

INSPECTION REPORT

HUNTINGTON PRIMARY SCHOOL

Huntington

LEA area: City of York

Unique reference number: 121340

Headteacher: Mr R I K Jackson

Lead inspector: Mr R S Moseley

Dates of inspection: 7-9 July 2004

Inspection number: 256527

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:	4-11 years
Gender of pupils:	Mixed
Number on roll:	397
School address:	North Moor Road Huntington York North Yorkshire
Post Code:	YO32 9QT
Telephone number:	01904 768636
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr D Bruce
Date of previous inspection:	June 1998

CHARACTERISTICS OF THE SCHOOL

The school is situated on the edge of York and most pupils come from the surrounding area. The school is popular, numbers have grown and the school cannot take all the pupils who apply. The social and economic profile is mixed, but overall is below average. Most children enter the reception class with below average skills in all areas of learning, which is below the level expected for this age group. There are 15 pupils who speak English as an additional language, but these pupils do not need extra support. Ninety-five per cent of pupils are white and five per cent are from other ethnic backgrounds. The percentage of pupils eligible for free school meals (three per cent) is well below average. Eight per cent of pupils are identified as having a variety of special educational needs, which is below the national average. Of these, seven pupils have a Statement of Special Educational Needs, which is average. The mobility of pupils is average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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9974	Mr D Singh	Lay inspector	
8070	Mr J Haves	Team inspector	English, information and communication technology and geography
27243	Mr I Tatchell	Team inspector	Mathematics, religious education, special educational needs
23273	Mr R Freeland	Team Inspector	Art and design, music, design and technology and the Foundation Stage

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Huntington Primary School is a very good school, which gives very good value for money. Its main aim is to produce a climate for learning within a very strong caring environment where all pupils, whatever their ability, develop confidence and independence. This it does very effectively. Teaching and learning are very good overall. Standards are above average as a result of this high quality provision and pupils have achieved very well by the time they leave the school. The school is very well led and managed by the headteacher, who has developed clarity of vision, a shared sense of purpose and high aspirations in all staff.

The school's main strengths and weaknesses are:

- Pupil's achievements are at least very good in a majority of subjects by the time pupils leave the school. In mathematics and science, standards are well above average by the end of Year 6 and achievement is high.
- Good, very good and excellent teaching is characterised by very good caring relationships, which promote very good attitudes and behaviour.
- Pupils' writing is not as adventurous and imaginative as it could be in English lessons and across a range of subjects.
- The leadership of the headteacher and other key staff is very good. They have raised the profile of the school very well since the previous inspection in terms of inclusiveness, standards, ethos and effectiveness.
- The curriculum is very well planned to provide a very wide range of well-integrated and very well enhanced activities.
- Pupils' confidence and self-esteem are very good by the time they leave the school.

Since the school was last inspected in 1998, its improvement has been very good. All key issues have been dealt with successfully through a wide range of appropriate activities.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			similar schools
	2001	2002	2003	2003
English	A	A	B	B
Mathematics	C	D	B	B
Science	D	D	B	B

*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.*

Achievement is very good overall. Good achievement is evident throughout the school, so that by the time pupils leave, they have achieved at least very well in a majority of subjects when compared to their attainment on entry to the school. In mathematics and science, achievement is high by the end of Year 6 with the standards being well above average. Standards are above average in English, design and technology, geography and art and design. They are average in religious education and information and communication technology (ICT). Standards in Year 2 are above average in reading, mathematics, science,

design and technology, and art and design. They are average in writing, religious education, geography and ICT. In English, most pupils write with sound technical structure. However, to improve standards further, pupils now need to explore and use a more enriched and imaginative vocabulary. By the end of the reception year, most pupils have attained the expected goals in all areas of learning.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are very good. They are very well behaved and have very positive attitudes to their work. Pupils' interest in school life and the range of activities provided are very good. Their willingness to be enterprising and to take responsibility is very good. Attendance and punctuality are very good.

QUALITY OF EDUCATION

The quality of education provided by the school is **very good. Teaching is very good overall** with nearly half of the teaching being very good or excellent. Very good aspects of teaching and learning are common to most classes. For example, there are very good relationships between adults and pupils and the teachers planning usually allows the pupils to be deeply involved in their own learning, discovery and research work, developing their independence and confidence very well. Teachers use a very positive, enthusiastic and good approach to pupils with plenty of very well thought out ideas. This promotes very good behaviour, motivates pupils very well and brings out the best in them.

The curriculum that pupils experience is exciting and relevant to their lives. For example, in science, an investigation to find out which materials made good insulators of sound was linked to a discussion on sound pollution in our lives and its damaging effect. The school works very hard and succeeds very well in linking subjects together. This motivates pupils considerably. For example, in a history topic on Ancient Greece, pupils make models of Greek temples in their design and technology work. A very good range of additional activities enriches the curriculum and widens pupils' knowledge and interest in the world around them. The school cares for its pupils very well and gives all its pupils, including those with special educational needs and those who are gifted and talented, good and equal support. There are good links with parents and very good links with other schools and the community, which enrich pupils' learning well.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The leadership of the headteacher is very good. His vision, dedication and high aspirations have helped to provide a very good quality of education. He has ensured above average standards, very good achievement, a highly committed staff, a strong climate for learning and a school where all pupils matter. He is well supported by the deputy headteacher and the senior management team. School management is very good. The school works efficiently. The work of the governing body is good and much improved since the last inspection and very well led by the Chair of Governors. The governors help to shape the vision and direction of the school. They are now individually linked to the different subjects of the curriculum and this provides good opportunities for the governors to evaluate the quality of education to an even greater degree. The budget is very carefully managed by the governors' finance committee and they have a good long-term view and plan accordingly.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very positive about the school, particularly about the quality of the teaching and leadership and the progress their children make. Pupils view the school as being very good.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is to:

- Raise standards in writing by developing more opportunities for pupils to explore and use an enriched and imaginative vocabulary.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Attainment on entry to the reception classes is below average. Children achieve well and most are likely to reach the goals expected at the end of the reception year. Pupils continue to achieve well and reach above average standards at the end of Year 2. This good achievement is maintained so that by the time pupils leave the school, most pupils, both boys and girls, attain standards that are above average in a majority of subjects and well above average in mathematics and science. Achievement of all pupils, including those with special educational needs and those who are gifted and talented, is, therefore, very good when compared to their attainment on entry to the school. This very good achievement is mainly because of the consistency of the good and very good teaching, the use of good and effective assessments and the strong leadership from many subject co-ordinators. Boys and girls do equally well throughout the school.

Main strengths and weaknesses

- Inspection evidence indicates that standards for this year's pupils in a majority of subjects where a judgement could be made, are at least above average at the end of Years 2 and 6. Pupils are, therefore, achieving very well by the time they leave the school, compared to their attainment on entry to the school.
- Standards in the writing aspects of English are not as strong as they could be.
- Standards in mathematics and science are well above average at the end of Year 6 and in these subjects, achievement is very high.

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	16.5 (16.2)	15.7 (15.8)
Writing	14.2 (14.7)	14.6 (14.4)
Mathematics	16.2 (16.2)	16.3 (16.5)

There were 59 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	27.8 (29.3)	26.8 (27.0)
Mathematics	28.0 (26.5)	26.8 (26.7)
Science	29.3 (28.2)	28.6 (28.3)

There were 64 pupils in the year group. Figures in brackets are for the previous year

1. The 2003 national tests for pupils in Year 2 show that standards in writing were below average. In reading, they were above average and in mathematics they were average. Inspection shows that for the current Year 2, standards have improved in writing and mathematics. Standards in writing are now average and in mathematics, above average. Standards in reading are again above average. Standards are also above average in speaking and listening. Standards are good in science.
2. The 2003 national test results for pupils in Year 6 show that standards in English, mathematics and science were above average. When these results are compared to pupils' prior attainment at the end of their Year 2, they show above average results and indicate good achievement. The inspection evidence shows that standards in science and mathematics have also improved for the current Year 6. They are now well above average and pupils are achieving very well when compared to their attainment on entry to the school. Standards in English are again above average and pupils continue to achieve well.
3. Although standards have been very variable over the last few years, they have been much stronger over the last two years. The improvements indicated in a number of subjects are mainly as a result of good analysis of pupils' standards and progress through the use of good and effective assessments and the strengthening leadership of subject co-ordinators, working closely through the senior management team, to raise standards.
4. In other subjects, standards by the end of Year 6 are above average in design and technology, art and design and geography, and pupils are achieving very well in these subjects. In information and communication technology (ICT), standards are average, an improvement on the standards attained in the last inspection when they were below average. Standards are average in religious education and pupils are achieving well.
5. As children leave the reception classes, they achieve well and reach the standards expected in relation to the Early Learning Goals. A good number of children exceed these standards.
6. Pupils with special educational needs show good achievement. They reach standards that are below those for pupils of their age, but which still relate well to their ability level.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and other personal qualities, such as their spiritual, moral, social and cultural development and behaviour, are very good. Attendance and punctuality are well above average. Overall, this section shows very significant improvement since the previous inspection. There has been one exclusion in recent years.

Main	strengths	and	weaknesses
	<ul style="list-style-type: none"> • Very good attitudes, behaviour and relationships mean that pupils want to learn. • Pupils serve their school and wider community with pride and, as a result, are becoming mature responsible citizens. • Many pupils participate in the very extensive extra-curricular opportunities provided. 		

Commentary

7. Pupils like coming to school, because they are encouraged by teachers and parents to attend regularly and on time. The very strong leadership from the headteacher and a very clear and meaningful code of conduct, which is consistently implemented and supported by most pupils and parents, provides a very strong foundation for learning. Pupils usually have a thirst for knowledge and very good attitudes in lessons; it is very rare for these attitudes to be less than good. Most pupils, including those with special educational needs, listen attentively, are very keen to answer questions and tackle work enthusiastically. Teachers' ability to sustain frequently high levels of interest in lesson content and set suitably challenging tasks ensures that pupils of all abilities do well.
8. Relationships between pupils and between pupils and the adults who work with them in classrooms are very good. These very positive and productive relationships underpin pupils' confidence and self-esteem, encouraging them to learn.
9. Most pupils move quietly around the school. Pupils are polite, welcoming and friendly. They relate well to each other and to all adults with whom they come into contact. Friendships between girls and boys and those from different racial backgrounds are based on mutual respect. Inappropriate remarks, bullying and harassment are very rare and very quickly and efficiently dealt with. This ensures a stimulating environment for learning and fosters very effective moral and social development. There has only been one exclusion in recent years.
10. Almost all pupils actively engage in activities. Pupils invest their time wisely and take an active part in activities outside lessons. They play different sports, visit places of interest and extend their learning through the lunchtime and after-school clubs. The desire to learn supports pupils' spiritual, moral social and cultural experiences, very well.
11. Pupils have very pleasant and purposeful dispositions and caring attitudes, which ensures that they serve their school and wider community as fund-raisers, school councillors, buddies and class monitors in a responsible way, with pride and unquestionable loyalty. The experiences enable pupils to become enterprising members of the school and responsible, confident and mature citizens.
12. The underlying messages, promoted consistently through the school, about the importance of living together harmoniously and respecting others, make a real impact and are reinforced through assemblies in circle and story time and through social activities outside lessons. This contributes powerfully to pupils' personal development, particularly to their moral and social development, all of which are very good. The school has a strong link with a multicultural school in Luton and this is developing pupils' understanding of other cultures well, although links with places of worship other than Christian are limited. This indicates that preparing pupils to live in a multicultural society is not as strong as it could be.
13. Children in the reception classes learn to develop confidence and independence and form very good relationships with classmates.
14. Most pupils with special educational needs have a positive attitude to learning. When working individually or in a small group with the support of a teacher or learning assistant they show an improved level of confidence. They persevere with challenging tasks and enjoy lessons.

Attendance in the latest complete reporting year, (%) 2002-2003

Authorised absence	
School data	4.5
National data	5.4

Unauthorised absence	
School data	0.0
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 is very good. The teaching is very good overall. The curriculum is very good and is very well complemented by very good extra-curricular activities and enrichment opportunities. The school cares for its pupils very well and has good links with parents. It has very good links with the community and other schools.

Teaching and learning

Teaching and learning are predominantly and consistently good in most subjects, with a high percentage of very good lessons. Teaching is, therefore, judged to be very good overall, leading to very good learning. This is a significant improvement since the previous inspection, when teaching across the school was judged to be satisfactory, with some teaching being unsatisfactory. Assessment arrangements are good overall; they are good in Years 1 to 6 and very good in the Foundation Stage.

Main strengths and weaknesses

- Teachers have a very secure command of the curriculum and because of this their planning is very effective.
- Relationships between staff and pupils are very good, which promotes learning very effectively.
- In aspects of writing across a range of subjects, teachers' expectations and the level of challenge set are not as high as they could be.
- Teachers have very high expectations of pupils' attitudes and behaviour. As a result, pupils work extremely hard and have very good attitudes to learning.
- Classroom assistants are used effectively, especially to assist pupils with special educational needs.
- There are thorough and comprehensive assessment procedures in place, which are used effectively to respond to individual needs.

Commentary.

Summary of teaching observed during the inspection in 48 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (6%)	19 (40%)	18 (37%)	8 (17%)	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.

15. Teachers have a very clear understanding of the principles that underpin learning. They use these extremely well to plan lessons within the context of broad learning objectives, identified in medium-term planning. For example, in a Year 6 mathematics lesson, a wide range of challenging tasks was very effective in developing pupils' understanding of multiplication and patterns. In an English lesson for pupils in Year 1, a well-planned introduction, supported by challenging activities, enabled pupils to quickly identify and use specific phonemes, helping them to become more confident in word recognition and pronunciation.
16. Learning occurs in a positive atmosphere, because relationships between staff and pupils are very good. Pupils are keen to join in discussion and practical activities. In a history lesson for pupils in Year 6, very good questioning skills and tone of voice encouraged pupils to offer their interpretations of historical events based on words by John Lennon. The lesson was both informative and great fun. In a number of lessons the quality of relationships is enhanced by the contribution of additional adult support, for example, graduate teacher trainees worked effectively to promote discussion with groups of pupils.
17. In many lessons the level of challenge set is good. However, in writing, across a range of subjects, it could be improved. For example, in English most pupils write in detail, and are accurate with punctuation and structure. However, work set does not always challenge pupils sufficiently to think about the quality of the language they use. In other subjects, such as science and history, pupils do not always select the most appropriate imaginative language for their answers.
18. All staff are consistent in following agreed procedures for managing pupils' behaviour. Pupils are clear about what is expected of them. Teachers and support staff give precise instructions on both the learning content of tasks and the learning style required. For example, in an ICT lesson for pupils in Year 4, the class teacher gave a very effective demonstration so pupils' knew what they had to achieve. The instructions for independent work provided pupils with clear guidelines of how to work together when sharing equipment. As a result, pupils progressed rapidly to successfully interrogate a database and locate information.
19. The quality of teaching of pupils with special educational needs is good. Where pupils are given appropriate support within well-planned lessons much is achieved. In classes pupils with special educational needs who receive additional support and work related to their ability make good progress. The teachers and support staff involved, build up a good relationship with these pupils and, by gentle encouragement, use every opportunity to extend their knowledge and understanding.
20. The quality of teaching in the reception classes is very good with outstanding and innovative elements. The teachers have high expectations of the children, reflected in the quality of the activities provided for them. The support for teaching and learning from the teaching assistants is exceptionally good. Formal and informal assessments are of high quality, resulting in planning being strongly focused on individual children's needs and abilities.
21. There are comprehensive assessment procedures in place for testing pupils on a regular basis in English, mathematics and science. Through experience, the school has modified these procedures to ensure that they are simple to use, and provide sufficient information about pupils' achievement. This helps to identify specific groups of pupils who need

additional support at different times during the school year. Portfolios of work in literacy and numeracy are now well established and these give good guidance to staff when making assessments and planning lessons.

22. In all subject areas, the school is improving procedures to track individual achievement, developing the use of teacher assessment to identify targets for improvement. Target setting is now grouped against learning objectives within a six-week time frame. Good work is in progress to extend the use of pupil self-assessment, for example, pupils in Year 6 write evaluations of their work in ICT. The school's assessment procedures are of very good quality. Good use is made of assessment information to respond to pupils' individual needs and to help them identify how to improve their work.

The curriculum

The school has a very good curriculum that meets the needs of pupils very well. There is a very good range of activities outside the school day. Accommodation and resources are good.

Main strengths and weaknesses

- The Foundation Stage curriculum gives children a very good beginning to school life.
- The curriculum is very well planned and organised.
- The curriculum is enriched by many visits, visitors and after-school activities.
- High quality displays add stimulus to learning.

Commentary

23. The leadership has ensured that the school provides a relevant and well-structured curriculum, which places an appropriate emphasis on English, mathematics and science. The school has also made great efforts to develop pupils' ICT skills through good teaching and improved resources. Literacy and numeracy skills are used to support learning across a range of subjects. For example, in science, pupils are encouraged to measure with great care and accuracy and results of experiments are often displayed in graph form. The rest of the curriculum is well balanced, with adequate time given to all the subjects of the National Curriculum, religious education and personal, social, health and citizen education. Participation in sport and the arts is good.
24. The curriculum is enriched further by well-organised visits and visitors. For example, pupils in Year 2 visit Beningbrough Hall as part of their Victorian history topic. They have the opportunity to dress up as Victorian servants and observe a day in the life of a Victorian household. Pupils in Year 6 are able to take part in the yearly residential visit to France. This not only helps to develop pupils' social and interactive skills, but gives them the opportunity to study at first hand another European culture. There are good curriculum links with the local secondary school. These prepare pupils well for their later stages of education. There is a strong link with a school in Luton. The pen pal club has regular links and pupils from this Luton school visit Huntington School in their residential visit. This school has a large number of pupils from ethnic minorities and this visit is a major contribution to pupils' understanding of living in a multicultural society.
25. There is a very good match of teachers to meet the demands of the curriculum. Many of the subject co-ordinators have good qualifications in the subjects they are leading. The

support staff are also well qualified and are a great help in supporting teachers and pupils in the classroom. Accommodation is good and has improved since the last inspection. Teachers present pupils' work thoughtfully in the high quality displays that add considerably to the lively learning atmosphere. There is a good range of resources in all subjects. The playgrounds are well laid out with areas for a variety of lunchtime and playtime activities.

26. The school provides a very good range of sport and other clubs and activities for pupils beyond lessons. These opportunities include football, tag rugby, netball, hockey, gymnastics, workshops on the performing arts, choir, computers, French and dance. A major feature of the school is the number of performances and productions staged by the pupils. During the inspection, a musical production 'Joseph and his Amazing Technicolour Dreamcoat' was enacted. It was of high quality and enjoyed by the attendance of many parents. This very varied provision is very effective in developing pupils' self-esteem and social skills. The school has made good progress in improving the curriculum since the last report.
27. The curriculum provided in the Foundation Stage is very good with many innovative features. The curriculum is very well managed by the two teachers and two teaching assistants. ICT is particularly well used to enhance the quality of the learning.
28. The curricular needs of pupils with special educational needs identified by teachers and the co-ordinators become part of the pupils' individual education plans. These are discussed and agreed with pupils and parents to comply with the recommendations of the Special Educational Needs Code of Practice. Pupils are fully integrated and those who receive additional support generally make very good progress. This works particularly well during literacy and numeracy lessons and is a very efficient use of the learning support assistants. Pupils' individual education plans are of good quality. The targets set are sufficiently specific and easy to measure. The assessment of pupils' special educational needs is good.

Care, guidance and support

The provision made for pupils' support, guidance and welfare is very good and has improved significantly since the previous inspection. The arrangements for health and safety are effective and ensure that the school community works in a safe and secure environment. Good systems are in place to involve pupils through seeking, valuing and acting on their views.

Main strengths and weaknesses

- Staff provide very good care and support, which forms a very secure foundation for learning and trusting, and harmonious relationships between all sections of the school community.
- Circle time, recreational activities and the new school council promote equality of opportunity for all pupils.
- Induction arrangements for new pupils are efficient and very effective.

Commentary

29. The headteacher and staff provide a very caring and stimulating environment, which enables the pupils to feel confident and valued as individuals. Child protection

arrangements are well established and very effective. Teachers encourage pupils to have high expectations of themselves and know the importance of learning, behaviour, attendance and punctuality. Teachers celebrate pupils' achievements and this enables pupils to develop positive self-esteem.

30. Teachers ensure that every child has equal access to the learning opportunities on offer. They encourage and develop care and respect for each other no matter what the differences might be. Through circle time and personal, social and health education lessons and recreational activities, including organised indoor and outdoor games, pupils are taught to be thoughtful, caring and sympathetic towards others. This enables them learn in a very happy, safe and secure environment. The new school council, which has been running for one year, is giving pupils a say in how they see their school developing. In this first year the council has raised a lot of money and used it to develop playground activities.
31. Induction arrangements for new pupils are very effective. Parents agree that arrangements for children starting school help them to settle in quickly. It is clear that new pupils are helped to adapt to school routines well. There is close liaison with the pre-school groups and effective communication and regular meetings between pre-school and school staff. There are also good arrangements to keep parents informed and to answer any concerns they may have about their child settling in the reception.
32. Pupils with special educational needs generally receive good support within the school, from teachers, non-teaching staff and pupils. Systems are in place to enable pupils to cope with difficult situations. Their progress is monitored and specialist support from a variety of external agencies is sought when needed and used effectively.

Partnership with parents, other schools and the community

The school provides, develops and maintains an active partnership with most parents and a very good partnership with the local schools and community. The present links are very effective and support pupils' achievements and their personal development. It was a similar picture in the last inspection.

Main strengths and weaknesses

- Parents continue to enjoy a productive relationship with the school.
- Pupils' annual reports and other written correspondence from the school support the effective levels of communication.
- There are very positive links with the community and other schools.

Commentary

33. Most parents are pleased with the education their children receive. They report an effective relationship with the headteacher and value his strong leadership and management. Parents rightly report that teachers are very approachable, and much of the communication between school and home is effective and supports learning, pupils' behaviour, discipline and attendance. The inspection team is in full agreement with the very positive comments made by parents, and this is supported by inspection evidence.

However, whilst the provision for homework is satisfactory, parents state that they would like more information on how they can offer further support.

34. Parents are actively encouraged to come into school and support learning in the classroom or around the school. Some parents are keen to support teaching and learning, and hear children reading, support assemblies, performances and educational visits, and also help out in after-school clubs. The work of parents is valued by the school community and significantly enhances learning and the personal development of pupils. There is a very active association of parents and teachers who run social and fund-raising events. Their work is instrumental in supporting the work of the school and helping to raise academic standards by providing helpful resources.
35. The school also values its wider community and sustains a secure partnership that ensures that teaching and learning are strengthened by its links. For example, there are very close ties with the local church, police, music service and the neighbouring secondary and primary schools, as well as institutions of higher education providing training for new teachers. These community links are an invaluable partnership, which help to enrich and extend provision, and enable pupils to learn, develop themselves as individuals, promote co-operation and prepare for life in the community. However, links with other places of worship, relating to other religious groups, are limited. Extending these would enable the school to prepare their school community better for learning and working in a multicultural society.
36. The quality of information through annual reports, especially the reporting of individual progress of pupils, is good. This information helps parents to form a constructive partnership with the school and support pupils' achievements and their personal development.
37. Parents of pupils with special educational needs are involved and informed at all stages of a pupil's assessment and review. Contact is maintained at other times on an informal basis. Parents have access to class teachers, who have good communication with the special educational needs co-ordinator, which gives ready access to information.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good overall. The leadership of the headteacher and his deputy is very good. Subject leaders make a very good contribution to the leadership and management of the school. The governance of the school has improved since the last inspection and is now good. All statutory requirements have been met.

Main strengths and weaknesses

- The headteacher and deputy have remedied weaknesses identified at the last inspection and have established a school that is working well. They have a clear vision and plan for the future effectively.
- Rigorous evaluation of the effectiveness of subjects and the performance of staff are contributing very well to improvements in standards and the quality of teaching.
- Efficient financial management has put finances on a good footing, which are being directed at improving standards.

- The governing body is fully involved in shaping the school's priorities.

Commentary

38. Parents agree that the school is very well run. Relationships at all levels are very good. This strong ethos has a very positive impact on the attitudes and behaviour of the pupils. The headteacher's clear vision and attention to detail have been key factors in establishing a very positive climate for learning, focusing on continual improvement. He works extremely closely with his deputy and their complementary skills are used very well to phase in developments. The school's self-evaluation, completed before the inspection, closely matches the judgements in most areas of the inspection.
39. Overall, leadership and management are having a very good impact on achievement because weaknesses in the subject provision have been clearly identified through rigorous reviews, particularly in the core subjects of English, mathematics and science, leading to them being effectively remedied. Co-ordinators in different subjects and special educational needs lead and manage their areas very well. Care to ensure that all staff are valued and to develop effective teamwork at all levels has been taken. There is very good leadership in the Foundation Stage, where effective teamwork is resulting in very good early years' practice. Annual reviews of the performance of teaching staff conducted by the headteacher, ensure that they are able to focus on how to best support developments and extend their own skills. There is a clear improvement plan, which sharply focuses on what is to be done in the next year and provides a vision for the future.
40. Governors have become true partners in providing effective support and challenge to the headteacher and other key staff, and are very well led by the Chair of Governors. Their committee work is good and there is a good feeling of teamwork. For example, the spending decisions on different projects are evaluated and sub-committees contribute to the school improvement plan. Good steps are taken to see work at first hand by linking individual governors with different subjects. This, together with discussions with staff, is enabling the governors to have a clearer idea of the school's strengths and weaknesses, across the curriculum and special educational needs. They are keen to improve their own performance and attend appropriate training courses, but, as yet, do not have a programme of training outlined within the school development plan.
41. The governors have ensured that all statutory requirements are met, including that of producing, implementing and monitoring a race relations policy. They have worked hard at improving the accommodation, including provision for pupils with physical disabilities. The school is very inclusive. Pupils with special educational needs and those from minority ethnic backgrounds are very well integrated and provided for. This contributes to the overall very good achievement.
42. Many new teachers have taken on new responsibilities such as co-ordinating a subject or developing policies. A good example is the good developments that are taking place in music through one such member of staff who is already making a positive impact on how the subject is taught and managed.
43. The area of special educational needs is well managed. Any pupil who is giving cause for concern is assessed and suitable action taken if necessary. All assessments and reviews are carried out accurately and regularly. The special educational needs co-ordinator administers the day-to-day organisation of pupils with the involvement of the headteacher and class teachers. They check that targets set in pupils' individual education plans are

clearly linked to pupils' needs and addressed by class teachers and learning support assistants. Parents are involved at all stages and receive regular reports on their child's progress. The governing body supports and monitors the provision for pupils with special educational needs, and reports the school's provision for these pupils, in its annual report to parents.

44. The school manages its resources well and has a small budget surplus. Currently the contingency held is just over five per cent. Money is being set aside to further improve the use of ICT as one of the key planks for learning. Principles of best value are effectively applied and the last financial audit in 2002 found 'financial procedures of a very high standard'. The school provides very good value for money.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	919,169
Total expenditure	915,681
Expenditure per pupil	2,295

Balances (£)	
Balance from previous year	50,099
Balance carried forward to the next	53,587

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the reception classes is **very good**.

45. There are 57 children in the two reception classes taught by two teachers and two teaching assistants. The teaching is also supported by the school's ICT co-ordinator, voluntary help, trainee teachers and parents. A key feature of the reception classrooms is the way that the teachers and teaching assistants work so well together to plan and manage the curriculum and the learning environment. The two classrooms are very well arranged with many activities to enhance the children's learning. Outside the classrooms, full advantage is taken of a large play area with a soft surface as well as the school grounds and field. The resources are very good. The children are admitted to the reception unit twice a year; one class receives a group in September and the other in January.
46. Overall, the attainment of the children when they enter the school is below average in all areas of the curriculum with significant weaknesses in speaking and listening and attitudes to school. By the time they leave the reception year all children, including those with specific learning difficulties, have improved significantly. The majority of children have achieved average standards in all the areas of learning. About a third of the children exceed these standards.
47. Teaching and learning in all areas are very good with some outstanding practice. This is because the learning that the children experience is very well managed and contains many high quality and innovative experiences. The two support assistants are fully involved in the planning, management and delivery of the learning and their contributions are outstanding. Other visitors and adults join the team and further enhance the children's experiences. Very good leadership and management of the Foundation Stage ensure all children are provided with a very good curriculum and a wide variety of experiences. All the curriculum areas are linked to the current theme and this raises the interest level, maintaining the children's enthusiasm and the quality of learning. Each child's attainment is assessed on entry to the school and a detailed assessment file records their progress in small steps. The teachers use these assessments to plan future teaching thus ensuring constant progress. At the time of the last inspection planning was in need of improvement as were the overall management of the curriculum and the resources. This is now not the case.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Relationships are very good.
- The children can work both independently and co-operatively.
- They all behave very well and are enthusiastic about their learning.
- There are many well-planned opportunities for children to develop their social skills.

Commentary

48. In both classes staff enjoy very good relationships and provide excellent role models for the children who are well cared for and settle well into the routines. These routines are well established and consistently applied so that the children know exactly what is expected of them. The children feel secure and enter into the planned experiences with confidence. They will search for mini beasts and be thrilled with what they have found. They will confidently sell food in the play bakery and either swipe a credit card or take cash as payment. Children will read quietly in the reading corner or outside in the small tent and talk about their books. They will use the interactive whiteboard or a laptop with confidence searching for coins to match. They will create wild creatures and take great pleasure from their achievements. They will talk to and spontaneously offer assistance to their peers or visitors. During an assembly presentation to the whole school they were able to sing and dance with confidence. During a special assembly in their classroom they explored good and bad feelings towards a dog, and moved on to develop positive attitudes to one another. Most children are likely to reach the goals expected at the end of the reception year and a good number will exceed them.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**.

Main strengths and weaknesses

- Teachers emphasise speaking and listening skills.
- Activities are very well planned to carefully develop specific reading and writing skills.
- Children are achieving well.

Commentary

49. Speaking skills are developed well through a range of activities and very good teaching. In everything that happens the detail of what is happening is developed by the staff as is the use of correct and good language. All children speak very confidently, which is a big improvement on their assessed abilities at the beginning of the year. In the play bakery they could sell a range of breads and take payment for croissants, naan bread, olive bread, rolls etc. In the bug corner they could talk about the parts of animals. They enjoyed reading and many would sit in quiet corners or outside in the tent to enjoy a book. They identified the letters and many wrote simple phrases and sentences. They enjoyed copying out the names of minibeasts and groups searched for words beginning with 'b' or words that had the 'oo' sound. The teachers and support assistants used a wide range of strategies to promote reading and writing skills and were very actively involved in the children's learning, even to the extent of dressing up and joining in the activities. All children are involved in the learning, with a child with special educational needs being helped to gain full access to all the activities. Most children are likely to reach the goals expected at the end of the reception year and a few will exceed them. This is a particularly good achievement as many children have significant weaknesses in speaking and listening on entry to the school.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Independent learning has a high focus.
- Activities are planned, innovative and stimulating to extend the development of mathematical vocabulary and understanding.
- ICT is very well used to develop the understanding of graphs.

Commentary

Example of outstanding practice

The interactive whiteboard was used in such an exciting way that the pupils were engrossed in the task of discovering which number was being slowly revealed. Excellent learning resulted.

Not a minute was wasted as the pupils were given personal whiteboards, rubbers and pens by the teaching assistants. The teacher had prepared a series of large graphics of numbers, which she slowly revealed on the inter-active whiteboard. As she paused the pupils had to use their knowledge of numbers to guess which number was being revealed. The support assistants and the teacher prompted the pupils into the possible answers, which the pupils wrote down and held up, when asked to, to show how they were thinking. After debate and much excitement more of the number was revealed before the final outcome was evident. At all times the mathematical dialogue was of a very high quality, the support of the teaching assistants was outstanding and all the pupils had a very high level of involvement; even to the extent of managing the whiteboard themselves. The pupils then moved on to consolidate their learning with a range of very good mathematical activities.

50. The children's capacity to work on activities was very well managed. They were able to work in areas to extend their use and knowledge of money buying and selling items to go on holiday or buy bread in the bakery. Some of these children could use coins to accurately pay for items and give coins up to 20 pence. The children explored minibeasts counting such things as the spots and legs. They were able to tally accurately and use ICT resources to make a simple pictogram to illustrate what they had found. These pictograms were then used to extend number, working out, after a search through the grounds, the most or least found, the totals and how many more of one insect than another had been found. The ICT teacher from an older class contributed very well to this experience, leading a skills-based lesson, showing how to enter data and produce the pictogram using the interactive whiteboard. Children's knowledge of number and mathematical concepts was actively developed. Most children are likely to reach the goals expected at the end of the reception year and a good number will exceed them.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **very good**.

Main strengths and weaknesses

- Opportunities for children to explore and investigate are very good.
- Independent skills are a key part of their learning.
- The whole curriculum is related to the key topic and strengths, and the quality of the learning experiences.
- Good use is made of ICT, and ICT skills are developed.

Commentary

51. The whole curriculum is centred on particular themes that extend the children's knowledge of their world. This term the theme was minibeasts. Earlier in the school year topics have involved the children getting to know themselves, visiting a farm and developing knowledge of living things, comparing the seaside environment to this locality and looking at festivals. These topics and themes are expertly managed to include reading, writing, mathematics, listening, speaking and creative, physical and personal development. This approach is at the centre of the success of the two classes. The children know many facts

about minibeasts and are excited about discovering them. They can talk about what they eat, where they live and what they may turn into. They use computers with confidence moving to the interactive board to move and change icons using the word correctly. They used a microscope to view minibeasts. At all times these investigations were well and safely managed by the group of caring adults with all children, even those with particular learning problems, included in all activities. At the end of the term the children brought their learning together with a production for the whole school. This production used their acquired knowledge to share all that they had learned. They demonstrated through song and dance that they had a good understanding of living things, which was a firm foundation for later learning. Most children are likely to reach the goals expected at the end of the reception year and a good number will exceed them.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The outside area is used well to develop children's control and co-ordination skills. However, the area is not covered so can only be used in suitable weather.
- The quality of the outdoor experiences is much improved since the last inspection.
- Teachers plan physical activities well.

Commentary

52. The children use the outdoor area well to explore the use of their bodies. There are resources to help with this and on dry days the children can explore their use. They can ride on the tricycles and explore the tunnel and tent. They can throw plastic darts with suckers to enjoy an energetic and mathematical game. A teacher trainee joined the class to share his football skills. This had a strong impact on the progress children made in this session. They can balance across equipment and negotiate stepping safely through tyres. The soft landing surface and good fencing keep this area secure and safe. Within the classroom as well as outside the children can use sand and water to explore in a tactile way. They learn to develop their manipulative skills well, handling dough to make a minibeast, using scissors and glue when constructing beasts, carefully painting butterflies on the easels, and using construction equipment to make small and large models. During one lesson the children moved to music to represent creatures. In the performance to the rest of the school they danced and moved to music, with confidence, to show how, for example, bees flew. Most children are likely to reach the goals expected at the end of the reception year and a good number will exceed them.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

Main strengths and weaknesses

- Music and movement are important to the children, who can sing and dance well.
- There are a wide number of opportunities for the children paint and model.

Commentary

53. The children use paint with confidence and they have been shown how to use a brush to best effect and how to paint while preserving the colours in the pots. The children painted with confidence and carefully reflected what they felt a butterfly looked like. Model making of large creatures involved cutting, gluing and assembling; the children assembled their own animals and enthusiastically described their creations. One group carefully decorated biscuits with coloured icing and sweets to produce an original interpretation of what insects looked like. Music and dance were used to interpret how animals moved as the children explored the space around them. The children have used a computer to design and print patterns using mathematical shapes and pictures of minibeasts. They have used a wide range of materials in their collage work. The pupils have all developed their creative abilities very well and they have abilities that are well above what would normally be expected for children of this age. A majority of children are likely to exceed the goals expected in this area of learning at the end of the reception year.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The quality of leadership and management makes a significant contribution to improvements in standards and teaching.
- In some lessons there is too much emphasis on structure and not enough on exciting and enriched language.
- By Year 6, standards in reading are well above average and standards in English overall are above average.
- Relationships between staff and pupils are very good; these effectively promote successful learning.

Commentary

54. By Year 2, standards in speaking, listening and reading are above average and standards in writing are average. By Year 6, standards in speaking, listening and writing are above average and pupils are achieving very well when compared to their attainment on entry to the school. Standards in reading are well above average and achievement is high. Many aspects of English have, therefore, improved since the last inspection, as they were then average in all areas. Standards of teaching and learning are consistently good over time and half the lessons observed during the inspection were judged to be very good. The very good achievement of pupils through Years 1 to 6 and their very good attitudes towards learning result from this. Because of effective support, pupils with special educational needs make good progress towards achieving their individual learning targets.

55. In Years 1 and 2 pupils are encouraged to participate actively in discussion and do so well. They listen carefully and are confident in their responses. This is because teachers

and support staff provide good opportunities for both structured and informal conversation. Well-chosen questions, supported by good quality resources encourage pupils to engage in learning. In Year 2, pupils used pictorial clues effectively to compare different books and they commented clearly to express their views.

56. By Year 2, pupils read clearly and accurately. This is because they possess appropriate strategies to aid pronunciation. Most pupils demonstrate good levels of understanding of the plot of a story and its character. They know how to use non-fiction books to locate information. Reading is taught effectively in both class and group sessions. Support staff and parent volunteers contribute effectively to this.
57. Most pupils form their letters accurately in handwriting practice books. Pupils improve their writing over time, so by Year 2, most pupils can write accurate sentences, with correct punctuation and secure standards in spelling. Work is carefully marked and this helps pupils improve. Pupils widen the range of their writing because teachers set a good range of varied tasks. In word work, pupils are taught effectively and make good progress in using phonemes to support both speaking and writing.
58. Pupils in Years 3 to 6 continue to improve the quality of their speaking because they listen carefully and actively join in discussion. In a lesson to evaluate arguments, skilful teaching created an orderly structured debate where pupils put forward opposing viewpoints convincingly. The very good relationships in school help create many opportunities for discussion and conversation. This is found in both lessons and assemblies. Pupils on the school council recently gave the governing body a clear oral presentation explaining their role in the school.
59. Pupils are accurate and fluent readers. They enjoy adventure stories and poetry. Pupils have good analytical skills, being able to comment upon the motive, character and the plot of the book effectively. They offer astute comments upon differing authors, for example, one pupil made the case for Enid Blyton and another for Laurie Lee. Pupils read widely to support their studies, from both books and the Internet. They locate information efficiently and evaluate it effectively.
60. There is a good range of written work undertaken in Years 3 to 6. Pupils' handwriting is well formed, punctuation is accurate and spelling secure. The structure of writing is taught effectively, so that pupils know how to set out prose, poetry, letters and scripts. Standards in writing are not as high as other areas of English because the quality of language used by about one quarter of pupils is not rich enough. Whilst teaching gives time to vocabulary work, there is a greater emphasis on structure. As a result, these pupils struggle to find telling words and phrases to enliven and embolden their work.
61. Leadership and management are very good. The experienced co-ordinator is a leading teacher for literacy and is very influential in promoting the teaching of English both within the school and the local authority. She has a strong commitment to raising standards and provides very clear guidance to colleagues. Overall, improvement since the previous inspection has been good. Thorough monitoring procedures are in place and these have contributed to the improvements in standards and teaching since the previous inspection. The co-ordinator is aware of where further improvement is needed. Careful analysis of work in English and in other subjects has shown her that the school has now reached the stage where writing needs to be more adventurous and exciting.

Literacy across the curriculum

62. There is a good range of opportunities to promote literacy across the curriculum. The school library has a wide range of non-fiction books that support all main curricular areas. The use of the Internet provides an additional source of information. Pupils have sufficient skills to make use of these facilities to support their studies. In history they make effective use of this to research significant historical figures, such as Barnes Wallace, the World War II inventor. In geography, they use subject vocabulary well to describe coastal erosion and in science to categorise different species of animal and plants efficiently. Teachers have a secure understanding of the literacy strategy and promote it well across the curriculum.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards are rising and are now well above average by the end of Year 6.
- Very good leadership and management of the subject have led to improvements in the mathematics curriculum, resources and the quality of teaching.
- Target setting and very good assessment procedures, are helping teachers to plan appropriate work for pupils, and pupils know what they need to do to improve.

Commentary

63. There are several reasons why standards have been rising and provision has improved very well since the last inspection. The headteacher and co-ordinator have focused on this subject and have ensured that an effective curriculum is in place. Very thorough assessment procedures are in place, which give the co-ordinator a good grasp of standards and enable pupils' progress through the school to be tracked closely and action taken should they fall behind. The information is also used well by teachers to offer work that is well matched to their level of attainment, including those with special educational needs. Much good and very good quality teaching and learning are other key factors, as are the very good attitudes that pupils bring to their work.
64. Standards are above average at the end of Year 2 and well above average at the end of Year 6. This indicates that pupils' achievement is very good at the end of Year 2 and very high at the end of Year 6 when compared to their attainment on entry to the school.
65. Pupils' number skills are well developed in Years 1 and 2. Pupils in Year 2 have a very good grasp of addition and subtraction and with the help of the song 'Chip the Chopper' can halve odd and even numbers up to twenty. Higher attaining pupils use this knowledge to help them to convert word problems into number calculations, while pupils demonstrate good recall of two and ten times tables. Pupils in Year 4 are developing a good understanding of fractions and the equivalent decimal numbers. Higher attaining pupils are able to explain and calculate the difference between a decimal number and a given target number. Pupils in Year 6 are highly competent in number calculations and in applying their knowledge to working out solutions to new problems, confidently explaining the mean, mode and range of the data collected from a variety of bicycles. Pupils with

special educational needs make good progress with additional support. This helps them to achieve well against their individual education targets in mathematics.

66. Teaching and learning are mainly very good throughout the school. Teachers plan effectively using the methods promoted by the National Numeracy Strategy. Lessons start with a challenging mental mathematics session, which pupils enjoy and in which they participate fully. Teachers use number fans and whiteboards very well to involve pupils and to let them show the answers to questions. This gives teachers a quick assessment of how well pupils are learning, and the pupils an understanding of how well they are doing. Teachers ask a range of challenging questions and encourage pupils to explain the strategies. Together these help pupils to think about their level of mathematical understanding. For example, in a very good Year 2 lesson, pupils explained how they halved numbers using the new interactive whiteboards and appropriate words. A small amount of teaching was satisfactory, rather than good, because it did not have the good pace and challenge seen in other lessons.
67. Teachers have very high expectations of pupils' behaviour and work and, as a result, pupils work very productively. Information from tests, observations in lessons and analysis of their results provide teachers with a clear picture of standards achieved. Pupils receive good feedback from the constructive comments made by teachers. Tasks are interesting and varied and well matched to pupils' ability levels, enabling them to participate fully in lessons so that they are seldom 'off task' and little time is wasted. Teachers use ICT satisfactorily, but further development is needed.
68. The co-ordinator gives good curriculum leadership, has monitored teaching and pupils' work well and has analysed the outcomes of statutory and non-statutory tests in order to gain an understanding of strengths and weaknesses in the subject. The subject action plan identifies areas for further development, for example, to use more ICT in the numeracy hour.

Mathematics across the curriculum

69. Numeracy has been satisfactorily developed across the curriculum. Co-ordinators are increasingly identifying areas where other subjects can contribute to learning in mathematics, such as graphs in science and symmetry in art and design. In history, pupils use timelines to develop a sense of chronology and identify the correct decade for artefacts.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Pupils achieve very well by the end of Years 2 and 6.
- Stimulating teaching challenges pupils in most classes.
- There is a strong emphasis on experimental science.
- The use of the school grounds as a resource for learning in science is underdeveloped.

Commentary

70. Only two lessons were seen during the inspection, however, an analysis of pupils' work and teachers' planning, together with a discussion with pupils and the joint leaders of the subject, has enabled a judgement on standards and provision to be made. In work seen, standards are above average at the end of Year 2 and well above average at the end of Year 6. This is a very good improvement on the standards at the end of Year 6, identified at the time of the last inspection, and a good improvement on the 2003 test results. All pupils, including those with special educational needs, are achieving very well by the end of Year 2 and exceptionally well by the end of Year 6.
71. Many lessons focus on an investigative experimental approach, which gives pupils a very practical feel for the subject. For example, pupils in Year 6 investigated the growth of yeast as part of their study of micro-organisms. They had to prove that yeast was a living organism. They did this by culturing the fungus and demonstrating that it gave off carbon dioxide, which filled up a balloon. Pupils in Year 2 investigated snails to find how they moved and what they ate. Work seen in pupils' books showed that they linked practical work to science in real life. The study of micro-organisms was well linked to food deterioration and food preservation.
72. In the lessons seen, the quality of teaching and learning was good in one lesson and very good in the other. Again, the work done was practical and linked to pupils' own lives. For example, pupils in Year 5 had to investigate material of different types to discover its potential to insulate and absorb sound. Pupils had a very clear idea of how to set up a fair test and were very capable of trying to predict the outcomes. The teacher started the lesson well by encouraging a discussion on the problems of sound pollution in our modern life. Work seen in pupils' books demonstrates that this type of approach is very common and pupils in every year are motivated to do a considerable amount of work by the well thought out and exciting ideas planned by the teacher. Teachers' planning is adventurous and throughout each year, covers a wide and extensive amount of work.
73. Leadership and management of the subject are very good. There are two co-ordinators who are well qualified and who monitor and evaluate pupils' work and teachers' planning very well. There is a good scheme of work. A good assessment scheme enables teachers to track how well pupils are doing and link their performance closely to National Curriculum Levels. The co-ordinator ensures that the results of assessment influence teachers' planning, however, the amount of different work set to meet the needs of

different abilities of pupils, is at present limited. In a few lessons, therefore, there is not always enough challenge for the higher attaining pupils. The subject is enhanced by a number of visits out and visitors into school. For example, pupils in Years 5 and 6 go to the Eureka Science Museum in Halifax and a well qualified professor of science comes into school to conduct an exciting science workshop. The school grounds have the potential for further science investigations, but at present, are underused as a resource for learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Leadership and management are very effective in ensuring that all pupils have good access to information and communication technology.
- Pupils are enthusiastic and so work hard to improve their skills.
- Pupils lack experience in data logging and communicating by e-mail.
- The staff use technology well to teach across the curriculum.

Commentary

74. By the end of Years 2 and 6, standards are average. Higher attaining pupils in Year 6 achieve above average standards in some aspects of their work. In Years 3 and 4, standards are above average. This is because these groups benefit from an enriched curriculum, at an earlier age, than was available two or three years ago. Standards in teaching and learning are good over time, with half the lessons observed during the inspection being judged very good. Pupils enjoy the subject, work hard and are keen to improve their skills and, as a result, achievement is good through Years 1 to 6.
75. In Years 1 and 2 pupils know the potential of personal computers and the digital whiteboard to display and manipulate data. They enter simple numerical data to a pictogram and successfully answer questions to interpret this. By Year 2, pupils write short sentences, experiment with different fonts and edit text competently. Good teaching enables pupils to locate information, select different images and talk about them. Where teaching is very good, class teachers actively involve all pupils in learning and ensure that they have sufficient 'hands-on' experience to improve their skills. Here, achievement is very good.
76. Pupils in Years 3 and 4 have good skills in using databases. They use the search function effectively to interrogate data, store information and recall it for further study. Pupils use laptop computers effectively and quickly to access information, using two 'fields' to calculate costs and profits in running a small business. They collaborate well to share information and help one another. By Year 5, pupils use information and communication technology to write stories and explore shapes. They work independently to research topics, using the Internet.
77. Where standards in Year 6 are above average, pupils work independently to construct and present multimedia presentations, one impressive example focusing on the World War II inventor, Barnes Wallace. By Year 6, pupils gain good experiences using personal computers across the curriculum to research information, create sound and record data.

However, they lack sufficient experience of data logging and the use of e-mail, a situation the school has plans to rectify as additional resources permit.

78. Class teachers have a secure understanding of digital whiteboard technology and because of this whole-class teaching is possible within general classrooms. The use of laptop computers enables groups of pupils to follow up work individually and the school's current and planned investment here is beginning to pay dividends. The enthusiasm and personal drive of the co-ordinator provides very good leadership and management, which is effectively supported by the headteacher and governing body. There is a clear commitment to raise standards and improve provision, as identified in the ICT action plan. Overall, improvement since the previous inspection is good.

Information and communication technology across the curriculum

79. The school has made the strategic decision to focus its investment upon hardware and software, with digital whiteboards in each classroom, supported by personal computers. In addition, a set of laptop computers is easily moved from room to room. As a result, whole-class teaching across the curriculum can be supported well by this technology. By Year 6, pupils use ICT in their work across a good number of subjects. Core subjects are well supported with pupils writing stories, making presentations using spreadsheets to promote numeracy and using the Internet to investigate science. There is good support for most other subjects. In history, geography and religious education, personalities, places and beliefs are researched. In art and design pupils make good use of technology to paint imaginatively and design equipment. In music, sound is investigated, and in health education a range of skills is used to record the effects of physical exertion upon heart rates. Pupils gain valuable insight into industry, commerce and leisure activities. They increasingly recognise the growing role that information and communication technology has in life.

HUMANITIES

Religious education was inspected in full and is reported in detail below. Geography and history were sampled.

80. **Geography** is taught through Years 1 to 6 and the curriculum meets statutory requirements. From the work sample seen, standards are judged to be average by Year 2 and above average in Year 6. Pupils' achievement is good. They progressively improve and develop subject skills and vocabulary as they move through the school. There is a good balance of work across topics. Pupils' understanding of the climatic influence and human impact upon the environment is good. The subject supports the development of pupils' numeracy and literacy skills well.
81. The curriculum in **history** grows from younger pupils getting their first understanding of the passage of time through looking at the famous historical events and characters. For example, pupils in Year 1 look at the Victorians and pupils in Year 2 study the life of Florence Nightingale. Work in books indicates that pupils in Year 3 have a sound understanding of the Vikings. This study is well linked to the local environment, as York was a famous Viking settlement. Older pupils in Year 6 have a good knowledge of life in Ancient Greece and are able to compare it with life today. Only one lesson was seen during the inspection, so it was not possible to make judgement on standards or provision. However, in the lesson the teacher used the medium of John Lennon's

recorded music to attempt to get pupils to see that singers from the past could sing about political awareness, thus demonstrating that recorded music can be a historical artefact. The history curriculum is enriched by visits to historical places such as Beningbrough Hall where pupils dress up as Victorian servants for the day.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- There are strong links with the local church.
- Debate and good discussion often form a strong part in religious education lessons and contribute greatly to pupils' understanding of feelings and beliefs.
- There are too few links with faiths other than Christianity.
- There is only a little monitoring of the quality of teaching and learning.

Commentary

82. The analysis of pupils' work and discussions with pupils and staff, together with the lessons seen, show that standards match those expected by the locally agreed syllabus by the end of Years 2 and 6, and pupils are achieving well when compared to their attainment on entry to the school. Pupils of all abilities, including those with special educational needs, are achieving well when compared to their attainment on entry to the school. This is similar to the situation at the time of the previous inspection and improvement has been satisfactory. However, pupils' debating and discussion skills have much improved.
83. Pupils in Year 1 are taught the beliefs and practices of the Christian faith, and that different faiths share some common features such as festivals and caring for each other. Pupils visit the local church, meet the vicar and ask questions about his vocation and the church. By Year 2 they understand the importance of the Bible to Christians. They are aware of some of the special people of the Christian faith, such as Jesus, and they know, for example, that He told stories with a special meaning, such as the 'Parables of the Sower and the Prodigal Son'. They write about aspects of Judaism and the importance of the sacred book, the Torah, and know that it is important to the Jewish people.
84. In the lessons seen, the quality of teaching and learning was mainly good. Pupils in Year 6 made good progress in understanding the importance of the Koran to Muslims. The teachers' good subject knowledge and preparation captured pupils' imagination and respect for a major world faith. Pupils know and understand that Mohammed is the prophet of Islam and that the Koran is the sacred book of Islam. The teachers' use of the Koran and a good CD-ROM linked to the interactive whiteboard supported pupils' learning. Pupils in Year 3 talked about the concept of pilgrimage and discussed their special places and those of pilgrims and the places visited. Year 2 pupils discussed the importance of promises and the commitment made by couples during wedding ceremonies. Pupils with special educational needs do well when supported by teaching assistants. In the best lesson seen, the most capable pupils were given additional work to extend their learning. Assemblies, circle times and the personal, social and health education programmes give good support to pupils' learning and their spiritual and moral

development. Pupils show respect for other pupils' views and the religious artefacts used in lessons, for example, the Bible and the Koran.

85. The subject co-ordinator is a sound leader and has developed good links with local colleges and religious groups, and improved the range of learning resources. She has produced a development plan to ensure that the new agreed syllabus is understood and taught well and pupils' achievements are assessed and recorded. However, so far she has had little opportunity to monitor teaching and learning. The use of ICT to enrich the curriculum is underdeveloped, but the new interactive whiteboards are already capturing pupils' imagination. Visits to places of worship are limited at present, as is the number of visitors coming into school to talk about their beliefs. This limits opportunities for pupils to develop an understanding of other religions and beliefs from first-hand experience.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Design and technology was inspected in full and reported in detail below. Music, art and design and physical education were sampled.

86. Only one lesson was seen, therefore, it is not possible to give an overall judgement on provision for **music**. Music is important to the school and the pupils love their music. The standard of singing is well above average. During the school assemblies all the pupils listened carefully to restful music that set the mood for a good act of collective worship. The pupils sang hymns with enthusiasm, in tune and with expression. The older pupils in Years 5 and 6 performed in a large-scale musical production of 'Joseph and his Amazing Technicolour Dream Coat'. Pupils were able to sing in unison and in parts, and their singing could reflect different moods. In a recent assembly the Year 2 pupils performed for the school; the recording of their performance demonstrated effective instrumental accompaniments to their very good singing. Good teaching had helped both these groups of pupils to achieve good standards of rhythm and melody while performing to an audience. The school choir meets after school and is practising for a performance in front of the whole school and parents. The quality of singing by the choir was very good with very effective solo singing parts from many pupils. The pupils were enthusiastic and proudly demonstrated their skills combining music and dance. This choir has 49 members from all age groups in Years 3, 4, 5 and 6 who attend regularly. In the one lesson seen good teaching helped the pupils to use instruments to reflect changing moods. The school has arranged for a wide variety of visiting music teachers to teach a range of musical instruments. The teaching of guitar and violin was seen to be effective and at other times of the week pupils are taught woodwind and brass instruments. Over 50 pupils benefit from this peripatetic tuition.
87. Music is very well managed by a co-ordinator who has only been in post for one year. Since the last inspection support for teachers has improved considerably with the acquisition of many more instruments as well as a commercial scheme that particularly helps teachers with little musical background. The co-ordinator is enthusiastic and has appropriate plans to develop the subject even further. She leads the subject very well.
88. No lesson was seen in **art and design**, therefore, it is not possible to give an overall judgement on the provision in this subject. Art on display around the school is good with some of the pupils' work being very good. Overall, standards are above average at the end of Years 2 and 6. At the time of the last inspection standards in art work were described as in line with national expectations with little emphasis on the development of

skills. Pupils in the school were said to use felt tip pens for art work with little use of different media. This is not now the case. In the good work seen the pupils used a wide range of media and this good work reflected good teaching of the skills needed to produce this high quality work. The pupils are very proud of their achievements.

89. All the pupils in Years 3 to 6 keep their own art books. These books are used to mount drawings, paintings and collages and are a very good way to demonstrate to the pupils how they are improving. Teachers add constructive comments at the foot of each piece of work. These comments assessed progress and set the levels for the high standards and demonstrate that the school is actively challenging the pupils. The development of drawing skills was particularly strong. In Year 6 all the pupils had started with half of a photocopied face of John Lennon. The pupils had then drawn the other half of the face using a range of pencils of different hardness. The quality of this work and the care that had been exercised were very high. Also in Year 6 the pupils had combined their artistic skills with their science knowledge to build fairground rides that actually work. Throughout the school art and design is used across the curriculum to enhance learning. In Year 5 pupils have studied the work of Kandinsky and used paint to imitate his style. In Year 4 a large-scale collage using different materials showed the ferocity of the Vikings invading England. In Year 2 the pupils worked with a visiting artist to develop observational skills. They identified shapes and patterns in buildings in the community. Back in the classroom the pupils very carefully and with great skill drew and painted their patterns producing a class picture of blocks of symmetrical buildings. In Year 1 pupils had sculptured creatures made with paste and paper as well as clay. These same pupils used computers to plan designs for fabrics.
90. The art and design co-ordinator is, at present, absent from school and her role is being covered on a temporary basis. Both these co-ordinators are leading the subject well and have a positive impact on the improvement in the subject. They are enthusiastic and support all the staff of the school. Both have a vision for the future development of the subject. Resources for art and design are good.
91. Only one lesson of **physical education** could be observed and it is not possible to make an overall judgement on standards or provision. However, information from the subject co-ordinator indicates a number of strengths, for example, the range of extra-curricular sporting activities, such as football, rugby, hockey and netball. In addition, strong links have been developed with outside agencies, such as the City of York Arts Service. Members of the service have recently been in school to provide some in-service training in the dance aspects of physical education. Some of the local rugby league team come in to work with pupils in Year 6. In the one lesson seen, the teacher used the session well as a preparation for sports day. She gave a good demonstration of jumping from a standing start and then provided opportunities for pupils to practise and improve. The lesson demonstrated the good aspects of teaching physical education with a very appropriate warming up exercise and cooling down one at the end. In recent years, the school has won a number of local competitions with other schools. Swimming is undertaken and most pupils swim 25 metres or more before they leave the school.

Design and technology

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

Main strengths and weaknesses

- Pupils have a very good understanding of the design process and they use this very well to create good constructions. They refer back to their designs when evaluating their work.
- Standards are above average in Years 2 and 6.
- The subject is very well managed with design and technology used to enhance learning across the whole curriculum.
- Good resources are used in a creative way.

Commentary

92. Since the last inspection, standards have improved well throughout the school. They are now good at the end of Years 2 and 6 and pupils achieve very well. This improvement is a reflection of the quality of the teaching and the subject leadership. The pupils now develop their skills well and they evaluate their models. The subject leader ensures that the teachers have the support they need and that they have an understanding of the needs of the subject. The pupils produce clear annotated design briefs, they carefully build their models and ask themselves evaluative questions knowing that the answers will help them to improve their work and enhance their skills.
93. The quality of teaching and learning is good, with a good proportion of very good teaching. Pupils in Year 1 were developing an understanding of how pivots and slides worked by designing and building moving cards. The good planning identified the key learning points, and carefully developed the pupils' understanding of pivots and slides and how they could be constructed. Each pupil carefully developed their own designs and constructed their cards with great concentration. The work was very well supported by teaching assistants who clearly knew what was needed to enhance the quality of the pupils' learning. When finished, pupils took great pride in their work and could say what had gone well and how they could have done better. In Year 4 good teaching helped the pupils combine knowledge of how electric bulbs could be wired with innovative designs for torches. These torches were then built and the pupils were very proud to demonstrate how they worked. Each child evaluated their models and could say how their torch had been constructed. They were able to draw the circuit diagram that they had used to wire the bulb and explain, in detail, how the design could have been improved.
94. Throughout the school there were very good examples of the use of design and technology to enhance the learning in other subjects. Pupils in Year 2 had designed and built models of spiders that could climb a grandfather clock as a handle was wound up. This extended their literacy work. Pupils in Year 3 had designed and built model monsters that moved. Pupils in Year 5 designed and constructed very high quality booklets, each with many moving parts. These books extended their literacy work and needed a high level of design and making skill. Pupils in Year 6 used the very good skills that they had acquired to produce slippers, moving roundabouts and headdresses to a very high standard. They had designed and made slippers that they could wear, and could evaluate their success. They had designed and built fairground roundabouts that included mechanisms so that they that actually worked and they had designed and made carnival hats to reflect the four elements, wind, water, air and fire. The subject is very well managed by an enthusiastic co-ordinator who supports the teachers with a range of good resources and ideas. She monitors the pupils' progress and has a very good vision of how she wants the subject to develop including the greater use of computers to enhance the learning.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship (PSHE) is **good**.

Main strengths and weaknesses

- The development of pupils' confidence and self-esteem is enhanced well through circle times and personal, social and health education lessons.
- The school council, which has representatives from each class, has raised a lot of money to improve the school environment and buy playground equipment.
- The school has yet to be fully involved in a 'Healthy School' project.

Commentary

95. All teaching seen during the inspection was good or very good, as lessons were well planned and provided suitable challenge for pupils, as well as good opportunities for discussion and debate. The lessons seen demonstrated the very good trusting relationship that is present throughout the school. This creates an atmosphere where pupils discuss personal matters openly and in a supportive way. Circle times and personal, social and health education (PSHE) lessons are used effectively to enable pupils to consider issues, such as behaviour, decision making, conflict resolution, care of others and dealing with changes to their lives. For example, pupils in Year 3 considered how they would feel to move up to the next older class, or what they would do if they were elected to the school council. The general ethos of the school and the strong emphasis on the development of pupils' personal confidence, makes a major contribution to pupils' social and citizenship skills. The subject co-ordinator is very good and has devised the school's own scheme of work, which is good. She has monitored some of the planning and has been involved in the very good fund-raising activities. The pen-pal club with its strong link to a multi-ethnic school in Luton is very successful. Plans are in hand to enable the school to be involved shortly in the 'Healthy Schools' project', which is the next major area for development identified in the action plan.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

