

# INSPECTION REPORT

**HEWORTH CHURCH of ENGLAND (Aided)  
PRIMARY SCHOOL**

York

LEA area: York

Unique reference number: 121605

Headteacher: Mr K D Schooling

Reporting inspector: Katharine Halifax  
25439

Dates of inspection: 16 and 17 September 2002

Inspection number: 248274

Short inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary aided

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: 53 Heworth Road  
York

Postcode: Y031 0AA

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Appropriate authority: The governing body

Name of chair of governors: Mr John Britland

Date of previous inspection: November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

The school caters for pupils aged four to eleven. It is supported by the Diocese of York and primarily serves parishes of Heworth Holy Trinity, Heworth Christ Church and St Wulstan's. With 137 on roll, it is smaller than most primary schools. Though there are similar numbers of boys and girls, there is an imbalance in Years 3 and 4. Pupils are taught in five classes, all but one have pupils of more than one age. Class 1 is a mixture of children in the Foundation Stage and Year 1 pupils. The school serves a mixed residential area close to the centre of York. Most homes are privately owned and education is valued. The percentage of pupils entitled to free school meals at 6 percent is below average. There are no refugees or Travellers. Two pupils do not speak English as their main language. Both have Spanish as their first language. Twenty-nine pupils have identified special educational needs. Of these, the majority have learning needs with a small number having physical needs. Some have been diagnosed as having autistic tendencies. The percentage of pupils having a statement of special educational need is above average. Thirteen pupils joined the school and three left other than at usual time. Almost all pupils have attended private nursery or playgroup. Overall, their attainment on entry to the school is above that expected of children of this age especially in speaking and listening and in their social development.

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

This is a good school providing a good quality education. Standards are high. The quality of teaching is good resulting in good achievement for pupils of all levels of attainment. Leadership by the headteacher is very effective. The budget is used imaginatively to provide rich learning opportunities and a high quality environment. This is a small school and, of necessity, the cost for educating each pupil is high. Nevertheless, the school provides good value for money.

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

- Standards are high. Results in national tests are well above average.
- The quality of teaching is good, allowing pupils of all levels of attainment to make good progress in their learning.
- The headteacher provides very strong leadership for the work of the school.
- New technology is used very effectively to support work in other subjects.
- Pupils' achievements are well above those expected in the creative arts.
- Very good provision for pupils' personal development has resulted in very good behaviour and pupils having a very positive attitude towards their work.

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

- Governors need to be more aware what is happening in the curriculum and in monitoring the effectiveness of the school.
- Standards in physical education could be higher.
- Pupils could be better prepared for living in a multiracial society.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made good improvement since the last inspection in November 1997. Though there has been some fluctuation in Year 2 national test results, the results for pupils in Year 6 have improved. All the key issues identified by the previous inspection have been addressed. Standards in information and communication technology and design and technology have been turned from weaknesses to strengths. The skills pupils will acquire are now clearly identified in teachers' planning. These are carefully assessed and used when planning further work. Reports to parents are now very informative. Despite having to cope with the uncertainty of long-term staff absence the quality of teaching remains good with no unsatisfactory teaching being observed in this inspection. Rigorous systems are now in place and staff have the capacity and enthusiasm to continue to improve at a good rate.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			Similar schools
	1999	2000	2001	2001
English	B	A	A	C
Mathematics	B	C	A	B
Science	B	A	A	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

As can be seen from the above, by Year 6, standards in English, mathematics and science are well above those expected of pupils of this age. The high standards have been maintained in the 2002 tests with a far greater percentage than would be expected achieving the higher National Curriculum levels. In English and mathematics, a half of the pupils achieved the higher level 5. In science all pupils reached the expected standard with three-quarters attaining the higher level 5. By the end of the Reception class, children who are sufficiently advanced in their levels of attainment achieve the expected level in all areas of learning. Children with special educational needs reach the desired level in most areas other than language and communication, and some elements of mathematics. The 2001 results for Year 2 were well below those expected. Much of this can be attributed to disruption through long-term staff absence. The 2002 results for Year 2 have shown remarkable improvement with all but one pupil achieving the expected level in reading and writing, and two in mathematics. Almost a half achieved the higher level 3 in reading and mathematics, with over a quarter reaching this level in writing. Results for pupils in Year 2 have been variable since the last inspection, but have shown consistent improvement in Year 6. Suitable targets for further improvement have been agreed with the local education authority. Overall pupils achieve well. Their performance, when compared to that of pupils from similar backgrounds is average in English and science and above average in mathematics. However, pupils do not do as well as they could in physical education. Achievement in information and communication technology, music and art and design is very good.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils thoroughly enjoy their time in school and talk enthusiastically about their work.
Behaviour, in and out of classrooms	Very good. Though some classrooms are cramped, pupils are very well behaved in lessons. Out of class, behaviour at playtimes is very good and equally so out of school as when walking to the church hall for physical education.
Personal development and relationships	Relationships between pupils and with adults are very good. Pupils help and care for each other. They work well together sharing activities and respecting each other's differences.
Attendance	Very good. Attendance rates are well above the national average. Pupils are punctual. This contributes to their learning.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Good	Very good

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

The quality of teaching seen ranged from satisfactory to excellent and was good overall. Very good teaching was seen in both the infant department, Years 1 and 2, and the Junior department, Years 3 to 6. The inspection occurred very early in the school year when children in the Reception class were being phased into school, attending part-time and still establishing routines. Limited evidence indicates teaching is satisfactory and good for children's personal and social development. The teaching of English and mathematics is good in the infant department and very good in the Junior department. Literacy and numeracy are taught well. Pupils in all classes make good progress in these aspects because teachers plan for them to use their skills in other subjects. Teachers know their pupils well. They plan conscientiously, carefully matching work to pupils' levels of attainment. As a result pupils of all levels of attainment make good gains in their learning. Overall teachers are very confident when teaching most subjects. However, their knowledge of teaching physical education is not as good as other subjects so pupils do not do as well as they could.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The range of learning opportunities increases as pupils get older. The curriculum for Junior age pupils is especially rich, particularly in the creative arts.
Provision for pupils with special educational needs	Good. Pupils are identified early and receive high quality support. Though individual education plans set challenging targets for literacy, few targets have been set for pupils with identified needs in mathematics. The school receives helpful support from other professionals to aid pupils' learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual, moral and social development is very good and contributes significantly to pupils' personal development. There is very good provision for pupils to appreciate their own cultural heritage. Staff are conscious that the city is more mono-cultural than most and, whilst endeavouring to address this, they recognise this is an area for improvement.
How well the school cares for its pupils	Good. Staff know the pupils and their families well. The school continues to maintain strong links with parents providing a wealth of information to help parents contribute to their child's learning.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The very good leadership by the headteacher has created an effective learning environment. All members of staff have management responsibilities and undertake their roles conscientiously.
How well the governors fulfil their responsibilities	Satisfactory overall. Whilst the governors are very supportive of the school, giving freely of their time and expertise, they need to be more aware of what is happening in the curriculum and in monitoring the effectiveness of the school.
The school's evaluation of its performance	Good. The headteacher monitors what is happening in classrooms. The principles of best value are being applied well through consulting parents, comparing results in national tests to those of pupils from similar backgrounds and in challenging staff and pupils to continue to improve.
The strategic use of resources	Very good. The headteacher uses the strengths of staff to raise standards. Creative use is made of the limited accommodation. The headteacher investigates all possible sources of income in order to promote high standards.
Staffing, accommodation and learning resources.	Satisfactory overall. The school is staffed by hardworking, dedicated teachers and support assistants. Despite tremendous improvements having been made to the building and yard, the accommodation is still cramped. The constraints of the site limit what can be taught in physical education and outdoor provision for children in the Foundation Stage. Most subjects are very well equipped. However, resources for physical education are unsatisfactory, partly because storage is a problem.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>All are pleased by the results in national tests and the high standards their children achieve.</li> <li>Parents appreciate the small numbers in school and that each child is treated as an individual.</li> <li>Parents like the Christian ethos and the caring attitude of older pupils towards younger ones.</li> <li>Most parents feel they are listened to and their views are taken into account.</li> <li>Parents feel they are very well informed through regular newsletters, meetings and the school web site.</li> </ul>	<ul style="list-style-type: none"> <li>A good number of parents would like to see improvement in the amount of homework pupils receive.</li> <li>Many parents would like an increase in the range of activities available out of school.</li> <li>A small number of parents feel they do not receive sufficient information about their child's progress.</li> </ul>

The inspection team agrees with the strengths identified by the parents. In response to their concerns, the amount of homework given reflects the policy drawn up by teachers, parents and governors and is contributing to pupils' progress. Staff provide a far greater range and number of out of school activities than would be expected in a school of this size, including music clubs and tuition, sporting clubs, chess and computer clubs and an opportunity for older pupils to take part in a residential experience. Information for parents is good. The school operates an 'open door' policy. Parental consultation evenings are arranged each term and information in annual reports is detailed and sets targets for further improvement.

## PART B: COMMENTARY

### WHAT THE SCHOOL DOES WELL

**Standards are high. Results in national tests are well above average.**

1. Pupils of all ages and levels of attainment reach high standards in **speaking and listening** because they are expected to speak correctly at all times and because of the planned opportunities in lessons for paired and group discussions. From a very early age, pupils are expected to listen to each other. This was observed in a Class 1 religious education lesson discussing the tradition of honeyed apples to celebrate the Jewish festival of Rosh Hashana. Pupils made eye contact, waited their turn to speak and listened courteously to each other's ideas as to how they could improve over the school year sharing thoughts such as 'looking after the Reception children' and 'playing nicely'. All pupils take part in an annual Book Week celebrations for parents and friends. On this occasion, a most impressive rendition of the poem 'Words' was performed by pupils in Class 2 as they made their voices reflect the vocabulary in 'words that fly, words that sing, words that jump'. Older pupils speak with increasing confidence, debating issues such as bullying. By the end of Year 6, pupils speak eloquently, readily engaging visitors in conversation. Pupils leaving the school each produce and perform a 'Leaver's Speech'. The most recent ranged from poignant memories to a Heworth Haiku and the Heworth Rap.
2. In **reading**, pupils follow a carefully planned programme and are introduced to a very wide range of texts. As a result, by the time they leave the school, almost all are fluent readers. They express their preference of authors, making reference to works by a variety of authors including Shakespeare, J. R. Tolkein and Dick King Smith. Older pupils complete book reviews, giving powerful reasons for their enjoyment of a text. For example, after reading 'The Happy Prince' by Oscar Wilde, one pupil was 'moved to tears by this tragic story' and made reference to the emotions of love, forgiveness and greed that had brought about this effect. Pupils improve their reading in other subjects, for example, reading work sheets and finding information from a range of sources in history as when pupils in Class 3 were researching information about the Romans in Scotland, Roman Baths and Gladiators. The National Literacy Strategy has been introduced successfully and is used very effectively to foster pupils' interest in literature and to improve standards.
3. Standards in **writing** are high in both age groups. This represents very good improvement in the infant department. Teachers plan topics which motivate and inspire pupils to write, whilst paying good attention to spelling and grammar. Pupils of all ages create poems, retell stories and write accounts. Teachers expect them to write to the same standard in other subjects. Consequently, pupils produce a good volume of well organised writing, spelling chosen words correctly and using increasingly complex grammar in other subjects. Younger pupils are encouraged to write independently and at length. Older pupils have produced detailed biographies of, for example, Sir Matt Busby, Michael Jackson and Hitler. Tasks are relevant and fire pupils' imaginations, for example when producing information leaflets about diverse topics such as Japan or the zoo. Pupils in Class 5 were particularly imaginative and enthusiastic when creating a computerised adventure game, compiling an accompanying instruction manual for 'Golden Mushroom' and 'Rex's Quest' among others, complete with 'blurb' on the back cover indicating one game is

'a spellbinding piece of work full of amazing adventures and excitement'. When looking at advertising, pupils use well chosen language to persuade potential customers to buy their 'moustache panache' or 'groovy juices' and use their computer skills to produce high quality business cards and humorous 'flyers'.

4. Standards in **mathematics** are high. The National Numeracy Strategy has been adopted very effectively. Daily lessons following the recommended format contributing to pupils' abilities in mental and oral mathematics. When giving their answers, pupils in all age groups are expected to explain how they have arrived at their conclusion and to reason the working out. Teachers expect pupils to use their skills in other subjects, for instance in physical education when working out how many pupils are present if there are four teams, each with seven team members, and in science producing line graphs of the results of investigations. Pupils achieve high standards in **science** because they are expected to discuss and plan their investigations, forming hypotheses, discussing how their test should be fair before setting up the experiment and recording their findings. Staff expect pupils to spend time discussing their plans recognising this increases scientific awareness and allows pupils to apply their knowledge.

**The quality of teaching is good, allowing pupils of all levels of attainment to make good progress in their learning.**

5. Teamwork is a strong feature of the school. Teachers and support staff plan together conscientiously. Teachers of pupils of the same age, but in different classes, plan alongside each other to make sure the same work is covered. More experienced staff support those new to the profession. This has been made easier because all staff have been provided with laptop computers that are networked, so teachers can share and develop ideas. Teachers work hard, providing for the different ages and abilities in each class. This is especially demanding in Class 1 where the teacher plans to the Foundation Stage Curriculum and the National Curriculum.
6. All lessons begin with information about the knowledge and skill pupils will acquire. This is reviewed at the end of each lesson so pupils understand what they have learned. At the end of each unit of work, older pupils are expected to consider which aspects of their work they have found easy and where they need to improve, thus setting themselves targets for improvement. Most introductions and instructions are well communicated. This results in pupils being clear and confident, as was the case when pupils in Class 3 produced interesting descriptions of a familiar place.
7. Staff endeavour to give all their pupils equal support. Conscious of the imbalance of boys and girls in some classes, teachers make sure questions and activities are equally directed towards both boys and girls. During whole class discussions, staff target their questions to differing attainment groups, not only to ascertain knowledge but to make sure all pupils feel part of the lesson and do not become discouraged. Adults expect pupils to think about their work and give reasons for their answers, so pupils explain their thinking intelligibly and expand their ideas. This was evident in a Class 5 English lesson when pupils explained why they found the language Shakespeare used in Romeo and Juliet difficult. Through skilled questioning pupils were able to translate 'insults' found in the text into modern day language. Staff make sure that the two pupils who do not speak English as their first language understand new vocabulary and instructions, encouraging the older pupil to use a

Spanish/English dictionary. Both pupils are given the opportunity to share their language with their classmates, for example, giving the Spanish translation for 'harmonica' when discussing 'The Mouth Organ Boy' in English. Other pupils in this class are rapidly increasing their knowledge of Spanish, using basic Spanish words and phrases in their conversations and greeting each other 'hola'.

8. Pupils with special educational needs and those who are gifted and talented are identified early so additional support can be given. Most teachers challenge higher attaining pupils by providing additional work to stretch them. This was so in a mathematics lesson where pupils were working out how many months relatives had been alive. Higher attaining pupils were then expected to work out the number of days their relative had lived, with the highest attaining taking account of leap years. Staff have a good knowledge of pupils with special educational needs. Those who need additional support are discussed each week at the staff meeting so all know where to focus their teaching. The expertise of a member of staff to help with literacy difficulties is making a significant impact in pupils meeting their targets for spelling and writing, and in giving them the skills and confidence to use their knowledge. Skilled learning support staff reinforce work done with the specialist teacher thus allowing pupils with special educational needs to make good progress in other subjects. During the introduction to lessons, for example a mathematics lesson, a member of the support staff recorded difficulties pupils experienced such as not understanding vocabulary or setting their work out correctly, then reinforced this during small group work. Staff ensure those with physical needs are comfortable, that they have the appropriate equipment and are correctly positioned. When appropriate, support staff help others in the group, thus encouraging independence and reducing reliance on adults.
9. Teachers circulate and check pupils' work, giving pupils confidence, yet knowing when to stand back as was the case in a Year 2 information and communication technology lesson where the teacher let pupils work through their difficulties editing text thus enabling them to make greater progress. Equally, staff know when to intervene. In the same lesson, a pupil accidentally reduced the size of his page on screen. The teacher showed him how to use page size icon and was able to explain the difference between a page at 25% and a page of 100%, thus contributing to his mathematical knowledge.
10. Relationships are very good. Teachers have high expectations of how pupils will behave and what they will achieve. Pupils respect their teachers and want to take an active part in lessons, volunteering answers or going to the front of the class, for example to demonstrate how they have worked out a mathematical problem or highlight words in a text. Pupils know what is expected of them. For example, in a Class 4 literacy lesson, the teacher caught the eye of one pupil who momentarily was gazing around the class. One glance was sufficient for the pupil to grin meekly and settle back to work immediately. Even though some classrooms are cramped and offer the potential for mischief, pupils have a very positive attitude to their work and are very well behaved thus creating a firm foundation for learning. On the few occasions pupils became restless, teachers modelled and praised appropriate behaviour. This was observed in a Class 2 lesson when pupils who had been sitting together on the carpet quite a while became fidgety. The teacher suitably commented "Well done E. for sitting beautifully". Immediately there was a shuffle as 25 other pupils sat erect, faces beaming and arms folded eager to continue with their work.

11. Though some parents expressed concern about the amount of homework their child receives, teachers regularly set homework which contributes to pupils' rate of progress. Pupils of all ages are expected to read each evening. In mathematics, weekly tasks are set linked to the mathematics programme. For example, younger pupils were asked to discuss with their parents 'How many numbers have 3 tens and what are they?' whilst older pupils had to solve problems regarding pocket money. Pupils undertake research to support the topics they are studying, for example, the Celts and Romans. All Junior age pupils have 'spelling logs' which contain new words to spell each week. In addition, pupils are expected to use the selected words to create puzzles, crosswords or rhymes. Homework suitably increases in Year 6 to prepare pupils for their next phase of education.
12. Where teaching is very good, pupils are inspired by the activities prepared for them such as imagining they are real writers and proof reading each other's work, or taking part in an archaeological dig. Tasks are worthwhile and challenging and lessons are conducted with a sense of urgency. In the lesson where teaching was excellent, the very knowledgeable teacher planned an extensive range of activities which, whilst extending pupils' musical understanding, were enormous fun. Pupils thoroughly enjoyed demonstrating their singing, whispering and humming voices, then doing their 'warm up' exercises, slackening their jaws, yawning widely and 'chewing a toffee'. Very high expectations by the teacher resulted in pupils making remarkable progress in diction, pitch and rhythm. They extended their musical vocabulary and their performance when using claves because the teacher explained the need for their hands to hold the instruments loosely to give 'resonance'.

**The headteacher provides very strong leadership for the work of the school.**

13. The headteacher provides very strong leadership for the work of the school. He has successfully led staff through a very trying time and kept morale high. He values his staff, keeping them informed of what is happening in school and in the local authority through daily briefings. His commitment to staff training has had a direct impact on standards. The decision, made with the agreement of the governors, to dispense of the post of deputy head and give all staff management responsibilities has proved good professional development and resulted in a smooth running school. This was proved when the headteacher took part in an exchange to the United States of America for three weeks. Under the leadership of the senior teacher the school is reported to have 'run like clockwork'. Nevertheless, the head communicated daily by email in case of problems. The headteacher knows his staff very well and uses individual skills for specialist teaching, for example in music, information and communication technology and special educational needs. This has contributed significantly to pupils' achievements in these areas. He has a high profile around the school, teaching Year 6 pupils one day each week, playing the piano for collective worship, and taking part in school productions.
14. Pupils are valued. To this end the headteacher has overseen an extensive programme of building redevelopment and refurbishment. The building is furnished to a high specification. This makes pupils proud of their school, and makes them want to give of their best. Although the outside yard is small, the area has been transformed using designs produced by a parent creating a seating area, orchard, adventure playground and games area. Even the cultural heritage of York has thoughtfully been reflected in a walled structure.

15. The headteacher is prepared to give of his time and energies. When a nationally funded computer course proved inadequate he sought other sources. Finding little to suit his staff, following his own interests and using his expertise, he paid to attend a private course and also learned how to install a computer so as to keep the classroom machines in good order. In addition, the courses gave access to other sources of finance which have been used effectively to raise standards in information and communication technology. With the agreement of the governing body, all teachers have been furnished with laptop computers to ease planning, provide quality work sheets and use the Internet to keep abreast of the latest educational research and to access useful web sites for pupils to use.
16. The headteacher has a clear vision how the school will develop. Under his leadership numbers have risen from 40 to almost 140. He is open to change and improvements. Following his visit to Maryland County, he and staff are considering how to incorporate the best elements of the American provision for 'character formation' into citizenship and religious education. He is well thought of by colleagues in the local education authority, chairing local heads meetings. Alongside staff and governors, he aims to include all pupils, so the highest attaining pupils, those with special educational needs and those for whom English is not their first language, all do well because they are stretched. He is currently preparing a bid to target provision for pupils who are gifted and talented to present to a specialist science status high school to enhance provision in mathematics and science for these pupils.
17. With governors' support, he investigates all possible sources of income. The budget is planned carefully with a very experienced finance committee. Prudent house keeping has resulted in further improvements to the accommodation.

**New technology is used very effectively to support other subjects.**

18. Standards in information and communication technology have shown marked improvement, turning what was a weakness at the time of the last inspection into a strength of the school. Younger pupils confidently use CD-ROM to locate information, for example, about animals, and the Internet to research the Great Fire of London, using word processing to write their 'eye witness' accounts in the style of Samuel Pepys' Diary. Older pupils are equally confident when using these sources for research purposes. In addition, pupils in Class 3 use special programmes to create interesting covers for their science books and sketchbooks. Pupils in this class use computers to exchange emails with 'e-pals' in a school in Stevenage.
19. All age groups are familiar with, and successfully use, a range of art software, for example, to try out ideas for designs for decorated pots, and use a digital camera to record activities they have taken part in, such as a production of Hamlet, for their personal records. All ages and levels of attainment use computer programmes to increase their mathematical skills, and word processing to improve the appearance of their English work. Pupils with special educational needs make good progress in their learning through a wide range of specially selected programmes. For example, pupils in Class 4 with literacy needs improved their spelling, sentence structure and content of their writing whilst gaining confidence when using a special programme which 'read aloud' the text they had entered.
20. Standards by the end of Year 6 are very high. Pupils have produced an exceptional number of high quality bound books in a number of subjects. For example, in religious education they have produced individual illustrated accounts of the last

week of the life of Jesus. In art, after taking photographs, they have digitally manipulated conventional images to produce modern pieces with, for example, one composition showing a pupil jumping, aided by two sets of arms, entitled 'Whizz to Fly'. All have written biographies of famous people using the Internet for research and importing photographs and graphics such as the Manchester United Football Club emblem in the biography of Sir Matt Busby. Pupils are familiar with desk-top publishing. They select the font, style, colour and size to match the content of their writing, as when using a flowing style for poems about flowers and a bold, stark script when writing about a haunted house. Pupils increase their confidence alongside their computer skills through giving computerised presentations to groups of pupils and adults. This was seen in daily worship when pupils used the technology to produce a range of texts and illustrations to present their thoughts on 'What it means to be a friend'. On another occasion, one pupil gave a presentation on 'Steven Spielberg and the extraordinary films he made' including computer generated statistics in graph and pie chart form recording which members of the class liked the work of Steven Spielberg. Older pupils further their skills and interests in the weekly computer club.

### **Pupils' achievements are well above those expected in the creative arts.**

21. Music has a high profile in the school. Skilled teaching and a number of music clubs from Year 2 onwards create enthusiasm for the subject. Many pupils develop a keen interest from an early age and progress from the playing the recorder to playing, for example, the cello, the violin or the clarinet. Pupils of all ages and levels of attainment, and staff, take part in the numerous productions such as 'Joseph', singing and dancing to a high standard resulting in a polished performance. The school has gained a considerable reputation for standards in music, being the only York school invited to take part in the York Early Music Festival. On this occasion, all pupils in Year 6, including a wheelchair user and a pupil with complex needs, performed a musical drama, 'The English Spanish Girl'. Alongside professional musicians, they played tunes on instruments such as drums, other tuned percussion instruments and the clarinet reminiscent of music at the time of the seventeenth century. Those who had speaking parts delivered their words clearly, whilst others displayed skills in singing 'rounds' and two part songs. In addition, pupils designed and made colourful shields and flags in their design and technology lessons to use in the production. The flags were later displayed in the Museum Gardens during a week of celebrations. Pupils who have been identified as having a particular gift in music are given every support. For example, a pupil who is a talented violinist has two sessions each week with a specialist teacher so his abilities may be nurtured.
  
22. Pupils achieve very high standards in art and design. In addition to acquiring a wide range of skills, they have increased their knowledge and appreciation for many styles of art. Younger pupils have successfully used natural dyes found in fruit and vegetables to produce an impressive batik based on African art. Meanwhile, older pupils increased their knowledge of Japanese culture and skills in textile design when they fashioned a kimono. After studying traditional Japanese symbols, they designed a motif which they later transferred and printed on fabric. Pupils of all ages are encouraged to appreciate the work of a range of artists. Younger pupils have considered the work of Modigliani and his 'Long Portraits', copying his technique, using pastels and smudging their work to create the effect of the original print. Older pupils have produced 'op art' in the style of Bridget Riley. They report they had

'great fun' after looking at work of conceptual artists such as Carle Andre and Michael Craig-Martin, transforming every day objects, including discarded water bottles and toothpaste tubes, into three-dimensional works 'The Breeze' and 'Strangled Beaded'.

23. Teachers plan for pupils to use art to support other subjects. In addition to making learning more interesting, this extends pupils' knowledge and skills in art and design. This is clearly evidenced in Year 6 work in science where pupils have used their scientific knowledge of light to create 'reflections' studies and of the breaking up of white light. In music, pupils have designed prints to celebrate Italian Music for the Early Music Book. The work is now bound and in residence in the Early Music Centre. A source of pride for all who contributed. To compliment movement in physical education, pupils studied 'movement' in the work of Paul Klee then produced a linear composition by taking their pencil 'for a walk' without lifting it from the paper and without looking at the design being formed. After producing high quality observational drawings of wild flowers, including ox-eye daisies, during a visit to St Nicholas Fields, pupils made daisy garlands to celebrate mid summer day and researched their plant, discovering poppy seeds are used for pain relief. Following historical research into Egyptian woven designs, pupils in Class 3 used card and paper to produce a similar effect.
24. Teachers provide numerous experiences to enrich pupils' learning. One such occasion was when older pupils visited the City Art Gallery for a poetry and painting workshop. After looking around selected areas of the gallery, pupils created their own images in abstract form, devising new vocabulary to match their composition such as 'satafishaca' and 'wetawooshiea'. In addition to contributing to standards, pupils gain great pleasure from their creative activities, discussing videos, sketch-books and work on display with great pride.

**Very good provision for pupils' personal development has resulted in very good behaviour and pupils having a very positive attitude towards their work.**

25. Good improvement has been made since the last inspection when this aspect was judged to be good. Provision for pupils' spiritual development is now very good. The Christian ethos is very evident in all elements of school life. Pupils are familiar with the routine of prayer. They bend their heads reverently, readily joining in prayers before lunch and at the end of the day, and writing and compiling class prayer books. A sense of occasion is created in daily worship through the use of music and candles so pupils experience a quiet reflective time. Staff provide numerous opportunities for pupils to reflect on their personal qualities, for example by considering 'Who am I?' Prior to leaving the school, older pupils contemplate their happiest, or unhappiest memory at Heworth School, with pupils recalling occasions such as 'I remember my first day in Reception. I was frightened, even the teddy bears were bigger than me' and 'I hated the time I was most noticed when I had blonde streaks put in my hair.' Older pupils discover personal qualities through activities such as abseiling and rafting during residential experiences. Teachers engender a positive attitude to school by planning tasks that are enjoyable and exciting. This was evident in a Year 6 history lesson when pupils became 'archaeologists', painstakingly excavating their 'site', cautiously dusting down 'finds' such as grave pots, amulets and figurines. As well as increasing an awareness of the past, the activity gave pupils the opportunity to work together, forming hypotheses, speaking, listening and respecting each other's ideas.



26. Staff have very high expectations of the way pupils behave. All adults working in the school set a very good example for their pupils. Each class has drawn up a code of conduct so pupils of all ages know what is expected of them. As a result behaviour in and out of lessons is very good. Pupils know the difference between right and wrong, readily explaining to an inspector how they should treat each other. Parents report this is continued at home. Pupils know bullying is wrong. One parent reported that her son, who had a tendency towards bullying others, was successfully helped to recognise his behaviour was unacceptable and supported in forming friendships. The thoughtful way in which the yard has been laid out contributes to pupils' social development allowing them to play games, or sit and chat as they choose. The recent acquisition of a 'buddy bench' is proving successful in forming friendships and solving minor disagreements. This was seen when two pupils had a minor difference during a game. One pupil sat quietly on the bench, the second pupil, seeing her friend alone, made her way over and apologised. Both ran off hand in hand and continued with their game. Pupils are encouraged to think of others. They raise substantial funds for charity especially the NSPCC. A portfolio of letters from members of the community commends pupils on their thoughtfulness and kindness.
27. Pupils report they 'love' school. Attendance is very high. Pupils readily help each other in their work. For example, in a Year 4 literacy lesson, pupils were expected to check their own work, then proof read and check each others' work. All pupils displayed a very mature attitude, sensitively pointing out to their partner where errors had occurred and providing help where needed. Pupils report they like the school because it is 'happy, friendly and caring' and that 'everyone knows everyone else very well and looks after them'. All ages and abilities show their enthusiasm by taking part in activities, working independently and taking responsibility for learning. After moving on to secondary education, many return to keep teachers informed of their progress.

## **WHAT COULD BE IMPROVED**

### **Governors need to be more aware what is happening in the curriculum and in monitoring the effectiveness of the school.**

28. Governors are very supportive of the school and use their individual skills to the school's advantage. This is especially so with the very strong finance committee and the governor responsible for special educational needs. Those who are members of the clergy lead daily worship. All visit school regularly. However, visits do not have a focus or direction, so governors are uncertain as to what to look at and what represents good practice or is in need of improvement. Of necessity, many meetings have been spent discussing staffing issues. The headteacher acknowledges that governor support in this aspect has been 'brilliant'. The curriculum committee recognise this has been at the expense of their work and that they have not met as regularly as they should. Governors know the strengths of the school and seek good value when making purchases. However, they do not sufficiently question how spending affects standards, for example, the large sums of money that have recently been spent on new technology.

### **Standards in physical education could be higher.**

29. Provision for physical education is limited by the constraints of the site. Nevertheless, a suitable programme has been drawn together using a local church hall and nearby playing fields. In addition, dance and sports days have been held to

compensate for the lack of facilities. Pupils from Year 4 onwards take part in outdoor and adventurous activities during their residential experience. Only a small amount of time is allocated to the subject. In the winter months and during bad weather, most of the lessons are conducted in a nearby church hall. This necessitates a five-minute walk at the start and end of each lesson. By the time pupils have changed at either end of the lesson, most have less than 40 minutes physical activity each week. Parents report that when swimming is on the timetable, this is the only activity pupils undertake.

30. Though teachers are knowledgeable in most subjects, they are not as confident when teaching physical education. Nevertheless, lessons are planned appropriately with good 'warm up' activities and opportunities for pupils to work individually, in pairs and as part of a group. There is a clear focus on the skills pupils are expected to acquire. However, insufficient emphasis is given to skill training. This was seen when playing hockey. During an activity to gain ball control, insufficient use was made of demonstration and too little guidance was given to pupils, for example telling them to keep the ball close to their feet, to keep their eye on the ball and in the positioning of their hands on their sticks. Similarly, in a dance lesson, though pupils who were achieving well were praised, too little use was made of their movement to show others how they might improve. In addition, little guidance was given as to how pupils could improve the quality of their 'stretch' or how to control their body as they moved around the room changing direction.
31. Resources for the teaching of physical education are unsatisfactory. There is insufficient large apparatus for gymnastic work. Whilst there are sufficient large and small balls for games, there are insufficient resources for some aspects of the planned programme. For example, in a lesson to improve skills in hockey, there were too few sticks for each member of the class to have one. This meant pupils were standing around waiting for their turn and not fully active for the whole lesson as would be expected. A lack of storage at the church hall and very limited storage in the school restrict what equipment can held.

#### **Pupils could be better prepared for living in a multiracial society.**

32. Pupils are beginning to develop a sensitivity and respect for the beliefs and views of others in the wider society. They have a basic awareness of other faiths through work done in religious education. Whilst suitable attention is paid to the festivals of other religions, pupils have only a limited understanding of the beliefs of others.
33. Staff are conscious the school has an all white population and endeavour to extend pupils' awareness of art and culture beyond the western world through lessons and specially organised activities such as 'Ghana week' when pupils joined in with an African choir singing and dancing. However, managers and staff recognise this is an area for further development.
34. Some displays around the school provide good examples of art of other cultures. For example, Japanese art and African batik but relatively few displays reflect different skin tones and examples of people from a range of ethnic backgrounds. Similarly, only a limited number of books in the library reflect the ethnic mix of today's society.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to maintain the many strengths of the school and raise standards further, the headteacher, staff and governing body should:

- (1) Improve the management of the governing body by:
  - providing suitable training;
  - agreeing a planned programme of visits, each with a specific focus;
  - focusing on how the curriculum is taught and its impact on standards;
  - formalising systems whereby the impact of spending can be evaluated.
  
- (2) Improve standards in physical education and pupils' physical well-being by:
  - appropriate staff training;
  - improving resources;
  - increasing the time allocated for the subject;
  - continuing to provide imaginative ways to compensate for the limitations of the accommodation.
  
- (3) Improve provision for pupils' awareness of other cultures and prepare them for living in a multiracial society by:
  - continuing to provide opportunities for pupils to be made aware of the beliefs, values and traditions of other cultures;
  - ensuring displays and resources, including books, reflect the rich ethnic mix society today.

All the above issues have been identified in the school development plan.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

14

Number of discussions with staff, governors, other adults and pupils

16

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	4	4	5	0	0	0
Percentage	7	29	29	36	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than seven percentage points.

### Information about the school's pupils

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	137
Number of full-time pupils known to be eligible for free school meals	9
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	29
Number of pupils on the school's special educational needs register	5
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	1
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	3

### Attendance

#### Authorised absence

	%
School data	4.4
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.5
National comparative data	0.5

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

### Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	11	7	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
	Boys	8	7	9
	Total	15	13	16
Percentage of pupils at NC level 2 or above	School	83 (91)	72 (96)	89 (83)
	National	84 (83)	86 (84)	91 (90)

NB the number of girls is not reported because less than 10 girls sat the tests so the small number affects the reliability of the data.

Teachers' Assessments		English	Mathematics	Science
	Boys	8	9	10
	Total	15	16	17
Percentage of pupils at NC level 2 or above	School	83 (91)	89 (83)	94 (87)
	National	85 (84)	89 (88)	89 (88)

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

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	10	7	17

National Curriculum Test/Task Results		English	Mathematics	Science
	Boys	9	9	9
	Total	15	14	16
Percentage of pupils at NC level 4 or above	School	88 (86)	82 (86)	94 (90)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
	Boys	9	9	9
	Total	15	15	16
Percentage of pupils at NC level 4 or above	School	88 (86)	88 (86)	94 (95)
	National	72 (70)	74 (72)	82 (79)

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

Again, the number of girls is not reported because less than 10 girls sat the tests so the small number affects the reliability of the data.

**Ethnic background of pupils****Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	135	0	0
White – Irish	0	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	22.8
Average class size	27.4

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

Total number of education support staff	8
Total aggregate hours worked per week	103.25

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1.0
Number of teachers appointed to the school during the last two years	1.2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001-02
	£
Total income	284,370
Total expenditure	293,888
Expenditure per pupil	2,200
Balance brought forward from previous year	32,734

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	137
Number of questionnaires returned	50

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	26	6	2	0
My child is making good progress in school.	62	32	4	2	0
Behaviour in the school is good.	60	38	0	0	2
My child gets the right amount of work to do at home.	38	44	14	2	2
The teaching is good.	64	30	2	4	0
I am kept well informed about how my child is getting on.	52	36	8	4	0
I would feel comfortable about approaching the school with questions or a problem.	64	32	4	0	0
The school expects my child to work hard and achieve his or her best.	76	22	2	0	0
The school works closely with parents.	58	30	8	2	2
The school is well led and managed.	70	26	2	0	2
The school is helping my child become mature and responsible.	68	26	4	0	2
The school provides an interesting range of activities outside lessons.	26	34	22	14	4