents have an opportunity to speak to classteachers on a daily basis to discuss the progress being made by their child. The majority of parents are happy to be involved. The headteacher telephones or writes to parents who are not able to come in daily. In relationship with the wider community, the school ensures that all pupils with special educational needs play a full part in all activities.
58. The school makes good use of the local community to support learning and extend pupils' experiences. There are strong links with the local churches and residents; the local policeman visits, as do parents with interesting occupations. There are many visitors from schools and colleges. The school has friendly relations with the local village shops and there is a good range of field trips to local places of interest. The opportunities presented in the historic city of York are well used. The visitors to the school and the visits which the pupils make enrich the curriculum and greatly extend their range of experience. The school has yet to develop any productive links with business and commerce and this remains an area for future development.

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

61. **Leadership and management**

59. The school benefits from excellent leadership from the headteacher; this provides clear educational direction for the work of the school. She is well supported by an effective staff. There is a clear vision for the school and an efficient and hard-working staff who have established a positive and caring ethos within the school. Pupils, staff and parents feel valued and supported. Staff meet regularly and effective communication is enhanced by the very good relationships established in the school. The values of the school are clearly seen in its policies and its work.
60. Provision for special educational needs has improved from the previous inspection and is now good. The headteacher, as the new co-ordinator, is good at leading and managing the work of the school in her specialist area. She is clear about what needs to be done. The named governor for special educational needs pupils keeps an overview and has helped with individual referrals. The policy is now up to date and effectively informs the work of the school in this area of activity. There is suitable co-operation between the school and professional agencies beyond the school. However, occasionally staff have to wait for an undue time with referrals and specialist help.
61. The last inspection report stated that it would be to advantage if the school focused its work to achieve academic standards across the curriculum consistent with the good standards achieved in English, art and music. There is now a strong commitment to high academic standards for pupils at the school. Pupils of all abilities and backgrounds are happy in school and share its values. This is reflected in their work, their behaviour, self-discipline and in their relationships with their peers and adults. Further examples of this are seen in the 1999 national test results which show well above average standards when pupils' performance is compared with all schools.
62. The headteacher and her staff are conscientious, hard-working and committed to improving the quality of education for all pupils. Those individuals who have responsibility, which includes the literacy and numeracy co-ordinators, are knowledgeable and effective in their roles. The governing body shares this level of commitment and makes a positive contribution to the leadership of the school. Whilst some of the members are unable to visit the school during the day due to work commitments, they are fully

involved in the work and progress of the school. There is a comprehensive structure of committees which liaise well with the headteacher and meet regularly. The governors and staff work with shared purpose and are committed to high standards of personal and academic achievement. The very good school development plan, determined through consultation with staff and governors, has established a programme for continuing improvements. A further strength of these arrangements is monitoring of the school development plan by the local education authority. Relevant priorities and targets have been costed and the necessary actions planned. Outcomes are carefully evaluated within a set time scale.

63. One of the Key Issues for action from the last inspection was to establish methods for monitoring and evaluating the school's work and achievement. This issue has been very successfully addressed through a development of strategies which systematically and analytically evaluate the work of the school. These include regular teaching sessions of every class undertaken by the headteacher. These give her opportunities to assess each pupils' progress across all areas of the curriculum. She monitors the weekly planning of teachers in every subject. This is undertaken in conjunction with sampling of work, discussions at staff meetings and sharing of staff expertise. Pupils' attainment is of utmost importance to the leadership of the school. There is a sharing of success, whereby the staff feel that they are part of a caring organisation where each contribution is valued. In addition, there is monitoring by the local education authority. Findings are reported to the school and the governing body; these are subsequently discussed at staff meetings and appropriate action taken.
64. The governing body meets all statutory requirements. The annual report to parents provides clear and useful information about the life of the school. Governors are supportive of the school and take an active interest in the activities provided. There is a named governor who oversees provision for pupils with special educational needs by liaising with the co-ordinator. Similarly, until recently, there was a literacy governor to oversee the implementation of the National Strategy for Literacy. The governor for numeracy is well informed as is the curriculum committee, whose role is perceived as one of extra monitoring. A further dimension of this role is participation in committee meetings where copies of the monitoring undertaken by the headteacher and her deputy are discussed and evaluated. School improvement is good and with the strong leadership the capacity for improvement is very good.
67. **Staffing, accommodation and learning resources**
65. The provision of staff, accommodation and learning resources is good overall.
66. There is a very good number of well-qualified teachers with the experience to meet the requirements of the curriculum. Co-ordinators for children under five and for pupils with special educational needs are suitably experienced and keep up to date with developments in their area. Effective support is given to teachers from the special needs co-ordinator and a skilful support assistant who has received extra training to work with these pupils. The literacy co-ordinator, also the headteacher, is well qualified to lead developments in this area and has been influential in the improved standards. The numeracy co-ordinator has effectively communicated her recent training to staff on the National Numeracy Strategy. Visiting specialists in music make a good contribution to standards in this subject. There is also a sufficient number of qualified support staff, who make a positive contribution to pupils' learning. Students and parents are used effectively in classrooms. The efficient school secretary makes a good contribution to the smooth running of the school. The school caretaker, kitchen staff and midday assistants are cheerful, hard working and committed. They all make a positive contribution to the very good ethos of the school and the standards achieved by the pupils.
67. Arrangements for induction, appraisal and professional development are effectively co-ordinated by the headteacher. Professional development interviews in the autumn term adequately assess individual training needs and there is a satisfactory balance between the priorities identified in the school development plan and the professional development needs of the individual. Clear priorities for the school have been information technology and literacy and numeracy and recent training has had a positive effect on standards in these subjects. Newly qualified teachers receive effective support from the headteacher as mentor. She also keeps a close eye on all staff new to the school and ensures that there is continuity of good provision for pupils.

68. The accommodation is very good and allows the curriculum to be taught effectively. Weaknesses identified in the previous inspection have been very well addressed. The school library has been moved and in its present site is adequately spacious, well organised and resourced. It provides a good area for promoting pupils' literacy skills. The arrangement of resources in the relatively new shared play area for the under-fives children is well planned and resourced and makes a good contribution to their overall development. The school hall is of a good size and has a good surface for physical education and dance. There is ample space to house the very good quality musical instruments and it provides a good teaching area for music. It makes a good contribution to the high standards achieved in both these subjects. Teaching areas and inter-connecting rooms are suitably organised and have very attractive displays celebrating pupils' work. The landscaped outside area provides a very good resource for pupils' play, outdoor games and environmental studies. It makes a significant contribution to the standards achieved in these areas of learning.
69. The range and quality of resources in the school are good and make a good contribution to pupils' achievement. Resources are well stored and are readily available to staff and pupils. Very good resources in English and physical education are making a good contribution to the high standards in these subjects. There is no longer a paucity of resources for history as teachers make suitable use of the museum loan service to provide artefacts for pupils to study. Resources for children under five are also good. There are adequate learning resources for pupils with special educational needs. There are enough computers to allow pupils to achieve satisfactory standards but insufficient to support and sustain the good progress they achieve in lessons. The school makes good use of the immediate local environment to stimulate pupils' interest in their work. This includes a visit to the post office, a study of the village and its surrounds, York Minster and the Castle Museum. Visits further afield include Tadcaster and Eureka. Visitors to school include the theatre group with a production of "The Firebird" and people from the village as part of a topic on people who help us.

72. **The efficiency of the school**

70. The overall efficiency of the school is very good. The headteacher and governors ensure that the school is managed very efficiently and well. Weaknesses noted in the last inspection, relating to precise costing of initiatives and the need to review the deployment of staff, have been successfully addressed.
71. Financial planning is very good. Financial needs are identified appropriately, in accordance with the needs of the school. Curriculum development planning is reviewed and changes agreed by the whole staff. Professional development funding is soundly allocated to support school improvement initiatives, in addition to meeting the needs of individual teachers. Priorities for development are agreed by the whole staff and funding sources are identified in advance. Very prudent decision-making with regard to the use of the budget in recent years has successfully turned around a projected budget shortfall into a current large surplus. This sum will be offset by a projected fluctuation and fall in pupil numbers over the next five years. The governing body plays an appropriate part in the budget-setting process. There is very good liaison between the headteacher, the finance committee of the governing body and the local authority's peripatetic bursar, and budget-planning meetings are held regularly in school. The budget relating to special needs is used appropriately to promote the school's priorities in this area. The headteacher, as co-ordinator, has a very firm grasp on provision for special educational needs. A percentage of the budget is targeted on the basis of the average annual number of pupils on the register. Through the good procedures for assessment, pupils' progress is closely monitored and value for money clearly assessed. The school fulfils its obligations with regard to the Code of Practice.
72. Teachers and support staff are deployed well. In particular, the organisation of the pre-reception class, with two experienced nursery nurses supporting part-time reception class children, under the guidance of the reception class teacher, enables the youngest children to benefit from a low child-to-adult ratio. The school makes very good use of its accommodation and learning resources. In recent years, thought has gone into the development and efficient use of all available space in school. The library has been re-located and developed, resource areas have been created for numeracy, science and technology, and a baking area and staff literacy library have been established. The courtyard is well used in the course of

the year. It provides a secure play area for the under-fives and is also used by the youngest children for a range of activities, including growing vegetables. The school grounds are particularly well used for science and topic work. The facilities provided by the local environment are used well to stimulate pupils' interest and to promote learning in a range of curriculum areas, including history and geography. Subject resources are used carefully and pupils are taught to handle musical instruments, artefacts, tools and equipment with respect and appropriate regard for safety.

73. The efficiency of financial control and administration is good. The local educational authority's audit staff carry out external auditing and the recommendations of the last audit have been implemented. The school has established clear and unobtrusive day-to-day financial and administrative procedures. The finance committee receives financial statements for information and discussion, and this is conveyed directly to the governing body at their meeting. The secretary provides effective support for the daily needs of the school and enables the headteacher and staff to concentrate on their work. There are well established procedures in place for the checking and processing of accounts and invoice payments, which are closely overseen by the headteacher. The secretary also deals very efficiently with the school fund, which is appropriately audited.
74. Most children enter the school with attainment which is broadly above that expected for their age. Pupils make good progress in English, mathematics and science and by the time they leave the school they attain overall standards well above national averages. Pupils with special educational needs make good progress overall. Throughout the school pupils have very good attitudes to learning and behave very well. The quality of teaching is good. The school's income is broadly average. Overall, in the light of the context of the school, the attainment of pupils on entry, the quality of education provided and the progress made by pupils, the school provides good value for money.

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

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

75. Children enter the nursery class in the term after they are four and attend morning sessions. They come with a wide range of abilities. Year groups vary considerably in size and ability. Children's attainment at entry is broadly above the average for their age. There are weaknesses in their personal and social development. Writing is not as developed as other early literacy skills. They enter reception in the year they are five in either September or January.
76. By the time they are five in the reception class, children's attainment is broadly above average for their age in language and literacy, personal and social development, mathematics, knowledge and understanding of the world, creative development and physical development. Inspection evidence confirms the findings of the assessment done as children enter the reception class.
77. The quality of provision for under-fives has been sustained well from the previous inspection and is good. Staff put a suitably strong focus on children's personal and social development. They recognise that good development in this area is critical in all aspects of children's learning and is a pre-requisite for their success in other areas of learning. Although children are confident when they enter nursery, staff give very suitable attention and considerable time to weaknesses in other aspects of their personal and social development. Progress in these areas is good. There is a high level of teamwork between the reception class teacher and the two nursery nurses. They plan well for the areas of learning for children under five and this gives children sound preparation for work in the National Curriculum. There is a good focus on literacy and numeracy and an effective partnership with parents in their children's learning. It is evident that parents are very supportive in sharing books and hearing their children read. Nursery support staff are experienced, well briefed and make a valuable contribution to children's attainment and progress.
78. The quality of teaching is good, overall. Three-quarters of the lessons are good and there is no unsatisfactory teaching. Lessons are well planned with clear targets for children's learning. The reception class teacher makes very good use of assessment to inform her planning and matches work well to all levels of ability. Under-fives staff in the nursery class do regular observations of children but the recording of these, while successfully gauging response, does not always give sufficient detail of what children know, understand and can do. Very occasionally lessons in both classes lack vigour and pace.
79. Children's personal and social development progresses well and by the age of five children achieve standards broadly above those expected for this age. In nursery, children are confident and gradually learn to respond positively to classroom rules and routines. They gain a measure of self-awareness as they organise their own play or work in groups with or without adults. Children develop secure relationships with one another and with adults, and learn to co-operate suitably in group situations. They contribute to class discussions, show respect for each other's ideas by listening to one another carefully, and speak out with confidence and increasing clarity. In reception, children continue to make good progress in their personal and social development. They work independently, use resources sensibly and move between groups and settle to tasks well. They tidy up with the minimum of fuss.
80. Planning for children's personal and social development is good. The organisation in the two classes where children make choices about activities gives very good support to their confidence and growing independence. Children are well managed and this is underpinned by very positive relationships. There is a good and appropriate balance of adult-directed and child-initiated activities. With the very good use of assessment in reception and the satisfactory use in nursery, children of all levels of ability are suitably catered for. The staff make suitable use of outside agencies for children with special educational needs.
81. Progress in children's language and literacy is satisfactory overall. Children's speaking and listening is a strength when they enter nursery class. They make satisfactory progress and by the time they are five

standards are broadly above those expected for this age. Children enjoy the activities provided and they have very good attitudes to learning. Nursery children chant a range of familiar rhymes by heart. In reception, children speak in sentences with a clearly developing vocabulary. They use and give reasonable explanation of new words, for example, *symmetrical*. Children love stories and make a sure start with learning to read. Early reading is a strength as they enter nursery. Progress is satisfactory and by the time they are five, standards exceed those expected for their age. In nursery, children recognise and match their names. In reception, children read simple sentences and children of higher attainment read short stories fluently. Progress in writing is good as this is children's least developed literacy skill when they enter the nursery class. By the time they are five standards are above those expected for their age. In nursery, children successfully write under pictures of objects using initial letters, and some make fair attempts at spelling the word. They write their name with some letters correctly formed. Children in the reception class use their knowledge of letter sounds well as they spell simple three-letter words.

82. The quality of teaching for language and literacy is good. Teachers and support staff give it an appropriate emphasis from when the children first enter the nursery class. All adults engage children in planned speaking and listening sessions. For example, in nursery they talk about the weather and people who help them. In reception they talk as children are invited to comment on the story or create their patterns. In nursery, staff put an appropriate focus on sharing books with children and encourage children to recognise their names and letter sounds. In nursery and reception, teachers satisfactorily encourage children to become aware of sounds of patterns of letters in rhymes and other familiar words as they chant rhymes or read books together. In nursery, the teacher and support staff competently support children in becoming early writers and this process is successfully built on in reception.
83. In mathematics, progress is satisfactory and by the time children are five standards are broadly above those expected for their age. Children have very good attitudes to learning. In nursery children count objects, sort them into sets, match and record the number of the set. In reception, through practical activities, children understand and count confidently numbers to ten. They create symmetrical patterns. Higher attaining pupils make patterns of up to six colours and record them. They begin to work out half of 16.
84. The teaching of mathematics is good overall. A suitable emphasis is put on planning a variety of practical activities to extend children's understanding of mathematical language. Staff are successful at helping children learn how to read and record numbers, using pictures, objects and numerals. Very occasionally, lessons lack pace and the end of lesson sessions are rushed.
85. In work to develop their knowledge and understanding of the world, children are given a satisfactory range of opportunities to explore the world around them. Teachers link these experiences suitably to activities in the classroom and children make satisfactory progress overall. By the time they are five, standards are broadly above those expected for their age. They show very good attitudes to learning. Children in the nursery class explore the properties of sand and water and use suitable words to describe the weather. Children in reception gain confidence with the keyboard on the computer. They can control and instruct the programmable toy to move a given set of spaces. Children are beginning to understand about different jobs people have and how they help.
86. Teachers make good provision for children to learn about themselves and the environment with effective use of a variety of resources, including visits to places of interest and visitors to school. Teachers and support staff make good use of computers and programmable toys to develop children's information and communication technology skills.
87. Progress in children's physical development is satisfactory and by the time children are five they achieve standards broadly above those expected for their age. Children enjoy the range of activities and show good attitudes to learning. In the hall and in their outside play area, children in nursery and reception walk, run, jump and skip. Children in nursery show good control and co-ordination, for example as they throw the beanbag in the hoop. Many children in reception show good control of their bodies as they run at different speeds and in different directions, stopping well on command, in their physical education lesson. Children use a range of cutting, painting, drawing, tracing, colouring and joining

skills. This aids progress in their manipulative skills and these develop satisfactorily.

88. Teaching for physical development is good. In the nursery, staff provide a safe environment which is imaginative and challenging and encourages children to respond confidently with increasing skill. The variety of outdoor equipment in nursery and the planned physical education lessons for reception children give a good range of challenge. Children are encouraged to use space imaginatively and appropriately to build their confidence and agility. All under-fives staff show children how to use tools, equipment and materials carefully.
89. Children make satisfactory progress with their creative development and by the time they are five they achieve standards broadly above those expected for their age. They enjoy their creative activities and show good concentration and perseverance. Children in nursery use materials practically and imaginatively, successfully exploring an appropriate range of techniques to record their ideas and feelings as, for example, they do their printing and do their very effective pictures of hedgehogs. They begin to clap the beats to match the syllables in their name. In reception, children continue to experiment satisfactorily with a range of materials and different media as they draw, for example, their Mendhi patterns on hands and their collage pictures of the nurse and postlady.
90. Teaching of creative development is never less than satisfactory. Children are given suitable opportunities to respond and represent their ideas through drawing, painting, making use of malleable materials, re-telling stories, dance and music, and there is good provision for imaginative play. Children have good opportunities to sing and clap in their music lessons and in assemblies. Very occasionally lesson pace is slow.
91. The reception class teacher gives positive leadership to the under-fives staff. There is a constant evaluation of provision. The accommodation for the nursery and reception classes with a shared play area is good and very well organised. There are good quality resources which are easily accessible to the children. Classrooms are enhanced by attractive displays and well used for the benefit of all the children. Children in nursery benefit from a safe outdoor play area with some very good resources.

94. **ENGLISH, MATHEMATICS AND SCIENCE**

94. **English**

92. Pupils' attainment at the end of the key stage is well above the national average. The National Curriculum test results for 1999 indicate that attainment was well above average, a substantial increase on the 1998 levels of performance. Compared with similar schools, pupils' standards are in line in reading and above average in writing. According to the 1998 results, standards appeared to have fallen in English. Inspection evidence and the National Curriculum test results for 1999 show that standards have risen considerably, and overall, they are well above the average in all elements of the subject. This is due to the emphasis placed on literacy, its use across other subjects and to the very good planning for progression that takes place throughout the school. Pupils with special educational needs attain satisfactory standards in relation to the targets set for them in their Individual Education Plans. Pupils with English as an additional language and those from ethnic minorities make good progress with the support they receive. There are no significant variations in standards of attainment between boys and girls.
93. Literacy levels are very good and support pupils' learning in other subjects. Pupils' work shows a growing competence in reading and writing across all subjects of the curriculum. Opportunities for using these skills are in evidence throughout all age groups; for example, in information technology, pupils in Year 1 can vary type and size of font. They write predictions, explanations and reports; Year 2 pupils use their developing skills to compose 'invisible' poems linked to their work on gases, liquids and solids. Similarly, in foundation subjects pupils use their literacy skills to describe symmetry, tone and colour in art, and in music, to appraise the mood that a piece of music creates for them. Throughout the school, pupils use information technology to practise and extend their literacy skills.

94. The last inspection report judged that ‘most pupils achieve the national expectations and many achieve beyond. Pupils are achieving appropriately for their ability’. Since then, pupils at Bishopthorpe School have made impressive progress in English and their levels of attainment now are well above the national average in all elements of the subjects. This is due to the excellent leadership of the co-ordinator, very good planning, which builds progressively on what pupils know, understand and can do, very good use of assessment and enthusiastic teaching in all classes.
95. By the age of seven, in speaking and listening, pupils attain well above average standards. They speak confidently, clearly and express a point of view so that others understand. This helps them to cope with their work and enables them to answer questions in class and to participate in discussions. Pupils offer their own observations about their reading, predict what will happen in the stories, and take turns to speak. Pupils listen to one another’s contributions and observations; they explain meanings of words clearly and distinctly. A very good example was observed during the inspection when Year 2 pupils discussed alliteration. They quoted from the text and made up their own examples to illustrate their understanding.
96. By the end of the key stage, standards of reading are well above average. Pupils read fluently and with considerable confidence, accuracy and expression. They read and follow instructions for their work. The vast majority of pupils read independently by the age of seven, discuss their favourite books and give reasons for choosing them. They can recall the stories that they have read and define the main points of texts, as observed in their shared and guided reading. Pupils are aware of the contents page and understand how to use the index. They understand the library system, know which books are information and which are fiction. Pupils show their appreciation of poetry, quote their favourite authors and explain in a mature manner why these appeal to them.
97. By the end of the key stage, standards in writing are well above average. Pupils work in a range of forms including stories, poems, instructions and factual accounts. They construct sentences well and are becoming confident in using a range of punctuation marks, including inverted commas. Their handwriting is fluent, legible, letters are of even size and most pupils in Years 1 and 2 join letters successfully. Pupils’ spelling is accurate; they are able to spell phonic words and many irregular ones correctly.
98. Pupils make good progress in English in relation to their prior attainment. In speaking and listening, pupils acquire and use new vocabulary such as ‘alliterative’ to show which words begin with the same sound. They show confidence in talking in front of the class in their literacy sessions, speak clearly when asked to explain their work, for example, in dance, when pupils evaluated their sequences or in assembly, when they explained the lines which they particularly enjoyed singing.
99. Pupils make good progress in reading. Their reading is well supported through regular reading at home. Pupils’ progress is further enhanced by the home-school reading records which are consistently maintained in all classes. They enjoy books and read texts with understanding. Their reading is fluent, expressive and accurate. Pupils make good use of their knowledge of letter sounds and a growing vocabulary to develop reading. In Year 2, the majority of pupils are already sustained, silent readers as evidenced in their library session. The strong focus on reading in the literacy hour enables pupils to make good progress in acquiring reading skills.
100. In writing, pupils make good progress. Throughout the school, there is evidence that pupils’ progress has improved significantly with the implementation of the literacy hour. Through their guided reading, pupils acquire writing skills which they are beginning to transfer to other subjects successfully. Their progress is accelerated through consistently good teaching and efficient support that pupils receive from classroom assistants in all classes. Very good strategies have been put into effect following a close analysis of National Curriculum tests. As a result, there are planned opportunities for pupils to practise, consolidate and extend their newly learned skills. Precision in the use of terminology and attention to detail are consistently emphasised by teachers in English and in other subjects. Consequently, pupils make gains by improving the quality of their writing. This is evidenced in all year groups. In a

classroom display of design and technology, a pupil from Year 1 wrote clear instructions for making a car. These were:

- . Make the body of the car.
- . Put the roof on.
- . Put the wheels on.
- . Play with your car!

1. These lines were correctly spelt and punctuated, including the exclamation marks. Consequently, pupils make gains by improving the quality of their writing. Enthusiastic teaching of English is an additional factor for improved progress evidenced throughout the school. There are examples where pupils' work is becoming more imaginative with phrases such as '*puddle of mud*' or '*The RAC van heaved and pulled and shoved*'.
2. Throughout the school, pupils' attitudes to English are very good and this has a positive effect on the progress they make. They sustain concentration and they are developing good study skills. They listen carefully and courteously and take pleasure when reading or re-telling their stories. Pupils are often observed to be completely engrossed in their work. They take pride in their work and present it in best handwriting in English and in other subjects. When working in pairs or in groups, pupils organise themselves courteously, sharing ideas with each other and listening to what is said. In the library, pupils choose books eagerly and treat these with care. They understand the importance of replacing books in the correct sections of the library. Pupils with special educational needs respond well to the activities provided for them in reading and writing and contribute to discussions.
3. The quality of teaching is good, with very good and occasionally excellent teaching. Lessons are characterised by brisk pace, challenging tasks, high expectations and infectious enthusiasm. As a result, pupils' progress is accelerated in all aspects of the subject. Teachers show good subject knowledge and understanding of English to teach and link together the skills of oracy and literacy systematically; they use these skills effectively in teaching the appropriate programmes of study and plan opportunities to reinforce and extend these skills in subjects across the curriculum. Support staff, students and teachers' assistants are used effectively throughout the school. Planning, which is undertaken together, is thorough. There is good liaison between staff which promotes continuity of learning and progression. There are very good procedures for assessment; information from these is carefully recorded and used for planning. Marking is regular and kept up to date with good comments on how pupils may improve their work. The higher attaining pupils are provided with consistently challenging work to meet their specific needs. All pupils are encouraged to be active and independent learners. Parents are involved in their children's learning and give good support at home.
4. The subject is excellently led by an enthusiastic co-ordinator for English who leads by example through her high quality teaching skills. She monitors teaching and learning in English and shares her findings with the staff; these are systematically documented, targets for improvements set and subsequently evaluated. This is undertaken in conjunction with the governing body who keep an overview of progress throughout the school. This regular and direct monitoring and curriculum development enable the co-ordinator to influence teaching and subsequent progress in classes.
5. Statutory requirements are fully met. Teachers' medium-term plans address the National Literacy Strategy well, in conjunction with the National Curriculum Programmes of Study. Planning systems are in place with continuing and systematic reviews of the new initiatives which give a structured approach to progression and learning. Samples of work are regularly analysed, for example, to define appropriate grouping and to establish progress in key skills. There is a portfolio of pupils' work that has been levelled against the National Curriculum targets, dated and annotated. This helps to check the validity of teachers' assessments regularly.
6. Resources for the implementation of the literacy hour and for teaching of English are good. The library is well stocked, both in quantity and quality for the size of the school. Throughout the school, books are attractively and invitingly displayed. Together with pupils' work, which includes challenging questions

posed by the teachers, the school provides a very good environment which is conducive to learning.

109. **Mathematics**

7. By the end of Key Stage 1 pupils' attainment is well above the national average.
8. The results of the 1999 National Curriculum tests for seven year olds show that attainment of pupils was well above the national average. The percentage of pupils attaining high levels was in line with the national average. Results were in line when compared with similar schools. At the time of the last inspection, standards of attainment were described as in line with national expectations. There is a steady improvement in standards in line with national trends but standards dipped in 1998. The judgement of inspection week is that current standards reflect the 1999 test results and that lower and higher attaining pupils are achieving satisfactorily. Fluctuations in trends are partly attributed to the variable class sizes and the number of pupils with special educational needs which varies at the end of the key stage from 30 per cent in 1998, eight per cent in 1999 and 32 per cent this year.
9. By the end of the key stage, pupils' achieve good standards in numeracy. They are secure in the relationships between addition and subtraction and can work out answers and check their results. They can add or subtract numbers to ten quickly in their heads and make fair attempts at adding two, simple, two-digit numbers. They count in twos, threes, fives and tens and can double single digit numbers with increasing confidence and accuracy. They use suitable vocabulary. This develops well, for example, as they sort and label "odd" and "even" numbers, name common shapes and describe some of their properties. They use the vocabulary of measure suitably, such as when they measure in kilograms. Pupils recognise coins to the value of a pound. They successfully gather information and classify it and record it in simple tables, block graphs and diagrams such as findings from an investigation of each other's weight. Higher attaining pupils use their developing mental strategies successfully to multiply by four and five.
10. Pupils make good progress overall. Their progress in reception and Year 1 is good but their progress in Year 2 is very good because of the high standard of teaching. By the end of the key stage pupils' mental recall is good. Youngest pupils use their counting skills appropriately as they count their bricks to work out their patterns. In Year 1 pupils count accurately forwards and backwards to and from 40. They progress well in their understanding of shape, space and measure and in handling data. ICT was successfully used to record information on pets, healthy food and hair colour.
11. Pupils of all levels of attainment make appropriate progress against their earlier learning. Teachers use regular assessment well to plan work appropriate to all levels of attainment. This is a big improvement from the previous inspection. There were criticisms of teachers' planning and assessment and the lack of early progress of more able pupils. The good progress made by special educational needs pupils is helped by clear, targeted, skilful support in class and a determination on the part of teachers to involve special needs pupils in all aspects of lessons. Pupils with English as an additional language and pupils from ethnic minorities make good progress with the good support they receive. There is no significant difference in progress between boys and girls.
12. Numeracy is satisfactorily developed across the curriculum and levels of numeracy support pupils' learning satisfactorily in other subjects. The youngest pupils use the programmable toy and estimate the number of squares it needs to travel to reach a given square. Older pupils use number skills to support learning in science, design and technology and geography. They time as they observe ice melting in science, they measure accurately in design and technology and work out directions in geography and use mathematical vocabulary with growing confidence.
13. Pupils enjoy their mathematics lessons. When given the opportunity, most are confident to explain to others how they work things out and most are happy to record answers on the board. They work sensibly, independent of adults. Pupils mostly behave very well. They show a great deal of responsibility in the way they apply themselves to tasks and in their relationships with each other. There

are instances of pupils working collaboratively and showing initiative. They select apparatus suitable to the task, treat it with care and return it sensibly to the correct place.

14. The quality of teaching is good and at the end of the key stage it is very good. Teaching was never less than satisfactory. A third of lessons were very good, half were good. On this inspection, the consistent strengths of the teaching included the quality of overall planning and assessment, the good management of pupils and the use of resources. Teachers have adept questioning skills which probe pupils' understanding and help individuals make satisfactory progress. Where teaching is very good the teacher expects high standards from the pupils, shares an infectious love of learning with them and sets a cracking pace to the lesson. Teachers have worked hard to take on the National Numeracy Strategy with very recent training. Lessons show a clear structure with introductions, group work and end of lesson sessions. Their subject knowledge is secure and all staff put a suitable focus on developing pupils' mental ability. Good opportunities are given to pupils to explain their "workings out" or record on the board. Very occasionally the pace of lessons is slow and the end of lesson sessions are rushed.
15. Every opportunity is taken to mark the work with the pupils and give immediate feedback, although there is less evidence of the constructive written comments seen in other subjects about how pupils may improve their work. Satisfactory use is made of ICT to support pupils' learning. Teachers make good use of assessment to group pupils and monitor pupils' progress regularly, and effectively plan the next steps in learning. There are very well designed numeracy booklets to reinforce pupils' learning at home.
16. The co-ordinator leads well and shares her expertise effectively with other staff. There is a very good mathematics policy in place which includes a clear outline of the mathematics curriculum. The co-ordinator has not monitored teaching. There are two useful portfolios of pupils' work one of which covers all areas of the curriculum and the other notes standards of work according to National Curriculum levels of attainment. Recently introduced, regular half-termly assessments are helping staff become more aware of strengths and weaknesses in pupils' learning and the standards they are achieving. The co-ordinator and headteacher analyse the national curriculum tests and similarly note strengths and weaknesses. Resources for mathematics are plentiful and of good quality and quantity. They are well looked after and very well organised in each class and there is a further supply in a central store. A mathematics development plan gives a good overview of future development in the subject.

#### 119. **Science**

17. In the 1999 National Curriculum teacher assessments at the end of Key Stage 1, pupils' attainment was well above the national average and above average compared with similar schools. Similarly higher attaining pupils achieved standards well above the national average and above similar schools. Inspection evidence indicates that current pupils in Year 2 are in line to attain well above the national average by the end of Key Stage 1. These findings represent an improvement on those of the last inspection, when pupils' achievements were found to be in line with national expectations.
18. In recent years pupils' overall assessments have been above or well above the national average. However, it is difficult to make secure comparisons between years because of the very variable year group sizes and the impact on overall results of a high percentage of pupils with special educational needs in some years.
19. By the end of Key Stage 1, pupils carry out a number of well-planned investigations and experiments on a wide range of scientific topics. Pupils classify and name a variety of materials. They differentiate between solid, liquid and gas, and between natural and man-made items. They investigate and record the effects on everyday substances, such as fat and water, of particular conditions such as heating and freezing. They recognise that certain changes can be reversed, such as an ice cube can thaw, but other changes remain, as when bread is toasted. Pupils demonstrate a very good understanding of physical processes, when they experiment with objects that can be pushed and pulled. They predict how far a model vehicle will travel, firstly along different flat surfaces and then down ramps. They carry out their

investigations and record their findings in simple tables or charts. They demonstrate a good grasp of the principles of fair testing for the results to be accurate, as when they create different conditions to determine the distance travelled by a model car.

20. Pupils make good progress in Key Stage 1. They make evident gains in their learning in all aspects of the science curriculum through systematic enquiry and good first-hand experiences. For example, pupils in the reception class learn about living things when they investigate plants found in the school grounds. They examine the conditions required for growth and the changes that take place when they grow beans and keep a "Bean Diary". This is developed by Year 1 pupils who make more detailed observations, including regular accurate measurements of the bean plant's height. From this good foundation, they go on to develop a very good understanding of life processes and living things. By Year 2, pupils are familiar with the characteristics of animals. They can identify those associated with different habitats, including pond, meadow and tree, and begin to consider ways in which an animal suits its environment. Pupils name the external parts of plants and recognise characteristics which make plants the same as, and different from, other living things. There are no significant differences in the attainment of pupils of different gender, background or ethnicity. Pupils with special educational needs are generally well integrated into scientific activities; they are sensitively supported and enabled to make good progress overall.
21. Pupils have a positive approach to science. They have a high level of interest and curiosity and clearly enjoy setting up and conducting tests. They listen well, are keen to make suggestions and are attentive to others' contributions. They are sensible, even when not directly supervised by their teacher, as when Year 1 pupils looked for sources of light around school. Pupils take care with the presentation of their written work and illustrations.
22. The quality of teaching is good. Long and medium-term planning ensures a broad curriculum with science usually at the heart of pupils' half-term topics. In lessons, teachers are clear about what they want pupils to learn and teaching points are well made and reinforced. Teachers' very good knowledge and understanding of the subject is evident from the clear explanations and demonstrations which form the introductions to sessions. They also have very high expectations of pupils' interest and involvement. Scientific principles are well reinforced by pertinent interventions during investigative work. Teachers also effectively assess pupils' understanding through asking well targeted, thought-provoking questions and listening to pupils' responses. Teachers establish very good relationships, which encourage pupils to confidently make contributions they know will be valued. Effective plenary sessions successfully consolidate pupils' learning. Resources are used well as a source of information and as a basis for challenging investigative work, such as the range of torches, lanterns, candles and lamps used to stimulate Year 1 pupils' initial interest in a topic on light. The school grounds and nearby environment, such as the local junior school's pond, are used particularly effectively to promote pupils' delight and excitement in scientific enquiry. The emphasis on developing pupils' vocabulary and the range of methods of recording make a good contribution to the development of pupils' literacy skills. Also, scientific work is successfully used as a stimulus for creative writing, such as poetry. Information technology skills are also occasionally reinforced when pupils word-process their work for display.

## 125. **OTHER SUBJECTS AND COURSES**

### 125. **Information technology**

125.

23. Pupils' attainment in information and communication technology (ICT) is in line with national expectations by the end of the key stage. This is an improvement from the previous inspection when standards were below national expectations.

24. During the inspection there was only a small amount of teaching observed. Computers are available in all classrooms and are satisfactorily used. Judgements are made on the basis of observations in lessons, scrutiny of pupils' work, analysis of teachers' planning and discussions with staff and pupils.

25. By the end of the key stage, pupils use the computer mouse effectively to open windows and folders, and control pictures on the computer screen as they drag, enlarge and reduce them. They can successfully generate and communicate their ideas in print. For example, they write descriptions of "mum" and activate icons to select a border to put round the print. They use paint programs well, filling in and changing colour as they illustrate, for example, different creatures' habitats. Pupils access information on CD-ROMS to support work about garden wildlife in science. They are beginning to discuss their understanding of ICT as they explain to one another how, for example, to open the folder, select the picture and enlarge it.
26. Links with other subjects are good. Good examples include mathematics where pupils investigate each other's weight, enter their findings in the computer and print the information. Pupils do map work in geography, use a suitable computer program, design maps and successfully print them. Pupils control the tape recorder during their dance lesson.
27. Pupils make satisfactory progress overall. Good progress is made in lessons with good teaching. However, there are not enough computers to allow pupils to have sufficient practice to sustain this rate of progress. Teachers give time for practice and most keep a regular check on skills the pupils have covered but this is not consistent. Pupils progressively gain in confidence developing the skills required to control the computer through the key board. This was evident as the youngest pupils drew the letters of the alphabet. Other reception pupils demonstrated their skills to control devices as they instructed the programmable toy. Pupils showed satisfactory development with handling information, for example, composing text about lantern light, selecting the font and printing it out.
28. Pupils thoroughly enjoy their computer studies. They watch teacher demonstrations with great interest. They co-operate very well, giving advice and support to each other. They show good concentration, working for sustained periods without teacher help. They handle the equipment sensibly with suitable care and respect.
29. The quality of teaching in information technology is never less than satisfactory. Two out of three lessons were good. Teachers are confident and competent with the programs and computers they use. They plan with a suitable emphasis on ICT skills and give clear targets for pupils' learning. The teachers use relevant vocabulary and have good questioning skills which build well on pupils' former learning. Teachers involve pupils well in demonstrations. Instructions are given at a satisfactory pace allowing pupils time to rehearse and practise their new skills. This was evident as the teacher instructed pupils in Year 1 to enlarge and then change print font. Suitable links are planned with other subjects and include literacy, numeracy, science, art, geography and music.
30. ICT is co-ordinated competently. It is a priority in the present school development plan and there is a very good individual development plan for it. Despite a change of leadership, there is much improvement in the provision since the last inspection. This includes a good policy and scheme of work. The school has adopted the national Qualifications Curriculum Authority (QCA) guidelines as a scheme of work for the whole school. There is a satisfactory amount of time given to teaching ICT. The co-ordinator has a good subject knowledge and teaches information technology effectively. She effectively supports staff and advises about programs. Staff have benefited from training and are more confident and competent.
31. Resources are satisfactory to allow the breadth of curriculum to be taught and pupils to achieve a satisfactory standard. However, there are insufficient resources to allow for frequent practice and for pupils to achieve the standards of which they are capable. The school is aware of these deficiencies. The ICT action plan shows that the school has purchased two PC's which are waiting to be installed. There are clear plans to connect the school to the Internet. There is a very good sheet for assessment but this has not been fully implemented. The list of expectations by the end of Year 2 provided in the QCA document is suitably used to evaluate the standard of work produced in the school. There is a good collection of pupils' work which clearly shows that there is breadth, balance and progression in the ICT curriculum and demonstrates a satisfactory level of work.

134. **Religious education**

32. During the inspection, no religious education lessons were observed. Judgements about pupils' attainment and progress are based on scrutiny of a limited amount of pupils' work, displays, subject documentation and planning, and talking to pupils.
33. Attainment is consistent with the requirements of the Locally Agreed Syllabus by the end of Key Stage 1. These findings reflect those of the previous inspection.
34. By the age of seven, pupils know major feasts of the Christian calendar, including Christmas and Easter, and are beginning to understand the significance of celebrations such as Harvest Festival. They know that the Bible is a special book for Christians. They are introduced to a small number of Bible stories, and know of characters in the Old Testament, such as Noah and Daniel. They also have a satisfactory knowledge of Jesus and the stories He told, including "The Sower". Pupils are introduced to other world faiths and are aware of some traditions and customs associated with the celebration of Hindu festivals, including Diwali.
35. Pupils' overall progress is satisfactory. Pupils with special educational needs participate appropriately and make sound progress. There are no significant differences in the attainment of pupils of different gender, background or prior attainment. In reception, pupils are introduced to quiet, thoughtful moments and throughout Key Stage 1 they reflect on a range of experiences and concepts. As they move through the school pupils make satisfactory progress in addressing moral themes. Younger pupils approach issues such as, "belonging" and relationships through the work on their topics, "People who help us" and "Myself". Pupils throughout the school consider the theme of "sharing", as part of their preparation for the celebration of Harvest. Pupils make sound progress in their knowledge of signs and symbols associated with Christianity and other world faiths. For example, as part of their study of "Light and dark", younger pupils gain awareness of the significance of candles, in a range of celebrations, including their own birthdays. Pupils begin to gain a knowledge of Christian symbols when they visit the local parish church and York Minster. They become familiar with customs associated with the Hindu festival of light and make diya lamps to reinforce their learning.
36. Throughout Key Stage 1, pupils have a positive attitude to learning. They show interest, readily answering questions and talking about what they have learned. For example, when younger pupils discuss aspects of Hinduism, they clearly demonstrate by their responses, their involvement and careful listening in lessons.
37. Provision for religious education is satisfactory. As no lessons were observed, this judgement is based on teachers' planning and pupils' learning. Long and medium-term planning ensures that the curriculum meets the requirements of the Locally Agreed Syllabus. Care is taken to ensure that religious education lessons are often linked to pupils' work in other areas, promoting relevance, pupils' interest and understanding. For example, learning about Easter takes place in the context of the study of spring, growth and new life. Appropriate subject documentation guides teachers' planning. However, as a new locally agreed syllabus is expected within the year, work to review the scheme of work and procedures for assessing and recording pupils' progress has not yet been undertaken. Resources, including well selected books, which can be used in pupils' literacy sessions, have been built up. Assemblies, occasionally led by the local vicar, stimulating displays incorporating well-selected artefacts, and a range of activities, including art, craft and drama, further enhance pupils' learning. The subject makes a very valuable contribution to pupils' spiritual, moral, social and cultural development.

140. **Art**

141. By the end of Key Stage 1, pupils' achievements in art are above those of pupils of a similar age.
38. During the inspection there was only a small amount of teaching observed. Judgements are made on the

basis of observations in lessons, scrutiny of pupils' work, analysis of teachers' planning and discussions with staff and pupils.

39. The standard of pupils' work is good and reflects the high standard of the previous inspection. From an early age pupils are encouraged to work independently and have confidence to investigate materials, techniques and colour. There are many examples of high quality work in the attractive and eye-catching displays. Pupils' skills in observational drawing are well developed. In Year 2, pupils do sensitive, delicate drawings, for example, of bluebells and poppies using a fine range of drawing materials including pastel and crayon. Strengths can be seen in work inspired by famous artists or craftspeople such as their dramatic portraits in the style of Picasso. Study of Van Gogh's work generates vivid pictures of flowers with thick paint and a good textured effect. Pupils study sculpture and cleverly produce their own three-dimensional pictures with curved paper. Pupils throughout the key stage show an ability to express their ideas of a range of images making good use of their imagination. A particular good example is work on landscapes with bright felts and wools.
40. Pupils' progress is good. Teachers at the beginning of the key stage build effectively on the creative strengths of pupils when they enter the key stage. The youngest pupils confidently select and use a variety of materials when creating their images. As they work independently they successfully investigate materials and colour and begin to transfer, and use imaginatively, knowledge gained from one activity to another. For example, they use their observational skills and understanding of colour mixing as they paint their pictures of the nurse and the post lady. They create solid candle holders or divas with lovely textured surfaces. Pupils in Year 1 continue to use a wide range of media and technique to produce bright, colourful and strong images. They acquire, consolidate and experiment with new skills and techniques, such as when they weave thick rag rugs and create explosive, colourful images of fireworks with computer art.
41. Pupils show considerable independence from an early age. They have very good attitudes to learning. The youngest pupils understand the routines for organising and doing their work. Pupils share resources willingly with one another in a range of tasks, for example, when colour mixing for light and dark in Year 1. They persevere as they work independently of the teacher. Pupils care for resources, use them very sensibly and return them to the correct place at the end of the session.
42. Teaching of art is good. All teachers have a good knowledge of the subject. They use relevant vocabulary as, for example, they instruct about colour mixing or share an appreciation of artists' work. Teachers plan a wide range of imaginative activities, which relate well to other areas of learning but have their own distinctive artistic element. All teachers provide a good range of materials for pupils to work with. Very good use is made of the environment around school as a stimulus for work, such as observing and drawing the squirrels, birds, trees and buildings in the area. Pupils are suitably introduced to the work of other artists and craftspeople. Practical areas, where pupils sometimes work, are well organised and resourced. Good use is made of support staff, who question pupils skilfully to challenge their creative thinking.
43. Provision for art is well managed. There is no scheme of work but staff follow the National Curriculum guidelines and have clear expectations for achievement by the end of the key stage. There is no co-ordinator but the headteacher leads the planning and has a good overview of the provision. There is a high level of expertise among the staff and under the headteacher's strong leadership provision is good. Staff share their expertise with each other and samples of work are viewed termly. National Curriculum guidelines are clearly followed and there is evidence of progress in artistic skills in the work displayed. There is a good range of resources for pupils' investigating and making. The headteacher visits classrooms daily and is able to regularly monitor the work produced by the pupils.
147. **Design and Technology**
44. During the inspection, no design and technology lessons were observed. Judgements are based on scrutiny of pupils' completed work, displays, subject documentation and planning, and talking to pupils.

45. Pupils make satisfactory progress throughout Key Stage 1. These findings reflect those of the previous inspection when overall standards were found to be sound.
46. Basic skills of designing and making begin to be established in the reception class. Pupils designed a face and used their picture when choosing materials from a range, including feathers and textiles, to make a mask with moving ears. In Year 1, pupils planned the ingredients for a salad as part of their healthy topic and some pupils made their salad at home. Pupils practised measuring, cutting dowel and sticking, to make the outline of a house on card. When making finger puppets, pupils drew up their simple design, listed the materials they would need and drew up instructions for making the puppets. Year 2 pupils designed and made felt and wool collages of animal habitats linked to their science work on living things. As a joint project, the class made a wheeled “buggy”, and pupils made wheeled vehicles from construction materials. Pupils extended their vocabulary appropriately, using terms such as, “axle” and “chassis” with confidence.
47. Pupils use their imagination well when they work with a variety of materials to make original designs. However, although the design stage is well planned and implemented in some projects, this is not always the case. Also, pupils have limited understanding of the part evaluation plays in the modification and improvement of the finished product and this aspect of the subject is insufficiently developed.
48. Pupils have a positive attitude to design and technology. They readily discuss their work and are proud of their finished products.
49. As no lessons were observed, judgements about teaching are based on teachers’ planning and pupils’ work. Teachers’ knowledge and understanding of the subject are satisfactory. However, little emphasis is given in planning to the progressive development of pupils’ skills as they move through the key stage. Evidence from completed pieces of work indicates that teachers have consistently high expectations of well-finished products. Pupils’ efforts are valued and work is carefully mounted and displayed around the school.

### **Geography and History**

50. No lessons in geography and history were observed during the inspection due to timetabling. Evidence, therefore, is drawn from scrutiny of pupils’ work, discussions with the co-ordinator, teachers and pupils and from photographic evidence. Progress in these subjects is good due to the way these are organised and to the very good planning to ensure that there is progression of skills as pupils move through the school.
51. The last inspection report judged that the majority of pupils achieved the national expectations for their ages and for their abilities. The school has since built on these standards. Time allocation for the two subjects has had to be reduced to accommodate the literacy and numeracy hours. Nevertheless, the topic record for 1999 to 2000 indicates that the subjects are taught in a well planned progression from pre-reception to Year 2. Where appropriate, subjects are combined. For example, teaching about weather is undertaken within the science project; contrasting localities of Tadcaster and Bishopthorpe, or a visit to a farm or the Castle Museum, provide studies in history and geography. However, care is taken that there is rigour in each discrete subject to ensure progressive learning of skills, knowledge and understanding in these subjects. Underpinning this provision, there is an on-going study of seasons, weather and growing things, using the school grounds and the environment, where pupils successfully learn from first hand experience.
52. By the end of the key stage, pupils have a good awareness of differences between the present and the past. Through their educational visits, pupils learn that features of everyday life have changed. For example, in Victorian times, people used soap and a wooden board to wash clothes. Pupils in Year 2

have a mature understanding of complex concepts such as ‘treason’ which they explain as ‘a plot against parliament, king or queen’. They know details of the Gunpowder Plot and remember why Guy Fawkes wanted to blow up the Houses of Parliament. They are beginning to appreciate changes that take place over time and quote that the house where he was born is now a hotel. They have a good understanding of chronology; for instance, pupils know that the Vikings came before the Victorians. Pupils’ enquiry skills are developing well. They are secure in their understanding that they can find out about their past from different sources, such as books, examining artefacts, visiting places such as a museum talking to parents and grandparents and using information technology. Pupils communicate information well using their skills of literacy.

53. In geography, pupils can describe the locality of the school and give an opinion about the features. They can identify major features such as land, sea and mountains on a globe and can pick out rivers on a map. Pupils recognise differences and similarities between Bishopthorpe and Tadcaster which they study as contrasting localities.
54. Those pupils who were interviewed displayed enthusiasm for both geography and history. Other sources of evidence show that pupils in the school are absorbed when undertaking the roles of children in Victorian times. They take pride in their work and show interest in their studies.
55. Insufficient evidence is available to make firm judgements on the quality of teaching; however, the evidence from planning, scrutiny of work and in discussions with pupils, suggests that it is good.
56. The co-ordinator for the subjects has put in place the nationally recommended schemes of work for history and geography. She monitors teachers’ planning weekly. The school makes very good use of well planned educational visits to extend pupils’ knowledge and understanding of their own rich heritage and the geography of their locality and the world beyond. Artefacts are borrowed from the Castle Museum; this enable pupils to practise their enquiry skills from first-hand.

160. **Music**

57. Since the last inspection, when it was deemed that all or almost all pupils achieved at least the national expectation and many beyond, the school has successfully built on these standards which now are very good. Throughout the school, pupils, including those with special educational needs, make very good progress.
58. By the time they are seven, pupils sing tunefully holding long notes and maintaining the pitch. They sing ‘Rat-a-tat, Postman’ from memory, enunciating words clearly, starting on time after an introduction and finishing crisply. Year 1 pupils can clap out the syllables of each other’s names accurately and they can control their instruments and voices well. For example, they can play and sing loudly and softly and most of them can sing and play an instrument simultaneously. In Year 2, pupils build on these skills well as evidenced in an assembly where they competently sang ‘Travelling to London City’, accompanied by pitched and non-pitched instruments. In this year group, pupils understand musical notation well and can read rhythmic patterns accurately. For example, pupils record beats on words such as ‘caterpillar’ and add notation to denote the beat.
59. Pupils make very good progress in music. They practise their tunes, phrasing, accompaniment and expression; they show increasing ability to appraise each other’s performance and to suggest ways to improve it. Pupils in Year 2 recognise when the notes they are playing are not in harmony and correct them promptly. They are aware of other players and singers and of the audience. They understand the role of the conductor and respond accordingly.
60. Pupils’ behaviour in music is very good. They practise and concentrate hard to improve their performance. When playing instruments, pupils know that they only play these when they need to play. They behave as if playing in an orchestra; they successfully adopt a performing mode, listen to other

players and singers and watch the teacher-conductor to ensure that they keep time and respond to her directions regarding phrasing and pauses. Pupils are confident to perform solo if required and display a sense of pride and achievement when performing. They understand that music can give pleasure to themselves and others. When appraising music by Handel or Grieg pupils are beginning to show appreciation of music from other times and places. They listen with rapt attention to excerpts and describe the instruments used.

61. The quality of teaching is very good. Teachers make high demands on pupils' behaviour and performance. They take every opportunity to use music in different ways. For example, in Year 2, the teacher sings pupils' names for registration and they respond similarly. Two pupils were heard singing their names back a third higher. Teachers use pupils' literacy skills to evaluate pieces of music; in a display, pupils describe the mood that the Clog Dance created for them. They analyse the music clearly; for example, *'This music makes me want to dance'* or *'I like the music because it makes me happy. My favourite bit is when the music jumps.'*
62. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. At the time of the inspection, these aspects were evident in the quality of singing and playing. The school has good quality resources for music.; these are accessible to pupils to experiment with different instruments and to practise simple melodies and to compose tunes.
63. The subject is very well led by the co-ordinator who gives enthusiastic leadership throughout the school. She leads by example through her outstanding lessons and her musical expertise. All these factors are contributory to the very good progress that pupils make.

167. **Physical education**

64. Throughout the school, pupils make good progress in physical education and, consequently, attain standards which are above those expected of seven year old pupils. The last inspection report judged standards to be in line with those expected nationally.
65. Pupils make good use of all the space available in the hall. They practise and improve their own sequences individually and in small groups. They demonstrate their performance well to others and all take part in evaluating their own and others' performances. In games, Year 1 pupils develop their throwing and catching skills and control these successfully while they are walking. In Year 2, pupils make up a sequence for their robot dance in which they display their ability to push-pull, bend-stretch, squeeze-release successfully. Through practice and evaluation, pupils improve their sequences to make them more expressive. They add different interpretations to the robot's dance and consolidate their performance through effort and practice.
66. Pupils' attitudes to physical education are good. They understand the importance of appropriate clothing, listening to instructions and following them. They concentrate hard on their activities and give their best attentions to these. They offer different ideas readily and confidently, but sensitively, appraise each other's work. Pupils take care of the equipment and replace it in the correct containers tidily. When entering or leaving the hall, pupils do this quietly and in an orderly manner.
67. The quality of teaching is good. Teachers have good subject knowledge and know how to teach physical education. They have high expectations of their pupils' behaviour and performance. Teachers know their pupils well and give prompt feedback regarding their progress. Their planning builds systematically on pupils' previous skills. As a result, pupils make good progress in the subject.
68. The headteacher acts as the co-ordinator for physical education. She monitors teachers' planning weekly and keeps an overview of curriculum development in the subject. There is a consistent approach to teaching it in all year groups. Resources are good both in quality and quantity. These are well stored, accessible and well used by staff and pupils alike

172.

172. **PART C: INSPECTION DATA**

172. **SUMMARY OF INSPECTION EVIDENCE**

69. The team consisted of four inspectors who spent a total of nine days in school over three consecutive days.

- 37 lessons seen;
- assemblies, registration periods and discussions with pupils, amounting to 29.5 hours of inspection;
- observations were made of pupils arriving at school and at lunchtime;
- meetings were held before the inspection with the headteacher, staff and the chair of the governing body;
- during the inspection, daily meetings were held between the reporting inspector and the headteacher, there was also a meeting with members of the governing body, and planned discussion took place with the staff;
- inspectors examined the work of a representative sample of pupils from all year groups; 12 pupils were heard reading by inspectors;
- documentation provided by the school was analysed both before and during the inspection; the reporting inspector held a meeting before the inspection attended by 12 parents, and the responses to a questionnaire for parents about the quality of education provided by the school were analysed.

**174.  
INDICATORS**

**DATA AND**

**174. Pupil data**

|               | Number of pupils on roll (full-time equivalent) | Number of pupils with statements of SEN | Number of pupils on school's register of SEN | Number of full-time pupils eligible for free school meals |
|---------------|---|---|--|---|
| YR - Y2       | 80  | 0                                       | 15   | 2   |
| Nursery Class | 10  | 0                                       | 0  |   |

**174. Teachers and classes**

**174. Qualified teachers (YR - Y2)**

|  |       |
|--|-------|
| Total number of qualified teachers (full-time equivalent): | 4.8   |
| Number of pupils per qualified teacher:                    | 18.75 |

**174. Education support staff (YN - Y2)**

|  |    |
|--|----|
| Total number of education support staff: | 3  |
| Total aggregate hours worked each week:  | 48 |

|                     |    |
|---------------------|----|
| Average class size: | 18 |
|---------------------|----|

**174. Financial data**

|                 |          |
|-----------------|----------|
| Financial year: | 1998 / 9 |
|-----------------|----------|

|  | £        |
|--|----------|
| Total Income                               | 225,612  |
| Total Expenditure                          | 198,139  |
| Expenditure per pupil                      | 1,547.96 |
| Balance brought forward from previous year | 23,509   |
| Balance carried forward to next year       | 50,982   |

**175. PARENTAL SURVEY**

|                                    |     |
|------------------------------------|-----|
| Number of questionnaires sent out: | 109 |
| Number of questionnaires returned: | 30  |

Responses (percentage of answers in each category):

|   | Strongly agree | Agree | Neither | Disagree | Strongly disagree |
|---|----------------|-------|---------|----------|-------------------|
| I feel the school encourages parents to play an active part in the life of the school           | 20             | 67    | 6       | 7        | 0                 |
| I would find it easy to approach the school with questions or problems to do with my child(ren) | 57             | 40    | 3       | 0        | 0                 |
| The school handles complaints from parents well   | 10             | 47    | 43      | 0        | 0                 |
| The school gives me a clear understanding of what is taught                                     | 30             | 50    | 10      | 10       | 0                 |
| The school keeps me well informed about my child(ren)'s progress                                | 17             | 57    | 20      | 6        | 0                 |
| The school enables my child(ren) to achieve a good standard of work                             | 20             | 60    | 17      | 3        | 0                 |
| The school encourages children to get involved in more than just their daily lessons            | 23             | 50    | 22      | 3        | 0                 |
| I am satisfied with the work that my child(ren) is/are expected to do at home                   | 37             | 53    | 10      | 0        | 0                 |
| The school's values and attitudes have a positive effect on my child(ren)                       | 40             | 43    | 17      | 0        | 0                 |
| The school achieves high standards of good behaviour  | 43             | 47    | 10      | 0        | 0                 |
| My child(ren) like(s) school  | 57             | 30    | 7       | 3        | 3                 |