

INSPECTION REPORT

CARR JUNIOR SCHOOL

Acomb, York

LEA area: York

Unique reference number: 121273

Headteacher: Mr G Rusk

Lead inspector: Mrs L Murphy

Dates of inspection: 5th – 7th July 2004

Inspection number: 255720

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	7 – 11
Gender of pupils:	Mixed
Number on roll:	220
School address:	Ostman Road Acomb York North Yorkshire
Postcode:	YO26 5QA
Telephone number:	01904 798996
Fax number:	01904 787525
Appropriate authority:	The governing body
Name of chair of governors:	Mr J C Barrett

Date of previous inspection: 18th – 21st January 1999

CHARACTERISTICS OF THE SCHOOL

The school is an average sized junior school. Pupils mainly live close to the school in local authority built and private housing though a small proportion travel from further away. The school roll has fallen since the last inspection because of changes in the local area; pupils' attainment when they start school has dipped to below the level expected for their age. Fifteen per cent of the pupils have free school meals, which is in line with the national average. Twenty-one per cent of the pupils, an above average proportion, have been identified as having special educational needs, which are mainly moderate learning, and social, emotional and behavioural difficulties. Two have Statements of Special Educational Need. Almost all pupils are from white British backgrounds. A few are of Turkish heritage and though a small number speak English as an additional language none is at an early stage. Two pupils are in public care. The school gained the Basic Skills Quality Mark in 2000 and it was renewed in 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17173	Mrs L Murphy	Lead inspector	Science Art and design Physical education English as an additional language
8922	Mrs B McIntosh	Lay inspector	
17756	Mrs H Monaghan	Team inspector	English Music Religious education
17877	Ms C Ingham	Team inspector	Mathematics Information and communication technology Citizenship Design and technology Geography History Special educational needs

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school. The quality of leadership and management, including governance, is good. Teaching and learning are effective and bring about the pupils' good achievement, raising standards to a broadly average level. The school provides satisfactory value for money because it achieves its success with higher than average costs. A barrier to achievement is the above average proportion of pupils who have special educational needs. An aid to the school's work is the very good teamwork.

The school's main strengths and weaknesses are:

- standards in mathematics, art and design, history and physical education are above the level expected of pupils at the end of Year 6; standards in speaking and science are below average;
- the pupils, including those who have special educational needs and those learning English as an additional language, achieve well because of the good teaching;
- teamwork among staff is very effective;
- pupils behave very well and have very good attitudes to school because the provision for their social and moral development is very good; and
- assessment for learning in subjects other than English and mathematics is underdeveloped.

The school has improved well since the last inspection in 1999. It has addressed all the key issues identified at that time well and furthermore has made good improvements in the pupils' achievement, attitudes and behaviour. The quality of teaching, the curriculum, links with parents and the leadership and management of the school have also improved. Standards in science have declined since the last inspection.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	C	B	B
mathematics	A	B	A	A
science	D	D	E	E

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

The pupils achieve well.

- Standards are above the national average in mathematics and the pupils achieve very well;
- in English pupils attain a broadly average level and achieve well, though in speaking standards are below average;
- in science standards are below average and lower than in other subjects. The difference is also reflected in the school's results in the national tests as can be seen above. However, the pupils' achievement is satisfactory;

- the pupils achieve very well in art and design and physical education and reach standards higher than typically expected at the end of Year 6; standards in history are also above those typically expected at the end of Year 6; and
- standards in all other subjects of the National Curriculum and religious education are at a level typically expected of the pupils at the end of Year 6. The pupils achieve well to reach this level.

The pupils' personal qualities, including their spiritual, moral, social and cultural development, are good. Strengths are in the very good provision for their moral and social development and as a result the pupils have very good attitudes to school and behave very well. The rate of the pupils' attendance is above average.

QUALITY OF EDUCATION

The **quality of education provided by the school is good. The teaching and learning are good.** Particular strengths include the teachers' knowledge of the subjects they teach, the very good planning, high expectations, the use of time, insistence on very good behaviour and the promotion of equal opportunities. As a result the pupils learn at a good pace, are productive and are able to work well in groups but also independently. The quality of teaching and learning is very good in mathematics, physical education and art and design. The quality of marking to help pupils improve is a relative weakness as is the development of the pupils' skills of speaking. Assessment is satisfactory overall with strengths in English and mathematics but weaknesses in other subjects.

The curriculum, care, guidance and support, the partnerships with parents and the community are good and together with the teaching underpin the pupils' good achievement.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. They are effective in bringing about strong teamwork which impacts well on the pupils' achievement. The work of the governing body is good and supports the school well. Statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents have a good regard for the school and in particular note that their children make good progress because of the good teaching. The staff expect the pupils to work hard and encourage their maturity. They provide a good level of help treat children fairly and provide a good range of activities for the children, including homework. Parents agree that the leadership and management of the school are good and they feel comfortable approaching the school with ideas or any concerns.

The pupils like the school and enjoy working hard and learning new things in lessons. They have a known adult to go to if worried about anything and appreciate the trust and help given by the staff.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- raise standards of speaking and science; and
- improve assessment in subjects other than English and mathematics.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Standards are broadly average which shows good achievement from the below average levels of attainment when the pupils start at the school.

Main strengths and weaknesses

- The pupils achieve very well in mathematics, art and design and physical education;
- pupils' achievement is good in English, information and communication technology, religious education, and history;
- pupils who have special educational needs and those learning English as an additional language do as well as their classmates;
- skills at speaking are under-developed and standards in speaking are below average at the end of Year 6; and
- standards in science are below average.

Commentary

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	27.5 (26.8)	26.8 (27.0)
mathematics	28.8 (28.2)	26.8 (26.7)
science	27.1 (27.8)	28.6 (28.3)

There were 56 pupils in the year group. Figures in brackets are for the previous year

1. The trend in the school's results for English, mathematics and science over the last four years was broadly in line with the national trend. Since the last inspection standards have risen in English and mathematics. Between 2000 and 2003 they rose as follows:
 - English results were well below the national average in 2000 and above the national average in 2003; and
 - mathematics results were below the national average in 2000 and well above the national average in 2003.
2. This rise in the pupils' attainment has been greatly aided by the work the school has done to achieve the Basic Skills Quality Mark. Since 2000 the school has had good systems to improve the pupils' reading, writing and numeracy. This has included professional development for staff to improve the level of their teaching, action planning for improvement and the collection, analysis and monitoring of data which is used effectively to match the work to the pupils' needs. Because this is so well led and staff have responded very professionally the Basic Skills Quality Mark was renewed in 2004 and the school has maintained a clear focus on the teaching of basic skills. This is clear when the school's results are compared to those of pupils in similar schools; the pupils achieved above average in English and well above average in mathematics in 2003.

3. The unvalidated results of the national tests in 2004 show a slight fall in English and mathematics but this was a predicted one given the high proportion of the pupils who have special educational needs and the nature of these needs. Significantly, the proportion of the pupils attaining at a high level has been broadly maintained. The inspection judgement places standards at above average in mathematics. The pupils achieve very well because the subject is very well led and the pupils have plenty of opportunity to apply their learning to solving mathematical problems. In English the broadly average standards this year are lower than in 2003 because of the nature of the pupils' special educational needs and because overall the pupils' speaking skills are not as well developed as other aspects of English. The school's strong diagnostic strategies have already identified this as an aspect for improvement and initial action has been taken. The pupils are at times reluctant speakers and in discussion their oral contributions are often limited and not always well extended by the teaching.
4. Because of the focus on English and mathematics, science has not received sufficient attention. As a result the school has been slow in addressing the decline in the pupils' attainment in science which has been evident over the last three years. The school's results in the national tests fell from an average level in 2000 to well below average nationally and in relation to similar schools by 2003. Over the last year the school has ensured staff development in teaching investigational skills but the lack of monitoring has meant that other factors adversely affecting standards have not been identified. For example, though planning has been monitored the school has not identified that higher attainers are often insufficiently challenged because the work is not well matched to their needs. Assessment is not used well enough. Furthermore, writing is frequently copied from a central source which means that the pupils have too few opportunities to work out for themselves how to record their scientific findings.
5. The pupils are achieving well from the below average standards when they start the school. The pupils' very good behaviour and attitudes impact very favourably indeed on their achievement. The pupils' achievement is good in English, information and communication technology, religious education, and history. This is because the subjects are well organised and the curriculum is meaningful to the pupils. The good quality of the teaching ensures smooth learning that builds up the pupils' skills and understanding well. Throughout the school, the achievement of pupils with special educational needs and those who speak English as an additional language is good. Pupils who are causing concern are identified early and given a wide range of support both in lessons and when they work with the special needs co-ordinator. The school's intervention programme has a significant advantageous impact on the attainment and achievement of these pupils. The pupils speaking English as an additional language have support readily available and achieve well.
6. In art and design and physical education the pupils' achievement is very good because, as in mathematics, the quality of teaching is very good and the pupils learn at a fast pace. The pupils say that these subjects are their favourites and they work very hard and successfully to achieve their best.
7. Parents agree that their children make good progress because the teaching is effective, children are expected to work hard and the leadership and management are good overall.

Pupils' attitudes, values and other personal qualities (ethos)

The pupils' behaviour and their attitudes to school are very good; this is an improvement since the last inspection. Pupils' personal development, including their spiritual, moral, social and cultural development, is good. The rate of the pupils' attendance and their punctuality are good.

Main strengths and weaknesses

- The pupils' very good attitudes help them to learn effectively and achieve well;
- very good relationships help create a happy learning environment;
- high expectations of behaviour are set and achieved; the school deals very effectively with all forms of harassment;
- pupils' moral and social awareness is developed very well and helps them become mature and responsible; and
- pupils have a good awareness of their own and other cultures and faiths but their understanding about living in a multi-cultural society is under-developed.

Commentary

8. The pupils like coming to school, are keen to learn and find lessons interesting. They feel that teachers make learning fun and pupils enjoy the variety of experiences that the school offers. They respond with confidence to the high levels of challenge set for them and concentrate very well on their tasks. When contributing to discussions or explaining their methods of calculation they are not afraid to make mistakes as they know their answers are valued. Pupils who have special educational needs have equally positive attitudes to learning and take a full and active part in lessons. They develop a positive self-image through the effective support they receive. The same is true of the pupils speaking English as an additional language.
9. The school gives a very high profile to the pupils' social and moral development. Relationships are very good throughout the school because the pupils have a good understanding of their responsibilities within the school community. This helps to create a happy learning environment. Pupils have a very clear understanding of the difference between right and wrong and almost always try to do what they know is right. They appreciate the individual rewards for good work and behaviour and know that their efforts are valued. There is little bullying and pupils feel that if any form of harassment occurs, it is taken most seriously and dealt with very effectively by staff. There have been 12 fixed-term exclusions during the last year and these were as a result of extremely unacceptable behaviour. The need to apply serious sanctions such as exclusion is limited to a very small number of pupils.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
Any other ethnic group

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
218	12	0
1	0	0

No ethnic group recorded	1	0	0
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The table gives the number of exclusions, which may be different from the number of pupils excluded.

10. The pupils' confidence and self-esteem are fostered by the system of monitors and helpers across the school. They willingly accept responsibility by taking on jobs in class or becoming elected to the school council. Older pupils are given a higher level of responsibility in various monitoring roles and contribute well to the organisation of the school. Year 6 pupils sell fruit daily and help younger pupils develop their reading skills by listening to them read. Pupils get on very well together and collaborate very well in play and work. They are very friendly, polite and welcoming, greeting visitors with a cheerful smile. They hold doors open for each other and are quick to say sorry when the need arises. The atmosphere around the school at lunchtime is very positive and sociable. Pupils are very well behaved in the dining room and chat amicably together. The recent improvements to the dining room provide a café atmosphere which adds to their social development.

11. Since the last inspection the school has made good improvements to developing the pupils' spiritual awareness. Spiritual development is now an integral part of the curriculum and assemblies and is planned around themes that are relevant to the pupils. This helps pupils to reflect upon their personal feelings, values and beliefs. Assemblies to celebrate achievement affirm the school value of helping pupils appreciate the individuality in themselves and others. Spirituality is highlighted through attention to the wonders of nature such as making the most of a lovely summer's day or learning about the life cycles of plants and animals. Resources and music are used well to create a special atmosphere that is key to the success of a particular lesson. Class discussions give good opportunities for pupils to listen to varied opinions that may not match their own and they show respect for the differing views of others.

12. Pupils have a good understanding of their own cultural traditions and the diversity and richness of other cultures. They are taught to appreciate and respect others' beliefs, ideas and culture and they have a good level of fairness and tolerance. This is enhanced by work in subjects such as geography, history, religious education, art and music. However, pupils have few opportunities to mix or communicate with people representing other faiths or indeed visit places of interest that would help them learn about living in a multi-cultural society.

13. During the last year the school has improved its level of authorised absence, and attendance is good. Parents are quick to inform the school when their child is absent and any unexplained absences are followed up rigorously. The number of unauthorised absences has increased slightly and this is due mainly to a very small number of poor attenders who are closely monitored by the educational social worker. Punctuality is good and lessons get off to a prompt start.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.1	School data	0.3
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The **quality of education** provided by the school is good. Strengths are in the effective teaching and learning which are well supported by the curriculum, the good care, guidance and support the school provides and its good partnerships with parents and the community.

Teaching and learning

The quality of teaching and learning is good. Assessment is sound with strengths in English, mathematics and for the pupils who have special educational needs, though with weaknesses in other subjects.

Main strengths and weaknesses

- The teachers' knowledge of the subjects they teach is very good;
- planning of very good quality underpins the teaching and learning of all pupils, including those who have special educational needs;
- the development of the pupils' speaking skills is a relative weakness;
- teachers have high expectations of what the pupils can achieve and use time very well;
- the insistence on very good behaviour and the promotion of equal opportunities mean that the pupils can learn productively at a good pace, and they work together well;
- the quality of teaching and learning is very good in mathematics, physical education and art and design; it is satisfactory in science; and
- assessment is good in English and mathematics but unsatisfactory in other subjects.

Commentary

Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	14 (37 %)	16 (42 %)	8 (21%)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

14. The quality of the teaching and learning has improved since the last inspection; the proportion of teaching which is good and better has increased well because a team approach is well led. Parents agree that the teaching is good and the pupils say that teachers are fair and listen to their ideas.
15. The teachers' knowledge of the subjects they teach is very good and has improved since the last inspection because their professional development is well catered for. This gives staff a certain confidence when questioning, providing explanations and addressing any misconceptions. Very good teaching in art and design and physical education draws very well on the high level of subject expertise of the staff and enables the pupils to make very good gains in learning new skills and in applying them. In these two subjects a mark of the very good teaching is the time given to appreciating the spiritual aspect of learning which encourages the pupils to be reflective and to enjoy their surroundings.
16. Very effective planning is the cornerstone of the teaching and learning. Joint planning between staff in parallel year groups helps to provide equal opportunities across classes, and because similar formats are used the plans are easy to monitor by subject leaders to

ensure that the pupils' learning builds up well. Because objectives for learning are clear the pupils come to a much better understanding of what they are to learn and how they are to learn new skills and knowledge.

17. The teaching and learning of pupils who have special educational needs and of those who have English as an additional language are good and have improved since the last inspection. The teachers are fully involved in drawing up the pupils' individual education plans, in consultation with the special needs co-ordinator and, as a result, know the needs of these pupils well. Teachers ensure the pupils are fully integrated in lessons by targeting support and questioning to effectively encourage the pupils. The learning support assistants promote the pupils' learning well by encouraging improved concentration and modifying activities. Pupils also greatly benefit from the support they receive in small groups with the special needs co-ordinator. The co-ordinator skilfully adapts the lesson content to meet the abilities of the pupils, with much success. Good assessment procedures and their use are a strength of the provision for pupils who have special educational needs.
18. Teachers set high expectations in terms of behaviour and, because the pupils behave so very well, the pace of learning is accelerated. Time is used very well, in part because of the very clear planning. This means that plenty of time is allowed at the end of each lesson to properly conclude. The pupils benefit from this by being helped to review what has been learned in the lesson and look forward to what is to be taught in the next lesson. Time is used very well in the good teaching in English and very good teaching in mathematics. The pupils are becoming well aware of the amount of work they can do in a given period and mostly complete their tasks because they have learnt to work steadfastly, to concentrate on their task and to work neatly. The three-part lesson from the national strategies has been incorporated into much of the other teaching and, as a result, the pupils learn well, getting through the tasks set in good time and often moving onto to other activities to apply their new learning.
19. The very good teaching in mathematics brings together many of the above strengths. It is vibrant, fulfilling and rigorous. Monitoring and effective assessment enable the pupils' learning to be well matched to their needs and pupils quickly become adept at tackling challenging mathematical problems because of the very good grounding they receive in numeracy. Formal assessment is unsatisfactory in many other subjects and so the match of work to the pupils' needs is not as well dovetailed as in mathematics or indeed English. Day-to-day discussion helps staff correct the pupils' mistakes. However, because of the broad approach taken, for example in science the higher attainers are insufficiently challenged. In the subjects where the school has not addressed assessment, it is becoming a barrier to the pupils attaining highly. Linked to this is the marking of the pupils' work which is not always sufficiently diagnostic to inform the pupils how to improve.
20. The pupils' skills at speaking are underdeveloped but the school's monitoring procedures have already identified that they are in need of improvement. A start has been made in encouraging the pupils to talk with partners at intervals during lesson to explain their understanding and views in particular subjects. The pupils are often shy at this and at times prefer to work alone because they think they can get on quicker. They miss out on opportunities to ask relevant questions, take on different roles and make contributions to sustain discussions. As a result, for example, their scientific vocabulary is

underdeveloped and this impedes their explanations in science. Teaching in science is weaker than in other subjects because the pupils are given insufficient opportunities to apply their scientific knowledge in practical work. At such times the learning is too narrowly led by the adult.

The curriculum

Curricular provision is good and very effectively enriched beyond the school day. Accommodation and resources are good.

Main strengths and weaknesses

- Curricular planning of English and mathematics is very good;
- the application of literacy skills to other subjects is effective though there are insufficient opportunities to develop speaking;
- time is used very well;
- the curriculum is relevant to the pupils and enriched through a very good level of extra-curricular activities; and
- links with other schools are good.

Commentary

21. The school provides a good, broad and balanced curriculum which is relevant to all its pupils. Since the last inspection the school has focused successfully on the provision for literacy and numeracy and increased the emphasis on teaching information and communication technology. Planning for English and mathematics is thorough and detailed so that teaching builds effectively on the pupils' previous learning. The school strives to achieve a uniformity of delivery through clear policies, teamwork and monitoring. Curricular developments are accompanied by training for the whole staff and also involve the learning support assistants and supply teachers who regularly work in the school so that all are well informed and there is continuity of practice, even during teacher absences. Teachers in each year group plan together and curriculum leaders oversee development across the school. This has been effective in raising the achievement of all the pupils. Pupils' achievement is regularly checked and the curriculum effectively adapted for any who are not making the expected progress. Extra intensive teaching is provided to ensure that all achieve as well as they are able. Pupils with special educational needs have detailed and specific individual education plans prepared for them with appropriate emphasis on the subjects in which they need to improve. These pupils are very well supported by teachers and classroom assistants who ensure they take a full part in all areas of the curriculum, and consequently they make good progress. The school uses nationally recommended schemes of work for other subjects which are effective in ensuring that all aspects are taught. The school improvement plan appropriately identifies a sequence for the development of these subjects.
22. Although separate schemes of work are prepared for each subject there are many planned opportunities for pupils to apply the skills they learn in other subjects, in particular those of reading and writing. Pupils' confidence in these and their ability to write quickly and neatly and to set out their work well has a significant impact on their achievement in other subjects. However, there are insufficient planned opportunities for pupils to develop speaking. As a result standards are lower in speaking than in other aspects of English.

23. Time is used well from planning the timetable through to the prompt start of lessons. The pupils move around the school efficiently and are so well behaved that no time is wasted through any interruptions to deal with misbehaviour. The school day is used very effectively. There are many occasions when time is used creatively and the timetable adapted to accommodate special initiatives and events, for example to allow pupils to work with a professional rugby player and to allow the pupils in Year 6 to take part in local sports events. The curriculum is enriched by visits arranged in school time; for example, the visit by Year 5 to the Beamish Museum inspired in pupils an interest in the lives of Victorians they studied as they developed an empathy with people of the time.
24. Teaching is well adapted to take account of pupils' interests and experiences so that it is relevant to their life both in and out of school. For example in lessons pupils write information booklets about their hobbies and interests to share with others in literacy and in geography they explore potential improvements to their local environment. As part of the recent healthy eating project pupils analysed the contents of picnic lunches and designed healthy sandwiches. They also began a fruit selling initiative which became so successful that it is now run as a business with the pupils responsible for the profits, from which they have bought music centres for quiet music to be played in their classrooms at appropriate times during the school day. The dining room transformation into a café-style eating place was also part of the focus on healthy eating and themed food days encourage these pupils to eat a greater variety of foods and to try new dishes. Pupils' work in school is also made relevant through contacts between school and home, and older pupils become more responsible for their own learning. Pupils in Year 3 and Year 4 keep reading record books where both parents and teachers record pupils' progress in reading. In Years 5 and Year 6 pupils, who are developing more responsibility for their own learning, maintain a personal jotter in which they record significant events in each school day and set their own targets for the following week, sharing these with parents who sign the diary each week.
25. Pupils who have special educational needs have access to the full curriculum and are fully integrated in class-life. The curriculum is appropriately adapted to their needs through individual education plans of good quality. The targets for these plans are detailed and contain useful work programmes. The pupils are aware of their targets and are eager to achieve them. Lesson plans clearly show how activities are adapted to meet the abilities of these pupils.
26. The curriculum is enriched by school visits, for example the Year 4 visit to Shibden Hall as part of a history topic which gave pupils a real insight into life in Elizabethan England. There is a wide range of clubs and other activities outside the school day including not only sports activities such as dance and swimming but also a lively and enthusiastic maths games club for Years 3 and 4 and French and homework clubs for Years 5 and 6. There is also a transition club which runs for six weeks before the end of the summer term for pupils about to transfer to secondary school. The club ends in a picnic when includes pupils who have one year's experience of attending secondary school.
27. The school has established good links with the local secondary school. Teachers and pupils from the receiving secondary schools visit the Year 6 pupils at Carr Junior School. Towards the end of the summer term the Year 6 pupils also have the opportunity to visit the secondary school to which they transfer. Academic records are passed on so that

teachers are well prepared for all pupils. The pupils look forward to the transition with confidence.

Care, guidance and support

Arrangements for ensuring the pupils' welfare, health and safety are good. The caring atmosphere in school helps pupils to enjoy their learning and contributes to their good achievement. The school provides pupils with good support, advice and guidance. The way the school seeks and acts upon pupils' views is good.

Main strengths and weaknesses

- The school is a welcoming place where pupils are cared for well and helped to mature and gain in confidence;
- teachers and other staff provide very good personal support for pupils; assessment is used well to guide pupils' learning in English and mathematics; and
- pupils' views are sought, valued and acted upon and they contribute well to the development of the school.

Commentary

28. Pupils are safe and secure at school and the good attention paid to their care, welfare and safety allows them to concentrate on learning. Daily routines are well planned and pupils are carefully supervised when at work or at play. At lunchtimes clear systems are established and this ensures a continuity of the pupils' welfare and safety. Health and safety requirements are met. On a practical day-to-day level the staff and caretaker are vigilant in checking the building to ensure a safe working environment for the children and promptly deal with any hazards found.
29. The school is always ready to listen to the pupils and offers very good personal support as their needs arise. Relationships throughout the school are very good so that pupils feel secure and know there is always someone to whom they can turn for help. Child protection procedures are good and staff are aware of what to do if they have any concerns about the children in their care. The school gives a high priority to identifying and helping vulnerable children with anxieties or personal and social concerns that may be hindering their education. Funding from the Children's Fund is used very well to help specific groups of pupils in Year 6 prepare for their transfer to secondary school. Similarly groups of vulnerable pupils in Years 3 and 4 have opportunity to work with trained teaching assistants in therapeutic after-school clubs. This has a positive effect on their learning in lessons and contributes well to their personal development.
30. The school works very closely with parents and outside agencies to help improve the behaviour of specific pupils. A small number of pupils who sometimes have difficulty in controlling their behaviour or anger are taught suitable strategies for helping them to cope. The school tries hard to help pupils to remain in mainstream education but this is not always possible and occasionally it is necessary to exclude a small number of pupils for the safety of others.
31. The information about pupils' achievements is used well to set targets for academic and personal development. Staff are quick to respond to pupils' needs and provide them with

extra help they need to improve their learning. As a result the pupils achieve well. Pupils have a good awareness of how well they are doing in English and mathematics and are often involved in assessing their own learning through discussions in lessons. Work is marked but teachers' comments are not always focused on guiding the pupils on what to do to improve further. Pupils with special educational needs, those who speak English as an additional language and the pupils in public care are supported well in class so they take a full and active part in lessons and achieve as well as other pupils. The school's procedures for early identification of pupils who are likely to experience difficulties in learning are effective. The staff provide very sensitive help and guidance to the pupils in their work and social development, and appropriate use is made of support from outside agencies.

32. Pupils are actively encouraged to contribute towards improving the school. They know that their views matter and the school will try to act upon what they say. The school council helps pupils to learn about democratic decision taking and makes a good contribution to life in school. For example, the work of the council was instrumental in providing more play equipment in the playground which has helped to improve the quality of playtimes. Pupils contributed to the improvements to the décor in the dining room, and enjoy the special themed meals which are provided as a result of their requests.

Partnership with parents, other schools and the community

The partnership with parents is good. Links with the community and other schools are also good and have a positive effect on pupils' learning and their personal development.

Main strengths and weaknesses

- The school has good relationships with parents; opportunities for seeking their views are under-developed;
- parents receive good information about the school;
- pupils' end-of-year progress reports do not give a clear indication of the level of attainment the pupils are working at; and
- good links with the community and other schools enhance curricular opportunities for the pupils.

Commentary

33. The school welcomes and encourages parents into school. The headteacher and staff are accessible and approachable if parents have any concerns about their children. Many parents attend assemblies and other events involving their children but, due to work commitments, very few parents are able to help in school regularly. The Friends of Carr Schools, run jointly with parents of the adjacent infant school, is very successful in organising social and fund-raising events and raises substantial amounts of money for school funds. The school seeks parents' views regularly about specific things as they arise, such as changes to the uniform or the school day. Parents do not regularly have a formal opportunity to contribute to school improvement by giving their comments on the quality of education provided and other aspects of its provision.
34. Communication with parents is good. Regular newsletters, a good quality prospectus and general communication keep parents well informed of day-to-day matters and school life.

Parents have good opportunities to find out about how their children are progressing through formal and informal discussions with staff. The end-of-year reports give a good summary of pupils' achievements and include targets for future learning. However, they do not give a clear indication of the attainment level pupils are working at or if they are performing as expected for their age. Parents of pupils with special educational need attend review meetings and are involved in their child's learning. The teachers are effective in encouraging the parents to attend reviews and contribute their ideas to new targets for improvement. The parents are fully informed of their children's developments. Guidance is also given to the parents on how to help their children at home.

35. The school makes full use of local resources in terms of working with people and visiting places to bring learning alive for the pupils. Pupils distribute hampers to local senior citizens at Christmas time and visit a local residential home to sing carols. The school provides a base for the local playgroup which is a good facility for the community. The good links with the North Yorkshire Business Partnership have benefited the school well. For example, they helped develop contacts with a creative agency that assisted with the dining room project and pupils learned about keeping accounts and checking stock for their fruit business.
36. The school works closely with the local secondary schools and other primary schools. There are regular opportunities for the sharing of curricular issues and staff expertise. The links with secondary schools contribute to pupils' achievements in sport and provide opportunities for them to attend events and establish early links with their new schools and new class mates. There is close liaison with the infant school, which assists the continuity of pupils' learning.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance are good and this is an improvement since the previous inspection. The headteacher provides good leadership. The leadership of the senior managers and governors is effective. Improved management systems have led to the pupils' better achievement.

MAIN STRENGTHS AND WEAKNESSES

- The headteacher's good leadership has a positive impact on the quality of provision;
- the senior management team are very committed to raising standards;
- the governors' role has significantly improved and they are very supportive of the school;
- there is a culture of very good teamwork;
- there is a high emphasis on provision to meet the needs of all pupils; and,
- the school improvement plan lacks detail on the order of priorities and how it will rigorously evaluate the effectiveness of the outcomes.

Commentary

37. The headteacher has successfully created a caring and supportive atmosphere in the school, which clearly focuses on providing equal opportunities for all pupils. He has a clear vision for the development of the school and is tackling the school's falling roll well. The headteacher is well supported by a good deputy headteacher and a senior teacher

who together form the senior management team. This team carries out its duties conscientiously and effectively. The deputy headteacher and senior teacher provide very good role models for effective teaching and learning. To develop teamwork, management meetings also include subject leaders to discuss development within their subjects and the curriculum.

38. Management procedures in the school are good. The roles of subject leaders are well developed for English and mathematics. The leaders monitor the quality of the teaching and the pupils' work and analyse data to identify strengths and areas for development in the provision. Very effective use is made of the data to develop subject action plans to result in improving achievement. The main focus of the role of subject leaders in other subjects has been on provision rather than on raising standards. They have not been as involved in the evaluation of teaching and learning in their subjects in a systematic way. This is one reason why standards in science have declined over the last four years.
39. The governing body supports and challenges the school and the headteacher well and is committed to improvement for all pupils. The chair of governors, whose knowledge and understanding of school management are wide ranging, is in regular communication with the headteacher. The governors fulfil their statutory duties well. Governors have an increasing understanding of the strengths and weaknesses of the school. The structure of the responsibilities has improved and governors are clear about these responsibilities. Governors meet with key staff, observe teaching and share their observations with teachers. The governors have developed in confidence since the last inspection and all the required committees are in place. Requirements for the race equality act are met.
40. The school improvement plan is a useful document in that it identifies the issues the school needs to address which are all costed to ensure they are affordable. The plan has an extensive range of areas for development. If all these initiatives were to be implemented it would result in an overload for both staff and pupils. The plan reflects a timetable of events rather than an identification of the priorities for development. Many of the areas identified as 'developments' are issues in progress rather than new priorities. However, the subject co-ordinators' action plans clearly indicate the developments to raise standards.
41. The management of the provision for pupils with special educational needs is efficient and effective. The co-ordinator has helped to develop the staff's expertise in identifying the pupils' needs and establishing procedures to review their achievement. There is now a significant improvement in the quality of the pupils' individual education plans. Targets are specific and progress is measured and this has impacted on the achievement of these pupils.
42. There are good procedures in place for the monitoring and recording of expenditure. The governors are fully involved in budget-setting and half-termly monitoring. A major concern for the resources committee is the falling roll which has a significant impact on budget planning. This is being managed well. The significant carry-forward from the budget is to cushion the adverse effects of this in the medium term. Falling rolls have led to above average costs per pupil. When all factors are taken into account, the school provides satisfactory value for money.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	676949
Total expenditure	716004
Expenditure per pupil	3046

Balances (£)	
Balance from previous year	107608
Balance carried forward to the next	68553

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards of speaking are below average;
- the quality of teaching is good and lessons are well planned;
- pupils have good attitudes to English and behave well;
- the use of data effectively supports the pupils' progress;
- handwriting and presentation of the pupils' work are good;
- subject management is good; and
- marking that tells the pupils how they could improve is insufficiently developed.

Commentary

43. Standards are broadly average as they were at the last inspection. In between inspections the standards have dipped and recovered. In 2003 they were above the national average and above those of similar schools but un-validated test results from the school's 2004 national tests shows standards to be lower than in 2003. The findings of the inspection place the pupils' attainment at a broadly average level. An above average proportion of pupils with special educational needs means that a greater proportion of the pupils are not quite reaching the level expected for their age. Importantly the pupils show good achievement throughout the school and all achieve well in relation to their ability, making good gains from the below average standards they reach when they start the school. The challenge for the higher attainers is spot on and the school has maintained broadly similar proportions of the pupils at the higher level as was the case in 2003.
44. There has been less emphasis on the development of speaking and listening than on the teaching of reading and writing recently and standards are below average in speaking. The pupils have insufficient opportunities to develop their speaking skills. Teachers are beginning to involve pupils in paired talk and paired evaluation of each other's work but pupils are reluctant to offer opinions and oral responses are often short and self-conscious. Teachers use a range of strategies to encourage the development of speaking and listening but there are too few opportunities for more formal presentations and longer discussion and debate for the older pupils. The school is aware of this and has already arranged to introduce an oracy project in September 2004.
45. Pupils have many opportunities for reading and achieve well. This is because of clear and well-planned teaching which builds effectively on the pupils' skills. The school's successful guided reading strategies developed by the English co-ordinator are now being used in other schools. The tracking and supporting of pupils' progress are a strength. For example, the pupils' progress in reading is checked regularly, using national tests, and the data is analysed. The information is then used to identify any pupils who need extra support and to set targets. Support is provided either in class by teaching

assistants, through specific programmes or through extra classes in small groups. All these strategies have proved to be very effective in raising standards for these pupils and increasing their confidence. A home-school reading system is established and pupils in Year 3 and Year 4 maintain a reading diary where parents support teachers by listening to pupils read and regularly recording the outcomes. The last inspection noted that the school did not have its own library for teaching library skills. A decision was taken to continue to keep books in classrooms and around the school. Books across the school are all logged on to a computerised library system and any book can be quickly traced so this does not have a detrimental impact on standards. The school also promotes the use of Internet resources for research and Year 3 pupils visit the local library where they are taught library skills.

46. The teaching of writing has been a focus for whole-school development this year. Teaching is carefully planned and builds effectively on the pupils' previous work. Teachers ensure that the pupils understand, often modelling examples of what they have to do. Contexts are chosen which interest pupils and they are taught to write in a range of genre; for example, they write stories, poems, instructions, reports and letters. There is a good balance between the teaching of specific skills, for example writing descriptions or introductions and completing extended pieces of work. The teaching of handwriting is a particular strength and written work throughout the school is neat, legible and well presented.
47. The planning and teaching of English are strengths of this subject. Teachers of each year group plan together, sharing ideas and resources. They plan what pupils are going to learn in each lesson and share these learning objectives with the pupils so that they have a good understanding of what is required and how this builds on previous work. Teachers use a range of effective teaching strategies with an interactive teaching style and a good balance between oral and written work. Teachers make clear their expectations and work is well matched to the pupils' different levels of attainment. Marking is inconsistent across the school and most errors corrected are concerned with spelling and punctuation rather than being linked to the learning objectives so clearly identified for each lesson. Many teachers write generalised statements which do not always help pupils to improve. Sometimes teachers' comments are analytical, identifying where improvements could be made but pupils rarely have to correct their work. This means that they have to apply the teacher's comments to another piece of work on another day and this is too big a step for the average attainers. Pupils' attitude to work and their behaviour in lessons are very good; they settle quickly and work diligently so that no time is wasted. Pupils with special educational needs and those who speak English as an additional language are well included in all lessons. They are well supported in the classroom by teachers and classroom assistants and make good progress.
48. The leadership of English is good. The subject leader checks teachers' planning and the work in pupils' books. She has worked with all teachers in their classrooms, aiming to share good practice across the school. The subject leader reviews the pupils' test results and evaluates the effectiveness of teaching, adapting the teaching programme and identifying areas for development. The management is very good and reflects considerable personal expertise in the teaching of English. The budget is very effectively used not only to buy resources but also to provide supply teachers. This means that all teachers can train together and acquire new skills, for example in the accurate assessment of pupils' writing. Teachers, learning support assistants and supply teachers

who work in the school are all included in training. Improvement since the last inspection is good and includes improvements in the quality of teaching, assessment, leadership and management.

Literacy across the curriculum

49. Good use is made of reading and writing in other subjects. Most pupils write quickly and confidently and this supports their other learning well. The pupils are confident readers and naturally read instructions and text to aid their work in subjects such as history and geography.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards in mathematics are above average and the pupils' achievement is very good;
- the teaching and learning are very good and assessment is used well to match work to the pupils' needs;
- pupils have a very positive attitude to the subject and work hard in lessons;
- there is a strong emphasis on developing pupils' mental agility skills;
- provision for pupils with special educational needs is good;
- the subject is very well led and managed; though
- the marking of pupils work does not always give pupils sufficient information about how they can improve.

Commentary

50. Standards at the end of Year 6 are above average and have been maintained since the last inspection. The unvalidated results of the school's national tests in 2004 show a small decline in the numbers of pupils achieving at the higher level. This is the result of ten per cent of the pupils – those who have special educational needs – with poor levels of attainment which has adversely impacted on the year group's overall levels. Pupils achieve very well because of the very good teaching they receive in the challenging and often exciting lessons. The pupils have a very good understanding of place value and high levels of competence in written calculations. Most pupils show increasing skill in selecting the most appropriate strategy, either to work out a calculation or to solve a problem, because this is given a high focus in all mathematics lessons and is a strength of the provision. The pupils develop high levels of competence in mental skills because of the daily opportunities to practise these skills through lively, speedy and imaginative tasks which generate excitement. Year 6 pupils mentally calculated halves and doubles of decimal numbers at great speed and accuracy as they played a card game which included decimal numbers.
51. The quality of teaching and learning is very good. This reflects a significant improvement since the last inspection, as a result of the effective implementation of the National Strategy for Numeracy, improved planning with clear learning objectives and more rigorous approaches to monitoring and assessment. All lessons are thoroughly prepared to meet the needs of all pupils and significant attention is given to ensuring that activities are planned for pupils who have special educational needs and that extended tasks are readily available for the higher attaining pupils. Expectations are very high and absolutely no time is wasted during lessons. Teachers ensure there is a positive climate for learning. In the many very good lessons the pace of delivery was brisk whilst still allowing time for pupils to think and explain their ideas. Teachers' questioning is skilfully used to check pupils' understanding and to present new challenges. Teachers are reassuring and prompt pupils' confidence when attempting new learning, as they did in a Year 3 lesson to use a column method to record addition. Pupils' understanding is further developed when they are encouraged to explain their work. Year 5 pupils confidently described a range of strategies that could be used to solve a money problem and explained why they had selected one in particular. They make sensible choices of when to calculate in their

heads and when to use written methods. Teachers give time for direct teaching in the main part of the lesson and this improves the quality of the pupils' learning. Teachers regularly mark pupils' work but in a minority of cases rarely provide the pupils with an indication of what they have learned, how they can improve and what they should do next.

52. A high focus is given to assessment. Extensive procedures include the development of very good tracking systems and individual and group target setting. These significantly contribute to the pupils' achievements. Good intervention and support systems are in place to improve the attainment of pupils who have special educational needs.
53. Pupils enjoy mathematics lessons and are very keen to succeed. They are very attentive and respond with confidence and enthusiasm to the high level of challenge, particularly in response to problem solving. They have confidence to work independently and also are very willing to help each other. All groups of pupils have high levels of self-esteem. Pupils work hard because teachers promote good learning habits and enthusiasm for the subject.
54. Mathematics is very well led and managed by a highly committed, very enthusiastic and knowledgeable subject leader who has made a significant impact on the quality of provision. A commitment to improving standards is clearly evident in the support given to teachers to develop their skills in teaching mathematics. Improvement since the last inspection has been good. Though standards have remained the same, the pupils have had more gains to make than previously, from the below average point when they start the school.

Mathematics across the curriculum

55. Mathematics is used satisfactorily in other subjects. A good example involves the selling of fruit and keeping of accounts by the pupils in Year 6. Links are also made with science, information and communication technology, history and geography.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Initial action has been taken to improve the pupils' progress and it is beginning to raise standards;
- the pupils' skills of scientific enquiry are below average;
- the subject leader provides very good, exemplary teaching but there are insufficient opportunities to share it with other staff;
- presentation of work is good but it is too teacher-directed; and
- assessment and marking are not used well enough to promote achievement.

Commentary

56. The below average standards at the end of Year 6 show a decline from the last inspection and unsatisfactory improvement. However, the school is taking positive action to address the shortcoming. Prior to the school's results in the national tests in 2003

falling to well below the national average, the subject leader organised professional development for staff. This rightly focused on investigative science. A good start has been made in reviewing how investigative science is taught to strengthen the pupils' skills in planning, obtaining evidence and evaluating their findings. Staff training has been effective in helping the school focus more clearly on how the pupils communicate information and ideas in solving problems. However, the pupils still find it difficult to apply their scientific knowledge and to reason. They are held back to a certain extent by their limited speaking skills in that they lack a broad scientific vocabulary to explain their work.

57. The quality of teaching and learning is satisfactory overall and the pupils achieve soundly in terms of gaining knowledge. It is in the application of the knowledge where the weaknesses lie. Strengths in the teaching include the very good relationships and the type of tasks which are practical and enjoyable. Teachers are good at asking questions but responses are often laboured and lack precision and insufficient time is given to pupils for brief discussion with partners to clarify their thinking before being expected to speak to the whole class. The subject leader provides teaching of high calibre but the teaching skills involved are not regularly shared with other staff. Very good organisation in a class in Year 4, for example, meant that the pupils learnt at a very good pace and came to a much better understanding of animal habitats and food chains. Patient and persistent questioning and a great interest in the subject enthused the pupils and led to some quick thinking and self-assessment at the end of the lesson.
58. At the last inspection, assessment was not secure and this is still the case. The school has concentrated on English and mathematics and effective systems have not yet been fully transferred to science. As a result higher attainers are often insufficiently challenged because work is not precisely matched to their needs. This was the case in Year 3 and Year 5, for example, where in each class all the pupils participated in the same activity and used identical resources. The higher attainers quickly grasped the concept but had to work through the material provided alongside everyone else.
59. The pupils say science is one of their least favourite subjects because they have to do too much writing. Much of the writing is dominated by the adult and this means that the pupils have too little opportunity to think for themselves when they write up their experiments. The work is well presented and this is helpful to the pupils for revision. Handwriting is of a good standard and diagrams are clear. Marking does not support the pupils' learning very well. It provides praise but is often not linked to how improvement can be made.
60. The subject leader scrutinises curricular planning to make sure that there is breadth and balance and that there are plenty of opportunities for investigation. Because of the school's focus on English and mathematics insufficient time has been given to scrutinising the pupils' work and taking action to address weaknesses.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- Standards are improving and pupils achieve well;

- teachers have improved their subject knowledge and are using information and communication technology in other subjects;
- resources and accommodation are good and have impacted on the standards achieved;
- leadership and management of the subject are good; and,
- classroom computers and the computer suite are not fully utilised to develop the pupils' skills.

Commentary

61. Standards at the end of Year 6 are at expected levels for the pupils' ages which is a good improvement from the below average standards found at the time of the last inspection. This good improvement in standards and provision has resulted from additional staff training and the establishment of a computer suite which allows specific skills to be taught to the whole class. Statutory requirements are now fully in place. At the end of Year 6 the pupils' information and communication technology capability has developed and they achieve well in lessons because they have broadened their experiences in the subject. Pupils know how to combine different effects to improve the presentation of their work. For example, pupils demonstrated their skills to use graphics, and to add sound effects and text as they developed a program to build a bridge. In Year 5, pupils used a data logger as a monitoring device and understood why the data collected would be accurate.
62. Teaching is good overall. The confidence and competence of the staff have improved and as a result the basic skills of the subject are now well taught. Teachers' demonstrations of skills and techniques are clear and this ensures pupils can proceed with their tasks well. Effective strategies are in place to ensure that all ability groups maintain a good learning pace throughout the lessons. For example, in a Year 3 lesson, early finishers were directed to another program so no time was wasted and an extended task was given to higher attaining pupils in a Year 6 lesson. Pupils respond well to the high expectations and they are well supported by teachers as they work in pairs or individually. Teachers' organisation and management of pupils are very good, resulting in industrious and purposeful activity throughout the lesson.
63. When working in the computer suite the pupils are helpful and co-operative. They approach their tasks with confidence because the teachers build on the skills already acquired. Pupils behave very well in lessons in the computer suite because they know the rules and expectations, and the learning activities are interesting. There is a marked enthusiasm for the subject.
64. The management and leadership of the subject are good. The subject leader's specialist knowledge allows all aspects of the subject to be well planned and developed. This effective work has made a significant contribution to the good improvements in information and communication technology since the last inspection.

Information and communication technology across the curriculum

65. Teachers are making satisfactory and increasing use of computers to support learning in other subjects. For example, the pupils in Year 5 used information and communication technology in science as the vehicle for gathering data to investigate temperature. The pupils in Year 3 used computers in the design element as a part of their work in design

and technology. Subject planning identifies how information and communication technology is used to support learning in science, mathematics, geography and design and technology. However, during the inspection the computer suite and classroom computers were often not in use. This placed a limitation on the further development of the pupils' skills and meant that expensive equipment stood unused.

HUMANITIES

66. **Geography:** due to timetable constraints no lessons were seen during the inspection so judgements are based on the analysis of the pupils' work and on discussions with teachers and pupils. Standards are at the expected level at the end of Year 6. The curricular planning follows a national scheme of work and topics build logically on pupils' knowledge and previous teaching. For example, younger pupils learn mapping skills by creating a map of their classroom before studying a map of the local area. All make good use of the locality; pupils in Year 5 studied the local high street then contrasted this with a study of Llandudno. In Year 6 the pupils very much enjoyed their visit to the local River Ouse where they made their own sketch map of its meanders and local land use. As a result they had a good understanding of river development, the formation of ox-bow lakes and the influence of a river on local agriculture. Assessment is underdeveloped.

RELIGIOUS EDUCATION

Provision in religious education is **good**.

Main strengths and weaknesses

- A good policy and effective planning underpin the teaching and learning;
- resources for teaching and learning are good but there are few visits or visitors to enrich the pupils' learning; and,
- assessment is not established.

Commentary

67. Standards in religious education are in line with the agreed syllabus and the pupils achieve well. A new programme of work was successfully trialled by the subject leader and subsequently adopted by the school. All teachers were involved in thorough training before the new scheme of work was introduced and they are well supported in their planning by the subject leader. The scheme provides clear aims and objectives with units of work which build effectively on earlier teaching. It is easy for the teachers to use, and adapts well to the interactive teaching style of the school, having fewer worksheets than the previous scheme of work. A policy of good quality forms the basis of the school's approach to the subject. A system for assessing the pupils' work has not yet been developed to link with the planning.
68. The quality of teaching is good overall though variable between satisfactory and very good dependent upon the teachers' subject knowledge and skills in classroom management. All lessons are well prepared, and supported by a good range of resources which enables the teachers to display and discuss religious books and artefacts. This engages the pupils' curiosity and promotes learning well. The teaching is

closely related to pupils' lives and moral code. They have time to reflect on their own priorities; for example, pupils in Year 6 had written their own 'Rules for Life' which included statements like "Be thankful for what you have" and "Don't be jealous of other people's things".

69. Educational visits are arranged to the local church but there are too few planned opportunities to visit places of worship or to talk and listen to people of a range of faiths. The pupils have knowledge of a number of faiths including Judaism, Islam and Christianity and over time achieve well and develop a respect for the different religious beliefs and practices. The subject is well led. This has enabled standards to be maintained at the expected level at the end of Year 6, even though the pupils' attainment when they start the school has declined since the last inspection.

HISTORY

Provision in history is **good**.

Main strengths and weaknesses

- Standards are above the expected levels at the end of Year 6 and the pupils achieve well;
- there is good use of resources; visits and visitors enrich learning;
- the pupils enjoy history; and,
- in some lessons there is over-direction by teachers and there are weaknesses in assessment.

Commentary

70. Standards at the end of Year 6 are above those expected and the pupils achieve well. The above average standards identified in the last inspection have been maintained. In each year group, the pupils study a period of history in depth and pupils' recorded work reflects a good knowledge and understanding of the key features of that period such as the Tudors in Year 4 and the Ancient Egyptians in Year 6. The pupils write at length, sometimes in character, to reflect their knowledge and use of historical information. They have a good understanding of the differences between the recent and distant past and learn to recognise differences and to sort information into categories. In a very good lesson in Year 4, pupil discussions showed they had a very good understanding of the differences in clothing between poor and rich Tudors. They also had very good recall of the names of Elizabethan clothing items. By Year 6, some pupils are being given opportunities for their own research and enquiry related to Ancient Egypt.
71. The overall quality of teaching is good, with some very good teaching. The pupils develop a good understanding of the past because the teachers are confident in their knowledge of history and make good use of visits, visitors and artefacts to motivate and support the pupils' learning.
72. The impact of visits was evident during discussions with Year 6 pupils who vividly recalled those made each year. Teachers sometimes use drama to provide the pupils with opportunities to demonstrate their knowledge of a topic. Good teaching in Year 5 enabled the pupils to use their knowledge of the Victorians through role-play. Pupils have

good opportunities to use a 'hands-on' approach to learning as they use artefacts such as pomanders from Tudor times and a writing box from Victorian times. In a very good lesson, the teacher was skilled in drawing out ideas from the pupils, not at first telling them the facts. Well-structured discussions enabled the pupils to make deductions.

73. Many pupils show a genuine interest in history. They willingly participate in tasks in lessons and enjoy talking about what they have learned. They particularly enjoy visits and have very good recall of what they found out from these. Sometimes in lessons there is over-direction by teachers and this includes excessive questioning. Assessment procedures are insufficient to enable the subject leader to understand the strengths in the pupils' achievements to guide developments. There is an increasing use of information and communication technology as a learning resource; however, the lack of quick access to the Internet is a barrier to development. Good improvement has been made since the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

74. **Design and technology:** due to timetable constraints no lessons were seen during the inspection so judgements are based on a scrutiny of the pupils' work and planning and discussions with teachers and pupils. Standards in design and technology are at expected levels for the pupils' ages at the end of Year 6, as they were at the last inspection. The school uses a nationally recommended scheme of work and curricular planning ensures that all aspects of the subject are taught. The school is well equipped to teach the subject in the contexts of food, fabric and resistant materials. Good quality displays show work in a range of media; younger pupils had made money containers from fabric, and pop-up books, with a variety of mechanisms, from paper. The pupils in Year 5 had made designer biscuits and in Year 6 the pupils had made electrically-powered buggies of various designs. Pupils design and evaluate their work, recording this efficiently on prepared sheets.
75. **Music:** only one lesson was seen during the inspection and judgements are based on this, on a scrutiny of work and on discussions with teachers and pupils. Standards in music are at the expected level at the end of Year 6 and have been maintained since the last inspection. The school uses a nationally recommended scheme of work which is well supported by resources. The pupils worked well together in the lesson seen and this is built upon so that each year there are many opportunities for larger productions such as a musical performance at Christmas, the traditional leavers' concert by Year 6, and singing in plays. Pupils have the opportunity to learn a musical instrument and the school's association with the Music for Schools Foundation is well established over ten years. Pupils are taught brass and woodwind instruments in groups of up to five and, during the inspection, they practised to perform as a larger ensemble at the end of the school term. The curriculum is enriched by visitors to the school. During the recent Live Arts Week the performing arts service made musicians available to schools and the school enjoyed Anklung Thai music played on tuned bamboo by the pupils in Year 3. The music specialist left recently and has yet to be replaced.

ART AND DESIGN

Provision in art and design is **very good**.

Main strengths and weaknesses

- The teaching and learning are very good and pupils and adults enjoy art and design very much;
- pupils are particularly good at sketching, though experiences with textiles are underdeveloped; and
- the pupils' spirituality is strongly nurtured.

Commentary

76. Good improvements have been made in the subject since the last inspection. As a result standards have risen, so that they are above those typically expected at the end of Year 6; the pupils' achievement is very good. The school provides a good range of experiences to systematically develop the pupils' techniques, knowledge and understanding in the subject. Strengths are in the use of sketchbooks which allow the pupils to develop initial ideas and build on them very well. For example, in Year 6 the pupils made sketches on a field trip to the River Ouse and then in the classroom used the sketches to produce water paintings of good quality. Pupils like to browse through their sketchbooks and appreciate how they have improved from when they first started at the school.
77. The quality of teaching and learning is very good. Because the teachers' subject knowledge is very good the pupils have much encouragement and gain great confidence in being creative and imaginative in their pieces. The pupils show developing confidence when drawing and painting. They are taught to mix their own colours competently and paint with a good degree of accuracy. The teaching draws very well on the work of other artists. This was the case, for example, when the pupils in Year 6 were shown work finished and in progress by a local artist. This was used to explain techniques and inspired the pupils to give of their best and take much care in their work. Very good use is made of a range of resources; for example, the pupils have choice in the size of brush they use and are becoming increasingly adept at broad brush work as well as fine detail. In working with clay the pupils in Year 4 decorated clay tiles with skill and worked quickly but carefully to paint them, basing their work on patterns in nature. Pupils learn to observe objects closely and to record with increasing accuracy what they see. Many older pupils can describe their work and evaluate the changes they would make. A relative weakness is in the pupils' work with textiles. Little work of this type was seen and the pupils' understanding of work with fabric and thread is at a lower level than in other aspects of art and design.
78. The pupils' spirituality is strong because time is given to the appreciation of beauty and our natural surroundings. Discussion is open and honest though somewhat limited by the pupils' technical vocabulary. The pupils are willing to express their feelings and the higher attainers are making links to past experiences. The pupils have much respect for the work of others and appreciate the effort involved. In Year 6, at the end of a very good lesson the pupils had the opportunity to view each others' work as though in an art gallery. They responded to this very maturely and with empathy and fully appreciated the efforts of all. Subject leadership is very effective in improving the pupils' achievement and in successfully promoting the pupils' art work in the community.

PHYSICAL EDUCATION

Provision in physical education is **very good**.

Main strengths and weaknesses

- Standards exceed those expected nationally and the pupils' achievement is very good;
- the pupils' very good behaviour and very good attitudes aid their achievement very well; though
- the pupils' ability to evaluate their work is a relative weakness.

Commentary

79. THE STANDARDS, WHICH ARE ABOVE THOSE TYPICALLY EXPECTED AT THE END OF YEAR 6, HAVE BEEN MAINTAINED SINCE THE LAST INSPECTION BECAUSE OF THE VERY GOOD LEADERSHIP OF THE SUBJECT. THE STAFF AND PUPILS VERY MUCH ENJOY PHYSICAL EDUCATION AND GOOD SCOPE IS GIVEN FOR PUPILS TO PARTICIPATE IN COMPETITIVE SPORTS. THOUGH THE TIME ALLOCATED TO LESSONS IS BELOW THE TWO-HOUR WEEKLY TARGET SET NATIONALLY, POSITIVE FEATURES INCLUDE THE EMPHASIS ON PHYSICAL ACTIVITY DURING BREAK TIMES AND LUNCHTIMES WHEN PLAYGROUND GAMES ARE AVAILABLE. THESE, TOGETHER WITH THE EXTRA-CURRICULAR OPPORTUNITIES AFFORDED BY THE SCHOOL, MAKE A POSITIVE CONTRIBUTION TO THE PUPILS' HEALTH AND ENJOYMENT OF THE SUBJECT.
80. The quality of teaching is very good overall. It is very clear in terms of planning, explanations and demonstration. Time is used very well thus providing the pupils with plenty of time to practise new skills and build on existing ones. It also gives plenty of opportunity for collaborative work in small groups and with partners. In a gymnastics lesson in Year 5 the pupils worked very well together to improve their balance in symmetrical and asymmetrical shapes, developing a sequence of movement. In a games lesson in Year 3 the pupils through partnership made good gains in throwing and catching a tennis ball and clear planning ensured a step-by-step approach to the teaching, for example of an over-arm throw. This willingness to work together and improve their personal best is evident even in teaching and learning which are satisfactory. For example, in dance in Year 3 the pupils had a spiritual aspect to their learning as they immersed themselves in the role of a mountaineer balancing along a narrow ridge of ice. In time to well-chosen music the pupils used space well to perform sequences of actions, varying the speed and direction in time to the music.
81. When pupils evaluated their learning in response to very good coaching tips and high expectations, their comments were basic because the teaching overall pays too little attention to the pupils' self-evaluation. Though the teaching gives constructive comments that enable individuals to refine their work it relies too much on the adults' perception. The pupils are very well behaved and very much enjoy the subject so they are very willing to work hard physically and intellectually. A very good team spirit pervades the work of the older pupils and the pupils know if they listen well and work very hard they will achieve their personal best.

82. The pupils learn to swim with precision, control and fluency because the school's swimming pool is well used. An after-school club provides additional opportunities to those pupils who are slower at learning to swim. The pupils become confident and safe in the water. There has been good improvement since the last inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

83. Only one lesson was observed in this subject so no judgements were made on the overall quality of teaching or learning. In the lesson seen the teaching was satisfactory. Since the last inspection good improvement has been made. A policy of good quality promotes the pupils' personal development well. This is reflected in the emphasis on developing the pupils' awareness and understanding of a range of pertinent issues. A key feature of the programme is to develop pupils' informed decision making in relation to their health, responsibilities and social relationships. A strength of the programme is the commitment to involvement with the local community; for example, through this the pupils have opportunities to become involved in charity work and environmental issues such as waste paper recycling. There is an appropriate programme for health education which is generally taught through the science curriculum. Sex and relationships education is also mainly addressed through science and discussion and the awareness of drugs is included. Provision is well supported through visiting outside agencies such as a drama workshop for Year 6 pupils. Although there is evidence of integration with other subjects, the lack of monitoring procedures does not ensure that all the important aspects of the programme are taught in depth.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	3
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).