

ST. AELRED'S RC PRIMARY SCHOOL, URN 121646

Changes to inspection report as a result of revised guidance on judging governance

Page 7, Leadership and Management, and corresponding paragraph in the Summary for Parents

Delete final two sentences and replace with: 'Governance of the school is **good**. Governors use their monitoring of performance management very well to challenge and support senior managers. They have a good understanding of the strengths and weaknesses of the school.'

Page 17, paragraph 27

Delete whole paragraph and replace with:

'The governance of the school is good. Individual governors have a good overall understanding of the strengths and weaknesses of the school. They play a clear role in the running of the school, working closely with senior managers and sharing in key decision-making. Governors place a high emphasis on the importance of creating firm links between the school and the wider community of the parish. There are carefully organised committees, which are led by well-informed chairs. The monitoring by the governors of the performance management systems is particularly good. These governors are very demanding and knowledgeable and follow the headteacher's and teachers' development very closely. They relate this carefully to pupils' progress in English and mathematics.'

INSPECTION REPORT

ST. AELRED'S R.C. PRIMARY SCHOOL

York

LEA area: City of York

Unique reference number: 121646

Headteacher: Mr D. Houghton

Lead inspector: Mrs M. R. Shepherd

Dates of inspection: 6 – 9 October 2003

Inspection number: 257543

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 aided
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
Number on roll:	273
School address:	Fifth Avenue York
Postcode:	YO31 0QQ
Telephone number:	01904 422800
Fax number:	01904 415234
Appropriate authority:	The governing body
Name of chair of governors:	Mr A. McCormick
Date of previous inspection:	6 th July 1998

CHARACTERISTICS OF THE SCHOOL

The school serves a mixed area of private and rented property over a large parish. The school is larger than average with 273 pupils on the roll. Children join the nursery on a part-time basis and attend from between two and five terms, according to their age. They move into reception either in the autumn or spring term, depending on the month in which they become five years old. Attainment on entry to the school is broadly average, with a wide range of ability. Just over 6 per cent of pupils are entitled to free school meals, which is below average. In 2003 there were over 2 per cent of pupils with full statements of special educational needs, which is above average. The proportion of pupils on the special educational needs register is lower than average at 6 per cent. However, the school gives over 25 per cent of pupils additional support in English and mathematics, which is above average. Less than 2 per cent of pupils are from minority ethnic groups. Less than 1 per cent of pupils have English as an additional language and have only recently joined the school. Few pupils join or leave the school during their primary education. The school has a record of stability in the teaching staff. However, at the time of the inspection there were two teachers who had just joined the school, two teachers who had moved year groups and three sets of teachers covering either maternity or compassionate leave.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11328	Mrs M. R. Shepherd	Lead inspector	Science, information and communication technology, physical education
9928	Mr A. Dobson	Lay inspector	
22452	Mrs M. Farman	Team inspector	English, art and design, special educational needs, English as an additional language
27197	Mr M. Mayhew	Team inspector	Mathematics, Foundation Stage

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school. Pupils achieve well throughout the school because the quality of teaching is good. The leadership and management of the headteacher are good. He is particularly effective in creating a very positive ethos throughout the school, where every individual is valued. This results in a harmonious context for pupils' learning, ensuring that they develop mature and responsible attitudes to life. Governors play an essential role in the work of the school. The school provides good value for money.

The school's main strengths and weaknesses are:

- Standards in reading are well above average but writing standards are lower. Standards in mathematics are well above average, but standards in investigative science are below average.
- Standards in art and design and physical education are above expectations, but standards in information and communication technology are below expectations by Year 6.
- Progress is good in the reception with some excellent provision in the nursery.
- Pupils with special educational needs make good progress because the quality of their support is very good.
- Pupils' attitudes, behaviour and relationships are very good and their very good spiritual, moral and social development is based firmly within Christian principles.
- Teaching is good, and teachers' partnership with classroom assistants is good.
- The leadership and management of the headteacher, the deputy headteacher, key staff and governors are good.
- There is a well-balanced curriculum, considerably enriched by the very good arts and sports clubs.
- The school takes very good care of its pupils and works in a very effective partnership with parents and the community.
- The space for pupils with special educational needs to work in groups is unsatisfactory, the library is too small and computer facilities are unsatisfactory.

There has been **satisfactory** improvement since the previous inspection. The school has sustained the high standards in English and mathematics. It has also ensured that the very good attitudes and behaviour remain very good. Standards in art and design are better through the school, but although standards have risen in information and communication technology by Year 2, they remain below expectations by Year 6.

STANDARDS ACHIEVED

Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	B	A	A	D
Mathematics	B	A	B	D
Science	A	C	B	D

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

The headteacher analysed the reasons for the below average progress compared with similar schools in 2002 national tests. He took effective action to improve it. This has resulted in the current Year 6 benefiting from good teaching in Years 4 and 5 and the progress in the junior classes is now good with pupils now achieving **well**. **Achievement is good through the school**. Children achieve well in nursery and reception and by the end of reception standards overall are above expectations. Achievement is very good in reading and mathematics in the infant classes and by Year 2 standards are well above average in these subjects. Standards in Year 2 are above average in writing, art and design and physical education. Pupils continue to achieve well in the junior classes and standards in Year 6 are well above average in speaking and listening, reading and mathematics. Standards in writing, art and design and physical education are above average. Standards in information and communication technology in Year 6 are below average. Standards in investigative science are too low. Pupils with special educational needs and pupils with English as an additional language make good progress.

Pupils' spiritual, moral and social development is **very good**. Their attitudes, behaviour and personal development are **very good**. Pupils mature into well-rounded, sensible, confident and articulate individuals, with a very clear understanding of right and wrong. Attendance is **good**.

QUALITY OF EDUCATION

The quality of education is **good**.

The quality of teaching is **good**. Teachers manage pupils' behaviour very well and pupils expect to work hard. There are effective partnerships between teachers and classroom assistants and this supports pupils with special educational needs very well. Teachers provide good opportunities for pupils to work in pairs and groups, which produce good levels of collaboration between pupils. Teachers use homework well to extend learning, particularly in reading. Teachers use too many worksheets, which reduces writing development. Assessment is very good in English and mathematics, but unsatisfactory in information and communication technology.

The quality of the curriculum is **good**. It provides very rich opportunities for pupils to pursue their individual interests. Sports and arts clubs are very good. The accommodation for pupils with special educational needs withdrawal groups is unsatisfactory, as are the facilities for computer lessons. The library space is very small.

The care and welfare of pupils is **very good**. The headteacher has a very good knowledge of every individual and ensures that the school provides a very caring context for learning. There is a very well-organised school council.

Partnerships with parents and the community are **very good**. Parents support pupils' learning **well**.

LEADERSHIP AND MANAGEMENT

The leadership and management of the headteacher are **good**. He establishes a very positive ethos within the school. He works in close partnership with the **good** quality deputy headteacher. The leadership and management of key staff are good. Governors challenge and support senior managers **very effectively**. They monitor performance management **very well**, but have not ensured that statutory requirements are met in information and communication technology, and this aspect must therefore be judged to be **unsatisfactory**.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents value the work of the school. They appreciate the high expectations staff have of their children and feel that the school is led and managed well. They believe that the school supports their children very well in becoming mature and independent. Pupils feel that they learn a lot at school and that the teachers are fair and expect them to work hard.

IMPROVEMENTS NEEDED

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

- raise standards in information and communication technology in the junior classes;
- increase the proportion of investigational work in science;
- raise standards further in writing;
- improve accommodation for library and computer facilities and for withdrawal groups for pupils with special educational needs;

and, to meet statutory requirements, the school needs to ensure that all the aspects of the information and communication technology curriculum are covered.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement through the school is **good**. Pupils achieve **very well** in reading and mathematics and by Year 6 standards are **well above average**. Standards in information and communication technology (ICT) are **below expectations** in Year 6.

Main strengths and weaknesses

- Children achieve well in nursery and reception, and particularly well in personal, social and emotional development and communication, language and literacy.
- Pupils achieve well in the infant classes and standards are well above average in reading, speaking and listening and mathematics by Year 2. Writing standards are above average by Year 2.
- Pupils achieve well in the junior classes and standards are well above average in reading and mathematics by Year 6. Standards in writing are above average.
- Pupils with special educational needs and pupils with English as an additional language make good progress.
- Standards in ICT are below expectations in Year 6. Standards in living things in science are above average, but standards in investigative science are below average.
- Standards in art and design and physical education are above expectations in infant and junior classes.

Commentary

1. Children achieve well in the nursery and reception classes. Children receive some excellent experiences in the nursery, which extend their confidence very effectively in personal, social and emotional development. By the end of reception, standards are well above the expected level in this Area of Learning¹. The teaching teams provide a very good foundation for communication, language and literacy and by the end of reception standards are above the expected level. Most children reach the expected levels in mathematical development, knowledge and understanding and creative development by the end of reception.

Key Stage 1

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
Reading	18.6 (17.3)	15.8 (15.7)
Writing	15.9 (14.7)	14.4 (14.3)
Mathematics	18.7 (15.3)	16.5 (16.2)

There were 36 pupils in the year group. Figures in brackets are for the previous year

2. **Pupils in infant classes achieve well.** The 2002 national tests show standards were very high in reading and well above average in writing and mathematics. The inspection judges that

¹ The Areas of Learning represent the government guidelines for the curriculum of children in nursery and reception classes.

pupils achieve very well in speaking and listening because teachers make sure pupils have the opportunity to speak clearly in lessons. Standards in reading are so good because teachers tackle basic skills systematically and work very effectively with parents to link the work at school with the support from home. Parents appreciate this partnership. These pupils greatly benefit from the 'reading buddy' systems that operate throughout the school. Pupils' individual progress is recorded very carefully. Standards in writing are above average, but not as high as reading. Standards in handwriting and spelling are lower than the grammar and content. The school has identified these weaknesses and standards are already improving. Standards in mathematics are well above average because teachers use the numeracy strategy well and take careful account of each pupil's needs. Pupils with special educational needs make good progress because they receive regular very good quality support from additional part-time teachers in both English and mathematics. Pupils with English as an additional language also make good progress because the teachers work well with external support from the local education authority. This ensures that progress is recorded carefully and teachers benefit from the specialist advice. Standards in living things in science are above average because teachers cover this aspect very thoroughly. However, they do not cover investigational science systematically and standards in this aspect of science are below average. Standards in art and design are above expectations because teachers make lessons challenging and interesting. Standards in physical education are above expectations because teachers encourage individuality in responding to tasks.

Key Stage 2

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	28.7 (18.9)	27.0 (27.0)
Mathematics	28.1 (28.2)	26.7(26.6)
Science	29.4 (28.9)	28.3 (28.3)

There were 34 pupils in the year group. Figures in brackets are for the previous year

- Pupils now achieve well.** In 2002 the national tests showed that standards were well above average in English and above average in mathematics and science. However, standards were below average compared with schools whose pupils attained similarly at the end of Year 2. The headteacher analysed the reasons for this and took action to increase the achievement in the junior classes. This action has been successful and pupils in the junior classes now achieve well. The scrutiny of previous year's work of the current Year 6 pupils shows that these pupils have benefited from good teaching in Year 5. Their current standards show that they have made good progress since their Year 2 national tests. Standards are well above expectations in speaking and listening because teachers provide good quality opportunities for pupils to carry out debates and extend these skills in drama lessons. Reading standards are well above average due to the effective use of guided reading in literacy lessons, the continuing partnership with parents in reading at home and the additional support of additional adults in working with small groups of pupils. Standards in handwriting and spelling improve in the junior classes, but the overuse of worksheets in some lessons reduces pupils' opportunities to extend independent writing skills. Teachers continue to use the numeracy strategy well and standards in mathematics are well above average by Year 6. Standards in ICT are at the expected level in word processing, but below expectations in other aspects of the subject because teachers do not cover some aspects of this subject. The recent acquisition of the laptop computers and computerised whiteboard is increasing pupils' progress.
- The school organises the same very good support in the junior classes for pupils with special educational needs and pupils with English as an additional language as there is in the infant classes. Together with the very good support by classroom assistants in lessons, this ensures

that these pupils continue to make good progress. The same weaknesses in science in the infant classes are evident in the junior classes. There is a trend of boys performing lower than girls compared with the national average in science in Year 6. The lower emphasis on practical science will be disadvantaging the boys more than the girls because boys respond well to practical work. There are no other differences in standards between boys and girls. Equally, the same strengths are present in art and design and pupils continue to achieve well in this subject, producing some very sensitive work. Standards are above expectations in physical education because additional teachers join the teaching teams for games. This increases the amount of individual support that pupils receive. The very good sports clubs also provide very valuable opportunities for pupils to hone in their skills.

5. The school has sustained its high standards in English and mathematics since the previous inspection, although there has been a drop in standards over the past year. The school has identified the slower progress in the junior classes and has supported teachers to improve their teaching. The good teaching in Year 5 last year has ensured that the standards of the current Year 6 have regained the high standards from the previous inspection. Standards in ICT have improved in the infants, but not in the juniors. The school has maintained the higher standards identified in physical education and raised standards in art and design throughout the school.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **very good**. During their time at the school, pupils' spiritual awareness, moral standards and social skills develop **very well**. Their cultural development is **satisfactory**. Attendance levels are **good**.

Main strengths

- Attitudes to school are very positive.
- Behaviour is very good.
- Relationships throughout the school are very good.
- Pupils mature into well-rounded, sensible, confident and articulate individuals with a very clear understanding of right and wrong.
- Attendance and punctuality are good.

Commentary

6. Pupils enjoy school very much. They feel part of a friendly community and are very keen to learn. In lessons they are attentive, alert and enthusiastic when answering questions and offering opinions. They work hard and try their best. Pupils are proud of what they achieve in school and take homework seriously. School clubs are popular and well attended.
7. Pupils are very well behaved at all times because discipline is handled so well. High standards are expected and achieved by having clear and well-publicised rules that are considered fair by the pupils. The atmosphere in classrooms is very conducive to learning. Movement around the school and in the dining room is orderly. Acts of collective worship are treated very respectfully. Playgrounds have a pleasant and friendly feel where boys and girls of different ages all play well together. Pupils and parents do not consider bullying a problem. There have been two temporary exclusions for inappropriate behaviour during the most recent reporting period.
8. Relationships are very good. Pupils get on very well with other pupils and the many adults around the school. The very positive ethos, epitomised by the friendly caring community based firmly on Christian principles, ensures that individuals are valued and respected. Pupils are very polite and courteous, they hold doors open for each other and say 'please' and 'thank you'. In lessons, they work very well in pairs or larger groups, often helping with each other's learning. When dining, different ages mix well together in a civilised and social environment

where noise levels allow easy conversation. The few pupils who have a limited knowledge of English are fully involved in school life.

9. By the time they reach Year 6, pupils are developing very well into sensible and confident individuals. Throughout the school great emphasis is given to building good social skills so that pupils know what is expected of them – respect for everyone, listening to others’ points of view, taking turns and not shouting out. Responsibilities are taken conscientiously, such as older pupils act as reading buddies to younger ones. There is a general keenness to be involved in the school council. Spiritual development is closely allied to the Catholic faith and the school provides pupils with very good opportunities to reflect on the values of life, to celebrate achievement and to build up self-confidence by encouraging a pride in trying hard, no matter what the activity. The very good moral development stems from a mixture of teaching traditional values and adults presenting very good role models. The influence of the headteacher is very instrumental in the way the pupils’ high standards develop. Care for others is always given a high priority, particularly for the less fortunate; for instance, last year pupils raised over £2000 for charities.
10. Attendance is better than that normally found in primary schools. The school has good procedures for monitoring and promoting attendance. Holidays in term time however are significant, accounting for around a third of all absences. Punctuality is good.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	4.1
National data:	5.4

Unauthorised absence	
School data:	0.3
National data:	0.5

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

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White - Irish
White – any other White background
Mixed – White and Asian
Asian or Asian British – Indian
Any other ethnic group

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
211	2	0
2	0	0
3	0	0
1	0	0
1	0	0
3	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. The quality of teaching and assessment is **good**. The curriculum is **good** and provides **very rich** experiences for pupils. Some aspects of information and communication are not covered in junior classes. Sports and arts clubs are **very good**. Care and welfare of pupils is **very good**. There are **very good** links with parents and the community.

Teaching and learning

The quality of teaching and learning is **good**. There are some **excellent** features in the nursery.

Main strengths and weaknesses

- Teachers organise lessons well and pupils expect to work hard and behave sensibly.
- There is an effective partnership between teachers and support assistants, which is particularly good in supporting pupils with special educational needs.
- The nursery team teaches personal, social and emotional learning extremely well.
- Quality of part-time teachers for special educational needs is very good.
- Teachers do not use computers enough in their classrooms.
- Teachers use too many worksheets in some subjects.
- Teachers use homework well.
- Assessment is good.

Commentary

11. Teachers expect pupils to behave very sensibly and set up very effective systems to ensure that lessons run smoothly with good levels of concentration. Lessons begin briskly and teachers remind pupils of their previous learning. This ensures that any new learning is based firmly on previous knowledge and skills. Teachers encourage pupils to listen carefully in whole-class discussions and to settle quickly to group or individual tasks. There is an expectation that each pupil will do their best and every individual tries hard to complete their work. Teachers organise pupils regularly to work in pairs and groups and this leads to good levels of collaboration between pupils.
12. Teachers work well with support staff. There is a clear, shared understanding of the learning that is planned for the lesson. During group work, individual pupils receive sensitive and well-focussed support to enable them to complete their tasks. However, some opportunities are missed in whole-class sessions for support staff to take an active part in the discussion or to support individuals. Teachers and support staff plan carefully for pupils with special educational needs and for less able pupils. They sometimes devise slightly different tasks from the main class that match these pupils' needs very well, but have the same content as the rest of the class. This ensures that pupils all feel included in the lesson. Teaching is particularly good for statemented pupils, who make very good progress in relation to their targets. Classroom assistants balance the need for providing additional guidance extremely well with the importance of developing skills of independence. The quality of teaching of the part-time teachers of special educational needs is very good. They work very hard to sustain these pupils' concentration, despite the amount of distractions of people walking past them in the corridors where they work.
13. The nursery teaching team provides excellent opportunities for children to develop personal, social and emotional development. They use key stories such as the 'Three Little Pigs' as a framework to provide a wide range of exciting experiences for children to respond to. They set up a host of different tasks linked to the key theme that children cannot wait to do because they are so excited about the effect their contributions will make to the whole project.

14. Teachers use interesting resources to stimulate pupils' imagination, but they miss opportunities to extend learning through the use of computers in classrooms. Teachers do not identify programs that will extend the learning across different subjects and do not organise pupils to take their turn in working on these computers. In ICT lessons, teachers carefully choose tasks that are linked to the content from other lessons taking place during the week. This creates good links in pupils' learning and sustains pupils' interest well. Teachers use too many worksheets that are not demanding enough in subjects such as science and geography and this reduces pupils' opportunities to extend their independent writing skills.
15. Teachers use homework well. They use it particularly effectively in reading and this plays an important part in ensuring consistently high standards in reading through the school. Parents and pupils appreciate these systems.
16. Assessment in reception and the nursery is good. All adults tell children how well they are doing and keep careful records. This good level of information continues as pupils move through the school. Assessment is good overall in the infant and junior classes and very good in English and mathematics. The school keeps very careful details of how well pupils achieve in these subjects, particularly in reading. This gives a clear picture of progress across the school. It ensures that pupils have a clear understanding of their achievements in these subjects. Teachers use this information effectively to set group and individual targets for pupils. They ensure pupils know what they need to do to improve their work. Assessment in science is satisfactory and the co-ordinator has begun identifying a more detailed system to introduce through the school. Assessment in ICT is unsatisfactory and teachers do not have a clear understanding of what pupils have learnt previously.

Summary of teaching observed during the inspection in [number] lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	7 (18%)	22 (56%)	10 (26%)	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.

The curriculum

The school provides a **good** range of learning opportunities for its pupils, which are very rich. The curriculum is **very good** in the nursery and reception.

Main strengths and weaknesses

- Pupils with special educational needs are supported very well by the very good learning opportunities the school provides for them.
- There is a very good range of extra-curricular activities in which many pupils take part.
- Not all requirements of information and communication technology are covered.
- There is an imbalance in the curriculum for science because there are too few occasions for pupils to carry out scientific investigations.
- The school's accommodation constricts the teaching of ICT and groups of pupils with special educational needs.
- The library upstairs is inadequate, and there are too few non-fiction books available for pupils in the infants.

Commentary

17. The curriculum for children in the nursery and reception classes is very good with some excellent features. It meets children's individual needs very effectively. The very good balance between activities arranged by the teachers and those chosen by the children ensures that the

children learn at a good rate and achieve well. As a result of some very good planning of the curriculum, there are some excellent opportunities for children in the nursery to learn about and communicate valued moral and social principles.

18. In the rest of the school, there is a tradition of giving all pupils opportunities to achieve well. Teachers work very hard to provide a broad and enriched curriculum. There are carefully planned systems to ensure that each pupil is fully included in all that the school offers. However, whilst the school fulfils most of the requirements of the National Curriculum, it fails to teach all aspects of ICT, and pupils have too little opportunity to use their computer skills across different subjects. Nevertheless, in all other respects the curriculum is wide reaching and very considerably enriched by the very good range of extra learning opportunities not normally found during the school day. Both parents and pupils appreciate the very good range of sports and arts clubs available that contribute considerably to their enjoyment of school, and the progress that they make. Visits to places of interest, valued visitors to the school and many sporting and musical activities considerably enrich pupils' learning, often adding to and bringing to life the work that pupils do in lessons. Teachers make very good use of the school's local and wider environment to illustrate important historical, geographical, artistic and literary features, and to make a significant contribution to pupils' social and personal development, thus raising their awareness of their place as citizens in their community. The school provides very well for pupils' personal, social and health education, and they achieve a good level of maturity by the time they reach Year 6.
19. The school makes best use of its accommodation, despite some restrictions. Pupils with special educational needs make good progress because the school plans their curriculum very thoroughly. However, teachers have to work extremely hard to sustain pupils' concentration because their working space is in a corridor. There are a small proportion of pupils on the special educational needs register. However, the school gives very good quality additional help to many pupils in English and mathematics who are not on the register. Most classrooms are of a good size and cater well for the numbers of pupils taught in them, and the extensive fields provide well for the many sporting activities. The two-storey building causes problems for ICT because the equipment is based in the second floor. The younger pupils have to swap classes with older pupils to use the computers, resulting in the furniture being the wrong size for both sets of pupils in these lessons. The library is too small for more than two or three pupils to use at a time, and there are not enough non-fiction books for pupils in the infants. In all other respects, the school has good resources, and the school uses them to good effect, including adult resources. For example, teachers use their skills, classroom assistants and available fiction books to promote pupils' reading skills very well.

Care, guidance and support

Pupils are looked after **very well** at school and given **effective** support in their personal and academic development. The school has **good** procedures for seeking pupils' views.

Main strengths

- Care and welfare are very good.
- Good support and guidance helps pupils' personal and academic development.
- The school council is effective.

Commentary

20. The school is a very friendly community where great emphasis is placed on Christian principles of caring and valuing the individual. Staff have trusting relationships with the pupils. The headteacher takes a very high profile and knows each pupil by name. Health and safety

procedures are good. Accidents are correctly recorded and parents informed of all incidents except the very minor. Child protection is taken very seriously with a large number staff having been trained in the subject. Parents are right to think that their children are safe and secure while at school.

21. The assessment procedures are well used to support pupils' academic development. Individual targets are being increasingly used so that pupils know what they need to do to improve. The pupil planners for older pupils are a useful tool for building independence and encouraging pupils to set their own short-term targets. Support for personal development is good due to the close-knit nature of the school and particularly the level of understanding of each pupil by the headteacher. This is apparent by his very high quality comments on personal development in each pupil's report.
22. There are effective procedures for pupils to contribute ideas on improving the school. These are based around a clear system of fortnightly class meetings feeding suggestions through their school councillor to the next meeting of the school council and an equally good system for views and decisions to flow back from the school council to each class. Pupils are proud of and enthusiastic about the school council, which is exceedingly well run. The council has its own budget and has recently ordered litter pickers and has been instrumental in getting locks on toilet doors. When elections are due, large numbers of pupils apply to be nominated.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- Partnership with parents is very effective.
- Pupils benefit from links with the community and other schools.
- Parents are not given enough information on future work.
- The timing of formal meetings for parents to see teachers is not convenient for many working parents.

Commentary

23. Parents have a very high opinion of the school and the headteacher. They find the staff very approachable and are kept very well informed on the life of the school through weekly newsletters and copies of policies, for instance behaviour management. They are consulted on their views of the school and encouraged to be involved, for instance by helping in classrooms or joining the Parents and Teachers Association. A good level of opportunities exist for parents to discuss their child's progress with the teachers, but the timing of formal meetings to finish at 5.30p.m. is not convenient to many working parents. Pupils' reports are of very good quality, progress is clearly stated and targets are written in such a way that parents can be involved in their child's learning. The headteacher's comments add greatly to the value of these reports. Parents are not given regular information on the work their children are about to study. This is a missed opportunity to involve parents in their children's learning.
24. Pupils' learning and personal development benefit from the very good links with the community and other schools. Ties with the parish are very close, with the priest visiting the school several days a week and pupils going to mass in the church every month. Pupils develop competitive sporting skills through regularly taking part, often very successfully, in a range of sports with other schools. Effective links with a local secondary school have resulted in one of their teachers giving Year 6 pupils a weekly French lesson and more able pupils using the secondary school facilities at the weekend. Good use is made of the local York area to enhance the teaching of history and geography. The school is closely involved in the initial training of teachers and this adds variety to pupils' lessons.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. The overall leadership and management of the headteacher, deputy headteacher, key staff and governors are **good**.

Main strengths and weaknesses

- The leadership and management of the headteacher are good. He is very effective in setting a very positive ethos for staff and pupils based firmly in the Christian faith.
- The deputy headteacher and key staff work well with the headteacher to extend the work of the school.
- Governors are very well organised, challenge and support senior managers very effectively, but have not ensured that all statutory requirements have been met.
- The school has been carrying a large financial surplus, but has begun to reduce it.

Commentary

25. The headteacher has a very clear vision of the school's place in the local community and parish, which is communicated very effectively in the school improvement plan. He sets a high value on the personal development of every pupil and ensures that the school's systems provide equal access to the school's curriculum. He plays a full part in the daily life of the school and the parish, knows each pupil by name and has a very good understanding of pupils' personal development. Parents appreciate his hands-on knowledge and pupils value his praise greatly. The headteacher deploys staff carefully and ensures an appropriate workload for each member of staff. It is an indicator of the effectiveness of his management of teachers that all the changes in staffing this term did not have a negative impact on the quality of teaching. New teachers settle quickly into school because they are welcomed into the school community and supported in understanding the school's systems. All these strategies produce a very positive ethos through the school, with the emphasis of staff and pupils co-operating together to improve the work of the school. The headteacher analyses pupils' progress effectively in reading, writing and mathematics. He relates this well to the strengths and weaknesses in teaching and supports staff in improving their teaching strategies in these areas. However, he has not focussed enough on pupils' progress in investigative science or ICT, which has resulted in lower standards in these aspects.
26. The headteacher works well with the good quality deputy headteacher. They use their strengths very effectively to extend the work of the school, with the headteacher supporting sports very well and the deputy headteacher the arts. This has a positive impact on standards. The deputy headteacher is an effective co-ordinator of special educational needs and of English. There have been several changes in co-ordinators' roles, which has slowed the pace of improvement in the curriculum overall. However, the mathematics and science co-ordinators both have a clear understanding of their subjects and are setting up new systems to improve their subjects.
27. The governors play a crucial role in the running of the school. There is a high level of communication between them and the senior managers. They have a very clear vision of the purpose of the school for individual pupils and the parish. There are carefully organised committees, which take a full part in decision-making and are led by well-informed chairs. The monitoring by the governors of the performance management systems is particularly good. They are very demanding and knowledgeable and follow the headteacher's and teachers' development very closely. They relate this carefully to pupils' progress in English and mathematics. However, they have not ensured that the school is fulfilling its statutory requirements in ICT and there are some minor omissions in the annual report to parents. As a result, Ofsted criteria mean that this aspect of governance must be judged to be unsatisfactory.

Financial information

28. The school has maintained a high surplus each year in order to maintain a barrier against the forecasted falling numbers of pupils. Governors have now decided to reduce this surplus, with effect from this year. They are carefully monitoring the plans for new housing adjacent to the school, with its implications of a change in the number of pupils coming to the school. They are aware of the current deficiencies of the accommodation and have considered carefully the different options for modifying the current buildings and the best value for money. They have also commissioned plans for new buildings. However, at present there are key deficiencies in the accommodation that are having an adverse affect on some aspects of pupils' learning.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	619,553
Total expenditure	609,723
Expenditure per pupil	2,258

Balances (£)	
Balance from previous year	80,686
Balance carried forward to the next	90,516 ²

² The governors are using £41,000 of this surplus this financial year to reduce the amount carried forward next year. The total also includes money put aside for decorating the school that was not paid until the current financial year.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for children in the nursery and reception classes is **very good**.

Work was inspected in all areas of learning, except in physical development.

29. Children achieve well. The majority of children enter the nursery with average levels of attainment overall, though most have above average attainment in their personal and social development, and in their ability to communicate. Children reach the early learning goals by the time they enter Year 1, and most attain well above the goals for personal and social development, and above the goals for communication, language and literacy. Induction procedures into the nursery are good, so that children settle very quickly at school, which they attend firstly on a part-time basis. The children achieve well because the teaching is at least good and is often very good. In addition, the curriculum plans ensure that the wide-ranging and interesting activities provide very well for each child's needs, and ensure that they build very successfully on their learning. There are good systems for assessing children's progress.

Personal, social and emotional development

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

Main strengths and weaknesses

- The children achieve very well because the teaching is very good with excellent features in the nursery.
- Adults emphasise this area of learning.
- Behaviour is very good and children have very positive attitudes to learning.

Commentary

30. The teaching teams offer the children many very good experiences as they work in pairs and small groups and develop the skills necessary to work independently. The nursery team provides excellent opportunities for children's development by providing exciting and imaginative experiences such as when they invited 'Mr Wolf' and 'the three little Pigs' to a party. Children select activities with great confidence, they know that they are expected to try very hard, such as when writing in reception, or making 'pig' biscuits in the nursery. The teachers and nursery nurse consistently have high expectations of children regarding behaviour and relationships, so that they quickly learn social rules. Children take turns and concentrate very well as they interact positively with each other and the adults who help them.

Example of outstanding practice

The curriculum in the nursery to extend personal, social and emotional development within the context of literacy is excellent.

The teaching team chose the story of 'The Three Little Pigs'. They introduced the work with the delivery of a huge letter from Mr. Wolf apologising for his behaviour to the pigs. The children were enthralled and could not wait to write back to him. The next day there was a phone call on the teacher's mobile phone from Mr. Wolf. He wanted to know if he could come to visit the class along with the pigs, who were now his great friends. The children were delighted and made all sorts of

plans to welcome him. These included producing food, including pig biscuits, writing labels to show the direction to the classroom in case he got lost and drawing pictures as a present. The teaching team set up the arrival of Mr. Wolf and the pigs extremely well and several of the children were very nervous. However, when they found out that they were puppets, they thoroughly enjoyed the rest of the occasion, presenting their gifts and sharing the food that they had prepared.

Communication, language and literacy

Provision in this area is **very good**.

Main strengths and weaknesses

- Adults are skilled in ensuring that children listen to what they and others are saying.
- There are very good strategies for teaching reading.
- Teachers strongly encourage the children to express their views.

Commentary

31. The teachers have a very good understanding of the skills needed to begin to communicate through reading and writing. They consistently promote children's good listening skills by using fascinating stories, detailed questioning that always elicits thoughtful responses, and carefully described instructions for tasks. This leads to each child having close attention from the teachers or nursery nurse on a regular basis, so that they achieve well in developing language and the skills to communicate. All children develop their writing skills effectively in the well-resourced areas in both classrooms, and the very good use of 'big books' successfully promotes their early reading skills. There are some excellent opportunities in the nursery for children to develop an understanding of the purposes of writing. Teachers are skilful in devising tasks that increasingly challenge children in small steps, yet matched well to children's individual levels of attainment. This raises children's confidence in their ability to achieve.

Mathematical development

Provision in mathematical development is **good**.

Main strengths and weaknesses

- The children's positive attitudes help them to work hard developing number skills.
- Teachers ensure that children meet number skills on a regular basis.

Commentary

32. Children do well in this area because the adults ensure that children have lots of experience in counting, measuring, comparing and observing mathematical activities. They successfully encourage children in the nursery to use mathematical language, such as when referring to shapes, or measuring out amounts of ingredients to cook 'pig' biscuits. As a result, by the time children are in reception, they do more complicated activities, such as playing shape dominoes, and talk correctly about the properties of different shapes. Children's very good attitudes to learning, and the effective teaching that instils in them confidence, ensure that they stay on task and complete what they have to do. Counting regularly as a whole class, or in small groups, helps the children to understand the basics of number. Children confidently use a computer to help them with their mathematical learning.

Knowledge and understanding

Provision in this area is **very good**.

Main strengths and weaknesses

- Activities are interesting and well resourced.
- Children are fully involved in investigations.
- Teachers use questioning well to make children think about what they see and hear.

Commentary

33. Teachers give very clear explanations of what they want the children to do, and provide good opportunities for them to experience natural things. A lesson in the reception class, about how water changes from solid ice to liquid, promoted children's learning well because they were fully involved in the practical investigation. Children respond well to being involved, and consolidate their learning when they talk about their observations or listen to others. Regular observations of the environment of the school, such as the leaves in autumn, promote further work in the classrooms that enhances children's learning.

Creative development

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

Main strengths and weaknesses

- This area of learning is used well as part of other learning.
- Children are well organised and work independently.
- Adults successfully promote children's individual creativity.

Commentary

34. Children achieve well because they are given regular opportunities to practise and improve their skills, both as part of a focussed activity or as an extension to one in another area of learning, such as in language and literacy. Opportunities to paint expressively are a regular feature of nursery class sessions, and children enjoy them because they are free to experiment. Teachers always convey to children their observations about the finished piece of work, and this both raises children's self-esteem and helps them to improve. Paintings by children in the reception class of their favourite storybook characters, and the detail with which they talk about them, demonstrate both developing artistic skills and early reading skills. Working areas are always tidy because the adults have high expectations for children to be responsible for themselves. This encourages a mature attitude to the practical aspect of learning.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well above average standards in reading, speaking and listening throughout the school.
- Pupils achieve above average standards in writing, but their handwriting and spelling could be better.
- The extensive use of worksheets in some subjects reduces opportunities for independent writing.
- Teaching and learning are good.
- The systems for checking pupils' progress and achievements are very good.
- The use of information about what pupils can and cannot do is used well to plan suitable work.
- High quality teaching for pupils with special educational needs enables them to make good progress.
- The new subject leader is enthusiastic and is determined to raise standards further.
- There are not enough information books for the infant classes and the library is too small.

Commentary

35. Pupils' speaking and listening skills are well above the expected standards. The school places a strong emphasis on developing pupils' debating abilities and makes very effective use of moral issues. For instance, pupils discuss whether Macbeth should listen to the devil. This kind of discussion makes a very positive contribution to their thinking skills and moral development. Teachers in the infant classes make sure pupils speak clearly when they share their ideas. As they move into the junior classes, pupils increase their understanding and use of vocabulary, and use it to good effect in debates and in their writing. Pupils with English as an additional language make good progress in understanding and speaking English. This is because they receive carefully targeted support.
36. Reading skills are very high throughout the school. The guided reading sessions for each class, specific teaching of reading skills and support from home all play a large part in pupils' achievements. They enjoy reading and are eager to talk about their likes and dislikes. Pupils from Year 5 and Year 6 have a well-developed 'reading buddy' scheme with pupils from the infant classes. The scheme works very effectively and increases pupils' reading skills and their sense of responsibility. Additional adults play a valuable role in supporting groups of pupils in their reading. There are not enough opportunities for pupils to carry out independent research, because the juniors' library is too small and there are not enough non-fiction books for the infant classes.
37. Pupils' writing has improved since the previous inspection. Pupils have above average standards in writing but they are not as high as they are in reading. The recent focus on improving pupils' handwriting and spelling is beginning to show an improvement in the infant classes. This improvement continues through to the junior classes where pupils write neatly and fluently by Year 5. The school uses drama very well to interest pupils in writing. They become enthusiastic and excited by the drama sessions and are eager to write their own play scripts. Pupils use their writing to good effect in history and they use computers confidently to present finished pieces of work. Some teachers place too much emphasis on using

worksheets in science and geography. This overuse of worksheets does not let pupils increase their writing skills in these subjects.

38. The overall quality of teaching is good and has a positive effect on pupils' achievement. All teachers have a clear understanding of the National Literacy Strategy. They use questions carefully to consolidate and move learning forward. Pupils want to answer and join in eagerly. Most teachers maintain a crisp pace during lessons, which keeps pupils interested and makes them keen to do well. Occasionally, some teachers spend too long introducing the lesson. In these lessons pupils lose interest and stop listening. Pupils behave very well in lessons because the teachers have high expectations of behaviour and achievement. Teaching in some lessons is very good. There is an effective level of challenge for all abilities in these lessons and in homework, which contributes to the high standards pupils achieve. The school makes very effective use of teaching assistants and special educational needs teachers to support pupils' learning. As a result, pupils with special educational needs make good progress and achieve well. Teachers ensure that both boys and girls take a full part in whole-class discussions. Resources are well matched to girls' and boys' different interests. These strategies ensure that boys and girls make similar progress through the school. There are very thorough and careful systems to measure pupils' progress and achievement. All teachers use this assessment to set targets for groups of pupils and individuals to achieve. Teachers match work carefully to pupils' identified needs. These steps contribute to pupils' high standards. Teachers provide a rich curriculum that is reinforced by the school's celebration of national events, such as national poetry day, and the use of drama.
39. The subject leader has a clear view of what needs improving. For example, she has changed the system of teaching writing so that pupils use cursive script from the reception class. This change is already having a positive effect on pupils' handwriting and presentation of work.

Language and literacy across the curriculum

40. Pupils do not make enough use of their English skills in all subjects. This hinders work in subjects such as science and geography. The school makes very good use of drama to increase pupils' speaking, listening and performing skills. Their use of word processing greatly enhances the quality of written work. Pupils use their reading skills very well to find out about past events and famous artists.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well and attain standards in Years 2 and 6 that are well above those normally expected for their ages.
- Teaching is predominantly good, with several very good characteristics.
- Pupils with special educational needs receive very good help with their work.
- Pupils present their work very neatly.
- Computers are not used enough to deepen and help pupils' learning in mathematics.
- The more able pupils sometimes repeat work that is too easy for them.

Commentary

41. Following a couple of years when standards were lower overall than they had been, current Year 2 and Year 6 pupils are reaching higher standards than those reported at the previous inspection. Both girls and boys across the school achieve well, including those with special educational needs, who are fully included in the interesting learning opportunities provided. Teachers support pupils with English as an additional language well and ensure that they understand how to carry out their tasks. Pupils achieve well because the teaching is most often good or better, and it takes account of the learning needs of each pupil. Teachers use the numeracy strategy well. There are, however, occasional exceptions to this rule when teachers ask the more able pupils to do work that they already fully understand, as when they easily complete long lists of sums.
42. Teachers have a good grasp of the subject and most often have high expectations of the pupils to do well. Relationships between teachers and their pupils are very good. Consequently, pupils take pride in doing their best. This is borne out by the overall high standard of presentation, which clearly helps pupils to make good progress when they refer to data for their calculations. Mathematics lessons are fun and most pupils enjoy them. There are good opportunities for pupils to express their ideas, and other pupils listen carefully at these times. Pupils in both the infants and the juniors display this quality. They respond very well to the searching questions asked of them by their teachers, and often tackle with relish the tasks set them.
43. Teachers use the National Numeracy Strategy well as a basis for their teaching, and sensibly adapt this approach according to the needs of the pupils and the planned curriculum. However, sometimes the initial mental starter is conducted at too low a level of difficulty, or lacks pace. This slows the rate of learning for some of the more able pupils, who respond well to a more snappy interchange of ideas, when given the opportunity. There are many examples of high quality teaching, for instance when the work challenges all pupils, whatever their levels of capability. It is mainly because of this approach in the main part of lessons that most pupils are motivated and learn at a good rate, as seen in the range of work covered by pupils in Year 2. Some of the best teaching attributes are when the methods used are imaginative and call upon pupils to think about and use previously learned skills, as in a Year 5 lesson to do with detailed work on decimals. Achievement is good in such lessons because pupils enjoy the processes of choosing calculation methods, and the excitement of applying their skills to reach an answer. Indeed, pupils have expressed this view to inspectors.
44. The co-ordinator leads and manages the subject well. She rightly acknowledges, and plans for, the need to monitor more the work of the school, specifically through observing lessons and sampling pupils' work from across the school.

Mathematics across the curriculum

45. There are some good examples of pupils using their mathematical skills in other areas of learning, such as when learning about how the Ancient Greeks explored mathematical ideas. However, there is little use made of computers to further enhance pupils' learning. This is because teachers do not often plan for their use in mathematics lessons, beyond occasional work for the less able pupils.

SCIENCE

Provision is **satisfactory**.

Main strengths and weaknesses

- Standards in living things are above average.
- Standards in investigative science are below average.

- The new co-ordinator has already identified the weaknesses and begun staff development.

Commentary

46. Teachers cover the science of living things very thoroughly. They ensure that pupils produce clear diagrams and well-labelled drawings, together with concise written summaries of the work covered. There is a well-structured programme of health education that runs alongside the scientific knowledge. These strategies result in pupils' understanding being above the expected level through the school. It also ensures that pupils have a very good moral understanding of issues such as healthy eating or drug abuse. Teachers provide carefully focussed tasks for pupils with special educational needs and for pupils with English as an additional language. Classroom assistants support these pupils very sensitively. These pupils make good progress in science.
47. The teaching of investigative science is inconsistent. Pupils do not carry out experiments consistently enough through the school or use technical language confidently enough when talking about their observations. There are examples of pupils writing about the scientific process, but this does not happen regularly or consistently enough. Pupils do not get enough opportunities to hypothesise, to work out fair tests or to analyse why the outcome of experiments do not match their predictions. There is a trend of boys performing lower than girls compared with the national average. The lower emphasis on practical science is contributing to this trend because boys respond well to practical work and this type of learning supports their knowledge in the other aspects of science. Opportunities are missed to use computers to record findings and there is not enough variety in the presentation of data. When pupils do get the chance to carry out experiments, they do it with maturity, supporting each other and organising themselves to complete the tasks. Some teachers use too many worksheets or do not allow pupils to record their work in their own words. This reduces the development of literacy skills. Very little investigative work was carried out in the previous Year 6 class's written work. However, the current Year 6 has a better understanding of investigations due to the coverage of this work in Year 5. They have already carried out several investigations in the few weeks since they moved up to the Year 6 class.
48. The new co-ordinator has a clear action plan for raising standards. He has produced an appropriate format for pupils to record investigations that get more complex as they move through the school. He has just introduced this to the staff, but has not yet had time in classes to support teachers in using this new strategy. He is also producing a detailed assessment system to provide teachers with a better profile of individual progress. However, this is not yet in place.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision is **unsatisfactory**.

Main strengths and weaknesses

- Standards in the junior classes are below the expected level because they have not had enough time to consolidate their skills.
- Progress is increasing with the regular use of laptops and the new whiteboard, but problems remain with the accommodation.
- There is good coverage of word processing and communication, but unsatisfactory coverage of other aspects of the subject, which does not fulfil statutory requirements.
- Assessment is unsatisfactory.

Commentary

49. The governors and senior staff considered carefully the merits and costs of modifying the building to produce a computer suite to increase pupils' progress. After considering the best value for money, the decision was made to provide a set of laptops and a computerised whiteboard and these have been in place for a term. The new equipment allows teachers to provide good quality demonstrations and give pupils time to consolidate their individual skills. Teachers balance lessons well. They give clear instructions when introducing new techniques and carefully focussed support for individuals. Classroom assistants are particularly valuable in supporting pupils with special educational needs. Statemented pupils make particularly good progress due to this support. The new systems for teaching ICT are now increasing the rate of both girls' and boys' progress and during the inspection all pupils made at least satisfactory progress during lessons. However, the older pupils have not had enough time to develop their skills to the expected level across all aspects of the ICT curriculum.
50. In the infant classes pupils thoroughly enjoy working on the laptops. They load programs confidently with the support of adults and are learning to save their work into class folders. Teachers extend pupils' understanding of these systems effectively by relating it to things they already understand such as their own classroom as the folder and their own drawers as the files. Pupils concentrate well and confidently use techniques such as changing small letters to capitals or organising a simple poem into different lines.
51. Teachers are confident in their use of word processing skills. The current Year 6 pupils produce good quality power point presentations incorporating sounds and effects because they received thorough coverage of this in Year 5. This year group also produce beautifully presented stories and poems including pictures with text wrapped around them. Some teachers use homework well to challenge pupils to produce computerised versions of their work. However, many teachers lack confidence in some aspects of the ICT curriculum, particularly in the aspects of control and monitoring. This results in pupils not developing these skills. Year 4 pupils use spreadsheets at the expected level, but the older pupils are only just beginning to gain confidence in these skills. Pupils do not expect to use the Internet to research for information or to send e-mails to each other.
52. The two-storey building causes problems because it does not allow movement of the equipment downstairs. The school has organised infants to work upstairs, whilst the juniors swap classrooms. This is unsatisfactory because the furniture does not match the physical sizes of the pupils. Assessment systems do not give teachers a clear enough picture of what pupils have already learnt.

Information and communication technology across the curriculum

53. Teachers miss opportunities to use computers in their classrooms to support other subjects. There is no consistent planning to identify which programs would extend learning across different subjects.

HUMANITIES

This inspection does not cover religious education because there is a specialist inspector carrying out this evaluation. There was not enough evidence to report on any other aspect of the humanities curriculum.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

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

Main strengths and weaknesses

- Pupils' standards are above expectations by Year 2 and Year 6.
- The school provides a rich and varied curriculum with effective links in other subjects, including history and information and communication technology.
- Displays of pupils' work show good achievement.

Commentary

54. Throughout the school pupils have a range of interesting and exciting lessons. The quality of teaching is consistently good. Some teaching in the junior part of the school is very good. Teaching, pupils' achievement and their good standards by Year 6 are improvements since the previous inspection. As they move through the school both girls and boys build on and develop their artistic skills and techniques. This is particularly noticeable in the development of the use of pattern and texture in Year 5. Pupils look closely at the work of artists such as Picasso and Parascan and successfully create their own work in different styles. Pupils maintain and increase their interest and enthusiasm for art and enjoy learning new skills. By Year 6 their work in the style of African artists is high quality. Pupils concentrate hard and work with a strong sense of urgency. They co-operate well and discuss with each other how to adapt and improve their work. The high standards are a result of the systematic teaching of techniques and skills. Pupils with special educational needs enjoy this subject because teachers value their contributions. Teachers place a high emphasis on the creative and expressive arts, which ensures that pupils achieve consistently well as they move through the school.
55. The co-ordinator checks progress through the use of sketchbooks across the school and work on display. This gives a clear indication of achievement across the school. Teachers' planning does not always give indications of work for pupils who have less well developed skills. This does not increase their confidence in trying new ideas.

Physical education

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

Main strengths and weaknesses

- Pupils achieve above the expected level in gymnastics by Year 2.
- The organisation of the teaching of games is very good and ensures that all pupils make good progress in the junior classes.
- Sports clubs play a very valuable role in extending pupils' physical education skills and personal development.

Commentary

56. By Year 2 pupils tackle their gymnastics with confidence. They produce extended sequences of movements with contrasting positions because teachers build these skills up over the lesson. Pupils thoroughly enjoy performing their sequences in front of the rest of the class because the teacher praises their efforts and encourages the rest of the class to evaluate the finished sequence. This develops pupils' evaluative skills effectively as well as their sensitivity in responding to other pupils' efforts.
57. Standards in games are above expectations in the junior classes because the staff organise these lessons so successfully. Both the current headteacher and the previous headteacher
-

join in with both the Years 3 / 4 teaching team and the Years 5 / 6 teaching team. This increases the number of teachers per pupil and ensures that pupils work in much smaller groups than usual. Every pupil has a very good level of individual tuition to develop her or his own particular skills. All teachers provide well-balanced lessons, with sequences of tasks that build systematically on specific techniques, such as passing a rugby ball. Pupils develop very good skills of co-operating in small teams, because teachers organise their lessons to provide contrasting small team tasks. From Year 3 pupils play in small games situations and the younger pupils greatly benefit from the expertise of the older pupils. Both girls and boys move round the different games of rugby, football, hockey and netball every half term, which gives them all a very thorough grounding each year in all of these sports. Teachers are enthusiastic and offer very clear demonstrations, such as how to position their different body parts to ensure accuracy in passing and catching.

58. Teachers consider the needs of pupils with special educational needs very carefully and ensure that they extend their independence during physical education lessons. There are some good links with literacy and information communication technology where pupils' movements in dance are photographed and are then used to write poems about their achievements.
59. There is a very good range of different sports clubs, which parents and pupils appreciate. The school is involved in a wide range of different inter-school competitions and has a high level of success in these events with both boys' and girls' teams. The opportunity to visit other schools and meet other teams extends pupils' personal development very effectively. Pupils develop a very good understanding of rules and extend their skills of co-operation very well in the different team contexts. The headteacher uses assemblies very sensitively to celebrate any sporting achievement that pupils have gained either within or outside school. Pupils are thrilled to receive his praise.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social, health and citizenship education is **good** and pupils achieve **well**.

Main strengths and weaknesses

- The school places a high emphasis on this aspect of pupils' development.
- There is a thorough health programme running through the science curriculum.
- There is a very effective school council.

Commentary

60. Governors and staff place high value in producing well-rounded human beings as a foundation for their future lives. The very good links with the parish and community support this development very effectively. Throughout the school, teachers cover issues such as healthy eating or drug abuse very thoroughly through the science programme. Boys and girls work very comfortably with each other because the school provides many very good quality opportunities for this interaction. The school council is effective because it plays a practical role in identifying areas for improvement around the school. The pupils taking the role of chair and secretary organise the meetings very efficiently and democratically, with every councillor having the opportunity to express their views.

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	4
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	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	2
Accommodation and resources	4
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	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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

