

INSPECTION REPORT

Westfield Primary School

Askham Lane

Acomb

York

LEA area: City of York

Unique reference number: 133374

Headteacher: Mr Mark Barnett

Reporting inspector: Mrs Alice Soper
18148

Dates of inspection: 19th – 22nd May 2003

Inspection number: 249072

Full 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: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Askham Lane
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York

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Appropriate authority: Governing Body

Name of chair of governors: Mrs Carol Etherington

Date of previous inspection: No previous inspection

INFORMATION ABOUT THE INSPECTION TEAM

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Alice Soper Registered inspector 18148	Art and design The Nurture Class	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
Peter Oldfield Lay inspector 1112		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Alan Cross Team inspector 7838	Science Design and technology	
Beryl Rimmer Team inspector 20655	English Music	How well is the school led and managed?
Malcolm Johnstone Team inspector 21114	Mathematics Information and communication technology (ICT)	
Kathleen Hurt Team inspector 24895	Geography Physical education	Educational inclusion How good are the curricular and other opportunities offered to pupils?
John Farrow Team inspector 16359	Special educational needs The work of The Westfield Unit for pupils with emotional and behavioural difficulties History	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Westfield Primary School is a large Community Primary School, formed in September 2001 from the amalgamation of Westfield Infant and Junior schools. Extension work to link the two original buildings is nearly complete. The number of pupils on roll, 703, is much higher than most schools. There is a nursery with 100 part time places. There are currently 93 children who attend mornings or afternoons. Their attainment on entry is well below average. There is a Support Centre for pupils aged 7 to 11 from the York area who have emotional and behavioural difficulties. There is also a Nurture Class for younger pupils in the school who require extra emotional support. The school actively promotes its community status and there are three specific areas in the building where community learning takes place during and after school hours. Staff from several external agencies, including the Family Learning Outreach Team, an ICT training team and Early Years Team are also based in the school. The school has been chosen to host a new neighbourhood nursery on behalf of the local authority. It has been given several awards, including The Quality Mark, which recognised the newly amalgamated school's work in the area of basic skills. It also received the Investors in People Award, which fully recognised the school's excellent working relationships, the Artsmark, in recognition of its work in the Performing Arts and the Schools International Award in commendation of its international links.

The school serves an area with below average socio-economic circumstances. A significant number of pupils live in single parent households and a large number live in households where both parents work long hours for low wages. Disadvantaged families are re-housed in the area from other parts of York. Fewer parents than eligible take advantage of free school meals for their children. Most pupils come from white, British backgrounds, with seventeen pupils coming from other backgrounds. The percentage whose mother tongue is not English, 0.7 per cent, is low and only one pupil is at an early stage of learning the English language. The main languages, other than English, spoken by these pupils are Arabic and Thai. The percentage of pupils with special educational needs, including those with a Statement of Special Educational Needs, 28 per cent, is above the national average. The nature of the pupils' needs is diverse. Most have specific learning difficulties and fifteen of these pupils attend the Emotional and Behavioural Difficulties (EBD) Support Centre.

HOW GOOD THE SCHOOL IS

This is an effective school that is led and managed very well by the headteacher, the senior management team, key staff and governors, all of whom give very clear educational direction. There are particular strengths in the care shown to pupils. Although the teaching is satisfactory overall, there is much that is good and this is helping considerably to improve the standards attained by the pupils. Standards are below average in the core subjects of English, mathematics and science, but are improving. The school treats all pupils equally and there is very good provision for pupils with statements of special educational needs, including those who come from other schools to attend the EBD Support Centre. The school provides good value for money.

What the school does well

- Standards are rising in the core subjects and by the end of Year 6 they are above average in music.
- There is a rich, stimulating curriculum and very good extra-curricular provision for pupils in Years 1 to 6.
- The school takes good care of its pupils and provides well for their personal development, including their moral, social and cultural development.
- The headteacher, governors and key staff lead and manage the school very well. Governors have an excellent understanding of the school's strengths and weaknesses.

What could be improved

- Standards are below average by the end of Year 2 and 6 in English, mathematics and science, and below national expectations in geography by Year 6 and information and communication technology by Year 2.
- The quality of teaching and learning, although satisfactory overall, needs improving further through a more effective approach to checking what works and what does not work so well.
- Attendance is well below average, which adversely affects some pupils' progress.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is a new school and there has been no previous inspection.

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				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	N/a	N/a	E	E	well above average A
mathematics	N/a	N/a	E	E	above average B
science	N/a	N/a	E	E	average C
					below average D
					well below average E

The table shows that in the 2002 national tests the Year 6 pupils' performance was well below average compared with schools nationally and with other schools in similar contexts. In 2002, forty per cent of the pupils had special educational needs, which had a considerable impact on the results. Of these pupils, 50 per cent were boys, whose performance was much lower than girls' in mathematics. A major influence in pupils' attainment was, and is still, their overall difficulty in understanding and using increasingly complex vocabulary. The school is working effectively to widen pupils' language skills to improve their understanding of a wide range of work, including problem solving. The poor attendance of some pupils also has an adverse effect on their attainment and progress and affects the school's performance in national tests.

Inspection evidence indicates that standards are still below average by the end of Years 2 and 6 in the core subjects. They are improving in reading, writing and mathematics because of the introduction of several good initiatives, such as additional literacy support, specialist intervention for pupils with learning difficulties and the enhanced, rich curriculum that caters for all interests well. Appropriate targets have been set and there is a predicted improvement in standards for the current Year 6 pupils. Standards are good in music by the end of Year 6 as a result of the very good provision and pupils achieve well in all aspects of the subject. By the end of Years 2 and 6, standards are average in most other subjects, with the exception of the below average standards in geography by the end of Year 6 and in information and communication technology (ICT) by the end of Year 2.

By the end of the reception year, children achieve well and meet the early learning goals for their age in their personal, social, emotional, creative and physical development. Most begin nursery with well below average attainment in the areas of communication, language and literacy, early mathematics and knowledge and understanding of the world. Their attainment in these areas of learning still does not yet meet the goals expected for their age by the time they finish reception.

The pupils with statements of special educational needs achieve well because of the very good provision made for them. They have very effective support and guidance from specialist staff and these encourage the pupils to gain confidence and participate fully in lessons and other activities provided. Pupils with emotional and behavioural difficulties make good progress in developing positive attitudes to learning because they receive sensitive support in the EBD Support Centre. The pupils in the Nurture class also receive sensitive support to enable them to improve their confidence and their learning skills. In contrast, more able pupils are not always given sufficiently challenging work in some classes, which restricts their progress. This means that their achievement is not always as good as it might be in relation to their capabilities.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils like school and are eager to learn and take part in all it has to offer. A few have less positive attitudes.
Behaviour, in and out of classrooms	Satisfactory. It is good when pupils are managed well and when lessons are stimulating. There is some inappropriate behaviour, sometimes due to lack of interest and sometimes during outdoor play.
Personal development and relationships	Good. Most pupils relate well to each other and to adults. Most co-operate and collaborate well in lessons. Most understand the effect of their actions on, and show respect for, others.
Attendance	Unsatisfactory. Attendance is well below average. The absence of some pupils adversely affects their progress.

The very good relationships that have been formed between staff and pupils contribute well to the good learning climate and to pupils' positive attitudes to learning.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Satisfactory	Satisfactory

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

The quality of teaching is satisfactory overall. A good proportion of teaching is good and better. There are very good relationships between teachers and pupils, which encourages confidence and participation in lessons. Literacy and numeracy skills are taught satisfactorily. The teaching of English and mathematics is satisfactory although there are variations in all year groups, particularly when tasks are not well matched to some pupils' needs. The needs of the pupils in the EBD Support Centre and Nurture class are met very well because the staff use effective strategies to support their progress. These pupils are developing positive attitudes to learning as a result. Most teachers manage pupils well, ensuring they concentrate and work hard and they make efficient and effective use of time, support staff and resources to benefit pupils' learning. In the best lessons, work is planned well to meet the needs of all pupils, including those with special educational needs and here the pupils achieve well. However, this is not consistently done and, in some classes, some pupils' progress is restricted by the work that does not challenge them enough. Less able pupils sometimes become confused because they do not fully understand what is expected of them, while the quality of some more able pupils' work does not always reflect their capabilities.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good in Years 1 to 6. There is a rich and varied curriculum for pupils in Years 1 to 6, with very good extra-curricular activities. The curriculum planning in the Foundation Stage does not always meet the needs of all the children and does not show clearly what children will learn from all activities.
Provision for pupils with special educational needs	Good. There is good provision for these pupils and very good provision for those with a statement of special educational need, both in mainstream classes and in the EBD Support Centre and the Nurture class.
Provision for pupils with English as an additional language	Good. The very few pupils who do not have English as their mother tongue make good progress because they are given effective support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. There is good provision for pupils' moral, social and cultural development and satisfactory provision for their spiritual development. There is a strong emphasis on promoting and monitoring pupils' personal development which results in pupils developing confidence, independence and a clear sense of what is right and wrong. The school actively and effectively promotes social and educational inclusion.
How well the school cares for its pupils	Good. There are very good child protection procedures and good personal support is provided. The school assesses pupils' attainment and progress well and monitors pupils' academic and personal development effectively.

There is a good partnership with parents. The provision for music, and its place as a component in the performing arts programme, is very good and enables the pupils to achieve well. Although there is a rich and varied curriculum, the planning of some work is not always effective in ensuring that it meets the needs of all pupils, because the information gained from assessment is not always used well enough as a basis for teachers' planning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has a very clear vision for the school's development and he is very ably supported in managing the school by the governing body and key staff.
How well the governors fulfil their responsibilities	Very good. Governors have an excellent understanding of the school's strengths and weaknesses and take their responsibilities very seriously, to very good effect.
The school's evaluation of its performance	Good. Secure systems have been established, involving key staff and governors. The roles of most subject co-ordinators are developing. They are not yet fully effective in ensuring good teaching throughout the school through a rigorous checking of quality.
The strategic use of resources	Good. The school makes effective and efficient use of all available resources, including support staff.

There is a good number of staff to meet the needs of the curriculum. The accommodation and learning resources are good. The school applies the principles of best value well. The school benefits greatly from the headteacher's dynamic leadership and the governors' excellent understanding of the school's strengths and weaknesses. These mean that developments are carefully and systematically planned, evaluated effectively and well focused on raising pupils' standards and nurturing personal development.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school.• Their children are expected to work hard and achieve their best.• The school is well led and managed.	<ul style="list-style-type: none">• Some parents feel their more able children do not receive challenging work.• Some are unhappy with the amount of homework provided.• A few feel that the school does not work closely with them.

The inspection team agrees with parents' positive views and with the view that some more able pupils are not always sufficiently challenged. Inspectors disagree with parents who have concerns about homework, as it is satisfactory. They also disagree with the final concern as the school makes strenuous efforts to work closely with parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The Year 6 pupils in 2002 attained well below average standards national tests in the three core subjects of English, mathematics and science. Their performance was also well below average in comparison with that of pupils in similar schools. Similarly, the 2002 group of Year 2 pupils attained well below average standards in reading, writing and mathematics. Their performance was well below average in writing and mathematics and below average in reading, compared with similar schools.
2. In the Year 6 English and mathematics tests in 2002, only about one half of the pupils who took the tests achieved the level expected nationally and only a small proportion achieved higher levels. The girls outperformed the boys significantly in mathematics. In the 2002 Year 6 science tests, an average number of pupils attained nationally expected levels but more than usual attained lower levels and fewer pupils than expected nationally attained higher levels. The results were significantly influenced by the high percentage (40 per cent) of pupils who had special educational needs (SEN), one half of whom were boys. The school's analyses show that most pupils made the progress predicted for them between the end of Year 2 and Year 6. These also highlighted certain areas that were holding pupils back. They include the need to improve pupils' problem solving skills in mathematics, including their understanding of the language involved. These are now being targeted for further action and most staff place a strong emphasis on improving pupils' understanding of mathematical and scientific vocabulary.
3. The standards at the end of Year 2 in 2002 largely reflected pupils' wide spread of ability and their progress from the well below average attainment on entry, particularly in their communication skills. However, the current standards are not high enough for some more able pupils in particular. Many of the less able pupils have social and emotional needs that affect their learning and which have led to the development of successful initiatives within the school's proactive pupil management schemes. The vast majority of parents support their children's learning but many are unable to provide additional educational support at home. There remain areas for further improvement throughout the school, including the need for improved consistency in the teaching and increased challenge for more able pupils, so that all pupils' needs are met well.
4. Very detailed and effective tracking systems are now being used to monitor pupils' attainment and progress closely. The school's detailed analyses show that there are high proportions of pupils, almost one half of each year group, who require additional literacy support. This is in addition to the above average percentage with special educational needs. The school's effective procedures ensure that immediate intervention is made to support any pupils who are having difficulties in their learning. The impact of some pupils' high absences also has an adverse effect on standards and the school is working hard to encourage parental support for good attendance.
5. Inspection evidence shows that standards are still below average in English, mathematics and science, but are improving, particularly in the former two subjects as a result of the improved use of the effective and efficient strategies for assessing and tracking pupils' attainment as they move through the school. Standards in science are adversely affected by the lack of emphasis on exploration and investigative skills in some classes. The Nurture class, though new, is already having a positive effect on improving the attitudes to learning of the small number of younger pupils who receive this support. There are effective early intervention strategies for supporting literacy and numeracy development and for providing personal support and guidance, such as the STAR clubs, led by a dedicated teaching assistant. The

school's learning climate is good and successfully promotes most pupils' positive attitudes to learning. Since 2002 there has been a concerted drive to raise standards further, which includes improving the curriculum opportunities, the quality of teaching and learning and the support provided from parents in helping their children, such as with homework. The school also makes efficient use of a number of support agencies to support pupils with particular learning difficulties.

6. In English by Years 2 and 6, pupils' speaking, listening, reading and writing skills are below average. Many pupils' speech is indistinct and they use a limited vocabulary when talking. They have a minimal understanding of more complex vocabulary, which affects their learning in subjects such as mathematics. For example, in a Year 2 mathematics lesson, pupils had difficulty in explaining the work they had undertaken to calculate answers, using the correct mathematical terms. Similarly, Year 5 pupils lacked confidence to clearly express their views about problems during a religious education lesson.
7. By Years 2 and 6 pupils read from a suitable range of materials and show appropriate understanding of stories and factual information, though they often require support in reading unfamiliar words that cannot be worked out easily by the use of word building skills. This means that most pupils read hesitantly and without the fluency and expression expected by their ages. Many pupils lack interest in reading, though there has been a good focus on promoting literature, including poetry, which has recently increased pupils' interest.
8. In writing, standards are just below average by the end of Year 2 and have improved because of the strong emphasis on writing for an appropriate range of purposes and on developing good handwriting and presentation skills. By Year 6 pupils write for a suitably wide range of purposes, including reports, diaries, letters, book reviews and poems and descriptive, narrative writing. The Year 5 and 6 pupils are making particularly good progress because of skilful teaching. Pupils' spelling and punctuation are generally appropriate in relation to their abilities.
9. By Year 6, pupils have a secure understanding of place value, fractions and decimals and shape, space and measurement. Most calculate answers quickly during mental arithmetic sessions, where they achieve well. The standards in mathematics are adversely affected by pupils' insecure understanding of using and applying mathematics, data handling and division. The former correlates very much to pupils' limited ability to understand the language of problem solving. In Years 1 and 2 especially, teachers rely too much on commercially produced worksheets, which restricts opportunities for pupils to develop flexible approaches to problem solving. The school is justifiably focusing on improving pupils' problem solving skills but there is still a lack of consistency in the way teachers are teaching these skills, which restricts the progress pupils make in this aspect throughout the school.
10. Standards in science broadly reflect pupils' capabilities but there are aspects of scientific exploration and investigation that are not always taught systematically enough throughout the school. As a result, the Year 2 pupils lack good understanding of methods for collecting data and have difficulty in predicting the results of their experiments. By Year 6, a significant number of pupils are unable to suggest scientific questions for investigations and are unsure of ways in which they might devise a fair test.
11. The Year 6 pupils achieve well and attain above average standards in music. They compose and perform very well and their singing is tuneful and has clear diction, with a good sense of timing. Many pupils play a range of musical instruments, including recorders, competently and they perform confidently. The good music standards are achieved because of the strong emphasis that is placed on the performing arts, which is supported by the skilled teaching in music.
12. By the end of Years 2 and 6, standards are average in most other subjects, with the exception of those in geography by the end of Year 6, which are below those expected nationally. The

Year 6 pupils have difficulty in explaining the impact of climate and landscape on the lifestyles of people. The pupils also have weak mapping skills. A secure judgement could not be made about physical education standards by the end of Year 2 because inspectors were unable to observe the lessons in Year 2. The standards are satisfactory by Year 1.

13. The children in the Foundation Stage begin with well below average attainment. Their speech and communication skills are poor. By the end of reception, most children meet the goals set for children of this age nationally in their personal, social, emotional, physical and creative development, in which they make good progress. Their development in the areas of communication, language and literacy, early mathematics and knowledge and understanding of the world is slower and the children's attainment is below average.
14. The pupils with special educational needs attain standards that reflect their capabilities and make sound progress throughout their time in school. In many classes, these pupils make good progress because work is well matched to their needs, but in some classes work is not adapted well enough for them. The pupils who have statements of special educational need are supported admirably and are particularly well included in the life and work of the school. As a result of the intensive, high quality, individualised support they receive, pupils with statements of special educational need make good progress, especially in relation to their significant and complex-learning difficulties. The very few pupils who do not speak English as their mother tongue are making good progress and receive effective support.
15. The school has been compiling a register of gifted and talented pupils, whose particular expertise in certain subjects is fostered well, enabling them to extend their learning and make good progress. For example, particularly talented artistic pupils are encouraged to enter external competitions. The more able pupils in the school do not always make enough progress when lessons provide insufficiently challenging work for them. As a result, the pupils produce work of a similar standard to that of average attaining pupils. The improvement plan suitably shows that the school is aware that some teachers do not use assessment well enough to guide teaching and this issue is a priority for improvement now that the amalgamation process has settled.

Pupils' attitudes, values and personal development

16. Pupils have good attitudes to learning and they like coming to school. Most concentrate and persevere with their work. Where lessons are of a practical nature, such as physical education, dance and cricket skills, they listen well to instructions, are keen to attempt techniques and play or perform very well. This is very evident in assemblies and demonstrations to which parents are invited, where pupils display confidence and enjoy the experience. This special interest in practical events is also manifested during the very good extra curricular events, where large numbers attend. Parents are pleased with what the school offers.
17. The pupils' behaviour is satisfactory overall. In lessons, particularly where management is good, pupils respond well, though in some classes a few pupils display inappropriate behaviour, which restricts their progress and interrupts some lessons. In the classroom and assemblies, pupils are generally well behaved and most teachers have good strategies for overcoming inappropriate behaviour. There are a good number of classroom assistants who provide very good support. This support and the very good relationships that exist throughout the school, mean that pupils generally feel valued and respond to the best of their abilities. All adults are good role models. The school expects pupils to show good behaviour and some classes have clear classroom rules. The behaviour policy is stated in the school brochure and parents also are aware, by reference to the signed home-school agreement. The great majority of pupils respond well, and take pride in gaining points towards gifts for good behaviour and good work. Some teachers deliver lessons with good humour, which further reflects the very good relationships between adults and pupils.

18. Pupils respect property in the stimulating environment and they place litter in bins provided. Expectations of behaviour are high and the school places a great deal of trust upon pupils being fully aware of responsible behaviour. This is not always offered by a small number of pupils.
19. Some pupils believe that bullying exists and that there are racist and sexist comments. No evidence was found to corroborate these. Generally, supervisors are always at hand and most pupils stand still as required when supervisors' whistles are blown. Lunchtime supervisors have a walkie-talkie contact to invite pupils, class by class, to the dining room. Meal times, while noisy, are very well organised and well supervised. Pupils generally behave well. They understand that their actions may impact upon others and the great majority of pupils follow the requirements and are pleased to do so. The school responds quickly and effectively to any instances of inappropriate behaviour. There have been four exclusions in the school in this school year because a minority of pupils find they cannot respond well to the trust placed upon them. A member of the senior management staff supervises very well at lunch times and has a high profile around the premises.
20. Most pupils have a good awareness of others' feelings, values and beliefs. Young children expressed feelings in a sensitive way and children showed good understanding of those who can help them. The nurture group for example, showed increasingly secure awareness of the ways in which they might cope with difficult situations during a talk about their feelings and reactions.
21. The school provides good opportunities for pupils to be involved in its daily life, such as acting as register and lunch box monitors. Older pupils were seen in a number of circumstances helping well, such as being main door monitors, which they called 'guards.' Others acted competently as door supervisors at lunchtime and others as lunchtime dining room assistants, with these tasks being performed diligently. The school council has a prominent role and makes good suggestions to improve life at the school, such as providing the stationery tabletop sale each week. There are not always such good opportunities in some lessons for pupils to organise their own work.
22. Despite the school's very good efforts to improve attendance, the rate is well below the national average, which is unsatisfactory. Some parents do not always value education and as a consequence pupils do not have high attendance levels. This has an adverse effect on the pupils' progress. The school asks parents to report absences promptly and has provided a telephone 'hot line' for this purpose. Most parents collaborate well by informing the school promptly when their children are absent.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

23. The quality of teaching is satisfactory overall, though there were many good lessons taught throughout the school during the inspection. Out of the 91 lessons observed, 4 were unsatisfactory and one was poor. These lessons do not generally reflect most teachers' skills and their strong commitment to providing pupils with relevant and interesting experiences. Teachers and support staff are committed to improvement and have a good capacity to succeed.
24. The teaching staff comprises a mixture of those who previously taught at the former infant and junior schools that were amalgamated in 2001, and newly appointed staff. They have worked hard to adopt this new school's policies and practices and have successfully helped to bring about the warm and welcoming learning climate. There has been considerable, good support from the local authority to help staff during the transition and to improve teaching and learning. The staff in the school have also benefited from advisory support for teaching and learning in literacy and numeracy as part of the drive to raise standards. Most teachers now follow the guidance for teaching these subjects well. The teaching of English is good in Years 5 and 6

and considerably increases the rate of progress that pupils make. There is particular expertise in teaching music, which ensures good progress in pupils' knowledge and skills and the high standards in performing.

25. The particular strengths of teaching are the good management of pupils and the efficient use of time, support staff and resources. Teachers and support staff have established very good relationships with the pupils, most of whom respond well by concentrating and showing interest in their work. There is often sensitive and effective support and care for those pupils who lack confidence. Good examples were seen in a reception class where the teacher's calm but firm approach ensured that all children were purposefully employed during a focus on literacy activities. The concerns of those children who are less secure were quickly resolved through the teacher's encouragement and individual counselling. In the most effective lessons, teachers ensured that all pupils, including those with behavioural difficulties, were well motivated and remained on task throughout the lessons, as in a Year 4 English lesson when, despite potential disruptions by a few pupils, the teacher used good management strategies to avoid these. As a result, all pupils made good progress in their learning and time was used efficiently.
26. Most lessons were planned in detail and resources were readily available for pupils. The best planning showed clear aims and adapted work for pupils of different abilities. They also showed that considerable thought about the lesson's organisation had been undertaken. For example, they indicated clearly who would work with different groups of pupils and when this would occur during the lesson. Some planning is vague, however, as that in a Year 1 physical education lesson which did not specify the learning aims clearly enough. This resulted in some pupils losing interest and focus and their progress by the end of the lesson was less successful than it might have been.
27. The introductions to many lessons are good, enabling the pupils to listen well to explanations, watch demonstrations closely and contribute answers to the teachers' questions. The best lessons included searching questions that promoted reasoning and in depth thinking by the pupils. This enabled the more able, particularly, to work beyond the other pupils and make good progress. A good example was seen in a Year 6 English lesson about poets' use of humorous language, where all pupils, including the more able and those with special educational needs, devised imaginative lines. In addition, the pupils made good progress in learning how to collaborate with others by using a 'brainstorming' technique. In the less successful introductions, the teaching did not always take good account of pupils' varying degrees of understanding. For example, an ICT lesson for Year 3 was not wholly successful because several pupils became confused about the expectations and received insufficient support.
28. Many teachers emphasise speaking and listening skills well during different subject lessons, but there are exceptions, which restrict pupils' progress. When these skills are developed well by providing ample time for discussion, questioning and evaluation, the pupils show increasing concentration and confidence in contributing their suggestions. They make good progress and achieve well. A good example was seen during a Year 6 Health Week lesson about pregnancy and parenthood where the pupils had carefully prepared a series of well devised questions for the visitor with her baby. They had obviously acquired good knowledge of the topic through a series of well taught lessons and used their earlier knowledge effectively in this session. In a few cases, teachers miss opportunities to expand and reinforce pupils' learning by evaluation and discussion. For example, some teachers spend too much time directing pupils rather than allowing them to contribute questions or suggestions, as in a Year 1 history lesson and a Year 3 science lesson. The science lesson left little scope for independent enquiry and for pupils to record in their own ways. While it imparted knowledge of the topic of teeth, it provided pupils with little opportunity to develop their scientific investigation skills.
29. The four unsatisfactory and one poor lessons provided pupils with limited opportunities to contribute answers and some teachers rejected the pupils' contributions without encouraging

further thought. Some questions, such as in one English lesson, were too difficult for pupils to understand and the teacher made no attempt to adapt the use of language to meet different pupils' needs. This meant that the pupils became reluctant to answer and lost interest. In the poor English lesson, the teacher's management of pupils was weak, permitting inappropriate behaviour and a careless attitude to learning. By the end of the lesson, which was totally disrupted by this behaviour, most pupils, including those with special educational needs, had made very little progress.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?

30. The school provides a good range of experiences for pupils in Years 1 to 6 that meet the requirements of the National Curriculum and religious education. The school provides good quality sex education and teaches effectively about the misuse of drugs. The curriculum for children in the Foundation Stage is satisfactory and covers all the areas of learning appropriately. The time allocated to different subjects of the National Curriculum and religious education is satisfactory. The particular strengths of the curriculum include the very good provision that is made for pupils' personal, social and health education. The curriculum fully includes all pupils, regardless of background, gender, race and ability. It actively promotes tolerance and respect for all, including the pupils who receive support for their emotional and behavioural difficulties. Music has a prominent influence on pupils' cultural and social development and the school is developing well its 'performing arts' curriculum as a major part of its aims to develop pupils' skills, self esteem and confidence. Similarly, the pupils benefit well culturally from the school's international links with other European schools, such as in their involvement in the 'Comenius Project,' which has a strong focus on art and design. The staff are actively involved in developing the curricular provision further and this is clearly evident in the commitment to providing a rich and stimulating curriculum for the pupils to enable them to become responsible, creative and well prepared for adult life.
31. The overall curriculum planning is satisfactory and co-ordinators are working hard to further improve this aspect to achieve improved progression and continuity throughout the school. Sometimes, the particular skills required in different subjects are not always systematically and progressively planned and developed, such as in some geography work where other subjects such as art and design take precedent and pupils learn more about artistic techniques than the location and life styles of a country. The curriculum planning in the Foundation Stage does not always show sufficient detail in some of the activities. The school places a strong emphasis on literacy and numeracy and the strategies for teaching these are satisfactory. Good opportunities are provided for reinforcing pupils' literacy skills in some classes, but these are often missed in others. For example, independent and extended writing in history is often restricted because of too much use of commercially produced worksheets. Teachers' short term planning varies in quality, with some showing good attention to the needs of different pupils, but others providing insufficient detail of this.
32. Pupils benefit from a range of additional experiences that successfully enhance their learning. Good examples are the STAR homework clubs, which are led by dedicated members of the support staff and attended by many pupils. There are also effectively managed additional and early literacy support groups. The provision for pupils with special educational needs is good. The school's special educational support arrangements complement the inclusive principles evident in other aspects of its provision and comply well with the expectations set out in the revised SEN code of practice. For example, the provision specified in individual pupils' statements of special educational needs is being fully implemented and is helping to promote their full inclusion in the life and work of the school. Pupils with less severe needs also generally achieve the targets set within their individual education plans but sometimes the links between these and their teachers' short term planning are not evident, resulting in learning activities of variable quality that sometimes take insufficient account of these pupils' learning difficulties.

33. The school provides a very good range of extra-curricular experiences that add significantly to pupils' experiences, particularly in music and physical education. The provision in these two areas is a strength. The school invests wisely in outside specialist teachers, but there is also a strong staff commitment to supporting these activities. There are several football clubs available to girls and boys, with opportunities to compete with other schools. A comprehensive list of clubs includes cricket, rounders, badminton and gymnastics. Several recorder groups and a choir run regularly. Specialist teachers provide tuition for instruments like violins, guitars, steel drums and keyboards. There are good opportunities for pupils to demonstrate their skills by playing in assemblies. For instance, several pupils played the piano as pupils came into the hall for assembly. Computer skills are enhanced by extra activities provided for parents in the nursery and for pupils, the Grid Club and the International club where they email to other countries. Although these activities are sometimes over subscribed and there are waiting lists, teachers make every effort to ensure that children who are interested are able to take part at some stage.
34. There are good links with feeder schools that smooth the transfer into school and onwards to Oaklands Secondary School. The school has applied for a Sport for England Active Award. There is a good partnership with the secondary school and further links will be made under Oaklands School's new status as a Sports Technology College. Community links are good. Pupils are actively encouraged in developing these links, for instance by going out and inviting elderly people to have tea and attend a concert. There are effective partnerships with local enterprises through the school's involvement with the local Business and Enterprise Partnership. The 'Forces within Benningborough Hall' project, where pupils explore such features of the architecture as the cantilevered stairs and arched windows is a good example. There are regular visits to the Minster and the Railway Museum. However, in spite of improved planning, there are still too few opportunities for pupils to use the area around the school for fieldwork in geography.
35. The curricular provision makes a considerable contribution to pupils' personal, social, health and citizenship development as pupils learn to co-operate, work as a team and perform for others. Such activities do much to develop their confidence and sense of worth. Parents appreciate this and rightly feel that their children become more mature and responsible as they move through the school. Theme weeks successfully focus pupils' attention on aspects such as health and people around the world. The Health Week is a good example, where pupils in Year 6 benefit from an intensive programme, including sex education, that raises their awareness of issues like pregnancy and healthy and healthy lifestyles. Elsewhere, pupils explore healthy foods, the benefits of exercise and making good choices in their lifestyles. Pupils in Year 5 showed a deep understanding of these aspects when they used drama, songs and their own research in an assembly attended by parents and friends. The quality of their experiences clearly showed as they spoke of world hunger and poverty, healthy diets and the need for healthy lifestyles.
36. Residential visits, such as one to Edinburgh in Year 6, develop pupils' independence well, whilst successfully extending their horizons and awareness of places further afield. Circle Time activities on themes such as 'stranger danger' are effective in raising pupils' awareness of danger. There is a clear commitment in the school to ensure that pupils appreciate their roles as members of the school community. Pupils from each class act as members of the School Council, instigating and managing such initiatives as recycling waste paper. Older pupils act as 'buddies' for younger ones, helping them at lunch times, in the playground and with reading.
37. The provision for pupils' moral and social development is good overall and its impact is clear in the good attitudes and very good relationships that are evident in the school. Most pupils have a strong sense of right and wrong and their own responsibilities because of all the experiences they receive as part of their personal and health education. The staff are central to the school's approach. The 'meet and greet' policy means that pupils are welcomed into school with an

adult being present to help with their concerns. The Friendship Club at lunchtime supports those pupils who find it hard to socialise and behave well at playtimes. Teachers set good examples for pupils to follow and discuss incidents that arise. For instance, a teacher in Year 1 took time for a child to talk about something that had upset him at lunchtime. This helped him and the class to think how others might feel, to realise the impact of his behaviour on others, and to suggest alternative ways of dealing with such incidents. Circle times and assembly themes help pupils appreciate good qualities like sharing, friendship and helping those in need. The Nurture Group provides very good early support for children in Years 1 and 2 who find it hard to co-operate, relate to others and behave sensibly.

38. The good provision for cultural development receives a significant boost from events like the International Week when pupils learn about countries around the world. Pupils appreciate what life is like in Ghana when visitors talk to them about their lives and share their dance and music with pupils. There are good opportunities for pupils to acquire pen friends in countries like Holland and Spain, sometimes using email to communicate. Initiatives like 'Art Around the World' enables pupils from other countries to exchange work, such as the self-portraits they have produced. In religious education pupils learn of the major world faiths. Studies of places like Tocuaro in Mexico and Chembakoli in India successfully extend their awareness of life in others countries. The school successfully promotes pupils' awareness of their own cultural heritage through studies of York through the ages, popular culture through the many concerts that are performed by pupils and the arts and music curriculum. Pupils have many opportunities to take part in dance and drama festivals.
39. There is sound provision for pupils' spiritual development. The best opportunities were seen in religious education lessons. For example, following a good discussion, pupils in Year 2 showed great sensitivity as the teacher read prayers. Assembly themes successfully stimulate pupils' awareness of themes like conflict and the need for peace in the world. The school's guidance for this aspect is not clear enough. Teachers miss opportunities in lessons and assemblies to enable pupils to reflect on their own feelings and appreciate the significance of reflection in their own lives.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school looks after its pupils well. Within its very caring community, all staff are committed to ensuring that pupils' personal and social development is nurtured. The school's commitment to personal and social education and the use of 'Circle Time', contribute very well to these aspects of pupils' development, although the pupils' independence in learning within some lessons is less prominent.
41. Each day, all children are greeted individually as they enter the building, establishing a very strong bond of support. The work of the school council ensures pupils have an opportunity to live in a welcoming community, where their feelings and concerns are taken seriously. The home-school agreement, included in the school brochure, indicates the wish to provide a safe, caring and supportive environment and in this the school has succeeded. A senior member of staff is responsible for child protection procedures, which are carried out with professionalism and good knowledge of the requirements.
42. Pupils' welfare has a high priority in the school. There are an appropriate number of trained first aiders and minor accidents are treated in a calm and sympathetic way. Accidents are well recorded. Appropriate testing has been done to fire fighting and electrical apparatus. Regular fire drills have been held. The school has provided protective padding around netball posts and on the hard-standing area to minimise accidents, and has provided a quiet playground for any older pupils to play happily away from more physically based playtime games such as football and basketball. The seating area was specifically built for pupils to sit quietly, talk with one another and reflect. Risk assessments are undertaken regularly, with the governing body

playing an active part in this role. There is an effective policy to protect pupils when using the Internet. The inspection supports the school's view that it is a caring school.

43. There are very good computer based procedures for monitoring and improving attendance. Parents can telephone the school, using a 'hot line' before 10.00 am, to indicate any absences and there is good monitoring of first day absences. Late pupils are recorded, although the reason for lateness is not documented in all cases. Good contact is maintained with the educational welfare services. A number of school initiatives to encourage attendance are in place, such as a weekly cup for the best attendance of any class.
44. The procedures for monitoring and promoting good behaviour are sound. The behaviour policy is shown in the brochure and asks parents to work in partnership with them to promote its expectations. Pupils receive considerable praise for positive attitudes and effort. The very strong relationships and good models of behaviour provided by staff reinforce the unacceptability of inappropriate behaviour.
45. A few pupils are unwilling to accept the school rules but adults always resolve any inappropriate behaviour effectively. The school has a good system of recording any incidents, which are reported to the head. The few pupils who do not fully understand the requirements are well supported. There are clear consequences for inappropriate behaviour.
46. The school provides very well for those pupils with special educational needs. Pupils are taught in small groups and generally receive effective support in lessons. Good assessment procedures ensure that the school has a thorough understanding of the needs of these pupils. Assessment procedures have been developed well and ensure that pupils' attainment is tracked closely as they move through the school. There are close analyses of pupils' performance in tests, which enable the school to work effectively towards addressing any identified areas of weakness in pupils' learning. The use of assessment on a day to day basis is often equally effective but is inconsistent throughout the school. This means that in some classes, work is not always planned well enough to meet the needs of all pupils, including the more and less able and those with special educational needs, results in variable progress.
47. The procedures for monitoring and supporting pupils' personal development are good. The school undertook a questionnaire for all pupils from Year 2 to Year 6 and the results are intended to bring about further improvements. There is good liaison with a range of support agencies so that the full needs of individual pupils are well known. Staff know the pupils well. School is a happy place where pupils are confident and where they are well supported. As a consequence the very good relationships which exist are further enhanced. The development of the personal, social and health programme witnessed in 'Health Week' adds well to the understanding of all pupils' needs. Pupils respect the environment; there are no signs of graffiti or wilful damage from pupils and the standard of daily maintenance is high. The strong support and caring attitudes contribute very well to pupils' development and raising their achievements.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. The school values its good partnership with parents. The school is at the heart of the community, parents are pleased with most that the school offers and support it fully. The school provides good information through regular newsletters that are sent home. Opportunities are presented each term for parents to attend meetings to discuss their children's progress. There is a strong commitment to the community and the governing body has been actively involved in the development of a Neighbourhood Nursery. It is proud to be identified as a Community school. Parents have favourable views of the school and willingly support events such as assemblies and school concerts.
49. Parents regularly supervise homework and appreciate the many after school clubs and events. Family Learning is offered at the school, which develops the community provision very

well. Parents contribute satisfactorily to pupils' learning. Home-school agreements set out the school's requirements and are accepted by most parents. A number of parents regularly help in classes. Parental links in the nursery and reception classes are good. Parents are pleased to see their young children settled well into school life.

50. An active Friends Association has provided very good support to the school and their programme of social and fund-raising events are a good provision in the locality and to the school. An example is the Summer Fair, which is very well supported by the local community.
51. The school works hard to involve and consult parents at every opportunity. For example, a questionnaire has been sent to all parents to take account of their views on various aspects of school life. Questionnaires returned for the inspection were positive and indicated that parents were happy with the school. There were a very few concerns about behaviour. Most pupils behave well. Inspectors agree that there is some inappropriate behaviour by a minority of older pupils at lunchtimes. Homework, another matter raised by parents, shows some variation in teachers' expectations, though it is satisfactory overall.
52. A very few parents felt that they were not fully aware of how their children were progressing in lessons. The provision of a termly parents meeting that is generally well attended, contributes well to providing this information. Not many parents attend the Annual Meeting provided with the governing body, where concerns could be expressed. Whilst a very few parents stated they did not believe the school worked closely with them, inspection evidence supports the belief that the school welcomes a strong partnership and has provided adequate opportunities for the good links with parents to be developed. Teachers' annual reports of pupils' attainment and progress give a good indication of the work achieved and targets for improvement. As the community use of the school site develops and building work is completed, parents will have increased opportunities to visit the school, where they can be sure of a very friendly welcome.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The leadership and management of the headteacher and key staff are very good overall. The headteacher has skilfully managed a period of major change. His charismatic leadership is a significant feature in the successful amalgamation of the former infant and junior schools. With dynamic energy and enthusiasm, he has been proactive in creating and securing a positive ethos. There is a clear vision of the school as a caring and inclusive school at the heart of its community. The headteacher, key staff, teachers and governors share a determination to maintain a rich curriculum and to improve standards. The emphasis on developing staff confidence and pupils' self-esteem has resulted in very good provision for pupils' personal and social development and very good relationships throughout the school. The school's commitment to equal opportunities is exemplified by the integration of the special units within the school for those with special educational needs and behavioural and emotional difficulties, such as The Nurture Class in Key Stage 1.
54. The headteacher has delegated well to develop staff expertise and provide good levels of communication. He maintains a good overview and has provided a structure to ensure an effective contribution from those with management responsibilities. There is a clear direction, which is effectively communicated and this leads to the smooth running of this large school. The appointment of two deputy head teachers from the respective infant and junior schools has resulted in good liaison between the two key stages. They fully share the school's explicit aims and values, including a clear determination to improve the below average standards. This is recognised as a priority to ensure progress is enhanced from children's well below average attainment on entry to the school. Subject managers have expertise and experience in their areas and although some are new to the role, are clear about their well-defined roles and responsibilities. They have a good overview of their curriculum areas and have accurately identified areas for improvement. The systems are not sufficiently embedded in practice however, within the relatively short time that staff had to develop their roles, to have been

effective in improving the school's 2002 results. The co-ordinators' roles in monitoring teaching rigorously have still to be developed further.

55. The effectiveness of the governing body in fulfilling its responsibilities is very good. Governors have considerable expertise and an excellent knowledge and understanding of the strengths and weaknesses of the school. Governors hold the school to account and ask challenging questions about all aspects, including standards. Very good professional relationships with the headteacher ensure regular and frequent communications and there is very high co-operation. Governors follow through far reaching initiatives with considerable business acumen, through an efficient and professionally organised committee structure. Meetings are purposeful, with all governors actively involved in the discussion and decision making process. They work closely with subject leaders to keep themselves well informed by examining pupils' work and discussing policies and practice. Governors continually analyse the effects of their decisions, such as the appointment of high numbers of support assistants. There are established procedures for the appraisal of the work of the headteacher, in line with government guidelines and governors have set performance targets. They have the knowledge and skill to carry out this role most effectively.
56. The school has very good systems and procedures for the monitoring and evaluating of its performance. The senior management team has carried out extensive and thorough analysis of data, making good use of the technology available to them. As a result, those pupils who need extra help and resources are promptly identified. The school improvement plan ensures a process of continuous evaluation and self-review of all aspects of school life. Target setting is well established and the school expects to achieve its stated aims.
57. While there is a regular programme of monitoring of teachers' planning, books and lessons, there is not yet a rigorous approach to ensure a greater consistency of the quality of teaching. There has been a successful concentration on amalgamating two very different schools, on implementing national changes to the Foundation Stage curriculum and on supporting pupils with emotional and behavioural problems. Opportunities for development and improvement in teaching have been identified but, as yet, there is currently insufficient action as a result of the monitoring. The school is aware that there needs to be a more rigorous approach to have the required impact upon the school's results and has already succeeded in improving pupils' progress in aspects of English and mathematics. There is good support for teachers who are new to the school, with good induction procedures in place for newly qualified teachers. These teachers feel well supported by colleagues and opportunities for professional development are good.
58. Educational priorities outlined in the school development plan are supported well through careful and prudent financial planning. The school budgets systematically for all expenditure, from which all pupils benefit. Governors evaluate these investments and consider the impact they have on school life. They anticipate fluctuations and make sensible contingency plans. The school makes good use of the grants available and targets the resources effectively. It understands and uses the principles of best value well and provides good value for money. The large carry forward was the school's compulsory contribution to the new build from three years' devolved capital.
59. The school's systems for financial administration are secure. The school benefits from the expertise of a business manager who assists in budget management and provides a very wide range of useful data to aid the school in its monitoring of standards. The office staff provides efficient support to both the management and teaching staff. Roles are clearly defined and the school makes very good use of its available technology.
60. There is a good match of teachers and support staff who are well qualified and trained to meet the demands of the curriculum. The school makes good use of the expertise of its staff and deploys them most effectively. A teaching assistant appointed as Live Music Co-ordinator because of her expertise in music and the performing arts makes a particularly valuable

contribution, for example. The high number of teaching assistants makes a valued and significant contribution to pupils' learning and the school uses their expertise to good effect. In addition to supporting pupils in the classroom, for example, they ensure a reassuring adult presence in cloakrooms to 'meet and greet' pupils at the start of the day. They have a clear idea of their roles and responsibilities through working closely with their allocated class teacher and the co-ordinator for pupils with special educational needs.

61. The accommodation is good. It is spacious and well cared for and benefits from two halls, a separate dining area and a number of extra rooms for specialist helpers, outside agencies and other community workers. Just prior to the inspection a well designed link building was added to further contribute to the successful amalgamation of the previously separate school buildings. There are good facilities and access for pupils with physical disabilities. Bright and colourful displays contribute effectively to the cheerful, stimulating classrooms and corridors that reflect a breadth and richness in the curriculum. They show that pupils' efforts are valued and contribute well to pupils' pride in their achievements. Resources are good in terms of quantity and quality in all areas of the curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. In order to improve the quality of education provided and to raise standards further the headteacher, staff and governors should:

(1) improve standards in the core subjects by;

providing more challenging work for all higher attaining pupils
continuing to ensure that a good emphasis is placed on developing pupils' literacy and numeracy skills through all subjects;
continuing to promote interest and enthusiasm for reading;
continuing to focus on identified areas of weakness in pupils' learning, such as problem solving;
providing better opportunities for exploration and investigation in science;
(paragraphs: 3,10,28,86,87,90,95,99,105,106,108,114,115,117)

(2) improve standards in geography in Years 3 to 6 and in ICT in Years 1 and 2 by;

teaching mapping skills more thoroughly and providing better opportunities for pupils to interpret geographical information;
teaching ICT skills more effectively;
(paragraphs: 12,34)

(3) improve the quality of teaching and learning further by;

continuing to develop a rigorous system for monitoring, evaluating and developing the quality of teaching and learning;
further improving the quality of planning in the Foundation Stage;
ensuring pupils have increased opportunities for answering at length, discussing and evaluating their work;
providing increased opportunities for pupils to use ICT to support their learning in all subjects;
discouraging the overuse of the worksheet format that prevent pupils from making decisions about how to record their work;
(paragraphs:
9,10,15,21,26,27,28,29,31,32,46,57,74,77,78,82,84,85,102,103,104,110,112,121,125,132,139,150)

(4) improve the attendance rate by continuing to inform parents of the value of good attendance and seek their support in ensuring their children attend regularly.
(paragraphs: 4,22)

In addition to the key issues above, the school should also include the following in its action plan:

Address the small variations in handwriting. (paragraph 91)

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THE WORK OF THE WESTFIELD CENTRE FOR PUPILS WITH EMOTIONAL AND BEHAVIOURAL DIFFICULTIES

63. The school has developed and recently expanded a 15-place unit for pupils aged 7 to 11 with emotional and behavioural difficulties. Pupils are placed in the unit by the local education authority through their statutory assessment and review arrangements, with the express intention that their placement will be temporary and designed to promote their emotional development to a point where they can be successfully returned to their own local primary school. All of these pupils enter the unit having experienced significant difficulties in conforming to the routine behavioural expectations of their own schools and require intensive support and access to dependable, predictable behaviour management approaches that gradually allow them to develop and assume more effective control of their own behaviour.
64. The quality of teaching within the unit is consistently good and often very good. Teachers and learning support assistants know their pupils very well and use appropriate behaviour modification strategies in association with a reward scheme consistently and well to help their pupils begin to experience success. Teachers provide stimulating lessons that are conducted flexibly and at a suitable pace and teachers and learning support assistants work together very effectively as a team. They understand the individual needs of each pupil and work hard to ensure that all the pupils receive the support they need to cope with their anger and frustration and then move on to experience successful learning. The pattern of shared work in the unit is sophisticated and well organised and this means that any unexpected event, such as requiring the movement of pupils, causes minimum disruption to the other pupils and staff working in the two classrooms.
65. Pupils are well cared for and access a broad and balanced curriculum that is carefully matched to their special educational needs. Following admission, often after a period of severely disrupted schooling, pupils' past achievements are carefully re-assessed and the results are used effectively to produce individual education plans that provide specifically for their individual needs. These plans then inform joint planning and good collaboration between teachers and learning support assistants, resulting in clear, shared understanding of lesson objectives and structure. These strengths have a significant and beneficial effect upon the pupils' learning. Instances of aggressive or severely challenging behaviour decline and pupils discover they can achieve successfully and begin to show improved attitudes to learning.
66. Teachers and learning support assistants are all skilled at deflecting inappropriate and negative behaviour before gaining and sustaining pupils' trust and attention. Staff tolerate inappropriate emotionally driven behaviour well and use praise and encouragement, visual or auditory prompts routinely to remind pupils of established classroom expectations. These approaches combine effectively to rebuild the pupils' fragile self-esteem and give them the confidence to tentatively re-enter the world of learning. Staff are also skilled at knowing when to support or challenge an anxious pupil and when to allow them the time and space necessary to reflect upon the consequences of their own behaviour. They hold high expectations of what each child can achieve and rarely accept less than their best efforts, often pushing them gently to give more. This results in good learning despite the obvious gaps in the pupils exiting knowledge and understanding. For example in one literacy lesson, following an unsettled break, the teacher skilfully guided seven pupils from Years 5 and 6 towards a working understanding of alliteration. As a result of the teachers' good explanations and constant review, through questioning and examples, all seven pupils were able to generate humorous examples of their own such as 'One vicious Viper visited the Vet.'
67. The unit manager together with the governing body and senior management team all work well together to provide very good leadership and management within and beyond the unit itself. This supports the unit managers critical role within the local education authority helping to prepare for the pupils planned return to their own schools. Working through a robust partnership with the local education authority, the unit has a successful record of returning the

majority of these pupils back to their own local mainstream schools. The unit's leadership has also established a very effective team of teachers and learning support assistants who are well trained and knowledgeable about the needs of pupils with emotional and behavioural difficulties and how best to meet them. They have also established a very clear sense of common purpose along with high but flexible expectations of these vulnerable but challenging young people. Consequently the unit runs smoothly and is regarded as a very positive and valued part of the school.

68. Unit staff also work closely with their mainstream colleagues and this has helped to develop teachers' awareness and appreciation of the difficulties faced by pupils with emotional and behavioural difficulties and how they can minimise some of them. Staffing levels within the unit are satisfactory and the accommodation is adequate for the number of pupils currently on roll although quiet areas in which disturbed pupils can go to regain their composure are limited and cramped. The unit makes full use of the school's resources.

THE NURTURE CLASS

69. The Nurture group provides a very good facility for young pupils in the school who find it difficult to adjust to the mainstream classroom for various reasons, including their low self esteem or confidence. The aim is to meet these pupils' underlying needs to relieve any anxiety and help them to reintegrate into their mainstream classes within three or four terms. The pupils are taught by an able teacher and a trained support assistant, who work very effectively together to support the seven pupils in the group. All pupils spend some time each day in their respective classes.
70. The pupils are successfully encouraged to talk about their feelings, such as when looking at pictures of events and talking about their reactions. For example, they were successfully helped to understand that there are several options for reacting to unkind actions, including walking away and informing an adult if they require help. The pupils responded very well to the adults' warm and sensitive approach to this discussion, showing their trust and good development in their social skills.
71. The teacher plans very well for each lesson, ensuring that the pupils learn appropriate ways in which to behave and respond. This helps them to learn effectively how they should behave in their mainstream classes. For example, the pupils learn that they are expected to line up sensibly before break and to work together as members of a group, as well as individually. The afternoon lessons end with time for the pupils to have tea together, which provides a good social occasion for them to talk about their day and to learn good social skills. For example, they take turns to serve each other and to say 'please' and 'thank you.' The pupils respond well by asking and answering questions politely and sharing their enjoyment of the activity.
72. There is carefully adapted work and clear aims in a range of subjects. The teacher focuses very well on helping the pupils to develop their speaking skills. For example, in a mathematics lesson the pupils successfully learned to use vocabulary such as 'heavier, lighter, weight' and 'balance' when weighing different objects. The pupils were organised into two groups, where both the teacher and support assistant led and guided the practical tasks well. The teacher closely monitored the work of the whole group and ensured all were fully involved. The very good relationships between the adults and pupils meant that the pupils made good progress. There was sensitive management of those pupils who lacked confidence and required individual encouragement to complete the tasks. A strong focus is placed on providing rewards for positive behaviour and attitudes, as in a design and technology lesson where sitting up and paying attention was praised and where the pupils showed pride in this achievement. Adults make very good use of skilled questioning that encourages the pupils to expand upon their ideas and suggestions. These methods successfully promote dialogue between the pupils and develop their self confidence. The flexibility of the staff and close liaison between them, the caring environment and individual programmes provided are effectively improving the pupils' self-confidence and learning skills.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

91

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

58

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	14	29	43	4	1	0
Percentage	0	15	32	47	4	1	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	47	609
Number of full-time pupils known to be eligible for free school meals	0	140

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	24
Number of pupils on the school's special educational needs register	4	181

English as an additional language

	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	56
Pupils who left the school other than at the usual time of leaving	45

Attendance

Authorised absence

	%
School data	6.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.6
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
	2002	42	48	90

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	34	27	33
	Girls	40	40	41
	Total	74	67	74
Percentage of pupils at NC level 2 or above	School	82 (N/a)	74 (N/a)	82 (N/a)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	31	28	37
	Girls	40	33	42
	Total	71	61	79
Percentage of pupils at NC level 2 or above	School	79 (N/a)	68 (N/a)	88 (N/a)
	National	85 (85)	89 (89)	89 (89)

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
	2002	36	48	84

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	13	25
	Girls	25	27	33
	Total	41	40	58
Percentage of pupils at NC level 4 or above	School	49 (N/a)	48 (N/a)	69 (N/a)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	15	16
	Girls	32	28	26
	Total	49	43	42
Percentage of pupils at NC level 4 or above	School	58 (N/a)	51 (N/a)	67 (N/a)
	National	73 (72)	74 (74)	82 (82)

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

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	568	6	0
White – Irish	0	0	0
White – any other White background	7	0	0
Mixed – White and Black Caribbean	3	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	1	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	2	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	3	0	0
No ethnic group recorded	5	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)	28.6
Number of pupils per qualified teacher	21.3
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	17
Total aggregate hours worked per week	306

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24
Total number of education support staff	3
Total aggregate hours worked per week	156
Number of pupils per FTE adult	10

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4.5
Number of teachers appointed to the school during the last two years	3
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	2002
	£
Total income	1052,394
Total expenditure	912,697
Expenditure per pupil	1,366
Balance brought forward from previous year	N/a
Balance carried forward to next year	139,697

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	703
Number of questionnaires returned	272

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	36	2	2	1
My child is making good progress in school.	60	37	2	0	1
Behaviour in the school is good.	42	51	5	1	1
My child gets the right amount of work to do at home.	38	44	10	2	6
The teaching is good.	75	23	1	0	1
I am kept well informed about how my child is getting on.	60	33	5	1	1
I would feel comfortable about approaching the school with questions or a problem.	75	21	3	1	0
The school expects my child to work hard and achieve his or her best.	74	24	1	0	1
The school works closely with parents.	60	32	6	1	1
The school is well led and managed.	76	22	1	0	1
The school is helping my child become mature and responsible.	64	33	2	0	1
The school provides an interesting range of activities outside lessons.	54	32	5	0	8

*Figures may not equate to 100% due to rounding up

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

73. Children start in the nursery in either September or January after they are three and attend part-time until they transfer to the reception class. They enter the reception classes in either September or January of the school year in which they are five. Children enter the school with a range of abilities, but overall attainment is well below average in all areas of learning. The effective use of resources and the kind and caring adults ensure children make good progress with their personal, social, emotional, physical and creative development to reach broadly average attainment. They make satisfactory progress along the stepping stones in all other areas of learning although only brighter children attain the goals for their age in all the areas of learning. By the time they are beginning the National Curriculum, most children have below average attainment. Children with special educational needs are identified at an early stage. Secure provision and effective support ensure they make sound progress.
74. Good teamwork between teachers, nursery nurses and classroom assistants ensures they have a cohesive approach to planning and management of the children. Teachers in the nursery and reception classes use a range of planning systems to identify activities in all areas of learning and to focus adult support. However, they do not always plan activities to meet the needs of all children or identify clearly what children will learn from them. During independent activity time in the nursery children may choose to play on the same activity every day with little intervention from adults to ensure they experience all the areas of learning. In some reception classes, planning does not always show what children are to learn from independent activities, particularly outdoor play. Nevertheless, teachers assess children's progress regularly, ensure that extra support is given when required and that activities build upon children's prior learning.

Personal, social and emotional development

75. Children make good progress in their personal, social and emotional development because the teaching is good. All the adults have good relationships with the children and quickly establish routines to enable them to develop confidence and enjoy coming to school. Children enter the nursery happily and settle to their chosen activities quickly. They learn to share toys and take turns when necessary. They play well together, when sharing a trolley outside or being a waiter or customer in the 'café', for example. Dressing up in role-play clothes helps them develop further independence. Sensitive handling and careful explanations help children begin to understand reasons for behaving well and having consideration for others.
76. In the reception classes, adults create a calm atmosphere through good relationships and quiet voices. Children concentrate hard on their work and play and respond well to gentle reminders of behavioural expectations. For example, when the children became too noisy playing number games, they stopped immediately when asked to do so. They become increasingly independent in choosing activities and resources, persevering to complete tasks. Adults praise children's efforts, which builds their confidence and promotes learning well. Carefully organised activities and exciting games, such as snakes and ladders or Noah's animal pairs, develop enthusiasm and stimulate interest. Children are eager to answer questions and volunteer willingly, for example, to play musical instruments or help in lessons. By the end of the reception year, the children have progressed well along the stepping stones and meet the goals in this area of learning.

Communication, language and literacy

77. Satisfactory teaching enables the children to make sound progress in the nursery. Good opportunities for children to play imaginatively and effective adult intervention ensure children develop spoken language well in these activities. Adults successfully help to develop children's vocabulary during focused activities, through emphasis on new words and some careful questioning. However, some children spend little time working closely with the adults and so are unable to benefit fully from these good opportunities. Some closed questioning during group activities, such as, 'Does it make a loud or soft noise?' encourages children to use only one-word answers. However, overall children's vocabulary improves, but a significant number are still indistinct in their speaking. A comfortable reading area encourages children to look at books, although there are not many books displayed for them to make choices. The children enjoy listening to stories, which is a regular feature of all nursery sessions. A writing area provides some opportunities for mark making. However, there are too few opportunities for children to use writing in their role-play.
78. The quality of teaching in the reception classes is good. The teachers use some elements of the National Literacy Strategy to plan effective reading and writing activities. Children develop speaking skills well through opportunities to speak in front of others, including all the infants in assembly, and well-organised activities. For example, they develop a good dialogue as the shopkeeper and a customer in the pet shop. Teachers encourage children to recognise letters and their associated sounds through sharing books and effective phonics teaching. Children become involved in stories and attempt to join in, although many are just beginning to recognise some familiar words. Good questioning, such as, 'Where do you think the boy came from?' engage children's interest and ensure understanding of stories. There are regular opportunities for children to take books home. Children learn to form letters correctly through careful modelling and effective support. They begin to use phonic knowledge to write simple words independently. A number of children still use mark-making to represent words and sentences. They attempt writing in the role-play area but there are insufficient opportunities for them to write independently in different areas of learning.

Mathematical development

79. Satisfactory teaching in the nursery and reception classes ensures children make sound progress. In the nursery, some focused activities, such as making shape pictures and use of number stories, satisfactorily extend children's mathematical understanding. The children investigate the number of jugs or spoons needed to fill a larger jug when playing in water. They learn to use specific vocabulary, such as smaller and taller, when comparing themselves with outlines on the wall. However, there are too few activities to promote a good understanding of number.
80. In the reception classes, effective reinforcement of number and counting skills enables children to join in saying numbers to ten confidently. Practical examples, such as putting the animals in 'Noah's Ark' ensure children understand the term, 'pairs'. Good use of classroom assistants ensures children write numbers correctly and concentrate well when playing mathematical games. Higher attaining children add 'two more' to numbers shown on the die when playing bingo and are beginning to use the correct symbols to write an addition sum. Well-prepared resources, such as number lines, enable children begin to recognise numerals and put numbers in order to ten. However, many are not sure and can only put numbers in order confidently to six. Teachers adapt activities carefully to meet the needs of children through regular assessments. Exciting activities and adults' good relationships with the children encourage them to persevere with the games and other tasks.

Knowledge and understanding of the world

81. Teaching and learning in this area are satisfactory in the nursery and reception classes. Children in the nursery show interest in the natural world and enjoy looking for plants and insects outside and investigating the soil when planting seeds. They make pictures to show weather at different times of the year. Other children operate the mouse confidently on the computer to play games to support their learning. When visitors from different countries and cultures visit them, they begin to be aware of what others wear, such as the traditional Japanese costume or Muslim dress. Adults identify some activities they will focus on and often develop children's learning well in these. Children do not always benefit from good involvement with adults to question and challenge their learning.
82. Children in reception make sound progress. They investigate the living world when looking at daffodils or farm animals, for example. They begin to consider the needs of animals through 'packing rabbit's case to go on Noah's Ark'. The effective assessment of children's understanding and good questioning extends their learning about real animals. Good use of adults and the efficient organisation of resources provide opportunities for children to investigate the world about them. When making a picture of an animal, they identify the main parts of its body, such as legs, eyes, ears and tail. They identify a range of wild animals from pictures and name those in Noah's Ark. Children use the computer confidently to support their learning. However, teachers provide few opportunities for children to develop writing skills through recording what they saw or did.

Physical development

83. The teaching is satisfactory overall. Children have satisfactory opportunities to develop physically in the outdoor areas. In the nursery children develop good control and co-ordination using wheeled toys and climbing equipment. They climb, crawl through a tunnel and slide down the slide confidently. Reception children push prams and trolleys or play in sand. However, planning for outdoor activities and the use of resources lack focus, with little opportunity to extend individual learning. The school recognises this and has plans to develop children's outdoor learning. Teachers in reception use the hall well to develop children's physical skills. Children warm-up effectively because teachers use interesting ways of stimulating their learning, such as in actions relating to beans, for example runner beans and jumping beans for running and jumping. They practise methods of travelling, balancing, throwing and catching and improve these through repeating activities, but there are too few times when children can learn from watching others. In the classrooms, children use a range of simple tools, such as scissors and palette knives satisfactorily to develop increasing co-ordination and fine skills.

Creative development

84. Children make sound progress with their creative development because teaching is satisfactory. In the nursery, they enjoy listening to songs and joining in with actions, but few actually sing. They paint and make models with increasing control. Good organisation of resources and support from adults encourage children to select some of their resources confidently. For example, children chose material and decorations to make their 'spoon fairies'. Role-play in the nursery encourages children to play and the effective involvement of adults challenges children to use their imagination. In the reception classes, effective organisation of role-play areas and encouragement to act out stories continues to develop this learning well. Children play simple musical instruments eagerly and begin to name them. They select materials and tools to make models, such as wooden animals. Planning does not always show clearly what children are to learn and does not always link with the activities children undertake.

ENGLISH

85. Standards are below the national average in reading and writing but there is an improvement by the end of Year 6. Most pupils enter school with a limited vocabulary and their language skills are below average. These affect pupils' learning in other subjects, particularly in their understanding of unfamiliar vocabulary. The school, through its good systems for assessment, analysing results and tracking progress has accurately identified the areas for improvement. Most, but not all, teachers use this information effectively to provide suitable work for all pupils. The resulting emphasis on English skills has produced effective strategies and initiatives for reading, writing and spelling. Speaking and listening skills are emphasised well in most classes, but not in others. There are inconsistencies in teaching, which although sound overall, varies from very good to poor. This leads to variable progress between year groups and between classes.
86. In speaking and listening, there is a wide range of ability. A small number of more able pupils speak articulately and fluently and have a good command of Standard English. Many pupils however, have a limited vocabulary. Their speech is sometimes indistinct and fragmentary with missed consonants and word endings. In lively discussion and debate in Year 6, during 'Health Week' the majority of pupils were confident when contributing their views on a variety of issues and expressed opinions clearly, but in colloquial speech. Good teaching in this lesson was typical of the way in which many teachers throughout the school provide good models for speaking and develop vocabulary effectively. They encourage thoughtful responses through sensitive and purposeful questioning and give regular, well-deserved praise to enhance pupils' self-esteem. Most teachers have high expectations of pupils' behaviour, reinforcing careful listening skills. In the well-structured lessons there were good opportunities at the end for pupils to share their learning with the class. In a Year 1 lesson, for example, the teacher invited pupils to take on the role of a book character to question and respond to other pupils. Pupils were encouraged to speak in full sentences, showing increasing fluency and clarity. In other lessons, there was insufficient opportunity for pupils to speak at length and to evaluate what they had achieved.
87. Pupils' performance in reading is below average at the end of Years 2 and 6. By the end of Year 6, most read accurately using phonic skills appropriately to work out unfamiliar words, such as 'mechanical.' Only the more able pupils, however, read with fluency or expression. These pupils enjoy reading books at home by authors such as Philip Pullman and C.S.Lewis. They reach the high standards of which they are capable because teachers have high expectations and provide challenging material. These pupils in one Year 6 class, for example, were stimulated well by reading challenging stories from books such as 'The Hobbit'. The school's strategy of introducing a new scheme each year, in addition to familiar texts, provides continuity and motivation and a wide variety of choices. A recent successful 'Reading Challenge' encouraged all pupils to read a wide range of books different authors. However, there is a high proportion of pupils with little interest in reading. This is in spite of the school's efforts.
88. In Years 1 and 2, teachers give suitable emphasis to guided reading sessions and the regular teaching of phonics, to help pupils develop their reading skills. The pupils identify and compare features of characters in books and enjoy pointing out why a favourite book is humorous. Pupils recognise rhyming words. They know patterns of letters such as 'ai' and 'igh' are used in words. Learning Support Assistants make a valuable contribution to the good progress made by less able pupils, providing good support and encouragement. The majority of pupils enjoy books and stories and many express a preference for poetry, as a result of the successful implementation of the Literacy Strategy. Discussions with pupils identified a noticeable link between the quality of their reading and the support they receive from home.
89. Standards in writing are below average at the end of Years 2 and 6. By the time pupils reach Year 6, they have written for a suitably wide range of purposes, including reports, diaries, letters, book reviews and poems and descriptive, narrative writing. They make satisfactory

progress in writing from their below average ability in their language skills when they begin school. In the best lessons, teachers use an interesting variety of lively, purposeful and relevant activities that involve pupils well. Pupils effectively learn how to produce persuasive texts and examine the features of nonsense poetry, as seen in a Year 5 and 6 lesson for example. The pupils confidently attempted their own spellings with variable degrees of accuracy and made good phonetic attempts at unfamiliar words. The most able pupils developed ideas well to produce lively, interesting stories containing expressive vocabulary. They attain good standards in imaginative poetry writing and use a range of punctuation including speech marks, exclamation marks and apostrophes to provide greater impact for the reader. Most pupils' writing, however, shows the use of a limited vocabulary and simple sentence structures, below expectations for their age.

90. By the end of Year 2, standards in writing are just below average, with increasing strengths. The standard of handwriting has clearly improved and pupils produce well formed, clear writing of a mostly consistent size. Pupils make good progress in writing for specific purposes in Year 2, when they write instructions about making a glove puppet and produce attractive booklets on 'How to keep your Hamster happy.' Only the most able use capital letters and full stops consistently but most pupils have a secure understanding of the construction of a sentence. In the best teaching such as in a Year 1 lesson, where there was good organisation, a focus on basic skills and regular and systematic teaching of phonics, spelling and handwriting, pupils made good progress. In a very good lesson in Year 4, pupils made good progress in learning spelling patterns, such as those in the words, 'television' and 'qualification' because the teaching was effective. In some work, especially when worksheets are sometimes overused, there is a lack of challenge for the more able pupils. The marking of pupils' work is consistently positive across all year groups and classes, in line with the school's policy.
91. Handwriting is of a good standard in most classes. Pupils' writing is fluent, joined and legible. Whilst there are variations in pupils' books between classes, displayed work is very well presented and often beautifully illustrated. Booklets produced by Year 6 following a residential visit to Edinburgh, for example, are completed to a very high standard of presentation. Pupils show pride in their completed work and respond well to the high expectations of their teachers.
92. The least able and those with special educational needs receive good support from classroom assistants and usually make good progress. Those who receive additional support through their statements of special educational need make very good progress towards the targets set for them. Close collaboration in planning of lessons ensures that pupils are fully integrated while being provided with specific individual support. Skilful teaching in the school's support unit enables pupils with emotional and behavioural difficulties to engage in activities that are appropriate for their age.
93. Teaching overall in English is satisfactory but there are variations. Most classrooms are well organised and teachers have established very good relationships. The very few pupils who are learning to speak English make good progress because they are supported well. Teachers mostly use effective strategies to manage pupils. In the poor or unsatisfactory lessons, tasks were insufficiently matched to pupils' interests or capabilities, leading to insufficient progress.
94. Language and literacy are often taught well through other subjects, though opportunities are sometimes missed to ensure pupils have time to evaluate and discuss their work and to write at length. Usually, teachers use technical language and good vocabulary in lessons such as geography, music and science. Pupils label maps and diagrams and write extensive accounts of people and places in history and geography. Poetry often features to good effect in other subjects, such as in a dance lesson, where pupils explored the theme of 'engineers' and in science when they wrote poetry about the sounds of a train on a track.

MATHEMATICS

95. Pupils in Years 2 and 6 attain standards below those expected for their ages. This is, however, an improvement on the standards attained in the 2002 national tests for pupils at the end of Years 2 and 6. Most pupils develop a secure understanding of place value, fractions and decimals and shape, space and measurement. Average and above average pupils develop satisfactorily speedy recall of basic number facts. The main weaknesses in pupils' learning relate to their use and application of mathematics, data handling and understanding of division. The higher attaining pupils did not do well enough. Few reached the higher levels of the National Curriculum and this depressed the overall standards. In the work pupils were doing during the inspection, there was no significant difference in the work of boys and girls.
96. Evidence from the inspection shows that pupils, including those who have special educational needs, achieve satisfactorily, given the well below average starting point at the start of Key Stage 1. More able pupils are achieving well. Pupils with statements of special educational needs make good progress when they receive additional help from learning support assistants. Teachers involve these pupils in all activities, effectively promoting their self-confidence and having a good effect on their learning. For example, in a lesson for pupils in Year 2, pupils with special educational needs were chosen to illustrate a teaching point on positional language and were clearly pleased and proud to be a key part of the activity. Pupils with special educational needs are also helped effectively with their confidence and mathematical development through the work of the Family Learning Outreach Team and in a Nurture Class for pupils in Year 1.
97. Standards have improved since 2002 for several reasons. These include the fewer pupils who have special educational needs in the current Year 6. The scrutiny of Year 6 pupils' work and data from the schools' tracking systems indicate that significantly more pupils than last year are likely to reach the national average and higher levels. The effects of the good leadership and management of the subject are having a growing impact and teaching is gradually improving across the school as a result of well focused monitoring to identify areas for development. This is bringing about greater emphasis on the needs of the above average pupils and the planning of activities to develop pupils' problem solving skills. There are very good tracking systems, which are helping to identify groups of pupils who need extra support. There has been well focused training for classroom assistants to support teaching in the numeracy hour.
98. Throughout the school, pupils make sound progress in most aspects of number work, including money. Standards are close to, but below the national average, by the end of Years 2 and 6. By the end of Year 2, pupils begin to understand the place value of each digit in a number and use this with reasonable success to order numbers to 100. They are beginning to recognise sequences of numbers and successfully complete simple sequences, for example in ordering numbers such as 15, 17, 19 -- and 21, 19, 17, 15- -. Most average and above average pupils know some of the properties of two and three-dimensional shapes. This was seen when they were completing simple tables to record the number of sides and faces of cubes, triangular prisms and cylinders. They make reasonable estimations of the length of different objects and then measure accurately to the nearest centimetre. By the end of Year 6, pupils have worked with decimals, fractions, percentages, ratio and co-ordinates and average and above average pupils have developed a reasonably secure understanding. They have a satisfactory knowledge of perimeter and area and know some of the properties of three-dimensional shapes.
99. Throughout the school, pupils have difficulty in discussing their work using mathematical language and in explaining, for example, why an answer is correct. There are not always enough opportunities in lessons to encourage this. The pupils are not adept at developing their own strategies for solving problems and in searching for solutions by trying out ideas of their own. In most lessons, there is not enough discussion of how a particular answer was

reached. In Years 1 and 2 especially, teachers tend to rely too heavily on commercially produced worksheets and this restricts opportunities for pupils to develop flexible approaches to problem solving and to search for ways to overcome difficulties. This is particularly the case for the above average pupils and has an adverse effect on their progress in this aspect of the subject. This weakness in pupils' use and application of mathematics has been recognised by the school and evidence from lessons indicates that teachers are paying more attention to this aspect of learning. In lessons in Years 2 and 6 for example, pupils were working effectively on problem solving activities. Pupils enjoy their work in mathematics and in the more effective lessons, where the work offers good challenge; they respond well, behave sensibly and concentrate on their work for the duration of the lesson. Pupils present their work well and this reflects the teachers' high expectations in this aspect of their learning.

100. Pupils use their numeracy skills satisfactorily to support learning in other subjects. For example, in science, they draw graphs to record data and read scales on thermometers and Newton metres. In design and technology projects, they use measuring skills to create models and when making sandwiches, they use their knowledge of fractions to cut them into various portions. On occasions, as in a Year 4 ICT lesson, the weaknesses in pupils' problem solving and reasoning skills meant that they were slow in working out the routes for a screen robot.
101. The quality of teaching is satisfactory overall with some good teaching observed in both key stages. Teachers are familiar and secure with the National Numeracy Strategy. All lessons have a clear structure with an appropriate oral mental activity, whole class, group and individual activities and a closing whole class session to draw together key elements of learning. All teachers share the main objectives of the lesson with the pupils so that they are clear about what they are expected to learn and are able to begin work quickly. Praise and encouragement are used well by all teachers and relationships are good throughout the school. In most lessons, teachers use resources such as white boards, number lines, number squares and vocabulary cards effectively to develop understanding. The use of resources was particularly successful in a lesson for Year 2 pupils who were learning about ordinal numbers and the associated positional vocabulary. Teachers have a secure knowledge of the subject and this enables them to teach basic skills in the subject satisfactorily. Where the teaching is most effective, the activities move at a rapid pace and motivation and learning are good. For example, in a lesson for pupils in Year 5, a brisk opening mental mathematics session captured pupils' attention and sharpened their recall of number facts. Teachers often use good questioning to make pupils think, as in a Year 2 lesson to develop pupils' understanding of ordinal number where the teacher asked 'Can the child who is standing between the sixth and eighth child sit down?'
102. In a significant minority of the lessons where teaching is not so effective, activities are not matched well to pupils' needs. For above average pupils, this means the work lacks sufficient challenge and for the below average pupils, the work is too difficult. An over-reliance on commercial worksheets contributes to this, for example, a worksheet used with below average and special educational needs pupils in one lesson contained language that was well beyond the reading level of the pupils. All work is marked up-to-date and includes positive comments. However, comments as to how work might be improved and references to pupils' personal targets are rare. There are some examples of computers being used in lessons but in general, teachers do not use them enough to develop learning in the subject.
103. The leadership and management of the subject have been strengthened by the amalgamation of the infant and junior schools and the subject leaders work very well together. They have a good understanding of what needs to be done to improve standards and teaching and have put very good systems in place to track pupils' progress and analyse assessment data to identify strengths and weaknesses in pupils' learning. This is supplemented by good monitoring of teaching and pupils' work. The subject leaders are having a good effect on improving standards, planning and assessment in the subject.

SCIENCE

104. The attainment of both Year 2 and Year 6 pupils is below national expectations. There are variations in pupils' attainment in each year group but overall there fewer than expected pupils attaining higher than average standards and a larger than expected group of pupils whose attainment is below that expected nationally. The use of national guidance ensures systematic coverage of the science curriculum. However, there are aspects of scientific exploration and investigation that are not always taught systematically enough throughout the school.
105. By Year 2, pupils develop an increasing range of scientific knowledge. They name the main parts of a plant, identify some animals they find in the school wildlife area, and take their own pulses. They talk confidently about a broad range of materials and suggest whether these materials can be bent, twisted or physically changed in different ways. They satisfactorily describe different seeds and categorise them according to their significant features. The pupils develop a sound understanding of living processes, for example how the lack of light might affect the growth of a plant. They investigate the growth of plants in different conditions and make accurate observations of invertebrates. They explain how toys and playground equipment move and compare their pulse rates after, for example, walking and running. A significant number have difficulty in suggesting ways of collecting data to answer questions. For example, pupils testing the effect of the use of different ramps on the distance travelled by cars could not suggest ideas for similar rolling experiments. A significant number also had difficulty in making a simple prediction about the result.
106. By the age of 11 pupils continue to learn satisfactorily about life and living processes. For example, they know the heart is a 'pump.' They talk knowledgeably about the life cycles of flowering plants, pollination and germination. They identify materials that conduct electricity and those that do not. A few pupils explain that materials resist the flow of electricity and that some materials resist the flow more than others. Pupils ask questions in simple tests, such as, 'Does air have weight?' They undertake more complex experiments to investigate the thermal insulation of materials such as wool and newspaper. However, a significant number of pupils have difficulty in suggesting scientific questions for investigations and are unsure of devising a fair test. Pupils collect data using a spreadsheet, which is then used to draw graphs. When investigating and experimenting, pupils make predictions and provide explanations for simple patterns in data, though they have limited understanding of interpreting data on line graphs. The pupils have difficulty in relating aspects of science investigations to the real world, for example how the results of an investigation on friction might relate to wear on shoes and cycle brakes.
107. The teaching is satisfactory overall. In a Year 5 science lesson the teacher provided a good selection of foods to illustrate healthy and unhealthy food groups. The pupils handled and observed these closely as the teacher successfully helped them to classify food groups. The teacher's use of language was good and ensured all pupils understood the task. At times, questions challenged the pupils well, which ensured good concentration and enthusiastic responses. In most lessons, teachers used texts, models and posters well to support the pupils' learning. Some lessons included the pupils well in demonstrations, such as when Year 6 pupils formed a circle and simulated the movement of blood through the heart and blood vessels. In the best lessons, teachers provided good opportunities for pupils to discuss their work and ask and answer questions. Pupils' contributions were valued, while potential misunderstandings were anticipated and resolved effectively. All science lessons in Years 3 to 6 were well organised, proceeded at a good pace and made use of an appropriate range of resources. On occasion, teachers missed opportunities to promote in depth discussion, including explanations, which restricted the contribution that these lessons made to pupils' speaking and listening skills.
108. Pupils with special educational needs are integrated well into lessons. There is generally effective support from assistants. Pupils are often sensitively paired so that they can support

each other. Teachers adapt work carefully to meet the pupils' different needs. They assess pupils' work well, noting the extent to which they have achieved the lesson aims and planning future work appropriately. A good system for recording assessments has been introduced this year. However, the quality of marking is variable and not all teachers highlight ways in which pupils might improve their work.

109. Science is organised and managed by two co-ordinators, who work very effectively as a team and who are making a positive impact on raising standards and improving the quality of teaching. For example, they have developed the school's policy, planning and assessment procedures. Additionally, they have compiled a useful collection of pupils' work that has been assessed against the national attainment levels to support teachers' assessments. The co-ordinators have organised school events for science, including a day about rockets and a focus for Year Six on reversible and irreversible change in cooking. They are working well to develop teachers' skills and confidence where necessary by providing advice and support. They are also improving the use of ICT in the subject. Increasing use of data about the attainment of pupils in science has led to a sharper focus in the support given by these subject managers to colleagues. The co-ordinators have benefited greatly from recent training provided by funding from a major manufacturing company, which focused on pupils' scientific skills. The co-ordinators monitor science attainment across the school but have yet to ensure there is a thorough and rigorous system for this and for teaching. Resources are generally adequate or better for science though the use of ICT to support learning is not yet good enough.

ART AND DESIGN

110. Standards in art and design match those expected for pupils aged 7 and 11. Pupils, including those with special educational needs, make satisfactory progress. All are fully included in the school's provision. Although the quality of teaching is satisfactory overall, there are some inconsistencies, which adversely affect pupils' progress.
111. By Year 2, the pupils have sound observational and creative skills. They have secure knowledge and understanding of an appropriate range of techniques. For example, the pupils looked closely at daffodils and mixed colours well to paint them. They show increasing control of crayons and brushes, such as in producing carefully designed related line patterns. By Year 6, the pupils have learned to use a range of materials and tools satisfactorily. For example, as part of their topic work, they have sketched with charcoal, crayons and pencils, producing scenes of Victorian people, 19th century artefacts and portraits of Queen Victoria. Some work, such as designing and making fabric and paper collages on 'war and peace,' is of an above average standard.
112. The pupils respond well in lessons, showing keen interest in their work and a desire to make further improvements. They persevere and generally work hard. These positive attitudes were seen in a good Year 5 lesson where the teacher used a story, 'The Firebird,' very successfully to stimulate the pupils' interest. The art and design skills required for developing the pupils' ideas were given a sharp focus and enabled them to thoughtfully consider materials, backgrounds and techniques. The pupils shared their ideas enthusiastically and used their sketch books well to plan their work. There was good use of demonstration to highlight particularly effective work. In a few instances, as in a Year 4 lesson where pupils lacked opportunities to discuss their work at length, their concentration deteriorated and the rate of progress slowed.
113. The quality of teaching is satisfactory overall, though the lessons observed ranged from being very good to unsatisfactory. In the majority of lessons, which were satisfactorily taught, teachers explained the lesson aims clearly and gave sound demonstrations to help pupils to develop their artistic skills. For example, the Year 6 teachers used overhead projectors effectively to show pupils how to develop cartoon drawing. Pupils were given appropriate time

to develop their ideas. Those with special educational needs were supported well, such as in being encouraged to contribute their own ideas. There were not always effective conclusions, as pupils had limited opportunity to evaluate and consider ways in which to improve their work. This also meant that valuable time for promoting pupils' speaking skills was lost. In the unsatisfactory Year 4 lesson, the teacher's methods provided insufficient opportunity for pupils to fully understand the task because the lesson was rushed. The teacher's use of language was too complex for many pupils and was not explained. These led to pupils becoming confused and restless, limiting their progress.

114. There is a suitable policy and the two co-ordinators are working hard to develop consistent assessment and recording procedures. They have devised a suitable tracking system that includes collecting samples of pupils' work on a regular basis. For example, pupils' attainment in still life drawing and portraits is recorded annually in pupils' sketchbooks. Evidence for three dimensional work, painting, collage, textiles and the use of ICT is kept in a portfolio and is used to monitor pupils' progress. The co-ordinators are currently focusing well on improving guidelines so that the work builds more logically. They are identifying areas in which teachers require further training. There is an appropriate emphasis on providing the pupils with a range of resources, including those that contribute well to their cultural, including multicultural development. The pupils have worked well with visiting artists, such as ceramics specialists and have good opportunity to take part in special initiatives, such as the Comenius Project, which involves artistic interaction with schools all over Europe. The school also welcomes entries to local events such as York Streets Art. There is a strong focus on developing the subject as part of the overall arts provision and its effect on pupils' attainment in the performing arts.

DESIGN AND TECHNOLOGY

115. The standards attained by pupils by the end of Years 2 and 6 match national expectations. Pupils, including those with special educational needs, make satisfactory progress in both their designing and making skills. The use of national guidance ensures a broad coverage of the subject. Pupils respond very well and work with increasing independence because teachers usually plan appropriate work that builds closely on what the pupils already know and can do. In a few cases, teachers missed opportunities to encourage pupils to evaluate their work, which led to some restlessness and lack of concentration, restricting progress.
116. By Year 2, pupils design and make models satisfactorily, using an appropriate range of materials. They readily offer ideas and suggest ways to make things and have very positive attitudes to learning. They learn to join different materials including paper, card and fabric satisfactorily and use basic tools such as scissors and needles confidently in fabric work. The pupils confidently follow a set of instructions, add their own design features and suitably select and shape materials, as when making glove puppets. This work was successfully extended to the design and construction of marionettes, which involved the use of increased design detail and practical skills.
117. By Year 6, the pupils have secure understanding of design processes and the usefulness of different materials. For example, they weave paper and construct models using recycled materials, fabric and card. They work soundly with textiles and food, such as in designing and making fabric bags and producing and evaluating a healthy meal. The pupils have secure knowledge of generating, discussing and refining ideas. They understand the relevance of their designing and making to products they use in the real world, for example, when thinking about the type of fastener to use on a fabric bag. They consider safety matters well when cutting and sewing and are proud of their designs.

118. The teaching of design and technology is satisfactory overall. Good and very good teaching was observed in two lessons, in Year 1 and Year 3 classes. Teachers organised the resources for design and technology well. Pupils with special educational needs were successfully integrated into design and technology lessons because they received good support and guidance. In the good Year 1 lesson the teacher used the story of the 'Three Billy Goats Gruff' well to provide a meaningful context for the task of building bridges. There was a good emphasis placed on speaking and listening, which successfully enabled the pupils to express and develop their ideas. In a very good Year 3 lesson the teacher's good subject knowledge and efficient use of time and resources promoted enthusiasm and a good understanding of all aspects of designing, making and evaluating a healthy sandwich. The pupils had good opportunities to talk about their ideas and they achieved well.
119. There is a satisfactory policy and the scheme of work is soundly based on national guidance. These documents are under review as the subject is developing in the school. The enthusiastic co-ordinator is new to the post, but has already noted the strengths and weaknesses in the provision, which include the need for developing rigorous systems to monitor and evaluate standards and the quality of teaching. Resources are generally satisfactory, though there is not always good use of ICT to enhance pupils' learning.

GEOGRAPHY

120. Standards in geography match national expectations by the end of Year 2 but are below average by the end of Year 6. Throughout the school pupils have a secure knowledge of the places they study, but older pupils find it hard to link and interpret geographical information. For example, Year 6 pupils needed much prompting and encouragement when asked to explain the impact of climate and landscape on the lifestyles of people who live in the places they study, such as India. They have weak mapping skills because they are not yet taught systematically enough.
121. The teaching varies from being very good to unsatisfactory. In the best lessons, teachers provide attractive displays, using good resources such as photographs that successfully capture pupils' attention. They often plan interesting activities that pupils enjoy and remember. A visit to Edinburgh in Year 6 and listening to visitors speaking about their lives in Ghana give pupils good insights into places beyond York. As a result, pupils show a keen interest in the places they study and have a secure knowledge of them. Teachers encourage pupils to raise their own questions for research. A good example of this was when pupils in a class taken by the co-ordinator in Year 2 wrote questions like 'What are the houses like in Mexico?' They used a CD ROM confidently to find the information. These pupils were eager and explained their results clearly.
122. Recent improvements in the planning give good guidance for teachers in such aspects as the use of the local area and the development of mapping skills. There are signs that standards are improving in the younger classes. For instance, in a Year 1 lesson, pupils had a good understanding of the features of an island. They confidently showed a visitor how to find a house on the map using simple co-ordinates. 'You do know that we live on an island' said one proudly. Very effective discussion and questioning with lots of repetition that strengthened pupils' understanding were features of the very good teaching in this class. Pupils worked very hard and eagerly, making rapid strides in their learning because the activities that followed were challenging and absorbing.
123. In the same year group there was similarly very good teaching of pupils with special educational needs in the Nurture Group. The extra individual discussion as they worked helped these pupils to successfully complete a 'Treasure Island Map'. They enthusiastically pointed out England, Northern Ireland, Scotland and Wales on a large map of the British Isles. However, too often in lessons throughout the school, the same task is set for all pupils. Pupils' workbooks show that they spend too long copying out passages of writing and colouring

illustrations that do little to develop their skills. An example of this in lessons was when Year 2 pupils were learning about the jobs people do in Mexico. Their progress was slow because they spent too long decorating a mask. In Year 6 pupils had insufficient time to describe and explain the different layers of the rainforest because they spent too long drawing a diagram. Such tasks mean that pupils, particularly the more able ones, have too few opportunities to make sense of, and use their new knowledge. When this happens, they waste valuable learning time and their progress and attainment are not as good as they might be.

124. Two enthusiastic co-ordinators provide satisfactory leadership and management of the subject. The guidance for teaching geography in the school policy, and the arrangements for checking how well pupils are doing have been devised well. However, they are not yet firmly embedded in all classes. This means that there are still too few opportunities for pupils to improve and use their skills in fieldwork in the local area. There is, as yet, insufficient involvement in checking how well pupils are doing in their learning and in ensuring that teachers consistently use the guidance.

HISTORY

125. Pupils achieve standards in history that are in line with those expected for children of their age by the end of both Year 2 and Year 6. Overall, their achievement is good across both of these key stages, taking account of the low starting point of many children when they first enter the school and the large proportion of pupils within each year group who are still consolidating their basic literacy skills. Good learning results from effective teaching and the school's careful use of national guidance for units of work, carefully matched to the learning needs of its pupils. Pupils' learning is further enhanced by well-planned practical activities that make good use of a variety of historical information sources, including purposeful visits to local museums and sites of special interest.
126. During Years 1 and 2 pupils study a range of topics associated with different periods and are learning to understand the passage of time by using sources of information such as pictures, photographs, old objects known as artefacts and stories. This enables most pupils in Year 1 to use their existing knowledge of familiar present day objects, such as their toys, to then identify their historical counterpart from their grandparents' childhood days, using a collection of pictures or early photographs. They are learning how some things were 'different' in the past and can record their findings in lists under the headings 'then' and 'now'. By Year 2 pupils can correctly sort, sequence and record a list of randomised events describing the Great Fire of London, while the middle and higher achieving pupils can go on to suggest reasons why the fire spread so quickly.
127. In Year 4 pupils are well prepared for a visit to the Viking exhibition centre, Jorvik, in nearby York. This then links to a study of Viking settlement in Northern England introducing pupils to the early stages of historical interpretation, where they have to think about this settlement process from conflicting Anglo-Saxon and Viking points of view. By the end of Year 6, pupils are considering a much wider range of sources of historical information. Higher attaining pupils can produce structured independent written work, for example in the form of diaries about the life and times of Victorian children or undertake an analysis of Victorian inventions that continue to benefit our lives today. By the age of 11 most pupils are showing a sound grasp of chronological terminology such as century and decade and are able to demonstrate factual knowledge and understanding of aspects of the history of Britain.
128. During the week of the inspection very little history teaching took place, apart from a Year 1 lesson. Pupils' work indicates that they take pride in the presenting their work to a high standard. The success of this subject within this school arises partly from the enthusiasm with which it is taught and led and the subsequent interest and excitement pupils derive through their studies. This is reflected in the enjoyment shown by all pupils when undertaking dramatic re-enactments of major historical events, captured for example in portfolio photographs. Other pupils are sufficiently enthused to find out about the past by locating

historical reference material from Acomb public library or using the Internet to research and report upon historical challenges set as optional homework.

129. Teaching was good in the Year 1 lesson where the topic of 'visiting the seaside' was introduced by reading an account of a Victorian child's experiences of the seaside before challenging pupils to spot differences between these past events and their own present day experiences. The teacher introduced a selection of old photographs that enabled the pupils to place the events into an earlier chronological period by reference to the different styles of clothing and the use of vocabulary associated with the passage of time. The lesson consolidated their learning with a range of simple recording and sorting activities that required pupils to distinguish between past and present events. Each activity was well matched to the differing abilities of the various class groups.
130. Subject leadership is good and provides an appropriate focus particularly upon the development of historical enquiry skills. Portfolios of pupils' work are in place, are developing well and highlight the expected progression. Teachers are regularly provided with advice on the use of resources and artefacts and appropriate subject developmental priorities have been identified. The process of acquiring and using picture resources and artefacts to support the taught units of work is developing well. There is still too much use of worksheets, which limits the opportunities for pupils to record their ideas independently, using increasingly complex vocabulary. Co-ordinators have established a secure baseline for their subject but have yet to use rigour in monitoring teaching directly to ensure their expectations are consistently met.

INFORMATION AND COMMUNICATION TECHNOLOGY

131. Standards are below those expected nationally by the end of Year 2. They are broadly similar to national expectations by the end of Year 6. The establishment of a computer suite for pupils in Years 3 to 6 provides regular opportunities for pupils to develop key skills and means that pupils' progress is maintained at a satisfactory level overall. The particular expertise of a few teachers has impacted well and in their classes, progress is good. In Years 1 and 2 there is access to only one or two computers in each classroom and opportunities for pupils to develop skills are too irregular to be effective. Whilst there are examples of good work, particularly in Year 2, pupils' progress is uneven and generally unsatisfactory across Years 1 and 2. A computer suite for pupils in Years 1 and 2 is due for completion for the start of the academic year and this is aimed at providing increased opportunities for the younger pupils to develop their skills.
132. In all year groups, pupils have few opportunities to develop the use of information and communication technology systems to control events in a predetermined manner and to sense physical data. This weakness has been recognised by the subject managers and figures highly in their priorities for development. A Control Technology Day was organised at the beginning of the year for Years 2 and 5, where pupils and staff had the opportunity to work with simple robots. This helped to raise the profile of this aspect of the subject and gave inspiration and ideas to the staff. Equipment to enable this aspect to be further developed is being built up and there is a growing emphasis on control and modelling in some lessons. For example, in a Year 4 lesson, pupils were transferring skills they had learnt using a floor robot to inputting instructions to control the route taken by a figure on the computer.
133. By the end of Year 2, pupils have satisfactory basic keyboard and mouse skills. They use the spacebar, return key, backspace and delete keys to produce simple sentences. In Year 1, pupils write simple sentences using a word bank. They use the caps lock and full stop to punctuate simple sentences. Most above average and average pupils use ICT to help them work with text and images to communicate ideas. In Year 2, for example, they combine simple illustrations with sentences about promises they pledge to keep. In a science topic, above average pupils write a simple descriptive paragraph about an investigation using magnets and all pupils, with help from the teacher and the above average pupils, produce pictograms of favourite pets, colours and party foods. Pupils have worked on the Internet to find out about life

in Mexico and have used computer CDs to find out about life in this country 100 years ago. Pupils are less secure in saving and retrieving their work and in generating, amending and recording their work unaided.

134. By the end of Year 6, regular opportunities to work in the computer suite have developed pupils' basic computing skills well and given them good opportunities to use ICT to support their work in a range of subjects, though this is not generally a strong feature in most work. For example, Year 3 pupils have produced coloured pictograms of their favourite lessons and authors, while Year 4 pupils have produced attractive pictures in the style of Monet in art and design. Year 6 pupils have searched for facts about famous historical characters such as Dickens, Brunel and Stephenson. Pupils have used other forms of ICT in their work; for example, pupils in Year 4 have used digital cameras to produce self-portraits in art and design. During the inspection, Year 6 pupils were preparing a multi media presentation for pupils in Year 5 about the life and work of Gandhi, as part of their work in religious education. In this project, most pupils were able to access relevant websites, cut and paste images and text to their own files and prepare a presentation with sound and a slideshow. A Computer Grid Club for up to 24 pupils in Year 6 provides additional opportunities for them to work on more advanced work using the Internet and e-mail facilities. An ICT consultant runs this club after school on one day a week.
135. Across all year groups, pupils talk enthusiastically about their work, although in a small minority of lessons, activities are not particularly stimulating and pupils' interest wanes. The subject makes a good contribution to pupils' social development since teachers encourage pupils to work in small mixed gender groups and pairs to complete activities. They are encouraged to discuss what they are doing and help each other complete the tasks. There is good support for pupils with special educational needs and they are actively involved in all activities.
136. Little direct teaching of the subject was observed in Years 1 and 2 as most teaching is done incidentally while pupils work in pairs on the classroom computers. In Years 3 to 6, teaching is satisfactory overall, with some good lessons seen in Years 4 and 5. The quality of the teaching is linked very closely to the teachers' knowledge of the subject and how they use this knowledge to develop pupils' learning. All teachers share with the pupils what they are expected to learn. In the more effective lessons, teachers use the interactive white board to model what pupils are expected to learn and this ensures all understand what they need to do to access the programs. In all lessons, good support is given to individuals as they work and praise is used effectively to motivate pupils. A technician is readily on hand to sort out any technical problems and this cuts out wasted time when difficulties arise.
137. Teaching is improving and standards are rising as a result. The promising developments result from improved resources, in-service training to boost teachers' knowledge and confidence and effective leadership and management of the two subject managers. They work together well and have a good knowledge of how the subject needs to be developed. They monitor teachers' planning and samples of pupils' work to ensure consistency and provide information on standards. There has been no opportunity for them to monitor the quality of teaching in order to establish a clearer overview of learning across the school and pinpoint any inconsistencies within and across year groups. Class records are kept to track pupils' progress in Years 1 and 2 and new systems are being piloted in Years 3 to 6. These need to be established quickly and monitored rigorously to ensure a consistently used whole school approach and to ensure that teachers build more effectively upon what pupils already know, understand and can do.

MUSIC

138. By the time pupils leave the school at the age of eleven, they reach standards above those expected for their age and have enjoyed a wide variety of music making activities. By the end of Year 2, pupils reach the standards in line with those expected for their age.
139. There is a particularly high standard of performing and composing in Years 3 to 6. During hymn singing in assemblies, pupils sing tunefully and show a good sense of timing. They interpret the mood well, displaying good voice control and clear diction. An unusually high number of pupils gain competence in playing a range of instruments. Pupils play recorders to a good level. In Years 5 and 6, they make up Recorder Ensembles to play regularly with confidence and accuracy in front of the school. They show good awareness of other performers, keeping together well. A group of more able pupils from Year 4 practise and refine their violin playing in the lunchtime club 'Super Strings' and individual players show confidence as soloists. They vary the pace and volume well and play with feeling and sensitivity. Other pupils participate in a steel band, performing Blondie's 'The Time is Right' with enthusiasm and a good sense of timing and rhythm. Pupils in the Keyboard Club compose songs and music both in a structured way and spontaneously, such as a 'Building Site' song, inspired by the work being carried out around them and a creative composition on a firework theme. Another group performed and taught a song to pupils in the infants, recruiting new singers for the school choir. Pupils use ICT well to create their own compositions. Pupils' ability to read music is beyond national expectations.
140. By the end of Year 2, pupils reach the standards in line with those expected for their age. The younger pupils do not have as many opportunities for extra lessons as the older ones, but pupils benefit from the musical ethos throughout the school and the good co-operation between the two key stages. The pupils are building up a repertoire of songs and can pitch their voices to follow the contour of a model provided by well-chosen music. Pupils are given good opportunities to experiment with untuned percussion instruments and are beginning to know the names of instruments such as maracas, claves and the tambour and the different sounds they make. They know how to care for instruments. In one particular lesson, pupils showed secure understanding of the difference between the rhythm and the pulse. They composed simple patterns to accompany their singing, using body sounds and percussion instruments with increasing competence and a good sense of rhythm. They thoughtfully and confidently produced sounds such as 'gnashing of teeth, clicking tongues' and clapped the backs of their hands to represent characters and sounds in a story. A good variety of purposeful activities developed control of pitch, dynamics and rhythm effectively.
141. The quality of teaching and learning throughout the school is good. Pupils achieve well and thoroughly enjoy the musical opportunities available to them. There is a structured approach and consequently pupils build progressively on skills. Lessons provide frequent opportunities for pupils to consider how to refine and improve their skills. The small groups enable pupils to receive close attention from their tutor and in these lessons they listen and concentrate very well. Teachers have high expectations and make frequent use of musical terminology, leading to good progress in pupils' knowledge and understanding.
142. There is a strong musical tradition that emanates from the former junior school and music has a high profile. The subject is led and managed well. There is considerable expertise spread throughout the staff in both key stages, including the headteacher, co-ordinators and part time teaching assistants and this leads to good teaching. The appointment of a 'Live Music' co-ordinator, who brings considerable enthusiasm and expertise to the role, makes a significant contribution to pupils' high levels of achievement. She provides additional instrumental tuition on a peripatetic basis and is a crucial member of the leadership team, helping with planning and organising visiting specialists, such as workshops on African and Latin American music to enhance overall provision. All pupils have the opportunity to participate in a Summer and a Christmas Concert, singing, playing and dancing. These performances are enjoyed and

appreciated by pupils, parents and members of the community alike and contribute well to the high standards of performance.

143. The well-organised and resourced music room, with its creatively designed windows and door panel provides a specialist area that promotes good motivation for pupils. A centre of constant musical activity, it contributes to the subject's strong profile in the school and to the high standards achieved.

PHYSICAL EDUCATION

144. Standards match those expected nationally by the end of Year 6. They are above average in the games aspect of physical education. No lessons were seen in Year 2, but those in Year 1 show that standards are average. Boys' and girls' achievements are satisfactory. The school places a strong emphasis on sport and provides an impressive range of activities that are supported well by a committed staff and visiting specialist teachers. These include gymnastics, football, netball, rounders, cricket, badminton and rugby. They boost pupils' games skills considerably, particularly in the older classes where pupils compete successfully with those from other schools. Regular swimming sessions in years 3,4,5 and 6 ensure that most pupils swim 25 metres by the time they leave the school.
145. Teaching is satisfactory in Year 1. Pupils enjoyed warming up for their lessons. They listened carefully in a game of 'jumping beans', moving enthusiastically in different ways and using the space well. They behaved well because teachers made sure they knew what was expected and managed them effectively. Teachers are clear about what pupils are to learn in lessons and plan activities that help them steadily improve their skills. For example, when pupils were learning to throw, catch, roll and bounce a ball, the teachers showed them how to draw the ball towards their bodies and reminded them to 'watch the ball'. Pupils became increasingly accurate in throwing to a partner and catching the return ball. Sometimes however, teachers control their lessons too tightly. Examples were when they spent too long in lengthy explanations, so that pupils became restless. At other times, the teacher moved on to the next activity too soon and pupils had too little time to practise and improve their skills. Teachers sometimes highlighted good examples of pupils' work for others to watch, but they were not encouraged to think about what made it good or what might make it even better. As a result, pupils spent too long consolidating, rather than in extending their skills.
146. This was also a limiting feature of the lessons in Years 3 to 6, where teaching is satisfactory overall. Pupils set out equipment sensibly and use it safely. There were good reminders about the 'rules' in a Year 3 gymnastics lesson, so that pupils carried mats and balances carefully and took turns, making sure that 'only one on the balance at a time' was observed. Pupils were not as imaginative in developing their sequence of movements as they might have been. Both here and in a dance lesson in Year 4 pupils found it hard to maintain a 'balance' because they were unsure what was expected of them. The teachers' comments on pupils' work were usually 'super' or 'excellent', which meant that pupils were not challenged enough to refine their movements.
147. The best teaching was found in Years 5 and 6, where there were examples of good teaching. Huge enjoyment was evident in a dance lesson in Year 5. A poem, 'Engineers', and lively music successfully established the mood for the lesson so that all the class listened intently, and boys and girls were equally eager to dance. The teacher worked alongside pupils. Her demonstrations did much to promote their imagination, so that most created an interesting dance sequence with a partner, using precise and synchronised movements in a 'machinery' theme. The teachers in Year 6 teach the skills and tactics effectively in their introductions to games' lessons. They observe pupils closely as they work, so that when they draw pupils together for further coaching their comments are directed towards helping pupils improve. 'Think where you need to send the ball to get them out' was one such comment in a rounders session. When pupils returned to their game they were more accurate in fielding the ball. In all

these lessons, pupils showed good teamwork and co-operation. They ran their cricket and rounders games briskly but fairly, with little intervention by the teachers.

148. The co-ordinators provide satisfactory leadership, but they do not yet do enough to evaluate the effectiveness of the teaching. This means that inconsistencies and areas for improvement are not identified and dealt with as quickly as they might.

RELIGIOUS EDUCATION

149. Standards by the end of Year 2 and Year 6 fully meet the requirements of the locally agreed syllabus. All pupils, including those with special educational needs, have equal access to the curriculum. Teachers are sensitive to the needs of pupils who come from families with strong religious views.
150. By Year 2 pupils have a secure understanding of Christian festivals and celebrations such as Christmas, Easter, christenings and weddings. They compare the celebration of Christian and Hindu festivals, such as Divali. They learn the importance of caring for others. For example, Year 1 pupils listened to the story of St. Francis and a wolf. They responded to the question, 'What can we do to help someone feel happier?' with 'Let them play with us, Invite them home,' and 'Help them.' They listen carefully to Christian prayers and begin to write their own, showing a clear understanding that the prayers are addressed to God. They show respect for religious practices when, for example, they spontaneously close their eyes and put their hands together when their teacher reads a prayer that they know.
151. Pupils in Years 3 to 6 continue to show good attitudes to religious education. They widen their knowledge and understanding of Christianity and other world faiths. For example, they recognise the Five Pillars of Islam and know how and when Muslims pray. They understand the importance of the Qur'an. Using their skills in art and design and design and technology, they create Mendhi and rangoli patterns and make Hindu shrines. They continue their studies of the Bible and discuss the miracles performed by Jesus and stories from the Old Testament. By the end of Year 6, pupils know about famous religious people from different faiths and times, such as Anne Frank, Martin Luther King and Ghandi. Opportunities to prepare a power point presentation about whether Ghandi was a good man enable them to use Internet study skills. They explain some differences between religions, for example, the beliefs held by Jews and Christians about Christ. They confidently compare stories from Hinduism with Bible stories and refer to their underlying meanings. For example, a Year 6 pupil explained the Hindu story of Holi as the "story of good conquers evil" and went on to compare it with Herod trying to kill Jesus or the devil's temptation of Jesus in the desert.
152. The quality of teaching and learning are satisfactory overall, with examples of good and very good teaching in both key stages. Sensitive handling of difficult issues and good relationships encourage pupils to feel secure when expressing their feelings. When teachers give pupils opportunities to talk to one another or to the class, they respect their answers. This builds pupils' confidence. Teachers read stories expressively and use them effectively to stimulate pupils' thinking. They enable pupils to respond through art, drama and discussion. However, although pupils use story boards to retell religious stories, they have too few opportunities to express their ideas through extended writing. This also limits the extent to which the pupils can use increasingly complex vocabulary in their writing. Relating problems and emotions to religious stories, such as David and Goliath, enables pupils to consider their own feelings and relationships with others. This provides good opportunities for pupils' personal development. The curriculum enables pupils to learn about the beliefs and practices of different faiths. However, there are too few opportunities for pupils to learn from religion and consider their own beliefs. There are occasions when the timing of lessons in the day or the week is not conducive to developing discussion or extended writing.

153. The co-ordinators work well together to ensure there is a common approach to teaching and learning. They have a clear plan for the introduction of the new locally agreed syllabus, which is a priority for development.