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Mr M Wynne
Headteacher
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Dear Mr Wynne

Ofsted 2010–11 subject survey inspection programme: science

Thank you for your hospitality and cooperation, and that of the staff and pupils, during my visit on 20 September 2010 to look at work in science.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text without their consent.

The evidence used to inform the judgements included: interviews with staff and pupils; scrutiny of relevant documentation; analysis of pupils' work; and observation of four lessons.

The overall effectiveness of science is good.

Achievement in science

Achievement in science is satisfactory.

- Between 2007 and 2009, pupils' attainment at the end of Key Stage 2 was good and significantly above average.
- The progress made by pupils in the school, as seen in national results, was not significantly above average.
- No significant differences were seen in the progress made by different groups of pupils.
- Pupils are working well in class, enjoying science and showing positive attitudes to the work.
- Pupils behave well and no off-task behaviour was seen in lessons.

Quality of teaching in science

The quality of teaching in science is good.

- Teachers demonstrate good subject knowledge and teach with confidence and enthusiasm.
- The best teaching seen was based firmly on the belief that pupils should be active in lessons and involved fully. This attitude provoked high levels of participation.
- Pupils have good relationships with each other and with teachers.
- Teachers use question and answer session well to check pupils' understanding and to keep them engaged.
- Assessment is developing well and teachers use pupils' self-assessment to evaluate learning and to plan the next steps needed.

Quality of the curriculum in science

The quality of the curriculum in science is good.

- The curriculum is organised well and covers the requirements of the National Curriculum.
- Much of the science is taught in relevant and engaging contexts.
- The schemes of work provide pupils with a wide range of experiences and makes good links with core skills and other curriculum subjects.
- The planning underpins good development of accurate science language and concepts.
- Scientific enquiry is planned well into the science work. Pupils enjoy practical science and this is one of the reasons they apply themselves well in science lessons.

Effectiveness of leadership and management in science

The effectiveness of the leadership and management in science is good.

- You and the science coordinator are providing good leadership to develop science.
- While the overall curriculum plan for science is generated centrally, teachers are responsible for medium- and short-term planning and they do this well.
- The day-to-day management of science is good and resources are well deployed on the whole.
- You are improving the monitoring of science teaching and the outcomes for pupils.
- In all lessons observed, the health and safety of pupils was managed well.

Areas for improvement, which we discussed, include:

- increasing and improving the use of ICT in science activities
- further developing the assessment and tracking of pupils' progress
- developing the monitoring of teaching to involve the science coordinator.

I hope that these observations are useful as you continue to develop science in the school.

As I explained previously, a copy of this letter will be published on the Ofsted website. It may be used to inform decisions about any future inspection. Except in the case of academies, a copy of this letter is also being sent to your local authority.

Yours sincerely

Ian Richardson
Her Majesty's Inspector