

INSPECTION REPORT

LORD DERAMORE'S PRIMARY SCHOOL

Heslington, York

LEA area: City of York

Unique reference number: 121536

Headteacher: Mrs Sheena Powley

Lead inspector: Mr Andrew Scott

Dates of inspection: 7th - 9th March 2005

Inspection number: 267242

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: 207

School address: School Lane
Heslington
York
Postcode: YO10 5EE

Telephone number: 01904 410457
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Appropriate authority: Governing body
Name of chair of Mr David Foster
governors:

Date of previous 28th June 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

Lord Deramore's is an average-sized primary school situated in an urban village, adjacent to the University of York. A significant number of pupils come from outside the immediate area and, overall, from above average socio-economic backgrounds. Many pupils are from families connected with the University of York and many of these are from overseas. As a result, almost a fifth of pupils do not have English as their first language. Indeed, the pupils represent 22 nationalities, 15 languages and five faiths. The remainder of the pupils, however, are predominantly from white British families. There are no refugees, asylum seekers or traveller pupils. Because of the university influence, movement among the pupil population is higher than average but there is no discernible negative impact on standards.

At present, pupils begin school with above average skills and abilities, but this can vary and their attainment is sometimes average. There is a lower than average number of pupils with special educational needs and most of them have moderate or specific learning difficulties. Only two pupils have statements of special educational need. In recent years, the school has received various awards, including Investor in People, the Basic Skills Quality Mark and an Artsmark (Silver); it is currently aiming for Healthy Schools Status.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
27545	Mr Andrew Scott	Lead inspector	Mathematics, information and communication technology, geography, music, special educational needs
32678	Mrs Kathryn Dodd	Lay inspector	
27591	Ms Madeline Campbell	Team inspector	The Foundation Stage, science, art and design, design and technology
25203	Mr Robert Cooke	Team inspector	English, religious education, history, physical education, English as an additional language

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Lord Deramore's Primary School is a very good school. The excellent leadership of the headteacher has produced a thriving and successful school, where effective teaching ensures that pupils achieve well and leave school with standards that are well above average in English and mathematics. The very good relationships between adults and pupils produce positive atmospheres in lessons and around the school; pupils behave well and are very keen to learn. There is a high level of care for pupils, as well as very good partnerships with parents and excellent links with the community and other institutions. The overall leadership and management of the school are very good. As a result, the school gives very good value for money.

The school's main strengths and weaknesses are:

- The excellent leadership of the headteacher, ably supported by senior staff and governors, has ensured that the school is very effective, has made considerable progress since the last inspection and has the right priorities and potential to develop further
- Pupils achieve well by Year 6 because of good, often very good, teaching
- Respectful and trusting relationships between adults and pupils ensure that pupils are eager to work and behave considerately
- The school provides a rich, diverse and inclusive curriculum for all its pupils, notably through its excellent links with the community and the University of York, and very good links with parents
- The very good care for the well-being of pupils ensures that they feel valued and safe in school
- Teachers could do more to enable pupils to develop independence in their learning

The school has made very good progress since the last inspection. All the key issues from that report have been addressed very successfully. Standards are higher in mathematics, information and communication technology (ICT), religious education and art and design. Teaching has improved and the curriculum is much more stimulating. As a result, pupils' attitudes to work, their behaviour and their personal development are all better. Accommodation and resources have improved and partnerships with the community and other institutions are stronger. The leadership of the headteacher remains excellent, and the work of senior teachers and governors is more effective.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	A	A*	A*	A
Mathematics	D	B	B	D
Science	C	A	A*	A

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

Pupils' achievement throughout the school is good. The attainment of children when they enter school is above average, but it varies from year to year and can sometimes be average. Children achieve well in the reception year and exceed the expected goals in all areas of learning. Pupils also achieve well in Years 1 and 2. By Year 2, standards are well above average in reading and above average in mathematics, science, religious education and art and design. Standards are average in writing and ICT - not as high as other subjects mainly because pupils do not benefit from enough practical opportunities. Between

Years 3 and 6, pupils continue to achieve well and attain well above average standards in English and mathematics by Year 6. Standards in science, ICT and religious education are above average and, in art and design, they are well above average. The achievement of pupils with special educational needs and those whose first language is not English is similar to that of other pupils.

The personal development of pupils is very good. Very good relationships between adults and pupils ensure that pupils have very good attitudes to work and behave well. The spiritual, moral and social development of pupils is very good, and their cultural development is excellent. Levels of attendance are above average and punctuality is good.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning are good overall. Teaching is consistently effective throughout the school because of teachers' thorough planning, high expectations and good subject knowledge. However, teachers do not encourage pupils enough to take responsibility for their own learning and, occasionally, the work in lessons is not very stimulating. The curriculum is good, very inclusive of all pupils and very well enriched by visits, visitors and special focus weeks. The accommodation and learning resources are good. The school takes very good care of its pupils and monitors their progress well. Links with parents are very good and partnerships with other institutions and the local community are excellent.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The excellent leadership by the headteacher is due to a clear focus on raising standards, infectious enthusiasm and determination. These have produced a stimulating learning environment and a high degree of professionalism in her colleagues. The leadership of the key staff is very good. Senior teachers are fully involved in developing the school and ensure that subjects are updated efficiently. The management of the school is very good because of the skilful monitoring of the school's development and the very effective systems of self-analysis. Governance is also very good because governors have a clear overview of the school and are an integral part of the school's progress.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a high regard for the school. They praise all aspects of the school and, in particular, the supportive and welcoming atmosphere, the information from the school, the induction of new pupils, the quality of teaching and the quality of the leadership and management. Pupils echo these views and are clearly very happy with their school. However, pupils say that behaviour is not always as good as it should be and they are not always trusted to do things on their own. The inspection team agrees with all of these views.

IMPROVEMENTS NEEDED

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

- to ensure that all pupils develop fully independent learning skills in all subjects

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The achievement of all pupils throughout the school is good. By Year 6, standards are well above average in English, mathematics and art and design, and above average in science and ICT. Pupils with special educational needs and pupils with English as an additional language achieve as well as other pupils. There is little consistent difference between the achievement of boys and girls. Compared to the previous inspection, standards have improved, especially in Years 3 to 6.

Main strengths and weaknesses

- Standards in most main subjects are strong by the time pupils leave school
- Effective teaching ensures that all pupils achieve well in most subjects
- Children benefit from a good start to their education in the reception class
- Although satisfactory, standards of writing by Year 2 are not as high as in other subjects

Commentary

1. In the current reception class, children began school with above average skills and abilities. This is quite often the case, although this does vary. Last year, for example, children's abilities were broadly typical for their age when they entered school. Children achieve well over the Foundation Stage because of effective teaching. As a result, they are likely to exceed the goals expected of them in all areas of learning.
2. In the national tests of 2004, the standards of pupils in Year 2 were well above the national average in reading and mathematics. Standards were also well above those of similar schools. Nearly all pupils achieved the expected level and approximately half of the pupils achieved the higher level. By contrast, standards in writing were in line with national expectations but below those of similar schools. This was due to a significant minority of pupils with special educational needs or who had only recently joined the school. Standards in science were assessed by teachers to be very high, with three-quarters of pupils at the higher than expected level. The standards in science, therefore, were among the top five per cent in the country. In recent years, the results of national tests have broadly followed the national trend, although reading has remained above average.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	17.9 (16.9)	15.8 (15.7)
writing	14.8 (15.7)	14.6 (14.6)
mathematics	18.0 (17.1)	16.2 (16.3)

There were 27 pupils in the year group. Figures in brackets are for the previous year

3. Pupils' achievement in the current Year 2 is good. Standards are well above average in reading because pupils read with reasonable fluency and expression. Standards in writing, however, are average, mainly because pupils do not have enough opportunity to

reinforce and hone their skills. Insufficient opportunities exist in literacy lessons and in some subjects, such as geography for example, pupils do not write anything at all. In mathematics, standards are above average because pupils have good basic skills and a good proportion of pupils are capable of advanced work. Standards in science and art and design are above average. In ICT and religious education, pupils' attainment is average. No judgement was possible in other subjects.

- In the national tests of 2004, pupils in Year 6 achieved very high standards in English and science, putting them among the top five per cent of all schools. These results were well above those of all similar schools. Nearly all pupils achieved the expected level and high numbers of pupils exceeded it. Compared to schools nationally, standards in mathematics were above average. However, standards were average compared to schools with similar socio-economic conditions and below average compared to schools where attainment was similar at Year 2. Over time, performance in all subjects has been above the national average.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	30.2 (31.2)	26.9 (26.8)
mathematics	28.2 (28.2)	27.0 (26.8)
science	31.8 (30.0)	28.6 (28.6)

There were 26 pupils in the year group. Figures in brackets are for the previous year

- Pupils in the current Year 6 achieve well because of effective teaching between Years 3 and 6. Standards in English are well above average because of confident skills in speaking, reading and writing. In mathematics, standards have improved and are also well above average, because of the high expectations of teachers. In science, standards are above average because pupils are competent in conducting experiments. In ICT, the confidence of all pupils on computers means that their attainment is above average. Pupils' attainment in religious education is in line with the expectations of the locally agreed syllabus, but their attainment in art and design is well above average because of a high level of skill and technique. Pupils' attainment in mathematics, ICT and art and design has improved since the last inspection. The achievement of pupils with special educational needs and those whose first language is not English is similar to that of other pupils throughout the school.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to learning are very good and their behaviour is good. Their personal development is very good, including their spiritual, moral, social and cultural development. Punctuality and attendance at the school are good. Overall, provision is appreciably better than it was at the time of the last inspection.

Main strengths and weaknesses

- The warm and supportive relationships throughout the school create an atmosphere of trust and togetherness
- Pupils' good behaviour and very good attitudes make a positive contribution to their learning
- The school is highly effective in celebrating its cultural diversity

- Pupils do not always have enough opportunity to develop independence and take responsibility for their own learning

Commentary

6. Relationships between staff and pupils and between the pupils themselves are very good. Staff act as very good role models by openly valuing pupils' opinions, ideas and contributions to lessons. Pupils are taught to share, help one another and show consideration for others and, as a result, they work well together in pairs and small groups. In a Year 6 mathematics lesson, for example, there was a very healthy murmur of activity as pupils discussed with a partner how to find solutions to a geometric problem. Pupils also have a very clear understanding of right and wrong. They accept and recognise that school rules are there for the benefit of everyone and this inevitably leads to considerate and respectful behaviour. Consequently, there have been no exclusions in recent years.
7. Pupils participate eagerly in a wide variety of activities inside and outside school. For example, pupils in Years 5 and 6 recently participated in a drama festival at the University of York. Pupils refer enthusiastically to being part of the school orchestra and having the chance to take part in after-school clubs, such as netball, ICT and Italian. In lessons, pupils are generally interested in what they are doing and take a full part in all activities. In a Year 1 physical education lesson, for example, pupils threw themselves whole-heartedly into a dance based on an Aboriginal story. Pupils listen attentively to their teachers' advice, maintain concentration over time and make a positive contribution to classroom discussions. Most pupils are confident, willing and able to talk about their work and explain their ideas. In discussion, one group of pupils could think of nothing that they did not like about school.
8. The cultural diversity of the school population adds greatly to pupils' cultural development. With 22 nationalities represented and 15 languages spoken, the school takes every opportunity to celebrate the rich variety of cultures, traditions and languages that the pupils and their families represent. The school takes full advantage of their parents who come from overseas in activities such as 'The International Event'; this brought the different cultures together to promote their similarities and differences. The belief that 'tolerance is an intrinsic value' underpins the school's approach to its cultural diversity.
9. Although the school curriculum is good, opportunities for pupils to show independence are inconsistent. During the science lessons seen, for example, older pupils were given too little chance to raise their own questions about conductors and insulators, and then investigate these by themselves. Pupils wrote very similar accounts of their work and so there was little opportunity for pupils to generate their own scientific reports as well as developing their literacy skills. However, there were also good examples of independent work. In a Year 2 lesson, pupils were given the chance to choose their own equipment and to decide for themselves how to test a model car's movement down a ramp.

Attendance

10. Parents and pupils report that children are keen to attend school. Since the previous inspection, attendance has been consistently above the national average, and still is. The school has good systems to record, monitor and promote good attendance to parents and pupils and, as a result, the level of unauthorised absence is below the national average. Despite constant efforts made by the school, further improvement in

attendance has been limited by family holidays taken during term time and by extended visits abroad. Most pupils arrive punctually, registration is efficient and lessons start promptly. A significant proportion of pupils travel from outside the traditional catchment area, however, and this occasionally results in the late arrival of a few pupils.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.6	School data	0.1
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

11. The school provides a good quality of education for its pupils. Teaching and learning are good in all areas of the school. The curriculum is good and significantly enriched by a wealth of activities and opportunities. Provision for pupils' personal, social and health education is very good. The good relationships between staff and pupils ensure that all pupils are very well looked after and cared for. The very good partnerships with parents and the excellent links with the local community and other institutions have a major impact on pupils' learning.

Teaching and learning

The quality of teaching, learning and the assessment of pupils' work is good.

Main strengths and weaknesses

- Thorough planning means that lessons are clearly focused, well structured and purposeful
- New learning is explained well and there is a strong emphasis on basic skills because teachers are knowledgeable about their subjects
- Teachers are very good at assessing how well pupils have learned to help them plan a good level of challenge in lessons
- Teachers do not systematically provide enough scope for pupils to be independent in their learning
- Good relationships between adults and pupils ensure that learning is enjoyable and purposeful
- A minority of lessons are not inspiring or pacy enough and so, sometimes, pupils lose concentration

Commentary

12. Teaching has improved markedly since the last inspection, when it was judged satisfactory. At present, teaching is good and often very good. Teachers plan regularly together and to a common format, so that aims of lessons are clear and activities are highly relevant and mostly stimulating. Teachers make sure that pupils know exactly what they are going to learn in lessons and double-check both during and at the end of lessons how well they have succeeded. In a Year 1 music lesson, for instance, pupils were in no doubt that pitch was the crucial part of their composition work on percussion instruments. Teachers insist on a tight deadline for activities in most lessons, so that pupils have to work quickly to complete tasks.

13. Teachers are confident and are knowledgeable about the subjects they teach. Consequently, they present new learning enthusiastically and clearly which, in turn, motivates pupils. Teachers make effective use of resources to support and reinforce learning, such as the raw ingredients for a pizza in a reception lesson. Usually, teachers insist on accuracy and attention to detail. In Year 6, pupils' written work in English, for instance, is corrected thoughtfully and with detailed, supportive comments designed to improve understanding. In a Year 3 art and design lesson, the teacher encouraged pupils to apply watercolours with deft but firm strokes. Pupils in a Year 1 music lesson were left in no doubt how to play the xylophone - 'with a floppy wrist and a bouncy beater'.

14. Teachers keep a sharp eye on the progress of their pupils. Efficient regular testing allows teachers to be aware of pupils' strengths and weaknesses. Within lessons, teachers are generally vigilant in monitoring what pupils have learned in order to move their learning forwards. In a Year 5 physical education lesson, the teacher monitored pupils' progress in developing basketball skills and then gave clear advice about how to improve by, for example, using peripheral vision. Teachers often use questions skilfully to check and improve learning. Before asking pupils to plan a persuasive letter to the Prime Minister on an environmental issue, a Year 6 teacher sought their opinions about deforestation. Higher expectations were then required of a more able pupil who already knew, for instance, that the Brazilian government resented intervention by European governments.

15. However, teachers could do more to allow pupils greater freedom in their learning. There can be an undue reliance on filling in worksheets and this can occasionally be very mundane activity. Much of the recent work in Year 6 geography, for example, involved colouring in islands and rainforest regions on maps. More crucially, teachers do not encourage pupils to take responsibility for their own learning. Much writing activity is too structured and does not allow pupils enough scope to be creative. Work in ICT is similar for all pupils and so more able pupils do not have enough chance to explore more advanced computer applications.
16. Classrooms are positive places. Pupils are relaxed and mostly eager to learn because teachers and teaching assistants establish warm and respectful relationships with pupils. Pupils know that their contributions will be valued and that all the adults want them to do their best. As a result, pupils usually work hard. Teaching assistants work sensitively and successfully with pupils with special educational needs and those without English as their first language. However, they do not always play a significant enough role in the whole-class activities in prompting full participation.
17. Sometimes, lessons do not motivate pupils enough. This can be because the level of challenge is not appropriate and so they become bored and restless. In a Year 3 religious education lesson, for instance, the initially interesting topic of Palm Sunday lost its appeal when the pupils ended up simply copying work from the board. At other times, lesson can be too low key with a slowish pace, so that pupils' concentration begins to wander and the momentum of learning is lost.

Summary of teaching observed during the inspection in 29 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	10	13	6	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 curriculum that is broad, balanced and supported by very good opportunities for enrichment, particularly in the arts. The quality of resources and accommodation is good.

Main strengths and weaknesses

- The curriculum is greatly enhanced by an impressive range of range of extra-curricular activities, special weeks, visits and visitors
- There is a strong structure to the everyday curriculum although there is not enough emphasis on acquiring skills progressively in some subjects
- There is very good provision for pupils' personal, social and health education
- The school ensures that all pupils benefit equally from the curriculum
- Teachers do not provide enough opportunities for pupils to develop skills fully in research, oracy and writing

Commentary

18. The curriculum has improved well since the last inspection. In particular, the curriculum is now much richer and, therefore, more motivating for pupils. There are, for instance, a

number of weeks throughout the year which have specific themes such as health and numeracy, as well as international and multi-cultural focuses. The multi-cultural and inter-faith aspects of the curriculum are strengthened by support from parents from the different ethnic groups, ensuring a range of display work and images of different cultures around the school.

19. There is a strong emphasis on the arts, with a good range of music tuition, a very good school orchestra, school choir and drama club. The school orchestra has performed at the Barbican. The school regularly participates in the York drama festival and has performed at the York Theatre Royal. Such opportunities develop pupils' sense of achievement and an important experience of the wider world. The arts curriculum is further advanced by visiting poets, artists and theatre groups. There is a good range of sports activities including netball, football and tennis. Links with the University of York and a local sports club have provided extra coaching and the use of their facilities. Effective links with local businesses have added to the curriculum. Studies of the local area and educational visits to museums and other local places of interest contribute well to pupils' learning. Italian is taught in an after-school club and is open to pupils of all ages. Links have been established with Florence and an exchange of visits is proposed.
20. Teachers use special weekly lessons effectively to explore issues about relationships and the world at large. These lessons are well planned, sensitively handled and engage pupils effectively in discussions that have a positive impact on their behaviour and awareness of the outside world. A visiting drama group deals with real life scenarios concerning drugs, bullying and other social issues. Visitors from the police and fire service give support to health and safety issues, while a visiting nurse gives further support to the school's policies for sex and relationships education and for drugs education. Both these policies meet statutory requirements.
21. There is a clear curriculum framework, efficiently overseen and updated by the headteacher and senior staff. Teachers work very well together with colleagues of adjacent classes, for example in Years 1 and 2, to ensure that pupils receive a suitable curriculum. However, in some subjects, the curriculum is identical in both classes so that pupils do not have the scope to improve their skills progressively. In geography, for example, all pupils in Years 3 and 4 do exactly the same work on rocks. There is mostly good planning to link subjects together, such as the blend of history and art in the work on Roman mosaics. However, such activity is not commonplace in subjects like mathematics.
22. Overall, though, the curriculum is very well designed to meet the needs of all pupils. There is good provision for pupils with special educational needs and for those with English as an additional language. Teachers work closely with teaching assistants to ensure that pupils with special educational needs receive suitable work, whether as part of the whole class or in a separate group. The individual learning plans for these pupils are sharply focused to meet their differing needs, and targets are regularly monitored and changed when necessary. Pupils for whom English is an additional language benefit from full access to the curriculum because they learn English quickly after their arrival. This is achieved through specific language teaching and, especially, the positive and supportive ethos of the school.
23. However, there are too few opportunities for pupils to learn independently or to carry out their own research during lessons. The school has identified the need to further develop pupils' oracy skills. Arrangements are made for additional support in English and mathematics, where weaknesses are identified through the analysis of test results.

Additional support has recently been given to improve pupils' writing in Years 1 and 2 and there has been a focus on improving mathematics throughout the school. These interventions are having a positive impact on raising standards.

Care, guidance and support

The school makes very good provision for ensuring pupils' care, welfare, health and safety. The support and guidance of pupils' academic and personal development are good. The school has good procedures to involve pupils in its work and development.

Main strengths and weaknesses

- Pupils feel very secure and well cared for because of the very good relationships between pupils and adults
- Arrangements to support children when they start in the reception class are very good
- There are good systems for monitoring pupils' progress over time
- Although health and safety arrangements are good, not all staff are trained in child protection
- The school council is a good voice for older pupils, but younger pupils are not formally involved

Commentary

24. Parents believe, rightly, that relationships between adults and pupils are very good. The school gives careful consideration to the needs of individual pupils, and is successful in ensuring that each one has a known and trusted adult to go to if they are worried at school. Pupils have good opportunities to discuss any anxieties during lessons and assemblies and, as a result, they say that they feel safe, secure and well cared for. The headteacher plays an important role in ensuring effective communication about the needs of pupils between all adults in school, including lunchtime supervisors and other support staff. Consequently, adults show a keen sense of awareness and sensitivity when going about their work. This ensures a seamless provision of care throughout the whole school day. The provision for care overall has, therefore, improved since the last inspection.

25. The school supports children in the reception class through a very good induction programme. The sensitive arrangements are popular with parents, who agree that their children are helped to settle quickly. Arrangements for those children who transfer from the on-site playgroup are particularly good. Staff forge very good relationships with the children and their parents well before they start in reception class, and there are many opportunities for children to visit school and mix with other children and staff. Links with other pre-school provision are currently good. The school, however, has identified this as an area for further improvement, particularly so that there may be greater consistency about what children are learning. Parents also appreciate the careful consideration given to the arrangements for welcoming those pupils who join school at other times of the year, and for the transfer to secondary school, both of which are very effective.

26. The school has developed detailed yet straightforward ways of checking pupils' progress. Test results are efficiently recorded so that teachers can tell at a glance which pupils are meeting or exceeding expectations, and which need extra support. Teachers also analyse test results to detect where pupils may be experiencing specific difficulties. For example, a close scrutiny by the subject leader in mathematics revealed that pupils in Year 3 would benefit from additional practice in mental mathematics. Teachers also use such information to set targets for pupils and this is especially successful in English. For example, one target for a group of less able pupils in Year 3 was to improve their use of full stops. Target-setting is not so well developed in other subjects.

27. Procedures for ensuring that pupils work in a healthy and safe environment are good. Risk assessments are carried out for educational visits and events in school, and governors fulfil their

duty to complete annual assessments of risk. The school continues to work very hard to improve road safety around school, involving parents, pupils and the community very well. The range of policies and procedures covering health and safety are comprehensive, and staff are generally well trained to carry them out. Whilst arrangements for child protection are satisfactory overall, at the time of the inspection not all staff in school had received training or were fully aware of their responsibilities. Arrangements for ensuring pupils' safety whilst using the Internet are good.

28. The school values the views of pupils and has good procedures for involving them in its work. Pupils know that their views matter and that they can influence school decision-making. For example, pupils debate and agree their own class rules, decide how money should be spent and help the school to deliver plans for improving safety around school. Membership of the school council is open to pupils from Year 3 onwards, with members elected to represent the views of fellow pupils. The views of younger pupils, however, are not formally represented on the council and therefore, they have less opportunity to contribute to school decision-making. The school has identified this as an area for improvement and plans to involve pupils from Year 2 in the near future.

Partnerships with parents, other schools and the community

The school's links with parents are very good. Links with the community and with other educational establishments are excellent.

Main strengths and weaknesses

- Excellent relationships with the University of York and local businesses enhance pupils' learning in many ways
- The school works very hard and successfully to foster very good relationships with parents
- The school actively seeks and responds to the views of parents
- Targets in pupils' annual reports to parents do not always identify clearly how pupils need to improve

Commentary

29. The school has done extremely well to not only sustain the very good partnerships identified at the last inspection, but even improve on them. Links with the University of York make an excellent contribution to the life of the school and to pupils' achievement. Pupils benefit from unique opportunities to enrich their learning significantly, for example in science, music and sport, as well as in their personal development. Pupils frequently visit the university or are visited by university staff and students. They have access to high quality resources, such as sports facilities, stage production equipment, unusual percussion instruments and brain-scanning equipment. The school also has access to the specialist expertise of staff from the university. They utilise this opportunity skilfully in order to support pupils. Specialists from the Dyslexia Institute, for example, help pupils needing extra support with learning to read and write. Additionally, school staff enhance their own professional development by working alongside university staff, for example by taking part in excellent partnership teaching schemes.

30. Pupils benefit from a very good number of visits and visitors involving the community, but it is the very positive relationships the school has fostered with local businesses that make community links excellent. The resulting community support for the school extends far beyond the valued financial assistance. Exciting activities for pupils, such as balloon races, competitions and designing and discussing products, contribute very well to pupils' social development, as well as to their academic achievement. Staff are keen to benefit from the business partnerships too, for example by sharing ideas about best practice in management. The success generated through these links stems from a high level of a commitment by those involved, in particular the headteacher, governors and parents of the school. In turn, this fosters a sense of community in the locality, where sharing is viewed as a mutual benefit to all the groups that work within it.

31. The school works equally hard and successfully to establish very good relationships with parents. Staff very warmly welcome parents and regularly seek their views, and parents respond very well by getting involved in their children's education. Parents appreciate the efforts made to communicate with them and, rightly, see it as a strength of the school.

32. High quality documents and the school's website ensure that parents are kept well informed of the school's news and information. This includes very detailed information showing which aspects of the curriculum will be covered each term. Information for parents in pupils' annual reports is of a good quality overall. The academic targets that are given to pupils in some year groups, however, are too vague to help parents or pupils to understand how pupils need to improve in the future. Nevertheless, parents are happy with the very good opportunities they have to discuss their children's progress with teachers throughout the year.

33. The fact that staff highly value parental views encourages parents to contribute very well to the school's work and development. There is regular consultation with parents, for example through annual questionnaires and, more frequently, on important specific current issues such as pupils' behaviour and safety outside school. The school responds very well to consultation by making changes and feeding back on progress. Parents feel that they can make a positive contribution to the development of the school, and this fosters a strong partnership between home and school.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good overall. The leadership of the headteacher is excellent. The overall management of the school, the leadership by key staff and governance are all very good.

Main strengths and weaknesses

- The clarity of vision, resolute sense of purpose and boundless energy of the headteacher have ensured that the school has become very successful and highly respected
- The school is very good at monitoring its own progress and prioritising its development
- The committed and enthusiastic teamwork among staff, inspired by the headteacher, has resulted in the key subject areas being led and managed very effectively
- The governing body plays a full and influential role in the development of the school
- The school has excellent financial planning and management

Commentary

34. The headteacher has radically improved the school since the last inspection. She is very firmly focused on raising and maintaining high standards, while ensuring that pupils receive a rich and varied experience. She has been perceptive and rigorous in appointing new staff, and she has been resourceful, persuasive and tenacious in securing funds to improve the school's accommodation and resources. She is supportive of all pupils and staff, works closely and fruitfully with the governing body, fosters a very open and welcoming liaison with parents and forges valuable links with the outside world, both near and far. Consequently, she is highly respected by all connected with the school and beyond. As one senior colleague put it, 'She never has a bad day.'

35. The headteacher knows her school inside out. She has an intimate knowledge of every aspect of the school and cares deeply about it and all who are connected with it. She and her colleagues are skilful at analysing the school's strengths and weaknesses, although they are refreshingly modest at defining their strengths. The school establishes sharply focused priorities like, for example, the excellent action plan to improve standards in mathematics which has already paid dividends. There is very good management of staff. The monitoring of teaching by the headteacher and senior colleagues is comprehensive and constructive, so that teachers' strengths are praised and areas for development clearly pinpointed. As a result, staff are very hard-working, responsive to new ideas and happy to undertake training, if necessary. This means that considerable potential exists for the school to develop further.

36. The senior staff of the school are very effective. The senior management team play a valuable role in staff liaison, conveying important staff issues between the headteacher and all staff. They are about to assume responsibility for the performance management of their colleagues and are already experienced in monitoring performance and observing teaching. They are very supportive of the headteacher's role and are encouraged to be central to the development of the school as, for example, with the new school library. Together with the science subject leader, they lead and manage the main subjects of English, mathematics, science and ICT sensibly and effectively. The headteacher and school administrator work in close, effective partnership to ensure the smooth day-to-day running of the school.

37. The governing body has improved very well since the last inspection. Governors are very knowledgeable and bring important skills to support the development of the school. The chair of governors is astute and influential, and works very well with the headteacher. The vice-chair has valuable personnel skills and other governors contribute many other skills in, for example, music, ICT and French and are frequently in the school to share them with the pupils. One governor leads the school orchestra and at least one other governor spends many a day cataloguing the books in the library. The governing body is an integral part of the school's development, maintaining constant dialogue with the headteacher and keeping a watchful eye on the school's progress. It supports and advises the headteacher but is not slow to hold her to account. For example, the good progress made by the school to reform the staff's responsibilities is due in part to the valuable guidance of the vice-chair.

38. The school makes excellent use of its funds. Annual budgets are planned with scrupulous attention to the school's needs and decisions are thoroughly evaluated over time. Although the school has had surplus funds, it has decided, for example, not to substantially increase the number of teaching assistants, as standards are already high. Instead, it has allocated money very wisely to create a new library and ensure that learning resources are up-to-date and relevant. The new interactive whiteboards, for instance, are proving to be a great asset to learning. The school has recently appointed a part-time business manager who is already tightening the school's management procedures and ensuring, together with the headteacher and governors, that full account is taken of best value in all financial matters.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	551,118
Total expenditure	571,503
Expenditure per pupil	2,774

Balances (£)	
Balance from previous year	59,304
Balance carried forward to the next	38,919

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **good**.

39. Provision has improved well since the last inspection when it was satisfactory. In the present reception class, children had above average attainment when they entered school. They quickly adopted a positive attitude to learning and so by the end of the reception year, most children are likely to have exceeded the goals expected of them. This is due to good teaching in the reception class where the blend of child-initiated and teacher-directed activities supports and challenges children of all abilities. Teaching is also better than it was at the time of the last inspection. The enthusiastic and well-briefed teaching assistants add to the quality of experience that the children receive and all staff work together as a strong team. However, at times, when adult support is not readily available and activities are not monitored sufficiently well, the quality of learning diminishes.

40. Children in the reception class are given a stimulating start to their education. The curriculum is well planned and children are given a wide range of experiences that are interesting and of good quality. Efficient organisation enables children to make choices and to manage resources for themselves which, in turn, nurtures independence. Assessment arrangements are thorough and build up a clear picture of each child's development, enabling staff to plan and match activities skilfully to individual needs. As a result, all children achieve well, including those who do not have English as their first language or who have special educational needs. The leadership and management of the Foundation Stage are, therefore, good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children's achievement is good because of well-focused learning opportunities
- Children quickly become familiar with routines, enjoy learning and are given many opportunities to make choices and develop their independence

Commentary

41. This area of learning is given high priority when children start school. Good teaching means that children achieve well, so that by the time they enter Year 1, children will have surpassed the goals that they are expected to reach. Staff succeed in ensuring that children develop patience, politeness and consideration and these attributes are reinforced in the other areas of learning. Children understand the need to work together in activities, to share their toys and to listen to adults and other children. For example, they know they should take turns when playing in their 'pizza parlour' corner, whether serving a customer or writing out an order. Relationships are very good in the reception class because adults set good examples for children to follow and so children feel respected and valued. This contributes well to their social development.

42. The teacher and teaching assistants work hard to improve children's independence. Consequently, children know how to help each other when changing for physical activity, for example, as well as looking after themselves. Children demonstrate an increasing ability to concentrate and sustain their interest for long periods. Such was the fascination with trying to make proper sandcastles, one group of boys persisted admirably with the tamping of sand in the buckets to ensure solidity. Children know they have to sign in when using the sand or water and know where they can find their names if they have to copy them. They take part willingly at tidy-up time, because they have learnt that working together makes the task easier.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The quality of teaching is good, especially the teaching of basic skills
- There are exciting and varied activities to promote children's reading, writing and talking

Commentary

43. The teacher and teaching assistants give a high priority to extending children's language skills. Working in small groups provides good opportunities for children to talk and to listen to others. Staff discuss work sensitively with children during activities, which helps those children in particular who lack confidence or who are just beginning to learn English. The teacher and teaching assistants take full advantage of such situations. For instance, children had to explain what they were doing when preparing the ingredients for a real pizza. In another lesson, children were encouraged to suggest words that were missing in a story book entitled 'Commotion in the Ocean'. All staff use questions adeptly to encourage children to extend their vocabulary and improve their confidence in speaking. Children initiate and develop their own conversations whilst making sandcastles, for example, or describing the models they were making of their homes. Teaching is good, therefore, enabling children to achieve well and exceed their expected goals.

44. Teachers use fun activities to help children learn the phonics which help them to begin to read and write. Most children already recognise all individual letters and use them in recognisable form in their writing. Basic writing skills are taught well and children see the purpose of writing, because activities are often linked to work in other areas of learning, such as writing orders in the 'pizza parlour' or sequencing the downfall of the wolf in the story of 'The Three Little Pigs'. To promote the development of early reading skills, the classroom is rich in print, labels and the work children have undertaken on stories such as 'Goldilocks and the Three Bears'. The children benefit a wide range of fiction and non-fiction books, and clearly enjoy the stories the class teacher reads to them and the poetry he recites, such as 'The Owl and the Pussycat'. They are eager to join in when they can.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Good teaching provides stimulating opportunities for all children to develop mathematical understanding
- Thoughtful use of resources helps to promote learning

Commentary

45. The teacher provides an exciting and relevant range of practical activities to develop children's basic skills and extend their mathematical understanding. He is especially good at linking mathematics with other activities. For example, he uses many number songs and rhymes which give the children good opportunities to count forwards and backwards to 30, and to count in twos, using odd and even numbers. Higher ability children are given more demanding tasks, whilst the youngest children are well supported by the teaching assistant. As a result of this good teaching, children achieve well and are on course to exceed their goals by the end of the year.

46. The good range of attractive resources stimulates learning well. The role-play area, for example, currently functions as a 'pizza parlour' and children love to count money and compare sizes of portions. Children enjoy the challenge of the various counting games on the computer. Playing hopscotch was a clever ploy for one group of children to consolidate numbers. Unfortunately, the level of supervision in this activity was not sharp enough to make sure the children remained on task and, after a while, they drifted off to another activity prematurely.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children learn well through activities which are stimulating, exciting and fun

Commentary

47. Children enter school very aware of the world around them and the teacher successfully builds on this solid foundation. Teaching motivates children by providing thought-provoking experiences. For instance, children peer into mirrors to examine the features of their faces and to count their teeth. They have to search the school grounds for leaves that are similar but different. Children are beginning to understand which of their snacks are good for them and, thereby, learn the importance of eating healthily. During a very good ICT lesson, children logged on to the computer system and knew how to bring up the appropriate program. They knew to access their specific tasks, click and drag numbers across the screen and had some idea of how to start work again when problems arose. All computer tasks were well suited to the needs of the children, and those with more advanced numeracy and ICT skills were well challenged.

48. Children have a good knowledge of feasts and festivals. They know key facts about Christmas, Diwali and Eid, supported by first-hand experience and demonstrations. One parent, for example, has taught a Hindu dance whilst another has helped the children understand the Muslim Eid celebrations. Such activities contribute very well to children's cultural development and enable them to learn how people are essentially the same, yet

have different beliefs and life-styles. By the end of the reception year, children will have achieved well, exceeding their expected targets because of the good teaching.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Teachers encourage children to be precise in their physical movements

Commentary

49. Teaching is good. Teachers provide a wide range of experiences to extend children's physical development. Frequent use of scissors, writing and drawing pencils, paint brushes, baking equipment and other tools succeeds in improving children's hand-eye co-ordination. Staff expect children to be careful and accurate. When weighing out flour, for instance, children were urged not to spill any and they concentrated hard so as to avoid this. Outside, the teacher provides ample scope for the children to ride, balance, throw and catch, as well as using large equipment and toys. In physical education lessons, they learn to control a ball with various parts of their bodies. They understand how using their arms for balance helps them to stand on one leg and that they need to think about others when running fast around the hall. Consequently, children achieve well and, by the time they enter Year 1, they will have exceeded the expected goals.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- Lively activities capture children's interest and stimulate them to use their imaginations to develop their ideas

Commentary

50. The teacher motivates children by providing varied and intriguing learning opportunities. Children concentrate hard, for example, to make models and pictures of their homes and homes around the world, using a variety of materials, paints and construction equipment. Children are given many opportunities to develop their creative skills. They use paints and pastels to create underwater animals, for example. They learn how to observe the features of fruit and paint acceptable still-life pictures of them. The classroom bears evidence of how the arts are used to make learning relevant and indicates clear links between the different areas of learning. For instance, the work on 'The Three Little Pigs' covers aspects of science, literacy and creative art work. Children achieve well because of the good teaching and, by the end of the reception year, their attainment is likely to be higher than expected for children of their age.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Consistently effective teaching enables pupils to achieve high standards by Year 6
- Teachers ensure that pupils develop advanced skills in all aspects of language
- Teachers have high expectations of pupils' work and prepare lessons thoroughly, although there is sometimes too little scope for independent learning
- Although standards of writing by Year 2 are average, they could be higher
- Effective leadership and management mean that the subject is continuing to thrive overall
- Teachers develop English well through other subjects

Commentary

51. Pupils achieve well and attain high standards in English by the time they leave school. The school, therefore, has done very well to sustain the standards of the last inspection. Teachers have high expectations of pupils and generally set suitably challenging work. As a result, standards by Year 6 are well above average in all aspects of the language. By Year 2, pupils also are well above average in speaking, listening and reading but their writing skills are average. Pupils with special educational needs and pupils for whom English is an additional language achieve well because they are well supported and are included in all parts of lessons.

52. Pupils read fluently and expressively because they have a very good vocabulary, and teachers ensure that pupils have stimulating books and ample time to practise. By Year 6, pupils' writing is very competent because they use mature expression and good structure, as well as accurate spelling and punctuation. There are many confident and articulate speakers throughout the school. In lessons seen during the inspection, there were more opportunities for speaking and listening in Years 1 and 2 than in Years 3 to 6. In Years 1 and 2, there were more instances of full involvement in lively class discussions, paired activity and role-play. However, a new focus on developing oracy skills in Years 3 to 6 is beginning to have a positive impact. There are many opportunities for older pupils to take part in drama productions and for pupils throughout the school to speak in assemblies. Year 5 and 6 pupils spoke and acted very well in a play they have recently written and performed at the University of York. They projected their voices clearly and confidently.
53. Teaching is good throughout the school, and sometimes very good. Effective planning means that lessons are tightly structured and well organised. In lessons, teachers are adept at assessing pupils' level of understanding and providing additional challenge with suitably searching questions. The marking of pupils' work is particularly good in Year 6, where constructive comments enable pupils to know exactly what they have to do next to improve their standards. Lessons proceed at a good pace. However, despite high expectations and thorough preparation, some lessons are heavily teacher-directed and give insufficient opportunities for pupils to develop their own ideas.
54. The standard of writing by pupils in Years 1 and 2 is satisfactory. Their vocabulary is sound and they can write in sequential sentences. However, pupils are often given the same tasks irrespective of their level of attainment and there are too few opportunities to consolidate basic skills through regular practice. This restricts progress, particularly that of average and less able pupils. More able pupils tend to have a good vocabulary, use punctuation well and sequence their writing logically.
55. The subject is well led and managed. The recently appointed subject leader has a good overview of how English is developing and has set some sensible priorities for further development. For example, the school has already recognised spelling as an area for development in Years 1 and 2 and has begun to introduce strategies in a bid to improve pupils' writing. There is careful analysis of pupils' progress which informs, in particular, the accurate target-setting for pupils in Years 1 and 2. The subject leader has been instrumental in developing the new school library. It is a bright, attractive room with an interesting range of books which reflect the cultural diversity of the school. As a result, pupils enjoy using it as a valuable resource.

Language and literacy across the curriculum

56. Teachers make good links between literacy and other subjects. In Year 3, for example, pupils have devised their own prayers linked to Christian themes and pupils in Year 6 have written poems about rainforests in geography. Pupils in Year 2 have issued invitations to their Muslim Eid party and teachers promote good opportunities for speaking and listening in mathematics lessons. However, the amount of written work produced is limited and there is some over-dependence on worksheets that restricts pupils' opportunities to develop their writing further.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve high standards by the time they leave the school because of the emphasis on basic skills and problem-solving
- The very good leadership and management ensure that the subject is monitored thoroughly and has developed well
- Teaching is effective and results in good learning throughout the school
- Although generally high, teachers' expectations of pupils are not always consistent enough
- Teachers do not make the most of opportunities to develop mathematics across the curriculum

Commentary

57. By the end of Year 6, the standard of pupils' work is well above average and pupils achieve well as they move through the school. Teachers' good expectations enable all pupils to attain the level expected of eleven year olds and about half of the pupils to exceed it. Teachers place a strong emphasis on basic arithmetic and mental agility, which results in pupils being adept at solving problems. For example, pupils in Year 6 use formulae to solve equations. By Year 2, pupils have standards which are above average. As with older pupils, they have good basic skills and so they tackle harder work than average with some confidence. For example, they understand the value of fractions like $\frac{2}{5}$ and $\frac{1}{6}$, and know how to multiply and divide. Pupils who have special educational needs or who have English as an additional language achieve as well as other pupils.

58. The subject has developed well since the previous inspection. Standards by Year 6 have improved, teaching is better in Years 1 and 2 and pupils' attitudes to learning are better. The quality of teaching is monitored systematically and thoroughly, so that teachers are clear about their own strengths and what they need to do to improve. The subject leader analyses test results of the pupils so that teachers know exactly the strengths and shortcomings in pupils' ability. For instance, teachers know that pupils in Year 3 are good at handling data but need to improve their precision when measuring lines in centimetres. The action plan written by the subject leader is excellent. The priorities are firmly based on a crisp analysis of existing needs and comprise very focused activities. For example, one aim is to train staff in new strategies for multiplication and division.

59. The quality of teaching is good. Teachers work very well with colleagues to plan interesting work. As a result, lessons are well organised and move at a brisk pace, and pupils are motivated. Mostly, teachers set work which is suitably challenging to meet the needs of pupils of all abilities. They have a good knowledge of their subject, know how pupils learn and explain new learning clearly and methodically so that pupils quickly understand. Teachers use resources skilfully to help them clarify concepts. In a Year 6 class, for instance, the teacher used the interactive whiteboard skilfully to demonstrate how to deduce angles within polygons.

60. Through high expectations of behaviour and effort, teachers establish good working atmospheres in lessons. Pupils, therefore, have good attitudes to work and sustain concentration. However, in some lessons, teachers focus their attention too much on one group of pupils and are not always vigilant enough at checking how well other

groups are progressing. Consequently, not all pupils always work at a fast enough pace. In addition, teachers do not give pupils enough opportunity to reinforce skills. In Years 1 and 2, for example, too little work is committed to paper, and so pupils lack experience in setting out and double-checking work.

Mathematics across the curriculum

61. The development of mathematics through other subjects is satisfactory. Teachers make occasional use of computers to produce graphs of, for example, the favourite colours of pupils in that class. Teachers develop language skills by encouraging discussion and analysis of the derivation of key words. In a Year 5 lesson, pupils were asked to explain the origin of 'per cent' and did so, accurately. Symmetry features in artistic designs. Generally, though, teachers do not take enough advantage of all such opportunities. Within mathematics lessons, there is little evidence that other subjects are routinely used to make learning more relevant and to develop skills more widely.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well by Year 2 because teachers make learning fun yet challenging
- Teaching is equally effective between Years 3 and 6, and teachers increasingly link science with other subjects
- There is a strong emphasis on an investigative approach to science throughout school but there is not always enough scope for pupils to conduct their own experiments and write scientifically
- The school monitors and develops the subject effectively

Commentary

62. There is a strong whole-school focus on the development of practical, investigative science. This has been significant in sustaining the good standards seen at the last inspection. By Year 2, standards are above average and pupils achieve well, because teachers provide challenging work and excite the interest of pupils through fun activities. In a Year 2 lesson on forces, for example, pupils had to devise a fair test on how far a toy vehicle might travel down a ramp of varying heights. Clear explanations by the teacher and ample opportunity to experiment enabled one group of pupils to explain one finding - that, if a ramp is too steep, a vehicle will not be able to run smoothly beyond it. Pupils with special educational needs make the same progress as their classmates because they are well supported by well-briefed teaching assistants who help them learn in smaller steps than other pupils.
63. By Year 6, pupils' work continues to be of good quality and standards are above average. Pupils achieve well because teachers make pupils absolutely clear about what they are going to learn in lessons and, as with younger pupils, set challenging work. Consequently, pupils are motivated, apply themselves vigorously and maintain interest. By Year 6, for example, pupils understand the function of insulators and conductors in electrical circuits, and are able to devise their own chart or table to record their findings. Teachers are well organised and use resources sensibly to reinforce learning. They also develop science productively with some other subjects. In Years 5 and 6, for instance, aspects of ecology are studied in the rainforest topic in geography, and computer microscopes are used to capture images of seed growth.
64. Overall, the quality of teaching is good. Some teaching is very good, especially that observed during the lessons in Years 2 and 4. Here, teachers were confident with their own subject knowledge and so they were able to explain and demonstrate adroitly new learning such as water friction. Pupils in these lessons were given choices of resources and were able to carry out their own investigations. However, this approach is not consistent and older pupils do not benefit regularly enough from such opportunities. There is also limited opportunity for pupils to write scientifically, enabling them to make greater use of their literacy skills and use scientific vocabulary with confidence in their writing. Older pupils do not have enough chance to raise their own questions about their work and investigate these individually.
65. The subject is well led and managed. The subject leader has a thorough overview of the subject throughout the school and monitors planning, teaching and pupils' work efficiently. The use of ICT in science is already well developed and there are sensible plans for further development in this aspect of the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **good**.

Main strengths and weaknesses

- Effective teaching means that standards are above average by the end of Year 6
- Good leadership and management have meant that ICT has developed well since the last inspection and is in a strong position to develop further
- Teachers succeed in motivating pupils and generating very good attitudes to learning
- Teachers' expectations are good but not consistently challenging enough

- ICT is promoted successfully through other subjects

Commentary

66. Pupils' attainment is above average by Year 6, and their achievement is good. This is a clear improvement since the last inspection, when standards were satisfactory. By the time they leave the school, pupils are confident at a computer keyboard, can access programs and the Internet competently, and apply their knowledge to benefit other subjects. More able pupils show greater versatility and confidence. By the end of Year 2, pupils' achievement is satisfactory and their attainment is average. Most pupils have basic word-processing skills and can use programs such as paint packages, but few have more advanced skills. Pupils with special educational needs or who do not have English as their first language achieve as well as other pupils.

67. The school has done well to promote and develop ICT over recent years. The computer suite, created three years ago, and the ample resources motivate pupils to learn and provide key learning experiences. For example, three digital cameras are frequently used and the newly acquired digital video camera should develop greater skills. The subject leader has been successful in analysing the needs of the subject and establishing a clear action plan for the future. Staff training has been a priority and now staff are confident in presenting the subject as seen, for example, in their use of the interactive whiteboards. In addition, teachers have been urged to develop ICT with other subjects. However, more could be done to promote good achievement by Year 2.

68. Teaching is good overall, although it is satisfactory in Years 1 and 2. Teachers plan well together to ensure that all pupils benefit from the same curriculum. They explain the aims of lessons succinctly and demonstrate new skills effectively, so that pupils can quickly apply them on the computer. For example, pupils in Year 2 were left in no doubt how to access the Internet to locate a mathematics task on the BBC website. The teacher was clear and systematic in his approach and, through skilful questioning, double-checked pupils' understanding before they began. Teachers encourage pupils to succeed and praise their efforts, so pupils enjoy the subject and, for the most part, work hard.

69. All pupils are expected to achieve standards typical for their age. By Year 6, for example, all pupils produce effective multi-media presentations and use spreadsheets appropriately. Fewer opportunities exist for pupils to develop higher order skills at their own pace, such as developing their own ideas, choosing individual approaches to problem-solving or exploring the effects of changing variables in applications. Together with teaching assistants, teachers support pupils' learning sensitively, yet not all pupils are kept firmly on task. In a Year 2 lesson, for example, two pupils thoroughly enjoyed putting in deliberately wrong answers in a mathematics activity.

Information and communication technology across the curriculum

70. ICT is developed well in conjunction with other subjects. Teachers' careful planning ensures that learning in ICT is reinforced and that learning in other subjects is enhanced by computer applications. For example, pupils in Year 5 have used a spreadsheet to find the average hand-span in their class. Pupils in Year 2 have used the Internet to investigate the Blue and Rose periods of Picasso for an art activity. In Year 3, pupils have word-processed letters to Yorkshire Cricket Club and, in Year 6, pupils have used a digital microscope to record the progress of germinating seeds. Nevertheless, teachers do not exploit all such opportunities. Word processing is not frequently used in

English and, although links with mathematics are satisfactory, they could be much better.

HUMANITIES

71. Few lessons were observed in geography and history during the inspection, and there was too little work available in both subjects on which to base judgements about attainment. Therefore, it is not possible to make judgements on provision in either subject.
72. Pupils study a good relevant range of topics in **geography** which includes the origins of certain food and the ecology of rainforests. However, teachers do not do enough to ensure that pupils acquire skills progressively, because successive year groups do exactly the same work. For example, pupils in Years 5 and 6 have some identical worksheets which they have to colour in, an undemanding activity in itself. In addition, sometimes, work is not appropriate to pupils' ability. In Years 3 and 4, for example, pupils study how igneous and sedimentary rocks are formed, and this is too advanced for all but the most able pupils. There is good work with other topics. Pupils in Years 3 and 4 practised two-digit map co-ordinates of a Viking treasure island. However, pupils in Year 2 do not commit anything at all to paper and this restricts development in literacy and art, as well as in geography.
73. There is satisfactory coverage of the **history** curriculum. By Year 6, pupils have good recall of the periods they have studied and have developed a reasonable concept of chronology. Sadly, work in pupils' books does not reflect their good knowledge and understanding, and is often limited to labelling diagrams, filling or colouring in worksheets or cutting and pasting captions. There are some good displays around the school in which history is linked to other subjects, such as one on Vikings by pupils in Years 3 and 4 and another on Ancient Greeks by pupils in Years 5 and 6. Themed weeks and days, as well as visits to such places as York Minster and Eden Camp and studies of local buildings, enrich and support the curriculum.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- A thorough curriculum ensures that pupils' subject knowledge and understanding are good throughout the school
- Pupils achieve well because teaching is mostly well planned, well focused and interesting
- Teachers ensure that pupils enjoy the subject but do not always expect enough from them
- The effective subject leadership ensures that due emphasis is given to aspects of the curriculum that reflect the composition of the school community

Commentary

74. By the end of Years 2 and 6, pupils' knowledge and understanding are better than those expected by the locally agreed syllabus. Pupils in Year 2 show good basic knowledge of the Muslim faith and can give detailed information about Islamic prayers, festivals and buildings. Pupils in Year 6 have a considerable knowledge of religion and show good

insight into aspects of Christianity, Islam and Hinduism. Pupils' achievement is, therefore, good throughout the school. There has been good progress since the last inspection when standards were in line with those normally expected. Pupils with special educational needs and those with English as an additional language are well supported and achieve well.

75. The quality of teaching is good. Teachers work closely together to provide work at the right level for pupils, based on accurate assessments of what they already know and can do. Teachers ensure that whole-class discussions involve all the children and make good use of group activities to check how well pupils have learned. Some lessons have good pace and an interesting variety of activities. This was particularly the case in a Year 2 literacy lesson linked to religious education and, as a result, the pupils were fully engaged throughout and achieved well. In a Year 4 lesson, pupils acted out scenes from Palm Sunday and the trial of Jesus with sensitivity and enthusiasm.
76. Teachers establish a relaxed, positive atmosphere in lessons. Consequently, pupils behave well, listen well to explanations and so absorb new information well. Teachers often use questions skilfully to elicit answers and strengthen learning. However, teachers' expectations are occasionally not high enough. Parts of the lessons in Years 3 and 4, for instance, on Palm Sunday lacked pace and so some of the younger pupils lost interest. In the Year 3 lesson, pupils were required to copy text from the board rather than write in their own words. Overall, pupils' knowledge and understanding are not well reflected in their written work, which is infrequently done and, when it is, not very neatly.
77. The subject is well led and managed. The school follows the locally agreed syllabus and works hard to celebrate the different faiths within the school community. Christianity, Islam and Hinduism, therefore, benefit from a stronger focus than other faiths. The subject is well supported by the willingness of parents and pupils to share information about their faith with the school. Links with the local church, together with visits to the church and to York Minster reinforce the relevance of religion to everyday life. The curriculum is well supported by the celebration of major festivals of different faiths in assembly and by assembly talks by local clerics. The subject leader monitors teachers' planning and the arrangements for assemblies carefully, although the opportunities for effective monitoring of teaching and learning are limited.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

78. It was not possible to gather enough evidence to be able to judge the quality of provision in design and technology, music or physical education.
79. The curriculum in **design and technology** is well matched to pupils' needs. Pupils have sufficient opportunity to design, make and evaluate a range of items. For instance, pupils in Years 1 and 2 make moving model vehicles. They join different materials and learn appropriate vocabulary, such as axle. Pupils in Years 3 and 4 use levers and linkages to make moving pictures, such as a rabbit with moving ears. The oldest pupils know how to design and make moving toys. They can assemble a cam mechanism and use a variety of tools to measure and cut materials accurately.
80. Music forms a very important part of the life of the school. Almost a third of pupils learn to play musical instruments, including violin, guitar, clarinet and flute. A school governor works with pupils in Year 5 to develop their skills in composition and performance. He also leads the orchestra of 20 pupils which includes parents and governors, and which plays very well. A member of the university music department leads the choir and the

pupils perform in assemblies and, occasionally, beyond the school. Singing in a whole class assembly was satisfactory, but the singing by Year 1 pupils in their class assembly was excellent. The song of 'The Enormous Turnip' was tuneful, expressive and confident and delighted the many parents who were present. The one lesson seen was satisfactory because, although the teacher set the lesson up well, there was not enough insistence that pupils be creative or careful with their playing of xylophones and glockenspiels.

81. In the three lessons seen in **physical education**, teaching ranged from satisfactory to very good. Teachers planned thoroughly, issued clear instructions, maintained a good pace and provided a good range of activities. As a result, pupils listened and behaved well, focusing well on what they were asked to do and building well on their previous skills. Teaching was especially effective when the teacher was skilful at selecting, discussing and demonstrating examples of good practice so that pupils achieved very well. The curriculum is well supported by a good range of after-school activities, as well as links with the University of York and a local sports club. These provide extra coaching and the use of additional facilities for several sports. Year 6 pupils have the opportunity to participate in a residential visit where they experience outdoor pursuits. There are suitable arrangements to ensure all pupils are able to swim 25 metres by the time they leave school.

Art and design

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

Main strengths and weaknesses

- Effective teaching encourages pupils to enjoy the subject and achieve well
- Teachers provide a wide range of stimulating opportunities which capture pupils' interest
- Art and design are developed well through other subjects

Commentary

82. The quality of teaching is good. Elements of teaching are very good, especially when teachers demonstrate and expect pupils to learn important techniques. In lessons in Year 2 and Year 3, for example, teachers insisted that pupils mixed paint methodically and concentrated in applying the right brush strokes. Teachers are generally confident and generate a relaxed atmosphere in lessons, while expecting good behaviour. Staff take great care to display pupils' work attractively and this reinforces pupils' sense of achievement. As a result, pupils have above average attainment by Year 2 and are well above average by Year 6. Pupils have very good attitudes towards the subject, and are eager to complete work and explain what they are doing.

83. Pupils benefit from a rich curriculum. The works of famous painters are used as a stimulus and guide for pupils' work. Pupils in Year 2 know, for example, about Picasso's Blue and Rose periods. Pupils in Years 3 and 4 appreciate how dream sequences feature in the work of Salvador Dali and how Matisse distorted everyday images. Close scrutiny and discussion about such work enables them to create similar effects. Teachers take full advantage of the school's historic locality. Following a visit to York Minster, pupils in Year 6 reproduced the gargoyles seen, using computer graphics.

84. The subject is promoted well through other areas of the curriculum. In history, for example, pupils paint their ideas of the Minotaur from Greek mythology and create Roman mosaics. Year 2 pupils extend their knowledge of Aboriginal legends by creating rock art work to celebrate ancestral beings. Year 6 pupils paint characters from *Macbeth*. ICT is well used as a research tool to delve into the background of painters and to study their pictures. The subject contributes strongly to pupils' cultural development, as pupils celebrate different aspects of the school's rich cultural diversity in their work.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education (PSHE)

Provision in personal, social and health education is **very good**.

Main strengths and weaknesses

- The consistently high quality of support and consideration for each and every pupil by all staff results in pupils who are mature, confident and socially aware
- There are many very good opportunities for pupils to assume responsibility
- Weekly lessons provide good scope for pupils to reflect on personal and wider issues

Commentary

85. The adults in the school are all intent on ensuring pupils are reliable and responsible individuals. Teachers and teaching assistants set excellent examples in their own conduct, and make it clear that they expect the same behaviour and commitment from their pupils. The headteacher and staff make it a priority to know the pupils very well. As a result, they are able to praise all achievements, even those beyond the school, as well as enquiring after and responding to personal problems. Pupils are acutely aware that all the adults want the best for them and so their self-esteem grows. They, in turn, apply the philosophy to the pupils around them.

86. Pupils are responsible because they are given the chance to be. Pupils are urged to become independent at an early age. In the reception class, for example, children are expected to change into games clothes by themselves and tidy up equipment after using it. In assemblies, pupils are enabled to give presentations and become used to speaking in public, with minimal support from adults. The performance by Year 1 of 'The Enormous Turnip' was particularly impressive. Pupils sang and spoke with verve and confidence. Pupils are good at working on their own and with others, but do not always have enough freedom to develop their own ideas and strategies.

87. The weekly lessons that focus on pupils' personal development are good. Pupils learn, for example, that in a complex world, interdependence is necessary. In a Year 1 lesson, pupils understood that trade with other countries is vital if they are to eat chocolate or mangoes. Teachers also make pupils well aware of how one person's actions can impact on other people, such as the casual use of harsh, unkind words. Teachers use discussion, games and role-play effectively to reinforce moral and social issues, and so pupils derive a lot of pleasure from the activities and concentrate hard. Teachers also ensure that pupils have ample chance to reflect on the pros and cons of all issues so that they learn to be thoughtful and fair.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (Ethos)	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	2
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	2
The quality of the school's links with the community	1
The school's links with other schools and colleges	1
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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