

INSPECTION REPORT

OSBALDWICK PRIMARY SCHOOL

York, North Yorkshire

LEA area: City of York

Unique reference number: 121339

Headteacher: Miss L Barringer

Lead inspector: Mrs L Clark

Dates of inspection: 5 – 6 July 2004

Inspection number: 257098

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 to 11 years
Gender of pupils:	Mixed
Number on roll:	168
School address:	The Leyes Osballdwick York North Yorkshire
Postcode:	YO10 3PR
Telephone number:	01904 411036
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Appropriate authority:	The governing body
Name of chair of governors:	Mr M Rowley
Date of previous inspection:	26 April 1999

CHARACTERISTICS OF THE SCHOOL

Osballdwick Primary School is smaller than other primary schools. The majority of pupils come from the immediate area which is a mixture of owner-occupied and local authority owned properties on extensive housing estates on the outskirts of York. About a third of pupils come from outside the immediate catchment area. Overall, the school's socio-economic context is broadly average though its take-up for free school meals is well below average. Almost all pupils are of white, British, ethnic background. One per cent of pupils are asylum seekers and two per cent are travellers. There are two pupils learning English as an additional language. In several year groups there is a high level of mobility, particularly in Years 3 and 6, where approximately half the pupils have entered or left the school at times other than the usual. Although when children first start school, their attainment is broadly average overall, their skills in communication, language and literacy skills are below that normally seen on entry to school. The proportion of pupils identified as having special educational needs (24 per cent) is above average, as is the proportion of pupils who have statements of special educational needs (3 per cent). The range of needs includes moderate and specific learning difficulties, social, emotional and behavioural difficulties and dyspraxia. There have been a large number of staff changes within the last three years. Currently, two teachers are newly qualified. Nine months after the last inspection, the school was visited by HMI as part of its local education authority review. As a result of its findings, the school was put into the local education authority's category of schools causing serious concern. The headteacher joined the school in September 2001 during a two-year period when the school was under review and after it had been under temporary leadership and management for two terms. During this time, the number of pupils at the school declined.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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28053	Eileen Glasper	Team inspector	Foundation stage Information and communication technology
33090	Jacob Herbst	Team inspector	English Geography History Music
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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	19
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	29

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school and gives its pupils a good education. Standards have risen considerably over the past year in most year groups and are now above average by the end of Year 6 because of very good leadership by the headteacher and good teaching throughout the school. Pupils have good attitudes to learning and achieve well. The school is well managed and governors make a very good contribution to the running of the school. The school gives good value for money.

The school's main strengths and weaknesses are:

- The very good leadership of the headteacher provides first rate educational guidance based on excellent analysis of the school's needs.
- Standards are above average in English, mathematics and science by the end of Year 6 because teaching is good and there is very good daily assessment of what pupils need to learn.
- Pupils have good attitudes to learning and the good provision for their personal development ensures good standards of behaviour.
- There is very good provision for pupils with special educational needs and they make very good progress.
- The role of subject coordinators, apart from English, mathematics and science, is underdeveloped.
- While gifted and talented pupils are very well provided for, there is a lack of challenge sometimes for more able pupils, who have too few opportunities to work independently or to pursue an area that interests them.

The school has made good improvement in the last three years following a sharp decline since the last inspection in April 1999. Leadership and management have improved substantially and there is good achievement throughout the school. Good improvements to the accommodation and resources and very good assessment procedures enable a good curriculum to be taught to pupils. The school is now well placed to improve further because the systems that have been put in place are secure, resulting in good teaching and a sharp rise in standards across the school.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	D	D	D	E*
Mathematics	E	E	E	E*
Science	E	E	E	E*

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.
Similar schools are those with similar prior attainment at the end of KS1.*

Achievement is now good overall for all pupils, following a period of low results both nationally and when compared to similar schools. In 2003 these were in the bottom five per cent in the country. The unvalidated Year 6 test results of 2004 show that the school has comfortably exceeded its challenging targets: almost all pupils have attained nationally expected levels and a good proportion has exceeded them. Overall, standards of the current group of pupils in Year 6 are above average in English, mathematics and science. These good standards are due to considerable improvements in assessment over the past three years. Assessments are now used accurately to establish what pupils know and what they need to learn next, thus making teaching more effective. Pupils with special educational needs, gifted and talented pupils and those learning English as an additional

language make very good progress because of the very good provision for their needs. Children in the reception class achieve well and most are likely to exceed the goals expected of children of this age in most areas of learning by the time they move into Year 1. In Years 1 and 2, pupils also achieve well. Standards are broadly average in reading, writing and mathematics by the end of Year 2; they are no higher because of the large proportion of lower attaining pupils and those with special educational needs in this year group.

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. They have good attitudes to learning and behave well. Attendance is satisfactory overall and pupils arrive punctually to school.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The quality of teaching and learning is good and is reflected in pupils' good achievement. Pupils with special educational needs and those who are gifted and talented are taught well. Teachers have high expectations and strive to make the work interesting for their pupils. Some of the teaching in Years 2, 3, and 6 is very imaginative and teachers give pupils lots of opportunities to learn through role-play and practical activities. Work is very well planned to build on previous learning and so pupils learn what they need to know at a good rate. Teaching assistants provide effective help for pupils, especially those with special educational needs, those learning English as an additional language and those from travelling backgrounds. The school's very strong links with the local high school means that gifted and talented pupils from Year 1 upwards benefit from specialist tuition from secondary school teachers. While pupils work well together in lessons and can be trusted to get on with their work on their own, there are few opportunities for pupils to work independently using the library or the ICT suite at lunchtimes, for example, to do research. This limits the learning of more able pupils to a certain extent. Teaching is good in the reception class with particular strengths in the teaching of speaking, reading and writing. There is a very good balance between taught and independent activities which enables these children to learn well.

The school provides a good curriculum which promotes good achievement. The curriculum for children in the reception class is good and well linked to outside play where the children have much freedom of choice. The curriculum is broadened and enriched by a good range of extra-curricular activities. The accommodation is good and provides a well-organised and cheerful learning environment, complemented by good resources for learning. Arrangements for ensuring pupils' care, welfare, health and safety are also good. The school provides pupils with good support, advice and guidance but should involve pupils further in keeping track of their own learning. The school has a good partnership with its parents and good links with the community and other schools; these contribute well to pupils' good achievement.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good overall. The headteacher provides very effective leadership of the school. Other members of staff provide good levels of assistance though there is an over-reliance on the headteacher for managing subjects apart from science and mathematics. The governance of the school is very good. All statutory requirements are met. Management systems are good and stringent monitoring of the work of the school has helped the school to become effective once more.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents think this is a good school and are pleased with the education the school provides for their children. The pupils have positive views; they particularly like special days in school like the recent science day. They think their teachers are kind and that they are good fun.

IMPROVEMENTS NEEDED

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

- Provide greater challenge for higher attaining pupils.*
- Develop the roles of some subject co-ordinators to give them greater responsibility.*
- Give all pupils more independence and responsibility for their own learning.*

* The school has already identified these issues in its school improvement plan.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement for all pupils is good throughout the school. Children achieve very well in communication, language and literacy when they first start school. Standards are above average by the end of Year 6 in English, mathematics and science. This is a marked improvement on pupils' performance in the last three years.

Main strengths and weaknesses

- Strong leadership and management have resulted in much improved standards this year.
- Children in the reception class achieve well and are likely to exceed the goals expected of them by the time they start in Year 1.
- Standards are broadly average in the current Year 2 because of the comparatively high proportion of lower attaining pupils in this particular year group.
- Standards are above average by the end of Year 6 and pupils achieve well.
- Most boys and girls, including those with special educational needs, gifted and talented pupils, the very few learning English as an additional language and those from travelling backgrounds, make very good progress in their learning. Pupils capable of higher attainment do not always do as well as they should.

Commentary

1. Standards in the last three years have been low, and the trend in the school's results below the national trend. Four years ago, the school was found by the local education authority to be giving serious cause for concern although on the face of it standards looked sound. It has taken three years for standards to begin the upward turn. This reflects the work that had to be put in by the new leadership and management team to train staff, to make teacher assessments both accurate and useful, to raise standards of behaviour, to stabilise the teaching staff and improve their morale so as to halt the trend of parents removing their children from the school because of the concerns they had. This has led to high rates of mobility in some year groups over a three-year period and a lengthy period of time when the results showed little improvement. Currently, pupils in all year groups are achieving well and, judging by the work seen in each year group during the inspection, and the rate of progress in the last academic year, standards are set to be above average for the next few years.
2. The children in the reception class enter school with below average levels of skill in communication, language and literacy. In a very short time, because of very good teaching, they have become accomplished readers and writers for their age and talk clearly and informatively with adults and with their class mates. They achieve very well in this area of learning. Achievement is good in children's personal, social, emotional and mathematical development and in knowledge and understanding of the world and from a broadly average starting point when they enter reception their skills are above the level expected by the time they go into Year 1. The recently developed outside play area is used very well to give children much freedom of choice and ample opportunity to develop their skills at their own pace. Too few lessons were seen to be able to make an overall judgement on standards or achievement in creative or physical development.

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

Standards in:	School results	National results
Reading	13.1 (16.2)	15.7 (15.8)
Writing	10.0 (13.9)	14.6 (14.4)
Mathematics	13.0 (15.5)	16.3 (16.5)

There were 20 pupils in the year group. Figures in brackets are for the previous year.

- Over time, standards, by the end of Year 2, have varied, mainly because of differences in the composition of year groups in a small school. Standards were very low in 2003 (in the bottom five per cent nationally in writing and mathematics) because over half the year group had special educational needs including severe learning difficulties. Mobility was high for this year group with 68 per cent having entered or left the school at times other than the usual, with a higher proportion of pupils from travelling backgrounds. The unvalidated test results in 2004 indicate that standards are considerably higher this year. There is a larger proportion of lower attaining pupils in the current Year 2 class. The school's assessments show plainly that lower attainers and pupils with special educational needs have made very good progress resulting in almost all pupils attaining the standards expected of their age in reading, writing and mathematics and a similar proportion to that generally seen nationally exceeding expected levels. This indicates good all-round achievement. Standards are average in science by the end of Year 2 with particular strengths in investigative work.

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

Standards in:	School results	National results
English	24.1 (25.7)	26.8 (27.0)
mathematics	25.1 (25.4)	26.8 (26.7)
science	26.1 (26.5)	28.6 (28.3)

There were 31 pupils in the year group. Figures in brackets are for the previous year.

- Standards in the national tests at the end of Year 6 in 2003 were well below average and in the bottom five per cent when compared to similar schools. Again, differences in the composition of year groups in a small school does make year on year comparisons less reliable but the trend at this key stage has been downward until now. Mobility was high for this particular year group in 2003 (40 per cent) and reflected the decline in numbers experienced by the school until recently when growing confidence in the new leadership and management has seen that trend reversed. In addition, this year group had a high incidence of special educational needs with pupils, including those from travelling backgrounds, with extreme behavioural, social and emotional problems, which led to high levels of exclusion, with some pupils attending behaviour support units part-time elsewhere in the city. This had a significant effect on both the year group and on teaching and learning and contributed to staffing problems. This trend has now been reversed. The unvalidated test results in 2004 for English, mathematics and science for the current Year 6 show considerable improvement. Almost all pupils have reached nationally expected levels and a good proportion has exceeded them. This is the result of careful and systematic leadership and management to ensure that pupils are taught what they need to know and to make up for pupils having experienced a period of instability at the school. Assessment is now accurate and this in turn has made teaching and therefore learning more effective. Pupils are now achieving well and they make rapid gains in understanding and knowledge. The school has exceeded its challenging targets by a good margin and is well placed to continue to do so.

5. No differences were seen between the achievement of boys and that of girls. The school's very good assessment systems clearly show that pupils with special educational needs, those learning English as an additional language and gifted and talented pupils make very good progress. The clear and appropriate targets on their individual education plans help them to learn very well. The early identification of problems or of special gifts and very effective targeted support make a significant contribution to the very good achievement of these pupils. While achievement is good for all other groups of pupils, the next step to make achievement very good is to give pupils greater scope to work on their own, thus allowing more able pupils to forge ahead at their own pace.

Pupils' attitudes, values and other personal qualities

Pupils enjoy learning and have good attitudes to school. Pupils behave well in lessons and around the school. Their personal development is good and there are very good relationships between pupils and staff. These factors help pupils to learn well. Attendance is satisfactory.

Main strengths and weaknesses

- Pupils have very good relationships with staff and with each other.
- The number of exclusions has been high because of exceptionally challenging behaviour by a very small minority of pupils.
- While pupils are happy to take on responsibilities there are few occasions for them to work independently or to take charge of their learning as they grow older.
- Provision for spiritual, moral, social and cultural development is good overall.

Commentary

6. Pupils have good attitudes to learning and are interested in the range of activities provided by the school. Relationships between staff and pupils are very good and the atmosphere around the school is happy, friendly and welcoming. There is good-natured teasing between adults and pupils but pupils understand the boundaries between fun and cheekiness. Positive attitudes are promoted by the school through personal, social and health education and discussion times in class help pupils to understand and to show respect for the feelings, values and beliefs of others. As a result, pupils from minority backgrounds are fully integrated into the school's community. Pupils have a very good understanding of right and wrong and behave well in lessons and out in the playground. Lunchtimes are happy, social occasions because the lunchtime supervisors organise games such as group skipping or aerobics. Pupils have lots of different equipment to play with such as skittles or quoits with the result that comparatively few play football and almost all play in mixed gender and age groups. The garden area, next to the playground, complete with winding paths and seats under trees is popular with pupils who prefer to be quiet.
7. Incidents of serious misbehaviour are attributable to a small minority of pupils, and when they do occur, they are dealt with immediately and appropriately. The incidence of exclusions for unacceptable behaviour, however, has been high. In the last full school year (2002-3) there was a high level (90) of temporary exclusions; these related to five boys. One boy accounted for 45 exclusions. In the current year (2003-4) the number has significantly reduced. Two boys have been excluded for a total of 10 days, five for each pupil. There have been no exclusions since January 2004. Several of these pupils receive additional support from outside agencies or have attended behaviour support units for part of the school day elsewhere. The school has a remarkable degree of success with pupils who have exceptionally challenging behaviour and parents were quick to point out that behaviour had improved beyond recognition in the last three years. The information in the table below relates to the last complete school year, 2202-3.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Chinese
No ethnic group recorded

Exclusions in the last school year 2002-3

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
128	90	0
4	0	0
1	0	0
14	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

8. Pupils work well together and begin to take responsibility; for example, some are dinner monitors, librarians, or run the school tuckshop and some are school council representatives. Pupils welcome this responsibility and the respect it brings. In lessons, most pupils are confident and have good self esteem and they work well on their own or in groups. However, they are given few opportunities to use their initiative and to take responsibility for their own learning. This means that sometimes the progress of more able pupils is held up as opportunities to use the ICT suite or the library for instance, outside lessons is limited.
9. The school promotes racial harmony very well and multicultural work is well linked into the curriculum. The school puts a strong emphasis on providing for pupils' personal and social development. In lessons, pupils share concerns about each other's difficulties or when they are hurt and they are sympathetic to the needs of the less able. Pupils' moral development is very good and they have a clear understanding of right and wrong. The school works hard to promote positive behaviour through reward systems that pupils are encouraged to work to achieve. Some examples are star charts, cups, certificates and entry in the silver book. The few incidents of inappropriate behaviour that do occur are dealt with fairly. Pupils say that they feel comfortable in going to an adult in school if they have a problem. They have a good understanding of their own culture and mature well while they are in school. During the inspection, there was little evidence of overt spirituality and moments of wonder are not explicitly planned for in lessons. Time for reflection is given in assemblies but these are very brief. However, when pupils talked of the recent science day in school their eyes lit up with delight as they described the huge bubbles they had created and the bright colours they had made out of vegetables.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.7	School data	0.7
National data	5.4	National data	0.4

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

10. Attendance is satisfactory and it is only a small minority who attend irregularly. Punctuality is good because pupils enjoy school and their lessons and the school has good systems in place to check attendance. Attendance in the last full school year was below the national average. Unauthorised absence was above the national average. However, the figures were affected by

a number of children who had particular behavioural problems. The school is proactive in promoting the importance of good attendance by emphasising the issue in the prospectus, notices in the school and discussion with parents. Indications show that the attendance levels have improved in the current year and are likely to be in line with the national average.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The quality of teaching and pupils' learning is good. The curriculum is good as are standards of care, welfare health and safety. The school has a good partnership with parents and with the local community and other schools.

Teaching and learning

The quality of teaching is good overall and pupils learn well. Assessment is very good, giving pupils and teachers a clear view of strengths and weaknesses in learning.

Main strengths and weaknesses

- There is much good teaching during class literacy and numeracy lessons. Teachers have strong subject knowledge and are very skilled when matching pupils' work to their previous attainment. This rapidly raises standards.
- Assessment procedures are very thorough leading to effective planning and target setting for pupils.
- The quality of teaching for pupils with special educational needs is very good throughout the school and for those with English as an additional language. This raises attainment regardless of pupils' initial starting point.
- The teaching of research skills should be further developed to foster independent learning.
- Homework is not used consistently in all classes.

Commentary

Summary of teaching observed during the inspection in 29 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	10	14	5	0	0	0

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

11. The quality of teaching for reception children is good. The teacher and support staff know the children well. There is good planning for these children and this ensures they experience good quality lessons with activities that are stimulating and varied especially in relation to knowledge and understanding of the world. Children learn well. Assessment procedures are thorough and outcomes are recorded systematically. This means that children' progress is tracked successfully and supports planning for the next steps in learning.
12. The headteacher has been instrumental in developing teachers' expertise in Years 1 to 6. For example, the sustained focus on improving creative and other forms of writing has had a marked impact on standards. There is now a staff team who clearly enjoy their work and are especially effective in the assessment of, and the planning for, pupils' work. Teaching is thorough and systematic so that basic skills in literacy and numeracy are well established from the start. Learning is built step by step and this is supported by very good planning. Teachers have high expectations and a strong desire to enable pupils to achieve their best, whatever their starting point. They are very alert to how well pupils understand and they adapt their teaching to give more help where needed.

13. All subjects are taught effectively in all classes. Teaching and learning in English are good. The teaching of literacy is very good in Year 3. This encourages the pupils to want to learn. Teaching is very well matched to pupils' prior attainment. Throughout, there is a good balance between the teaching and learning of skills and encouraging pupils' creative thinking. Teaching and learning in mathematics are good overall with some very good teaching in Years 2 and 3. Teachers are skilled in the assessing of pupils' previous skills and using this information to provide well-matched work throughout the lesson. Teaching assistants, as well as teachers, provide very good support during group work for developing pupils' understanding of number. Teaching and learning in science, ICT and the foundation subjects seen is good. However, pupils now need to be given more opportunities during investigative work to learn research skills so that they develop as independent learners. The teaching of ICT is good overall. Teachers generally have good subject knowledge and some good cross-curricular links have been established. However, there is still some inconsistent use of ICT in classes to support learning.
14. Provision for pupils with special educational needs is very good. Their difficulties are identified early in their school life and teachers write detailed individual plans to support their learning. These are implemented well and this is why they make so much progress. Learning support assistants work very effectively with pupils who have special educational needs so that they are able to participate fully within the class, and to succeed in their learning. The range of attainment is wide in the lessons in mixed-age classes and teachers take account of this in their planning. Pupils of all ages and abilities are challenged well in Years 5 and 6. Provision for gifted and talented pupils is very good, with further extension and enrichment in and beyond lessons. Teachers are alert to the needs of pupils who speak English as an additional language and foster their very good progress.
15. Assessment is rigorous and thorough. It is used very well to help teachers to plan and set targets and has had a rapid and significant impact on pupils' achievements and standards in English and mathematics. Procedures for assessing science are being currently developed, as are strategies to involve pupils in assessing their own work. Homework is satisfactory but sometimes inconsistent in quality and amount. The school needs to ensure that parents are informed about the school's homework arrangements.

The curriculum

The quality of the curriculum is good. The range and quality of learning experiences for all pupils are good. Good extra-curricular provision enriches the curriculum. The accommodation, quality and range of learning resources are good overall. Provision for pupils with special education needs is very good, as is the equality of access and opportunities for all pupils. Provision of support staff and their use are good.

Main strengths and weaknesses

- The positive strategies used by teachers and support staff ensure the inclusion in lessons of all pupils.
- Extra-curricular provision is good.
- There are limited opportunities for pupils to use ICT in other subjects.
- Provision for pupils with special educational needs and for gifted and talented pupils are very good.
- Accommodation is good.

Commentary

16. The school provides a broad and balanced curriculum. It meets statutory requirements for all its pupils, including the requirements of the locally agreed religious education syllabus. The quality and range of activities provided are good. Improvement since the last inspection is

good. Implementation of the national strategies for literacy and numeracy has ensured continuity, progression and coverage in these subjects. The school has developed its own planning for literacy and numeracy to incorporate evaluations of what pupils have learnt into planning what they should be taught next. This very good planning has resulted in all teachers producing the same detailed plans that identify activities for different ability groups and pose key questions for assessment purposes at the end of lessons. This has been instrumental in driving up standards and in pupils' improved achievement. Support staff are very well employed and integrated into the school team, with particularly effective support for pupils with behavioural difficulties. Individual assistance for these pupils in all lessons, results in their full inclusion and their very good academic progress.

17. Curriculum policies and schemes of work are in place for all subjects. Sex, drugs and alcohol abuse education is integrated well into the teaching of personal, social and health education and citizenship.
18. The curriculum gives due emphasis to literacy and numeracy. Other subjects receive satisfactory coverage with effective use of the local environment to enhance pupils' knowledge of their immediate world, such as visits to a local Second World War museum and the city of York itself to explore its rich history. Information and communication technology is yet to be fully developed as a tool to support learning in all subjects. Whilst all classes possess their own computers, few opportunities are available for pupils to explore the Internet and carry out independent research in subjects such as history, geography or art and design. However, older pupils are enthusiastic about their e-mail links with their "e-pals" in Canada and other countries and letters to a sister school in Ghana, which the school supports in many ways as a link to an African culture to promote racial awareness and harmony. There is good extra-curricular provision incorporating music with a very good drumming group and peripatetic tuition for violin and girls' and boys' football, netball and tag rugby teams
19. Gifted and talented pupils are identified by the school and receive very good provision; gifted mathematicians in Year 1 and 5 receive specialist teaching from the neighbouring high school. Pupils in Year 6 also participate in linked science lessons with their next high school to give them access to specialist resources. The provision for pupils with special educational needs, for those from travelling backgrounds and those who are asylum seekers is also very good. Their specific needs are identified in individual education plans which are regularly updated and reviewed. This is very good improvement since the last inspection.
20. Teaching staff have the necessary qualifications and experience to meet current curriculum needs, providing a good balance of experience and ability. The accommodation is good and the resources for learning are good and contribute to pupils' overall good achievement. Parents said that the state of the school building and the quality of resources had improved considerably in the last three years.

Care, guidance and support

Provision for pupils' care, welfare, health and safety is good. The provision for support, advice and guidance based on monitoring is very good. Pupil involvement through seeking, valuing and acting on their views is good.

Main strengths and weaknesses

- The staff know the pupils very well and provide good quality care and support throughout the school.
- Arrangements for induction provide the children with a good start to their education.
- The development of the class and school councils gives pupils confidence and responsibility.
- Developing an understanding of a healthy lifestyle is in its early stages.

Commentary

21. The staff, throughout the school, know the children well and have a good trusting relationship with them. Pupils relate well to all adults in the school. All staff are aware of child protection procedures and records are kept of any children with medical or dietary needs. Mid-day supervisors have also received training in managing difficult behaviour and play and this is evident in the playground as they organise a variety of games for the children and they deal with any problems quickly and sympathetically. The school's ethos puts the children at the heart of the school. Relationships within the classroom reflect this with teachers demonstrating a caring and supportive approach to the children and the children responding positively to this. Being visible and approachable is an integral part of the leadership and management style and the headteacher is regularly in classrooms, runs clubs and is a very obvious presence. Pupils like the school and feel that there is an adult they can approach if they are at all worried. The school has a number of children from the traveller community and these children often require additional support in the school. School staff work closely with the Traveller Educational Support Service who provide in school support when needed and provide a link between the school and the traveller community by meeting parents and providing additional help at home.
22. The induction arrangements for children entering the school from the nursery allow the children to become familiar with their new surroundings, meet the older children and become used to the codes of behaviour in school. This supports their learning in the reception class. Staff from the school meet new parents and visit local nurseries in order that they become a familiar face to the children. The children from the playgroup pay visits to the reception class in the term before they join the school. They join in activities and games and sing songs that introduce them to each other and the teachers. This works very well as the younger children become confident in their new surroundings. Reception children clearly like coming to school and relate well to each other. They work well together in classroom activities and play well together in the playground. Many of the older children look after younger children as "buddies". They are well behaved, chatty and polite when meeting adults.
23. The development of class councils and the school council is providing pupils with an increasing role in the development of the school and providing pupils with responsibilities that are supporting their personal development. Members of the Council are elected by their class and their meetings are run on formal lines with a chair, secretary and treasurer. They have raised issues of concern to pupils such as the condition of toilets and outdoor play equipment. The councils are providing pupils with responsibility and confidence and also providing the opportunity for staff to hear and discuss issues within the school.
24. Whilst the school has made some steps to ensure pupils understand the benefits of healthy lifestyles, the development and implementation of a Healthy School Policy reflecting all aspects of lifestyle would support the development of pupils in the school further.

Partnership with parents, other schools and the community

The school has good links with parents, the community and other schools and colleges.

Main strengths and weaknesses

- Parents have a positive view of the school but would like to see a clearer policy regarding homework.
- Pupils' learning benefits from the good links with the local community.
- The community use of the school for adult education supports parents' learning.

Commentary

25. Parents have positive views of the school and think that their children are making good progress. They consider the school is well led and managed and that teaching is good. They

are comfortable about approaching the headteacher and staff about any issues. Parents feel that they are welcome to come into school to attend assemblies or to help in the classrooms. Class assemblies are well attended and some parents help in the classroom to support reading and project work, particularly in the reception class and in Years 1 and 2. They receive good information from the school about the progress of their children. Parents of children with special educational needs are kept fully informed through regular review meetings and the close links established between home and school help these pupils to make very good progress. Some parents feel that they would like to have more time to talk to teachers at the parents' evenings about the progress of their children and that the time allocated on such occasions is too short. They would also like to see a greater consistency in the provision of homework as it is felt amongst some parents that teachers apply the homework policy differently. The amount of homework does differ from class to class and the school recognises the need to monitor its consistency more closely.

26. The school has some productive links with the local community that benefit the pupils in the school. The vicar and youth workers from local churches come into the school and help with assemblies and run play schemes in the school holidays. A wide range of activities associated with the local community provides pupils with an understanding of local businesses and develops their confidence in dealing with adults. For example, the pupils who run the tuck shop have visited a local bank to see how it works. The school provides opportunities for training student teachers from the local college. The link with the local science college has developed science in the school. A professor from York University has visited the school and supported a science day that consisted of many experiments that engaged the pupils and developed their interest in science.
27. The School Association is very active and arranges a series of activities throughout the year, such as bingo nights and the Autumn Fair. These activities raise much needed funds for the school and also build links between the school and the parents and local community. The school is used for a range of adult education classes. These are for the local community, including parents, to improve their skills. Courses include ICT and "How to keep up with your children on Literacy and Numeracy." The classes are run during the afternoon when the children are in school and they help develop the skills of parents in order that they can support their children. Parents see their children in the school environment and feel part of the school.

LEADERSHIP AND MANAGEMENT

The leadership and management are very good overall. The headteacher provides strong leadership and is given good support by the deputy. Governance is very good. The management of the school is effective.

Main strengths and weaknesses

- The governing body offers very good support and plays a full role in helping to lead the school.
- The headteacher's whole-hearted sense of purpose and high aspirations for the school result in excellent leadership of both teaching and the curriculum.
- Financial management is good.
- The school is well managed though currently the headteacher is responsible for managing too many subjects.

Commentary

28. The governing body took very effective action five years' ago to address the issues raised in the last inspection report and the serious concerns highlighted in the local education authority reviews the following year in February and September 2000 when the school was giving grave cause for concern. There continues to be a high level of governor involvement in the leadership and management of the school. The governing body is extremely well organised and uses their combined specialist skills very well to serve the school. There are very good

systems to ensure efficient working such as a management group with non-executive powers, whose job it is to meet to debate long-term strategies before these are taken to the full governing body. This means that meetings do not become overwhelmed with the minutiae of detail and the decision-making process is therefore sleek and efficient. Similarly, the partnership between governors and teachers has been well thought out. Alongside individual governors having responsibility for overseeing literacy, numeracy and special educational needs there is a very tight system of mentoring, linked to performance management, when governors work closely with the teacher they have been paired with on specific subjects or schemes of work and associated action plans. The governors therefore have first hand knowledge of the curriculum, teaching and pupils' achievements. The governors acknowledge concerns that the headteacher takes on too much and have set a performance management target that highlights the need for her to achieve a healthy work/life balance.

29. The sharp decline in the school's roll, as well as in pupils' achievements, has been arrested; and thirty per cent of parents from outside the area now elect to send their children here because of its growing reputation. This has been achieved because of the excellent clarity with which the headteacher analysed the school's strengths and weaknesses and the exacting standards she has set all who work in the school. This has resulted in significant improvements in standards this year. Three years' hard work has paid off in improved standards across all year groups. Pupils are relaxed and eager; they want to learn and behave well. The school is now well placed to improve further at a rapid rate because the systems that have been put in place are secure and underpinned by good teaching. Through intensive training of staff over the past two years, literacy and numeracy are now taught at the levels the pupils need in order to cover the backlog of basic skills that they had missed out on earlier. The leadership's strong commitment to inclusion at all levels can be seen in the way the curriculum was drastically modified, schemes of work re-written, and a system of planning developed that included target setting so as to ensure that the needs of different ability groups are met. Stability of teaching staff has been achieved and newly qualified teachers are given good levels of support throughout their first year of teaching.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	503,648	Balance from previous year	67,279
Total expenditure	493,019	Balance carried forward to the next	77,908
Expenditure per pupil	2,801		

30. Well-organised clerical assistance, including that of a bursar, provides good help to the headteacher in managing the financial allocation. The school is very successful at winning bids for additional funding which has been spent most recently on updating and improving the accommodation and resources including the library, the ICT suite and extending the reception classroom and providing an outdoor play area for reception and Year 2 pupils. Judicious financial management managed to overturn a £40,000 deficit and with the appointment of newly qualified teachers the school's revenues have increased substantially. The large amount carried forward is being used to keep class sizes small and to fund a teacher per year group.
31. The school is managed well. Staff and governors are very aware of how well pupils perform in the national tests. Performance data are used effectively. The governing body is rigorous in challenging the headteacher. Similarly, the headteacher works with staff to set clear objectives that are linked to priorities in the school improvement plan. The deputy headteacher, appointed

in September, assists the headteacher well and is providing the level of support and challenge needed for healthy debate from which innovative practice can grow. The foundation stage is managed very well as are English, mathematics, science and special educational needs. The co-ordinators have very clear understanding of the strengths and weaknesses in their subject and through monitoring and evaluation take adequate steps to ensure that pupils learn well. The arrangements for pupils with special educational needs and for gifted and talented pupils have a very positive impact on pupils' learning and pupils grow considerably in confidence and self-esteem as a result. Currently, with two out of eight teachers newly qualified and two working part-time as a job share, the major responsibility for managing the other subjects of the curriculum falls on the headteacher. Plans are in place to divide the load more equally next year.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

The quality of provision for the children in the reception class is good overall with particular strengths in the very good provision for developing children's skills in communication, language and literacy. Teaching and learning are good and this enables children to make good progress. Although the majority of children have attended some form of pre-school provision, children's communication, language and literacy skills are below average overall on entry to the reception class. Their attainment on entry is broadly average in the other areas of learning. By the time they enter Year 1, almost all children are in line to achieve the goals expected of their age and a large proportion to exceed them. This is an improvement since the last inspection. The curriculum is planned well to provide a range of interesting and relevant activities which are matched to children's needs. Leadership and management of the foundation stage are very good. Staff set good role models for children and manage them well. They work as a team and carefully monitor all areas of progress. The accommodation is good and children in the Year 1 class share the outdoor activity area as part of a planned development to link the foundation stage curriculum with that of Year 1. Learning resources are good overall.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are likely to exceed the goals expected at the end of the reception year.
- Detailed planning and assessment mean that work is matched very well to children's needs and ensure that children from different backgrounds work and play in harmony.

Commentary

32. Children achieve well and are likely to exceed the levels expected by the time they enter Year 1 because the teaching is good and they learn well. Children settle quickly and feel happy and secure. They learn to share and take turns, making good progress in their social development. Almost all children in the reception class know the routines well and settle to tasks quickly. Their level of social interaction is above average for their age. Staff encourage them to feel confident about what they can achieve and they become very good at tidying up efficiently and helping each other. Most children are attentive and enjoy sharing their work with others. They co-operate very well in groups and take turns to speak in discussions. The good teaching prompts children to talk and makes them feel at ease to share what they have done at home with their classmates. As a result, children show developing concentration and growing confidence. Staff make efforts to create opportunities to support children's personal and emotional development. They effectively teach them the difference between right and wrong and guide them sensitively towards showing consideration for each other and for others' belongings. Children use space effectively, inside and out, and staff organise a suitable range of activities in well defined areas, thus supporting progress and encouraging independence. The children form very good relationships with other children and the staff and those who have special educational needs are given very good assistance.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Stimulating and imaginative play areas promote language development and imaginative role-play.
- The very good teaching is methodical and a great deal of individual attention is given to children with the result that they learn very well.

Commentary

33. Communication and language skills on entry to the reception class are generally below expected levels for their age, but by the end of the reception year, most children exceed the goals expected. Play areas are used to encourage imaginative play and to promote language development. In the beach shop children pretend to sell ice creams, refreshments and beach toys, while in the travel agents they decide where to go on holiday in the world. They speak in sentences to each other and put on special play acting voices when they are pretending to be adults ordering food in the café. Children are encouraged to listen carefully to instructions and they speak confidently about what they are doing. The very good teaching prompts them to speak clearly and grammatically. There is a regular sharing of books with parents and teachers promote a positive attitude to books and reading. The majority can read simple words, understand that text has meaning and that sounds are linked to words. Reception activities have a well planned language focus and every opportunity to enhance this is made. Children enjoy drawing and colouring and hold their pencils correctly. They make very good progress in their writing. Lower attainers know how to use finger spaces between words and higher attainers write recognisable words in sentences, spelling unfamiliar words in a phonetically plausible way such as 'wald' for 'world'. Very good assessment leads to very well planned lessons which enable children to achieve very well.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children learn a lot in a short time and achieve well in this area of learning.

Commentary

34. By the end of the reception year most children are likely to exceed the goals expected. Children achieve well because teaching is good. Practical activities are used well to develop children's understanding of mathematical concepts. Very good assessment ensures that activities are appropriate for all children and help them to learn at a good rate. Teaching and learning are good and interesting practical activities often linked with role-play are planned to promote mathematical understanding. For example, children handle money in the beach shop and travel agents and begin to understand how number and value equate. The children learn to identify the names and properties of basic shapes and gain some knowledge of capacity and weight from the practical activities with construction toys, sand and water. They have opportunities to use their new-found knowledge when they weigh the fruit and vegetables in the greengrocer's shop and use coins to buy them. The majority of children can count beyond 20 and some beyond 40 and can count in 2s with very little help. Children use appropriate vocabulary for comparing size, such as 'smaller than', 'taller than' and use

construction equipment to develop ideas about shape and space. Teachers use number

rhymes, songs and stories skilfully to reinforce understanding and to help children to maintain interest.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children achieve well because teaching is good; most are likely to exceed the goals expected by the end of the reception year.

Commentary

35. Standards are above that expected because the children are well taught. Children achieve well and learn a great deal because they are well taught. They discover a great deal about their world through practical activities such as growing beans to ascertain whether they will grow successfully with or without light and water. Children develop good awareness of cultural differences through discussions about special places. In one such discussion, a higher attainer pointed out that all the places they had talked about were special because 'they are special to them'. Children remembered a lot about Hindu customs as they recalled visitors to school in connection with a Hindu wedding. They learnt that the bride's feet and hands are painted for the celebration and attempted similar drawings themselves. Their level of understanding is good for their age. The theme of the seaside was used well to span both past and present and so, for example, children compared photographs of beachwear now with clothes worn long ago and recognised that changes take place over time. Children have access to very good resources for ICT and as a result they use computers confidently, using the mouse accurately to move objects on the screen, for instance. They successfully controlled programmable toys electronically making them change direction or go through narrow spaces and had fun making the toys to go up and down slopes, though going backwards was quite taxing for some.
36. Insufficient evidence was available in the inspection to make a judgement on the provision for **physical development**. Lessons are carefully planned to develop children's skills though no physical education lessons in the hall were seen. The outdoor play area is used every day and children get a lot of physical exercise as they walk along or balance on different types of structures and push prams and pushchairs around at speed. They managed to wield long fishing nets successfully to scoop up plastic dolphins from the imaginary sea. Children showed manual dexterity when they built structures from construction kits, and have good control of pencils and crayons when they draw and write.
37. Too few lessons were seen to make an overall judgement on provision or standards in **creative development**. Children produced some good quality crayoned drawings of the seaside to illustrate the back of postcards they had written. Most children filled the page with colour and higher attainers had a very good grasp of perspective and proportion. Outside, they sing and perform in their imaginary Karaoke unselfconsciously and use simple instruments effectively to make sounds. Although there is evidence that children use different media, such as clay, under an adult's direction, opportunities for children to choose for themselves selecting from a wide range of resources are limited by the lack of readily available easels and paints and different collage materials to mix and explore colour, for example.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Teaching in literacy lessons is often good.
- Teachers' lesson plans provide appropriate support and challenge to all pupils.
- Pupils have clear targets that show them how to improve.
- Assessment is used well to help pupils do even better.
- Pupils who have special educational needs are very well supported and achieve well, relative to their starting points.
- The subject is very well led and managed.

Commentary

38. In 2003, results in national tests at the end of Year 2 and Year 6 were well below the national average, but there were a significant number of pupils in both groups who had low prior attainment or special educational needs. Provisional results for tests taken in 2004 by Year 2 and Year 6 are substantially better than in 2003 and standards are now average in Year 2 and above average in Year 6.
39. The school is successfully raising standards in English. Almost all pupils in Year 2 and Year 6 are working at the national average in writing and reading with a good proportion exceeding expected levels. Inspection findings show that all pupils make good progress over time and that standards in Year 6 are now above the national average. This represents good achievement in view of the low starting point for many pupils. An aspect of the good teaching is the very good and thorough assessment of pupils' learning needs. There are regular checks on pupils' standards and progress. This information is used well to plan the next steps in learning and to provide good guidance for the pupils who have clear targets for improvement. Overall, the quality of marking is good as it identifies areas for pupils to improve so as to achieve better standards. This leads to good progress in all aspects of literacy. Provision and achievement for high attaining pupils is good and is very good for those with special educational needs and English as a second language. There is no significant difference in the achievement between boys and girls.
40. Speaking and listening skills are good throughout the school. Teachers' questioning skills, together with the very positive and supportive school ethos creates an environment where speaking and listening skills can flourish. Pupils develop confidence in asking and answering questions because teachers ask questions skilfully and give clues as necessary to help pupils respond appropriately. High expectations and the good role models provided by adults in class contribute to the high standard of pupils' discussions during group work. Pupils with special educational needs are very well supported by skilled teaching assistants.
41. Standards of reading are average by Years 2 and above average by Year 6. School records of achievement show that pupils make very good progress in Years 1 and 2. Careful record keeping, thorough assessment and good support from teaching assistants help ensure good progress. By Year 6 most of the pupils read fluently and enjoy a wide range of literature. The wide selection of books available to them has helped to extend their interest and enjoyment in books.
42. Standards of writing are average by Year 2 and above average by Year 6. Teachers accurately assess pupils' progress, identifying areas for improvement. This leads to pupils being set targets for improvement. These targets are matched appropriately to learning needs. In

consequence, pupils remain focussed and enjoy writing. Pupils have frequent and regular opportunities to write at length creatively and factually in other subjects as well as in English lessons. By Year 2 pupils have made very good progress and can often write simple accounts and stories using sentences, with sound spelling and punctuation. By Year 6 pupils write expressively or factually for different purposes. Their spelling is often accurate and their writing is neat. Expectations are high for all pupils and most pupils write imaginatively and with feeling. Pupils' handwriting is satisfactory throughout the school.

43. Teaching and learning are good because teachers make learning fun and stimulating. They work purposefully and effectively with pupils with special educational needs and with those who are learning English as an additional language. They plan and work well in supporting different groups within the class. Lessons proceed at a brisk pace because of the energy and enthusiasm of the teachers. Teachers and support assistants work well together to support different groups within the class. The resources are used well to help pupils learn. This ensures that pupils maintain a strong focus on the lesson and settle to tasks well. Teachers tailor tasks so that pupils can achieve and build on their strengths.
44. Leadership and management of the subject by the head teacher are very good. Standards of teaching and learning are monitored regularly and evaluated well. The head teacher has a clear vision of how to further improve provision and the quality of teaching and learning. Standards dropped swiftly after the last inspection. The head teacher and staff reviewed and adapted the curriculum and introduced rigorous assessment procedures to ensure a good match of task to ability. In consequence, the school has made very good progress during the last three years in improving standards across the whole school.

Language and literacy across the curriculum

45. Pupils are given many opportunities to practise and use their reading and writing skills in other subjects, such as compiling accounts in history or writing up investigations in science. This contributes to the high standards seen in Year 6. Opportunities to talk, to ask questions and to discuss in different subjects are also used effectively to develop skills in speaking and listening.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are above average at the end of Year 6 and have improved markedly because the subject is very well led and managed.
- Teaching is good and some very good teaching was seen, particularly in Year 3 where over 50 per cent of pupils have special educational needs.
- The school offers very good support to mathematically gifted pupils and to those who have special educational needs.
- There are comparatively few opportunities for mathematical investigations and handling data resulting in occasional lack of challenge for pupils of higher abilities.

Commentary

46. Standards of the present group of pupils in Year 6 are above average; they are average at the end of Year 2 because of the mix of pupils in that particular year group, a large proportion of whom are lower attaining or who have special educational needs. Overall, standards are much higher than they have been in the last three years and reflect the very good use of assessment to match what pupils are taught with what they need to know. This has resulted in much more effective learning and a sharp rise in standards this year. The subject is very well led and managed by a knowledgeable and experienced co-ordinator, who enthuses both

colleagues and pupils alike. Strengths and weaknesses have been clearly identified. This year, the co-ordinator, for example, identified that Year 6 pupils needed to concentrate on number work and on identifying the key facts in problems in order to work out how to solve them. The teaching was adjusted accordingly and as a result pupils achieved well. Achievement is good throughout the school because of a similarly systematic approach to teaching and learning.

47. Teachers plan very well to meet a very wide range of abilities, matching suitable activities to pupils' needs. In all classes, assessment is used very well to sharpen planning which follows the same format in every class. Each teacher identifies the key assessment questions to be asked so as to assess learning within that lesson as in the Year 5/6 class, for example, where the questions related to how pupils would calculate the areas of simple shapes, using rulers and metre sticks as their guides. Within this common planning, teachers identify key vocabulary and teachers' concentration upon improving pupils' mathematical vocabulary is a feature of most lessons. Much of the teaching is based on practical activities as in Year 1, for example, when pupils began the lesson playing a lively circular game in which they had to predict what the time would be, on a large analogue clock, in 2 or 3 hours before or after a given time. Similarly, at the start of a mixed Year 3/4 lesson, pupils were absorbed in using a 'function machine' made by their teacher to practise the subtraction of multiples of 10 from 2 and 3-digit numbers in a highly enjoyable way. Pupils co-operated well together and learnt a lot from each other's mistakes. In very good lessons, teachers ask probing questions, challenging pupils to think and to explain their reasoning. Such lessons have a very good working 'buzz' with lots of sustained activity and concentrated interest.
48. Pupils enjoy their work, co-operate with each other and behave well. This is symptomatic of the good mathematics teaching throughout the school, where teachers' knowledge of, and enthusiasm for, the subject inspires pupils to want to learn. Less well used are opportunities to use ICT as a tool to aid learning. Pupils receive a wide variety of opportunities to explore the different aspects of mathematics, with the greatest concentration upon numeracy, space, shape and measurement. Pupils have relatively fewer opportunities to handle data, carry out mathematical investigations and to use mathematical skills in real life situations. This means that pupils have few opportunities to learn independently which in turn sometimes results in a lack of challenge for those who could attain more highly.
49. At present a small group of talented Year 5 pupils go to the local high school for specialist teaching. In these lessons, they are challenged to apply their mathematical knowledge to solving problems, such as working out the optimum size of a field for chickens given certain dimensions and facts about how much space each animal will require. In Year 1, a gifted pupil is taught in school by a teacher from the local high school so he can tackle work that challenges him, yet gives him the emotional stability of being with his year group. Pupils who have special educational needs are given similarly very good levels of assistance and consequently make very good progress. Teachers refer frequently to pupils' individual education plans and so work is well matched to their needs. Indeed two pupils, who arrived in school less than a year ago with very limited English comprehension, now show great enthusiasm and interest in their mathematics lessons as a direct result of clearly focussed support. Teaching assistants are used very well to help lower attaining pupils.

Mathematics across the curriculum

50. The use of mathematics in other subjects is satisfactory overall. Examination of pupils' work shows some examples of mathematical skills being practised and assisting the learning in other subjects. For example, pupils use block graphs and pie charts to produce analyses of favourite holidays. They estimate, measure and count to help improve their throwing and catching skills in physical education. Opportunities to use mathematical skills in other subjects are more limited.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are above average by the end of Year 6 and pupils achieve well.
- Teaching is good and pupils learn well through practical investigations.
- The subject is very well led and managed and this has boosted teaching throughout the school.

Commentary

51. Standards are in line with those expected at the end of Year 2 and above average by the end of Year 6. This is a marked improvement on test results in recent years and is corroborated by the unvalidated results in national tests in 2004 for these year groups. Standards dipped considerably after the last inspection and remained low for some years. They are now back to their previous good levels. Standards were much lower in 2003 because of the mix of pupils in those year groups; there was a high proportion of pupils with special educational needs. Results did not reflect the school's provision accurately, as a large number of pupils had entered or left the school at times other than the usual. There is no significant difference between boys' and girls' attainment. The school's assessments confirm that pupils with special educational needs and those who are gifted and talented make very good progress. All other pupils achieve well and the school's emphasis on investigative science is paying dividends in the rate at which standards are now rising.
52. Teaching and learning are good overall and some very good lessons were seen. In a very good lesson in Year 2, pupils knew that 'being a scientist means asking questions'. Through a series of well-planned activities pupils began to put forward their own questions and suggest ideas as to how to find out the answers in a scientifically fair way. The closing part of the lesson drew together pupils' ideas and using a simple graph, the teacher charted their findings so that pupils began to spot the trend in results for themselves. A feature of all the science lessons seen was the emphasis on promoting speaking and listening skills through getting pupils to pose questions to which they wanted to find the answers and also to develop their literacy skills through noting or recording results. In a lively discussion in Year 6, for example, on possible components in soil samples, pupils began to realise the significance of the ratios of organic and inorganic matter. Pupils discussed very readily together as they investigated, classified and then recorded the different types of materials they identified in their particular samples. Teachers plan lessons carefully to match the needs of the different ability groups in the class so that pupils undertake tasks that nonetheless lead them to gaining a similar shared understanding. For example, in Year 5, carefully differentiated activities, with additional supporting material being given to lower attainers and higher attainers having opportunities to work things out for themselves, enabled all pupils by the end of the lesson to understand the structure of the ear and how it works.
53. The subject is very well led and managed. The co-ordinator has worked with pupils from different classes to assess their learning and has assisted with additional training to develop the teaching of science through practical activities. Pupils talked enthusiastically about a recent science day when they learnt about genetic make-up, for example. Links with the Royal Society and York University are used very well to supplement pupils' learning through investigative activities.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are above average by the end of Year 6 and pupils achieve well.

- The good teaching enables pupils to make rapid gains in knowledge.

Commentary

54. Standards are in line with those expected at the end of Year 2 and above average by the end of Year 6. This is an improvement since the last inspection. The curriculum is well planned so that pupils have frequent access to computers and computer equipment. As a result, both staff and pupils work with computers with confidence. Pupils achieve well and are now building on their skills and making rapid progress. Pupils with special educational needs are given good quality help by teachers and teaching assistants. The subject is soundly led and managed.
55. Teaching is good and pupils learn well. Lessons are well planned and the learning objectives are clear and relevant to the different ability groups within the class. Pupils enjoy working with computers and concentrate and behave well. By the end of Year 6, pupils can import text and pictures into their own work and produce an effective and informative Power Point presentation. Their work is above average because all attainers are at a similarly good level of competency. They construct databases and spreadsheets and know how to use these effectively, thus developing their ICT skills. Lessons move at a good pace and pupils are interested in the work. Teachers carry out informal assessments as the lesson progresses but as yet this is not systematically linked into the planning as it is in other subjects such as English and mathematics.
56. The school has good, up-to-date equipment but not all staff have received training to use the electronic whiteboard. Pupils talked about using the microscopes to see patterns as part of their science day project – they found this intensely interesting. The co-ordinator does not monitor teaching as yet and so opportunities to share and develop good practice are limited.

Information and communication technology across the curriculum

57. Information and communication technology is beginning to be used to support the work of other subjects but this needs to be developed more to make learning more effective. There are isolated examples of ICT being used in geography and mathematics, for example, but its use is not planned systematically to link with developing specific skills in ICT.

HUMANITIES

58. No lessons were seen in geography. Limited work was available for examination and so no overall judgements on provision, standards, teaching or learning have been made in this subject. Two lessons were seen in history, sufficient to give a flavour of the subject and to indicate that there are considerable strengths in the provision for history.
59. In **geography**, schemes of work are well developed with good links to literacy. Pupils study one project a term and teachers assess pupils' knowledge and their understanding at the end of each project. The subject has good resources but currently has not received a high profile as it is one of four subjects that the headteacher has had to manage temporarily because of staffing arrangements.
60. In the two **history** lessons observed, teaching was very good and pupils were achieving well. In Year 2, for example, pupils, in role, demonstrated that they knew a lot about Victorian leisure customs as in pairs and threes they took it in turns to question each other and to reply as if they were from Victorian times. The teacher skilfully kept their interest alive by the quality of her questioning. At one point, two boys began to debate whether they would have had the leisure to do anything. The best part of the lesson came at the end when a group with special educational needs presented their tableaux to the rest of the class who had to guess which leisure pursuits they were modelling. These ranged from sketching to uncovering fossils. A similar effective engagement of pupils was seen in Year 5. The warning to beware of an air raid siren if you entered the classroom set the tone for the wealth

of displays and information about the Second World War evident around the room. In the lesson seen, pupils worked with great enthusiasm, looking at rationing and making a list of necessary items to have in an air raid shelter.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The curriculum is well planned to give pupils a broad and balanced religious education.

Commentary

61. No lessons were observed during the inspection because of the way the timetable was arranged and so no judgements on teaching, learning or achievement can be made. The school follows the locally agreed syllabus for religious education and satisfactory time for delivery of that syllabus is seen on the school timetable. The informative displays about world religions other than Christianity show that the subject is studied in depth and that imaginative links are made between it and art and design and history to bring the subject alive for pupils. Pupils in Year 4 talked about the different religions they had studied and described how Jewish people must have felt when they were persecuted during the Second World War. They showed maturity in their responses as they referred back to the persecution of Jesus in the Bible. Their knowledge and understanding was a little above average for their age. Leadership and management are satisfactory. The subject co-ordinator has carried out informal monitoring of standards and keeps track of achievement across the school. Assessments show that pupils gain satisfactory levels of knowledge and understanding each year. The subject has not had a high profile up until now. However, good links with the local community and the church, visitors to school from other faiths and the links with a school in Ghana broaden the provision. Pupils also visit different religious centres. The future plans for religious education plan to extend such links further and to provide more widely for studying different world faiths and cultures.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

62. No lessons were seen in art and design and one lesson was seen in music and physical education. No judgements have been made on provision, standards, teaching or learning in these three subjects. Three lessons were seen in design and technology from Year 1 to Year 6.
63. That **art and design** are important in the school is self-evident by the very good displays of work, much of it of very good quality. In Year 1, there are some exceptionally good watercolours that the pupils did in groups, working with an adult to develop their techniques. The end result is very accomplished in the use of colour and water to produce flowers against a pale washed background. Throughout the school there is some interesting collage work as in Year 3 pupils' dragon masks where collage is used effectively to give a three-dimensional effect. The quality of observational drawing is of a high standard and three-dimensional work in clay is of a good standard. All displays, however, show that pupils tend to use the same materials for the same project thus indicating that they may not have much independence to choose which media they work in.
64. One **music** lesson and a lunchtime drumming club were seen. In the drumming session, pupils' grasp of rhythm and command of technique was very impressive. In the good lesson taught by the music co-ordinator pupils were enjoying the challenge of creating sounds to represent a room such as a kitchen clock ticking and water boiling. The scheme of work has

been in place for a year and the school intends to develop expertise amongst all teachers to ensure consistency in the teaching of music. The subject is well resourced and music is clearly valued within the school. The range of provision is extensive, including many opportunities to participate in out of school activities. The school puts on two musical productions a year. Throughout the year the school runs a number of workshops and participates in local singing and other musical festivals.

65. Pupils' behaviour and enthusiasm for **physical education** were evident from the one lesson seen and discussions with Year 6 pupils. The many opportunities for pupils to experience a wide range of activities contribute greatly to pupils' enjoyment. Boys and girls of all abilities participate in football, rugby, netball and swimming. Resources are good and are regularly monitored and upgraded.

Design and technology

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

Main strengths and weaknesses

- Standards, already slightly above average, are well placed to further improve.
- Pupils achieve well and grow increasingly confident as they get older.

Commentary

66. Three lessons were seen in Years 1, 5 and 6. From these it is evident that pupils' skills improve as they grow older and are a little above average by the end of Year 6. Standards are set to be higher with pupils in Years 4 and 5 as they have more chance to build on the skills they are developing now, following the new scheme of work and lessons that are based on assessment of what they know and can do. The subject is well led and managed and the informal influence of the co-ordinator is seen in the wide range of three-dimensional work in evidence around the school. Formal systems, whereby pupils develop skills in designing and making systematically and progressively as they grow older, are at an early stage of development.
67. The quality of teaching is good, overall, and pupils learn well. There is, however, some variation in teaching quality. In Year 1, for example, pupils were developing their making and finishing skills. There were, however, rather too many activities taking place simultaneously and this factor, coupled with the very wide ability range in the class, meant that while some pupils got on very well, others got a bit muddled. In Years 5 and 6, however, where teaching had some very good features, pupils knew exactly what to do and learnt skills quickly. The following example illustrates pupils' increasing competence as they grow older and gives a measure of their achievement. In Year 6, pupils had made prototypes of buildings out of art straws, experimenting with different types of frames and supports. In the lesson seen, pupils were applying those techniques to materials they had found, such as twigs and rapidly discovered the drawbacks of trying to fix two twigs together to make an 'A' frame. What was impressive was the way all pupils were working from their original designs and sketching or noting modifications as they went along. Standards are higher than at the time of the last inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

68. There were insufficient opportunities to judge provision in this area of learning. However, the good ethos of the school supports pupils' personal development well.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

The effectiveness of management

3

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