

INSPECTION REPORT

**SELBY ABBEY CHURCH OF ENGLAND VOLUNTARY
CONTROLLED PRIMARY SCHOOL**

Selby

LEA area: North Yorkshire

Unique reference number: 121586

Headteacher: Mrs S Tite

Lead inspector: Mrs K Charlton

Dates of inspection: 26 – 29 April 2004

Inspection number: 257428

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:	Voluntary controlled
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	345
School address:	New Lane Selby
Postcode:	YO8 4QB
Telephone number:	01757 703817
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Appropriate authority:	The governing body
Name of chair of governors:	Prebendary K Jukes
Date of previous inspection:	27 – 30 May 2002

CHARACTERISTICS OF THE SCHOOL

Selby Abbey CE Primary School which is located in the centre of the town of Selby caters for girls and boys aged four to eleven. There are 345 pupils on roll. About half of these come from the immediate area around the school and most of the remainder come from two council estates on the outskirts of the town. There are higher than average levels of unemployment and social deprivation in the area and the pupils come from a wide range of socio-economic backgrounds. Virtually all pupils are of white European origin and none speaks English as an additional language. The percentage of pupils eligible for free school meals is in line with the national average. A very high percentage of pupils is identified as having special educational needs and twenty five pupils have statements of special educational need. Many of these are associated with learning difficulties and/or emotional and behavioural difficulties. Children start school in the reception year in the September in which they are five and relatively few join the school other than at this time. Attainment of pupils on entry to reception is low. The headteacher had only been in post a very short time when the last inspection took place in May 2002. At that time the school was judged to have some serious weaknesses. Since then eight teaching staff have left the school and seven new ones been appointed.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1718	Kay Charlton	Lead inspector	English, information and communication technology, design and technology.
32671	Chris Gosling	Lay inspector	
22359	Jean Havard	Team inspector	Science, history, music.
1516	Mike Warman	Team inspector	Mathematics, art, geography, physical education.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school and pupils achieve well. By Year 6, standards are in line with those expected nationally with pupils having made good progress since starting school. The quality of teaching and learning is good and overall standards of leadership and management are very good. The school gives good value for money.

The school's main strengths and weaknesses are:

- All pupils are included very well and, as a result, pupils of different backgrounds and abilities achieve well.
- A strong team of staff support and challenge pupils well.
- Relationships are very good and pupils are cared for very well.
- Pupils show very good attitudes to school and to their learning.
- Pupils' spiritual, moral, social and cultural development is very good.
- The leadership of the school is very effective and has ensured significant improvement has taken place since the last inspection.
- Pupils could achieve higher standards in writing.

Improvement since the last inspection has been very good. All of the key issues have been addressed, resulting in improvements in the quality of teaching, in assessment and in the overall leadership and management. Pupils' achievements and the accommodation have also improved. There have been significant improvements in the provision for pupils with special educational needs. These pupils are now very well supported and as a result they make good progress and achieve well. A rigorous system of school self-evaluation has been developed and this is having a particularly positive impact on school improvement.

STANDARDS ACHIEVED

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

*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.*

Pupils' achievements are **good**. The inspection findings show that reception children make good progress from a low starting point. By the end of the year, many are on course to attain the early learning goals, although a significant number still attain below the levels expected, particularly in aspects of literacy. In Years 1 and 2, pupils continue to make good progress and achieve well overall, even though the standards they attain by the end of Year 2 in reading, writing, mathematics and science are below those expected nationally. In writing, pupils' achievements are satisfactory and they could still do better. The 2003 national tests for Year 6 show that standards in mathematics and science are in line with the national average whilst those in English are below the national average. When compared to similar schools the pupils' performance in English is good and very good in mathematics and science. Inspection findings confirm this positive picture with similar standards seen in Year 6 in all three subjects to those attained in 2003. In English, however, pupils could still achieve better standards in writing.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are **very good**. Pupils' behaviour is good and they have very positive attitudes to school and learning. Relationships are very good and the school is a harmonious community.

Attendance is good. The rate of attendance is higher than the national average and there is no unauthorised absence. Pupils come to school on time.

QUALITY OF EDUCATION

The quality of education is **good**. Teaching is **good** and this leads to good learning. Most of the teaching seen was good with a significant proportion of very good teaching. Staff work very well as a team with a clear sense of purpose. They plan thoroughly and carefully match work to pupils' levels of understanding, so that pupils of different ages and abilities are challenged well. Staff use a wide range of techniques to encourage pupils to talk about their learning as a way of extending their understanding. This is working very well. Teaching assistants are used very effectively to enhance the provision and to help ensure that pupils' needs are met. The teaching of writing is satisfactory. Staff provide activities that engage pupils' interest but they do not always place sufficient emphasis on ensuring pupils understand how they might improve their written work. Throughout the school staff manage pupils' behaviour, including that of a small number of pupils who have difficulty with self-discipline, very well.

The curriculum is good and enriched by a good range of activities, including clubs and educational visits. However, not all opportunities to develop and extend pupils' skills in writing across different curriculum areas are fully exploited. Very good levels of care and welfare are provided for pupils. Good links are established with parents and the community.

LEADERSHIP AND MANAGEMENT

Overall leadership and management are **very good**. The headteacher provides a very clear vision and she has particularly high aspirations for pupils. The governing body share her sense of purpose and are very effective in helping to determine the direction of the school. Senior staff and subject leaders have developed their roles particularly well since the last inspection and now carry out their roles effectively. Everyone in school has a high commitment to equality of opportunity and this ensures all pupils are included very well. The school uses self-evaluation very well and the school improvement plan is matched to its needs. All statutory requirements are met. The school is well placed to continue to improve in the future.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have positive views of the school and pupils are proud of their school.

IMPROVEMENTS NEEDED

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

- Improve standards in writing.
- Make better use of those opportunities that exist across different curriculum areas to develop and extend pupils' skills in writing.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievements are good and from a low starting point they attain standards in line with those expected nationally by Year 6. Girls and boys achieve equally well.

Main strengths and weaknesses

- Pupils of different backgrounds and abilities, including those with identified special educational needs, achieve well.
- In reading, mathematics and science pupils' achievements are good.
- Pupils achieve very well in speaking and listening.
- Pupils achieve well in information and communication technology. Many achieve very well, particularly in Year 6.
- Pupils could achieve better still in writing.

Commentary

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

Standards in:	School results	National results
Reading	14.7 (13.5)	15.7 (15.8)
Writing	13.9 (13.0)	14.6 (14.4)
Mathematics	15.6 (14.6)	16.3 (16.5)

There were 49 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	26.0 (24.6)	26.8 (27.0)
Mathematics	26.7 (25.7)	26.8 (26.7)
Science	28.9 (27.2)	28.6 (28.3)

There were 53 pupils in the year group. Figures in brackets are for the previous year

- 1 Pupils achieve well as a direct result of the good teaching. This is a significant improvement since the last inspection when the achievement of most pupils was only satisfactory and for those with special educational needs it was unsatisfactory. The test results in 2003, for both Year 2 and Year 6, show improvement in all areas when compared to 2002 and reflect the good progress and achievement of pupils over time. The school has set challenging targets for individual pupils in English, mathematics and science for future years and it is well placed to meet them.
- 2 In English, pupils achieve well overall. They develop their skills in speaking and listening very well so that standards in these areas are in line with those usually seen nationally by Year 2 and Year 6. A significant number of pupils attain above average standards in Year 6. Throughout the school, pupils are generally articulate and many use the technical vocabulary associated with different subjects of the curriculum very confidently. They listen very well to

each other and are keen to express their ideas and opinions. There is a high commitment from the school to ensuring that pupils who need specialist support in developing their skills in speaking and listening receive extra attention, for example through speech therapy. As a result, these pupils achieve well in relation to their individual targets.

- 3 In reading, pupils achieve well and standards are average by Year 6. There is a very systematic approach to the teaching of reading throughout the school and pupils receive a lot of individual attention, especially those who have been identified as having special educational needs. As a result, by Year 6, most pupils are accurate and fluent readers who express opinions about books and authors in a knowledgeable way. A good number are able to make inferences from text. Pupils of all ages use reference texts very well to support their learning across the curriculum.
- 4 Pupils' achievements in writing are satisfactory. Standards are below those expected by Year 6 and can be further improved. Pupils learn to write for a range of purposes and they develop very interesting ideas. They often use a good range of different techniques to engage the attention of the reader, for example, by starting a story with the word 'Help'. However, pupils do not always apply their skills of spelling, grammar, punctuation and handwriting consistently. The school is working hard to improve this in all year groups.
- 5 In mathematics, pupils achieve well and attain standards in line with those expected nationally by Year 6. Real life situations are used to advantage and pupils discuss mathematical problems well. Many of the older pupils are confident to work out solutions independently. Pupils say that they enjoy the degree of challenge set in mathematics and their achievements reflect this.
- 6 In science, the strong emphasis given to investigative work has a particularly positive impact on pupils' learning and overall standards are in line with those expected by Year 6. Pupils enjoy the practical activities and build up good understanding of the scientific process. However, in science pupils' recorded written work is not of the same high quality as the levels of understanding shown by them during discussion.
- 7 Pupils make good progress and achieve well in information and communication technology as noted at the time of the last inspection. Many pupils achieve very well, particularly in Year 6, and overall attain above the levels expected. Everyone has benefited from having two experienced trainers in information and communication technology on the staff and have established good levels of confidence in teaching this subject.
- 8 The school ensures equality of opportunity for all and includes all pupils, regardless of ability or background, in its life so that pupils achieve well overall. Throughout all age groups, pupils with special educational needs achieve the targets set out in their individual plans because they receive a very good level of support. More able pupils are suitably catered for and achieve in line with their abilities and those who are identified as gifted or talented are also encouraged well.

Pupils' attitudes, values and other personal qualities

Pupils have very good attitudes to school. Attendance and punctuality are good. Behaviour is good. Pupils' spiritual, moral, social and cultural development is very good and has improved since the last inspection.

Main strengths and weaknesses

- Pupils' have a very good attitude towards learning and their good behaviour in the classroom helps them to achieve well.
- The pupils enjoy school and this has a positive impact on their attendance and punctuality.
- Relationships between pupils, and between pupils and staff are very good.

- Pupils' spiritual, moral, social and cultural development is very good.

Commentary

- 9 Pupils' attitudes towards school are very good and have improved since the last inspection. Pupils like coming to school and enjoy their lessons and so they learn and develop well. They are enthusiastic about the extra activities the school has in place and the regular visits they make outside of school that are linked to the curriculum. There is a strong sense of belonging and pride in the school. Relationships are very good with pupils showing a caring and thoughtful attitude towards others. Staff have high expectations of pupils and, as result pupils concentrate well and are very enthusiastic about their learning.
- 10 Behaviour during playtime, lessons and around the school continues to be good, as at the last inspection. The vast majority of the pupils are very well behaved, polite, courteous, and respond well to the caring ethos of the school. There are a small minority with identified behavioural needs who the staff manage very well, so that the learning of others is not affected. These pupils make very good improvements in managing their own behaviour during their time in the school. All pupils are aware of the rewards and sanctions that the school has in place and respect the reasons for them. No incidents of bullying were seen during the inspection and suitable procedures are in place to deal with any incidents should they occur. There were five fixed period exclusions during the last reporting year. These were used effectively in support of the school's policy on behaviour and were carried out according to recommended guidelines.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	287	5	0
White – Irish	2	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	1	0	0
Chinese	1	0	0
No ethnic group recorded	3	0	0

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

- 11 The school actively enables pupils to develop self-knowledge and spiritual awareness and their spiritual development is very good. In assemblies many opportunities exist for the pupils to marvel at the wonder of the world and to reflect. For example, an assembly about Psalm 139 provided a 'magical moment' for the pupils who sat in awe as they watched pupils dance to a musical version of the psalm. They listened intently as the headteacher talked about a personal situation linked to this psalm. Pupils' moral development is very good. The adults in the school provide very good role models and pupils develop a clear sense of right and wrong. They show good levels of respect for each others beliefs and values.
- 12 Pupils' social development is very good and they develop good levels of maturity. On the many occasions when pupils are asked to work in groups they managed this very well. They work co-operatively, sharing and valuing ideas. Particularly good examples of this were seen in science lessons when the pupils collaborated in their investigative work. The pupils are also very keen and willing to accept extra responsibilities. The Year 6 pupils, in particular,

support the younger pupils during lunch breaks and in out-of-school activities. For example, they provided valuable support for the younger pupils playing in the Junk Band. The school council provides good opportunities for pupils to gain in self-esteem, so that they gain the confidence to raise wider issues. These include the need for notices to improve hygiene in the school and a 'friendship stop' where pupils who feel lonely can be helped by other pupils. Residential visits for pupils in Year 6 provide a good opportunity for pupils to develop maturity.

- 13 The extent to which the school enables pupils to appreciate their own and others' cultural traditions is very good and much improved since the last inspection. There are very few pupils from ethnic minority groups, so the school ensures that pupils experience the traditions of a wide range of cultures by bringing relevant visitors into the school and by the use of out-of-school visits. The school's high values and ethos are reinforced through images, posters and displays that make a positive impact on the learning environment. Musicians and theatre groups who visit the school do much to enhance pupils' cultural development.

Attendance

Attendance is good and pupils come to school on time. During the last reporting year the school's rate of attendance was better than the national average and there was no unauthorised absence. The school monitors pupils' attendance carefully and has achieved improvements over time.

Attendance in the latest complete reporting year (94.9%)

Authorised absence		Unauthorised absence	
School data	5.1	School data	0.0
National data	5.4	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is good. Teaching and learning, assessment and the curriculum are good. The quality of care is very good and pupils are guided and supported well. The school's partnership with parents is good. Resources are good and accommodation is much improved and now satisfactory.

Teaching and learning

The quality of teaching and learning is good. Assessment is good.

Main strengths and weaknesses

- Staff ensure that the needs of pupils of all ages and abilities are met.
- Pupils with special educational needs learn well because they are very well supported.
- Staff manage pupils very well so that lessons run smoothly.
- Teaching of speaking and listening is very good and enhances pupils' learning in all subjects.
- The quality of teaching of reading, mathematics, science and information and communication technology is good.
- The teaching of writing although satisfactory overall is not as consistent as in other areas.

Commentary

Summary of teaching observed during the inspection in 40 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0(0%)	10 (26%)	24 (59%)	6 (15 %)	0 (0%)	0 (0%)	0 (0%)

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

- 14 Throughout the school teaching and learning are good and significantly improved since the time of the last inspection. There is now no unsatisfactory teaching and a significantly higher proportion of good and very good teaching. All staff in the school, including the support staff, contribute well to the good quality teaching and make up a strong team. Good use is made of their individual strengths. Staff plan lessons thoroughly and this ensures that the needs of pupils of all ages and abilities are taken into account. A particularly good level of support is given to pupils who have been identified as having special educational needs. This works very effectively throughout the school and helps to ensure that these pupils achieve the targets set out in their individual education plans. Staff ensure a good level of challenge for those pupils who attain highly so that these pupils are catered for well.
- 15 A key feature of the teaching throughout the school is the very effective way in which staff manage pupils' behaviour, particularly the small number of pupils who find self-discipline difficult. Staff make very good use of the agreed behaviour policy and there is a calm and consistent approach throughout resulting in a good working atmosphere for all.
- 16 The teaching of English is good overall. The teaching of the skills of speaking and listening is very good. Teachers have secure understanding of the most effective ways to teach speaking and listening, and have high expectations of all pupils. A strong focus is given by staff to ensuring correct use of the technical vocabulary associated with different subjects such as science, and design and technology. They draw pupils' attention to specific words and often ask them for explanations of their meaning. Good use made of a wide range of techniques, such as 'talk partners' and this gives pupils confidence in expressing their thinking. Staff listen carefully to pupils and their questioning takes good account of their individual needs. Class and group discussions are used well, with staff often modelling the type of response they would expect. In the few instances where staff need to use 'augmentative signs' to reinforce spoken language, this is done effectively.
- 17 Throughout the school reading is taught well, and both individual and group reading sessions are effective. All adults use consistent approaches to ensure pupils build up their skills effectively over time. In reading, staff make it very clear to pupils which strategies they should employ, for example when attempting to decode unfamiliar words pupils are encouraged to draw on their phonic knowledge and also to read the rest of the sentence in order to be able to work out the word they are unsure about. As a result of this very systematic approach, pupils make good gains in their understanding.
- 18 The teaching of writing is satisfactory overall. However, practice is not as consistent as in the teaching of speaking and listening, and reading. Important opportunities are missed to draw pupils' attention to the ways in which improvements might be made to their written work both in English lessons and in the other curriculum subjects. Teachers plan conscientiously to develop pupils' skills and they organise interesting activities that motivate pupils, so that the pupils are keen to 'have a go'. Teachers set clear objectives for each lesson, however, they do not always make sufficient use of different techniques to ensure pupils are clear about the ways in which they might improve their work. Feedback and reviews tend not to make sufficiently clear links to pupils' individual, or group, targets.

- 19 The quality of teaching in mathematics is good. Effective use is made of the National Numeracy Strategy as a basis for planning three part lessons. Lessons start off with oral and mental 'starters' that are conducted at a quick pace and pupils rise to meet this challenge eagerly. Teachers make particularly good use of mathematical vocabulary and often encourage pupils to give explanations and this helps significantly in improving pupils' understanding. Teachers set time limits for activities and these help to instill a sense of urgency. Pupils respond very well to the challenging tasks presented to them and are keen to complete them. Teachers show a keen appreciation of the needs of individuals in each class and work is matched closely to pupils' needs.
- 20 Science teaching is good. The high focus given to practical work and to the development of pupils' skills in scientific investigation is particularly effective and helps teachers capture and sustain pupils' interest. The teaching of information and communication technology is good overall, there is very good teaching in Year 6.
- 21 Staff who work with pupils with special educational needs support teaching and learning very effectively through the school. They have established a good partnership with class teachers so that pupils can contribute fully in lessons. The activities they are responsible for relate well to the main activities of the class. Support, given on a one-to-one and small group basis, works very well.
- 22 The school's arrangements for homework are good. Work undertaken effectively supports pupils' learning in school.
- 23 Assessment is good overall. Pupils are well known to staff, and staff track the progress they make effectively. The results of termly assessments are used well to set targets and measure pupils' progress towards them. Books are marked carefully, and often contain comments that shows how well pupils have achieved the lesson objective. There is not always, however, the same clarity for pupils about what they need to do to improve further. This is particularly true in relation to writing. Pupils with special educational needs have very clear individual education plans which set out the steps they need to take to improve.

The curriculum

Curriculum provision is good. The school ensures all pupils have a range of learning opportunities which are of a good quality. Learning resources are good. The accommodation is satisfactory.

Main strengths and weaknesses

- The school is fully inclusive, committed to ensuring all pupils, including those with special educational needs, have full equality of access and opportunity.
- The school provides a good range of varied activities to enhance and enrich the curriculum during and outside the school day.
- Provision for pupils' personal, social, health and citizenship is good.
- Accommodation has improved since the last inspection and is now satisfactory. The resources are good and used imaginatively and effectively to raise standards across the curriculum.
- Good provision of teaching assistants is having a positive impact upon pupils' learning.

Commentary

- 24 The school provides a good, well planned curriculum for all its pupils. It fully meets the statutory requirements. Since the last inspection, there has been very good improvement. The school has introduced new planning with suitable adaptation of the national literacy and numeracy strategies and this ensures continuity and progression in pupils' learning. The school now makes very good provision for pupils with special educational needs and this was

judged to be unsatisfactory at the last inspection. There is also greater challenge in the work set for the most able pupils. The curriculum now presents all pupils with an imaginative range of experiences through which they can learn in meaningful ways. Planning, takes account of the different age and ability groups within the school and good emphasis is placed on promoting speaking and listening, reading and numeracy. Further work is taking place to ensure that opportunities to extend and develop pupils' skills in writing are fully exploited across all subjects of the curriculum. The provision is enriched by the strong focus given to working within the community. For example, the school has taken part in a successful 'Water Front Project' and also a project about the pedestrianisation of Selby high street.

- 25 There is a very strong commitment to equality of opportunity for all. All pupils are valued and they are fully included in all aspects of school life. The provision for pupils with special educational needs is very good. All aspects of the special educational needs code of practice are fully met. In recognition of the school's success in providing for pupils with special educational needs the school has recently received an award for its work. The most able pupils and those who are gifted and talented, are also catered for well so that these pupils are fully challenged by the activities provided.
- 26 The curriculum for the children in the foundation stage is good. There are stimulating activities for all areas of learning, and planning takes full account of the early learning goals. A good emphasis is placed on children learning through practical experiences.
- 27 The range of additional activities available to the pupils is good. The pupils from Year 3 to Year 6 can take part in a wide range of music activities and sports, including soft sport, team ball, rounders and netball. The younger pupils also have the opportunity to play in the Junk Band and pupils of all ages have opportunities to learn to play musical instruments, such as cellos. Every pupil in Years 3 to 6 has an opportunity to take part in an annual musical production and those practising for the end of year production of 'Bugsy Malone' demonstrated real enthusiasm and excitement. Parents contribute to the additional activities; for example one parent takes netball and is helping with music. The good range of visits and visitors to the school enhance the curriculum and extends pupils' learning beyond the classroom. Out-of-school activities are well attended.
- 28 The provision for pupils' personal, social, health and citizenship education is good. The school has recently introduced a new scheme of work and pupils are developing an increasing awareness of their personal development and responsibilities as they progress through the school. Year 6 pupils, in particular, are encouraged to take on extra responsibility. The school council provides pupils of all ages an opportunity to accept responsibility for changes in the school. A suitable programme of health education is taught in science and good use is made of 'circle time', a session where pupils discuss their ideas and feelings, to support their personal development. The school is currently working towards the Healthy School's Award.
- 29 The match of the teachers and support staff to the curriculum is good and best use is made of their expertise and experience. The teaching assistants make a positive contribution to pupils' learning. Their expertise is particularly effective in supporting those pupils with special educational needs.
- 30 Since the last inspection there have been significant improvements in the accommodation, notably in a number of classrooms, toilets and open areas. Plans are in place to make further improvements in the near future, these include linking up the two main buildings that accommodate the younger and older pupils respectively. The accommodation is now satisfactory overall and the school makes good use of all its available space with spare rooms used imaginatively to promote learning. The quality of displays throughout the school is very good. Learning resources are good and used effectively.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is very good. Pupils are well guided, advised and supported throughout their time in school. The school involves pupils effectively in its continued development. This aspect remains strong, as at the time of the last inspection.

Main strengths and weaknesses

- The arrangements to ensure pupils' health, safety and well being are very good.
- All staff support pupils in their personal development very well so that they are able to learn quickly and do their best.
- The school council makes an active contribution to achieving changes that benefit all pupils.

Commentary

- 31 The school has very good procedures to ensure the safety and well being of all its pupils. Child protection procedures fully meet requirements. Staff have had a high level of training. Close attention is paid to health and safety both in lessons and through regular checks. There are systems in place to ensure that pupils can access the internet safely. The school is a 'health promoting' school and the meals served at lunch-time demonstrate the concern shown by all to encourage healthy eating habits amongst pupils. Pupils feel safe in school. The ethos of the school fosters trusting relationships between pupils and staff so that pupils have confidence in approaching staff. Pupils particularly value the fact that there is always an adult to turn to in time of need.
- 32 Pupils' personal and academic development is monitored well. Teachers and support staff know the pupils very well as individuals. The school is skilled at analysing assessment information and uses the outcomes to set challenging targets. Teachers use marking and feedback effectively to confirm how well pupils are doing. There are occasions, however, where pupils are not sufficiently clear about how they might use this feedback to improve their work. Individual education plans for pupils with special educational needs have very clear targets so that these pupils are able to learn effectively in small steps. The pupils, and their parents, are fully included in setting new targets and reviewing progress towards those previously agreed. Pupils are willing to seek support and guidance when they have concerns, confident that it will be readily available.
- 33 Pupils are confident that their views are heard because changes result. The school council seeks suggestions and ideas from every class. Pupils are elected to represent their class and take their responsibilities very seriously. They express their views confidently because they know that they will contribute to positive changes in school life, such as the addition of games in the playground. Pupils take a real pride in their school because they know their views matter. They enjoy helping others by contributing to the school's development.

Partnership with parents, other schools and the community

The school has a good partnership with parents, the wider community and with other schools. The school has continued the good links noted at the time of the last inspection.

Main strengths and weaknesses

- Parents have positive views of the school.
- The school welcomes parents into school.
- The school uses several initiatives to help parents become more involved in their child's education.
- Parents are made aware of the areas of the curriculum their child will be studying.
- The links with the community enhance pupils' learning.

Commentary

- 34 Overall, parents have positive views of the school. They indicate that pupils like school, are expected to work hard and make good progress. They are pleased that the teaching is good, that pupils become more mature and that their behaviour is generally good. They feel that appropriate homework is given. The inspection findings show that bullying is rare and appropriate procedures are in place to deal with any incidents should they occur. The school is very well led, and there are suitable arrangements to listen to parents' views and to inform them about their child's progress.
- 35 The headteacher and staff welcome parents into school. In this way if parents have any concerns they can be resolved quickly. It is very noticeable that as the pupils arrive, and as they depart, the corridors and classrooms are full of teachers and parents exchanging views, building relationships and talking about the children. Parents show confidence in contacting staff and those asked have very positive views about the school's 'open door' policy. The Parent Teacher Association plays an active part in the school's life by raising funds and organising social events. This group also puts forward parents' views to the school. Questionnaires are sent out to seek parents' views and open forum meetings are arranged on a reasonably regular basis. Parents are often seen in the school helping in many different ways and the school takes every opportunity to encourage their support.
- 36 The school places a suitably high priority on extending the pupil's learning into the home and works actively with parents to achieve this. Several initiatives are in place to facilitate this process, including a programme to support home learning, a foundation stage workshop, curriculum meetings and a reading workshop. The recently appointed home/school worker has plans to extend this aspect of the school's work.
- 37 The information for parents is good. Every half term each parent receives an information sheet that details the areas of the curriculum that their child will be working on. Teachers also include various suggestions for parents to encourage their child to learn. These cover activities things such as counting steps when going to bed for children in the foundation stage through to mental number games for older children. The report that parents receive about their child is comprehensive, personal and gives a clear indication of the progress their child has made. They usefully include targets that the child should aim for in future.
- 38 The school has strong links with the Selby Abbey Church and the Vicar takes a very active part in school life. Children speak enthusiastically about visits they make into the community. These include visits to the church, the adjacent Safeway's supermarket and a programme of visits to a nearby horticultural establishment to check on the growth of 'their plants'. Many visitors, such as the emergency services, health workers and music groups come into school.
- 39 Links with other schools, including those with local playgroups and local secondary schools, are good. A series of visits, arranged with the secondary schools, enable pupils to find out about the school they will move to at the end of Year 6. This helps to ensure a smooth transition for pupils and is well supported by meetings between the staff of the schools.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is very good. The leadership of the headteacher and governors is very good, that of key staff is good. There is very good management. There has been very good improvement since the last inspection when aspects of leadership and management were judged to be unsatisfactory.

Main strengths and weaknesses

- The governing body is very effective and works actively towards shaping the future of the school. Governors have a clear understanding of the school's strengths and weaknesses.
- The headteacher is a very effective leader and manager.
- The senior management team is effective and has a good understanding of its role.
- Subject leaders and other key staff have developed their roles and are effective.
- The school has a very high commitment to the inclusion of all and the equality of opportunity.

Commentary

- 40 The headteacher is a very effective leader. Her vision, commitment and sense of purpose are outstanding and she has led the school forward very successfully since the last inspection. She has been successful in improving leadership and management throughout the school, the quality of teaching and learning, and in raising standards, particularly in the core subjects. She has a very clear view of how the school should continue to develop and is very effective as a team leader in expecting and enabling colleagues to take part in, and achieve, the school's aims. This is particularly evident in the inclusive nature of the school where each individual is seen as an important member of the school community.
- 41 The leadership of other key staff is good. Since the previous inspection the role of the deputy headteacher has developed very well and she ably supports the headteacher in moving the school forward. The role of the senior management team has also strengthened and these staff are now successful in overseeing and leading development, particularly through supporting the school's focus on self-evaluation. All members of the team have a clear view of their role in future developments and are very committed to continuing improvement. The headteacher's effective leadership is also evident in the development of subject leaders and other key staff and overall these roles are carried out effectively. Leadership of the core subjects, where there has been focussed development since the last inspection, is very good. Several staff have taken on new responsibilities recently but there is a clear understanding of the strengths and areas for improvement in all areas.
- 42 Governors have a very clear view of the needs of the school and what must happen to promote further development. The chair of governors provides a very strong lead. Governors are very well informed by the headteacher and other key staff and are actively involved in all aspects of the school's work. The governing body has developed an effective committee structure that enables the main committee to concentrate on major decisions. It focuses clearly on school improvement and complements the school's own monitoring and evaluation systems well. Efficient systems ensure that the budget is used to best effect and in line with educational priorities. Performance management procedures are closely monitored by the governing body. Governors take their responsibilities seriously and are successful. They work closely with the headteacher, and are able to both challenge and support within a climate of mutual respect and trust. There is full compliance with all statutory requirements.
- 43 The quality of management is very good. The school has very good systems that help it understand its current position and plan effectively for improvement. The school has introduced a rigorous system of school self-evaluation since the previous inspection. This involves all staff, governors, pupils and parents, in determining success in all aspects of its work. The senior management team has a crucial role to play in monitoring and evaluating major areas of work, including the analysis of results against targets. Subject leaders and other key staff are closely involved in monitoring and evaluating the quality of teaching and learning within their subject or area of work and the impact these have on standards. The school sets challenging targets, particularly in the core subjects, for individual pupils' progress. Rigorous analysis of the results is proving to be effective in helping to raise standards. The performance management of staff is well established, with very good arrangements for professional development, and this has had a significant impact in bringing about improvements in the school. Staff have been very well managed and a team has been created with many strengths who are deployed imaginatively and effectively in matching the

schools' needs. The budget is managed very well and the headteacher and governors are careful in applying the principles of best value. Although a higher percentage of the budget than usual is being carried forward there are suitable plans to use much of this on the development of the school building.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	1040781
Total expenditure	1008649
Expenditure per pupil	2778

Balances (£)	
Balance from previous year	70193
Balance carried forward to the next	102325

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

- 44 Children start in Reception at the beginning of the year in which they reach age five. On entry, their skills and knowledge are, on the whole, well below those usually seen at that age. Within this overall pattern, there is a wide range of attainment but many children have poorly developed skills particularly in communication, language and literacy, mathematics and in their personal and social development. During the time that they spend in Reception children's achievement is good, although not all will reach the expected goals by the time they start in Year 1, in all of the areas of learning. Children with special educational needs are very well supported so that they make good progress in the same way as others.
- 45 Provision is good and much improved since the school's previous inspection when it was described as satisfactory. Overall, teaching is good and the staff work closely as a team. Planning is detailed and good links are made between the areas through the use of different themes, such as the current one on mini-beasts. The progress made by all children is very carefully monitored and assessed. The leadership and management of the Foundation Stage are good and good partnership is established with parents.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Relationships between children and adults are very good.
- Children work together well in groups and show good co-operation.
- All adults promote learning consistently in all activities.

Commentary

- 46 As a result of very good teaching they achieve very well. The adults provide good role models and they work consistently to develop children's understanding when they work in all other areas of learning, encouraging them to take turns in activities, play together and share resources. Praise and encouragement are used very well, raising children's confidence and self-esteem. Relationships are very good and children behave well. The activities planned give children very good opportunities to make choices and work independently and this motivates the children to learn. Children make noticeable improvements in developing independence in personal hygiene. Although a majority of the children are on track to achieve the early learning goals by the time they start in Year 1 a significant number are still expected to be below this in spite of the very good start in Reception.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching and learning are good.
- Language development in all areas is well structured to fully exploit opportunities for learning

Commentary

- 47 Achievement in speaking and listening is very good and in the early stages of reading it is good. Teachers have a good knowledge of the teaching of the early skills, and there is a high focus on their development. Activities are well planned. Adults guide children through them and their progress is very carefully monitored to ensure that provision builds on the children's previous learning. The careful and consistent way in which children are encouraged to develop their speaking and listening skills is a strong feature of the teaching. Children are introduced to a good range of books and texts, and the opportunities for them to handle and enjoy books independently are well developed. Early writing skills are planned into many activities, for example children writing their names on their art work or making invitations to a party for their friends. Opportunities to extend children's language and literacy in other activities, for example in outdoor play and the structured role play area, currently a vet's surgery, are well developed overall. In line with the school's focus on extending children's skills in literacy staff are suitably extending the ways in which to challenge children. The majority of children are on track to achieve the early learning goals, but a significant number are not.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- There is a strong focus on numbers and children achieve particularly well in this aspect of mathematics.
- Opportunities for using mathematics in other areas of learning are well exploited.

Commentary

- 48 Children are taught about numbers well. Teaching is structured and systematic in whole class sessions and adult directed group work. As a result many children count confidently and reliably, a few of them beyond ten. Many recognise numerals and use the correct name. Classroom displays reinforce children's knowledge of and familiarity with numbers. A few children are knowledgeable about both two and three-dimensional shapes and about early calculation. Good opportunities are created to extend and use children's developing mathematical understanding in other areas such as when they practise throwing beanbags at cards with numerals on. A majority of the children are on track to reach the early learning goals in mathematics by the end of the school year, but a significant number are not.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Provision in this area is systematically planned for and taught well.
- Interesting activities are practically based.
- Good opportunities are given for children to make their own decisions.

Commentary

- 49 Teaching and learning are good. Children achieve well in this area because of the practical way in which they are encouraged to learn. For example, they learned about mini-beasts by handling them, observing them closely and finding out what they are like. In information and communication technology, many children are able to operate simple programs related to the work they are doing. The outside area is used as the basis for good learning about the environment and the natural world. Children are taught to use a wide range of tools and materials to design and make things, for example they learn how to fix boxes together using different methods when making their models. Children's ability to select their own tools and materials and make their own decisions is well developed because they have a good range of materials available. Children are on course to attain the early learning goals in many aspects of this area although aspects of their scientific development are below those usually seen.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Teaching is good so that children achieve well.
- The outdoor area is used well.

Commentary

- 50 Good teaching enables children to understand the importance of exercise to health, to develop a good awareness of space and to move with good control and balance. They use equipment such as balance beams well to increase their co-ordination. Children develop their climbing, crawling and balancing skills well. Children use a range of tools, kits and construction materials to develop their dexterity and manipulative skills. A majority of children are on course to achieve the early learning goals by the time they enter Year 1 but a significant number are not in the development of fine manipulative skills. The outdoor area has been developed effectively and used well to support children's learning.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- The quality of children's work in art is good.
- Good links are made between creative development and other areas.

Commentary

- 51 Teaching is good and children achieve well and are on course to attain the early learning goals. Children produce good work in art, in a wide range of media stimulated by links to the theme, for example, paintings of the mini-beasts they have observed or the patterns in the style of Van Gogh. They also produce collage and observational drawings of good quality as was seen in their carefully drawn faces. They use their imagination well in the role-play area which is a vet's surgery at the present time where they look after the poorly mini-beasts. A good range of musical instruments was available but there was insufficient opportunity to make a valid evaluation of how children use or respond to this. Children's imagination was very well used in an assembly when they interpreted a story in movement.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Speaking and listening are given a strong focus and pupils achieve very well.
- Staff use very consistent approaches to the teaching of reading and pupils achieve well.
- The teaching of writing is not as consistent as the teaching of speaking and listening, and reading and pupils could still achieve better standards.
- Pupils with special educational needs are very well supported and achieve well.
- The subject leader has ensured significant improvements have taken place in the provision for speaking and listening, and reading. There is a clear action plan to secure further improvement in writing.

Commentary

- 52 Pupils achieve very well in developing their skills in speaking and listening. By Year 2, standards are in line with those expected. By Year 6, most pupils attain the levels expected and many attain beyond this from a low starting point on entry. In Year 6, most are confident speakers, both in class and in more formal situations and they are keen to express opinions. Throughout the school, pupils respond very well to the teachers' encouragement to contribute to assemblies and class discussions. They answer questions and make comments thoughtfully as they listen actively and attentively. Pupils' vocabulary is extended very effectively in all subjects of the curriculum so that they are able to talk about their learning in a knowledgeable way.
- 53 Pupils enjoy reading and achieve well. Standards are below those expected in Year 2 but in line with those expected by Year 6. Many pupils in Year 6 show good levels of comprehension and a significant number appreciate the underlying ideas and subtleties in the text and refer to what they consider to be successful use of writing techniques by the author. Most are fluent readers and are able to explain why they like certain books, giving informed reasons for their choice. They often refer to key features of the text or relevant phrases to support their views, for example when one pupil referred to particular words he liked in a poem about friendship. Throughout the school pupils learn to use a library, indexes, glossaries and contents pages and find information from books to support their learning.
- 54 Throughout the school, pupils' skills in writing are not as good as their skills in speaking and listening and reading, and overall are below those expected. Pupils develop a clear understanding that writing needs to be organised in different ways depending on its purpose, for example when writing poetry, a safety report or a letter. Their writing is logical and often shows original ideas which capture the interest of the reader. Generally, however, pupils in all age groups do not apply the skills of spelling, grammar, punctuation and handwriting with sufficient consistency.
- 55 The teaching of speaking and listening is very good. A strong emphasis is given to this throughout the school. There are well thought out approaches to encouraging pupils' independence. Lesson are usually good or very good in the introductory stages when there is a focus on speaking and listening and consequently, pupils are motivated and have

confidence. Staff are secure in using a wide range of techniques to encourage speaking and listening. Many good opportunities are provided for pupils to take part in drama and role play.

- 56 The teaching of reading is good. Teachers and support staff are consistent in the ways they use different strategies to help pupils with their reading. Pupils receive a significant amount of individual attention from adults in developing these skills, particularly those pupils who have been identified as having special educational needs. Staff ensure pupils know which strategies they need to use to improve. Pupils try hard and they respond particularly well to the high expectations which are made of them. Teachers and support staff work together closely with good liaison to help ensure that work is well matched to pupils' levels of understanding and all including the most able pupils are challenged very well.
- 57 The teaching of writing is satisfactory overall but practice is not consistent. Teachers plan thoroughly and conscientiously to develop pupils' writing and give good guidance on the specific skills to be learned in the lesson. However, they do not always make it sufficiently clear to pupils how particular skills learnt in previous lessons, such as features of punctuation, should be applied in the current work or employ a sufficiently wide range of strategies to encourage pupils to check and review their work.
- 58 Support staff, including teachers and teaching assistants, work together very well with class teachers to help pupils who have been identified as having special educational needs. All work together to ensure that there is a seamless programme in place for the pupils they are supporting.
- 59 The co-ordination of English is very good. The subject leader, is very knowledgeable in the subject and the teaching of English has improved very well since the last inspection. Standards of attainment and also standards of teaching and learning are monitored carefully. Once strengths and weaknesses are identified, attention is focused on bringing about improvement. Good examples of this are the way in which the teaching of speaking and listening, and reading has improved. There is a clear action plan in place to improve pupils' skills in writing. This forms a key priority within the school improvement plan. There is good use of information and communication technology is used well to support pupils' learning in English.

Language and literacy across the curriculum

The National Literacy Strategy has been implemented and adapted successfully to suit the school's situation. Pupils use their skills of speaking and listening, and reading well in subjects like science and religious education. Writing across the curriculum is not developed well enough.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- There is clear planning with appropriate objectives, which are shared with the pupils.
- Pupils with special educational needs are very well supported and teaching assistants are effective in their work.
- Pupils are enthusiastic about learning mathematics.
- There are good opportunities for pupils to discuss, interact with each other and use mathematical language.
- Opportunities to use and develop numeracy skills in other subjects are well developed.

Commentary

- 60 All pupils achieve well. By Year 6 standards are in line with those expected by Year 6. Throughout the school pupils achieve well. Pupils with special educational needs are very well supported and also achieve well. Year 6 pupils attained average results in the national tests in 2003 while those in Year 2 were below average. The results for both these year groups were better than the results for the previous year. When compared to schools with similar prior attainment the results for the Year 6 pupils were very good. Throughout the school pupils have improved their understanding of mathematical problem solving since the time of the last inspection and now, most pupils have a good grasp of mathematical vocabulary and can talk about their work well.
- 61 The quality of teaching is good overall. Lessons are planned in detail and teachers share the objectives for each lesson with the pupils. Practical situations are used to advantage and this enhances pupils' achievements. Teachers also make clear links with previous work and put the lesson in a context that pupils understand. Lessons start briskly with a warm –up activity, often based on number, involving all the pupils through the use of a variety of practical resources. The lessons move smoothly from one aspect to another, with activities changed to sustain pupils' interest. Pupils with special needs are very effectively supported by teaching assistants in the classrooms or taught in small groups, which enables them to work at their own level and achieve well. Lessons are carefully matched to the needs of different groups of pupils. Towards the end of lessons teachers bring the class together to review their work and refer back to the lesson objectives and on some occasions encourage pupils to reflect on how much progress they have made, or how they could have done better.
- 62 Pupils have a very positive attitude towards mathematics and clearly enjoy the lessons. They are keen to show what they know and work well in whole class, group and independent activities. The pupils are regularly presented with problem solving opportunities and enjoy the challenge of these. For example, pupils in Year 6 enjoyed solving a range of problems linked to the recent residential visit. This activity generated a good level of discussion about the methods used to solve complex mathematical problems. Mathematical vocabulary is displayed all classrooms and is modelled well by the teachers resulting in many pupils becoming confident in using technical vocabulary.
- 63 A regular assessment system is in place and the results are used effectively to inform the content of lessons and the support required by groups and individual pupils. Pupils' work is marked regularly and feedback is given to pupils verbally. Resources have improved since the last inspection and are now good. Information and communication technology is used well in mathematics to support pupils' learning.
- 64 Very good leadership in the subject has contributed to the very good improvement seen in mathematics since the last inspection when provision in the main school was satisfactory but that for pupils in the resourced provision for pupils with special educational needs was unsatisfactory. The subject co-ordinator has a clear view of the strengths and weaknesses in the subject from a good range of monitoring activities.

Mathematics across the curriculum

Opportunities for pupils to use and develop numeracy skills within other subjects are good, for example, teachers stress the need for accurate measurement and recording in a science experiment in Year 6.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are in line with those expected by Year 6 and pupils achieve well in science.

- There is very good emphasis on investigative work.
- The quality of teaching is good.
- There is very good inclusion of those pupils with special educational needs and they achieve well.
- Pupils' attitude towards their learning is good; they are highly motivated and work well in collaboration with others.
- Science is very well led and managed.
- The school has introduced a wide range of strategies to improve standards including a new policy, scheme of work and assessment, record keeping and monitoring.

Commentary

- 65 Since the last inspection the staff have worked hard to improve provision and it is now good. The introduction of a new scheme with an emphasis on practical and investigative activities is having a very positive impact on improving standards. Pupils' knowledge and understanding of key facts and principles are developing well and, by the time they are in Year 6, they are particularly proficient in carrying out scientific investigations. Pupils talk about their understanding in science well but their written work is not always of the same standard.
- 66 Pupils, including those with special educational needs, achieve well. Standards are below those expected by Year 2 but in line with those expected by Year 6. Pupils in Years 1 and 2 make good progress from a low starting point as a result of the introduction of a well-balanced curriculum and challenging teaching. Good use is made of investigative activities to teach science. For example, in lessons about electricity the Year 2 pupils very systematically worked out how they should complete an electric circuit to light a bulb. As the result of carefully focused questioning, the pupils were able to describe the circuits they had made and could explain the reasons why the bulb would not work. Pupils can also explain the dangers of electricity and the care that must be taken when using it. They are developing their scientific skills and knowledge well.
- 67 Pupils build on their knowledge and skills effectively in Years 3 to 6 and they develop a good grasp of scientific concepts and are able to plan investigations, make predictions and draw conclusions from the evidence seen. Teachers develop the pupils' scientific vocabulary at every available opportunity and older pupils use scientific vocabulary well. All the pupils are appropriately challenged with good differentiated activities for the more able pupils.
- 68 Teaching and learning are good. The school has worked hard to improve the teaching of science. Teachers have good subject knowledge and understanding of the subject and present information in a confident manner. They motivate pupils well, encouraging them at all times. Teachers extend pupils' scientific vocabulary effectively. In a year 6 class the teacher used very good strategies to introduce new vocabulary, providing very good explanations. Humour was used to good effect to help the pupils learn the facts. Lessons are challenging and fully inclusive and teaching assistants provide valuable and effective support for all pupils, including those with special educational needs. Pupils are highly motivated in science. They work very well together in groups and collaborate very effectively when working on their investigations. They listen well and confidently discuss their ideas with others. Pupils show very good levels of curiosity and interest and talk enthusiastically about their work. They organise themselves and respond well to the challenges set.
- 69 Since the last inspection there has been a significant improvement in the subject. Leadership and management of science are very good with noticeable improvements over time. The school has introduced new planning procedures and a scheme of work to ensure all aspects of the subject are covered systematically. Effective assessment and record keeping procedures are in place and there is a clear action plan to take the subject forward in future.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**. There are many very good features.

Main strengths and weaknesses

- Pupils achieve well overall. They achieve particularly well in Year 6.
- Pupils learn to work out problems for themselves because staff ensure that pupils become independent.
- Pupils with special educational needs use information and communication technology with confidence.
- Staff, including support staff, have benefited from staff training and are very secure in teaching the subject.

Commentary

- 70 Since the last inspection the school has maintained standards above the levels expected. Pupils, including those with special educational needs, achieve well. Many achieve very well especially in Year 6. Pupils enjoy using information and communication technology, and they are confident, independent and prepared to work problems out for themselves.
- 71 By Year 2, pupils learn the basic operations of switching the computers on and off, loading and saving work, and controlling the computer by means of the keyboard and mouse. The school has developed a good range of software so that pupils enjoy using the computer. Pupils use the computer for a wide range of purposes, for example to write, draw pictures, analyse data and play games. They have opportunities to use the Roamer programmable toy, giving it a series of commands in order to produce pre-planned movements, for example to simulate moving around the streets of London in 1666 in order to put out the great fire. Throughout Years 3 to 6, pupils continue to improve their skills. By Year 6, they use information and communication technology very competently, for example to present information about a recent residential visit using a multi-media package. They exchange information and ideas with others in a variety of ways, including through the use of e-mail and the internet. Pupils use spreadsheets very competently for instance to work out the profit on the school tuck shop over a three week period and they make very good use of extended graphics programs to support their work in art, and design and technology. Pupils learn to control events, such as a lighting system in a model lighthouse, and also to interpret data that has been collected through sensing devices. Throughout the school pupils talk knowledgeably about the use of information and communication technology in everyday life.
- 72 The quality of teaching and learning are good. Very good teaching was seen in Year 6. Staff are secure in the subject. Pupils learn very well because they are given clear instructions and plenty of opportunities to experiment, practise and learn from their mistakes. They also learn quickly because tasks are interesting and teachers' own positive approaches and interesting ideas catch their attention. For example, pupils in Year 5, learned about using spreadsheets by analysing information about the meals their friends enjoy. Teaching assistants have developed their skills very well and give a good level of support to all pupils, particularly to those with special educational needs. There is an effective system of assessment in the subject and the school appropriately sees pupils becoming more involved in recording information about the progress they are making in the future.
- 73 The subject is very well managed. The subject leader has been in post a relatively short time but she is very well supported by the previous subject leader. Both of these staff have very good expertise in the subject and have not only trained the staff in their own school in the use of information and communication technology but also they have trained staff in other schools. Resources are good and used well. The recently employed technician makes an

important contribution. There is a clear action plan in place to improve the subject in future which suitably includes further development of both the hardware and software.

Information and communication technology across the curriculum

- 74 Information and communication technology skills are taught with relevant links to other subjects. Staff use information and communication technology well in all areas of the curriculum. Particularly good use is made of information and communication technology to support the work of art, and design and technology in Year 6, for example when the pupils created a montage using digital photographs collected during their recent residential visit and when they created designs using molecular patterns.

HUMANITIES

- 75 During the inspection week it was only possible to observe one of the timetabled **geography** lessons so it is not possible to make judgements on the overall provision or the quality of teaching. The scrutiny of work and discussions with pupils show a suitable emphasis on developing pupils' practical understanding of geography which supports their learning well. The standards in Year 2 and Year 6 are at expected levels, which is similar to that reported on at the previous inspection. It is clear that pupils' knowledge as shown in discussions is better than that indicated by their written work. Co-ordination of the subject is good with a clear programme based on national guidance that ensures that pupils are gaining appropriate skills and knowledge. Visits, such as the recent residential undertaken by Year 6 enhance the programme very well.
- 76 In **history** work no lessons were seen and it is not possible to form an overall judgement about provision in this subject. From a scrutiny of pupils' work and from discussions with the pupils in years 2 and 6 that standards are broadly in line with those expected for their age groups. Pupils show a better understanding of the subject than that suggested by their written work. A good range of visits and visitors play an important part in making the work interesting and relevant. Opportunities for pupils to take part in role play are having a positive impact on learning. The pupils obviously enjoy history and they speak enthusiastically about the topics undertaken, for example, when Year 2 pupils talked about dressing up and taking on the roles of Victorian children. During discussion with Year 6 pupils they demonstrated secure knowledge and understanding of the topics covered, including the local history study on Selby. Subject leadership is good. The leader is new to post but a clear action plan is in place to take the subject forward.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

- 77 Only two of the **art and design** timetabled lessons were seen during the inspection so it is not possible to make a judgement on the overall provision and the quality of teaching. From the scrutiny of pupils work and that seen around the school standards are above those normally expected in Year 6 and pupils achieve very well. Staff value pupils' work in art and design and it is attractively displayed throughout the school. Pupils are proud of it and motivated by their achievements. The well-planned curriculum for art and design ensures that pupils develop good skills. Skills are taught systematically across the school and progress can be seen through work recorded. Pupils take a pride in their work and talk confidently about it. They enjoy art and design lessons and in the lessons seen they worked in a concentrated manner. There are many cross-curricular opportunities built into the art and design curriculum and teachers use the work of famous artists from a variety of cultures to provide inspiration for pupils' own work. Residential visits also have a positive impact on standards. The subject is well led and the good standards seen have been maintained since the last inspection.
- 78 It was not possible to observe sufficient of the timetabled lessons to make an overall judgement about provision in **design and technology**. Examples of work around the school

and in books indicate that due weighting is given to each element of the design and technology process. The range of activities undertaken includes cooking, working with textiles, wood and other materials. The displays currently show work of good quality, particularly in Year 6. Pupils indicate that they enjoy the subject and can explain why each aspect of the process is important. The subject leader is relatively new to the post and a suitable action plan is in place to take the subject forward.

- 79 In **music** pupils were only observed in Years 2 and 3, although the whole school was heard singing in assembly and younger pupils were observed during extra-curricular activities. Therefore it is not possible to make a judgement about the overall provision. It is clear, however, that the new subject leader, who is well qualified and very enthusiastic, is helping the school to move forward. Since the last inspection there has been a significant improvement in providing the pupils with opportunities to perform and compose. During shared assemblies the pupils performed well in front of an audience, including parents and the pupils sang tunefully with an awareness of pitch, dynamics and diction. The pupils obviously enjoy taking part in musical activities. Music from other cultures is incorporated into lessons and assemblies. The provision is enhanced by a choir, junk band and ocarina group for the younger pupils as well as peripatetic lessons for instrumental teaching for older pupils. Concerts and performances contribute to pupils' overall musical experience, with all pupils having an opportunities to take part. For example, during the inspection the pupils from Year 3 to 6 were busy preparing for a 'Bugsy Malone' musical to be presented to parents. This positive picture is an improvement since the last inspection.
- 80 Only part of one lesson was seen in **physical education** during the inspection so it is not possible to make a judgement on standards or teaching and learning even though this lesson went well. Co-ordination of the subject is good with a clear programme based on national guidance that ensures that pupils are gaining appropriate skills. There is a suitable swimming programme provided and the school's records show that many pupils reach beyond the required standard.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

- 81 No overall judgement of provision is possible because no lessons were seen during the inspection. However, pupils' personal development is a very high priority within the school and they are given a wide range of opportunities to discuss ideas, feelings and matters of importance within a context of trust and mutual respect. Pupils of all ages develop good levels of maturity and discussions with them about their work indicated that they develop firm personal views, and learn to respect those of others with different opinions. Pupils are made fully aware of social and moral issues appropriate to their ages and levels of understanding, and are actively encouraged to develop a healthy lifestyle.

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	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
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	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
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).