

INSPECTION REPORT

GRIMES DYKE COUNTY PRIMARY SCHOOL

Leeds

LEA area: Leeds

Unique reference number: 107924

Headteacher: Mrs D Mann

Reporting inspector: Heather Evans
21374

Dates of inspection: 18 - 22 February 2002

Inspection number: 196041

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Stanks Drive
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Appropriate authority: The Governing Body

Name of chair of governors: Mr Stephen Pace

Date of previous inspection: 19 May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21374	H Evans	Registered inspector	Science English as an additional language	What sort of school is it? Schools results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
2646	J Smith	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
29261	P Ward	Team inspector	Art and design Foundation Stage	
25892	A Patterson	Team inspector	Mathematics Information and communication technology Design and technology Equal opportunities	How good are the curricular and other opportunities offered to pupils?
21910	G Longton	Team inspector	Special educational needs English Music Physical education	

7399	P L Roberts	Team inspector	Geography History Religious education	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Grimes Dyke Primary School is a larger than average primary school about five miles to the northeast of the city of Leeds. The school serves part of the large Seacroft housing estate where most of the pupils live. The high rise flats which overshadow the homes where many pupils live, are being emptied and will eventually be demolished. As a result some families have been moved from the near locality of the school. The school overlooks open countryside and farmland on the other side from the housing estate and the views are spectacular. There are 370 pupils on roll including 55 full time equivalent places in the Nursery and the Reception class. There are very few children from minority ethnic groups and all of the pupils speak English as their first language. The number of pupils entitled to free school meals is, at 117, above the national average and the number of pupils on the school's register of special educational needs are, at 137, is also above the national average. The identified needs are mostly related to problems with language and retaining what they have been taught. Some of these pupils are from other schools and are supported in classes by members of the language resource unit, working alongside teachers in the school. There have been many changes since the last inspection. The headteacher left in December 2000 and a new headteacher took up her post in January 2001. In the past two years ten teachers have left the school and 12 have been appointed. Children's attainment on entry to the Nursery is very low when compared with that found for children of the same age nationally.

HOW GOOD THE SCHOOL IS

This is a very good school with some excellent features that is committed to improving standards in all that it does. This is because the leadership of the headteacher and the work of the entire management team are very good. The systems that are being used to monitor the school's performance are very practical and are resulting in impressive improvements in the quality of teaching and learning. Pupils are expected to work hard and to give of their best and the school rightly places great importance on their care and personal development. This in turn leads to good behaviour being the norm and in very successful learning taking place. The school provides good value for money. When compared with similar schools standards match the average in mathematics and are above average in English.

What the school does well

- The quality of teaching and the quality of work of the support staff are predominantly very good.
- The overall provision for children in the Nursery and the Reception class is excellent.
- Pupils' behaviour, attitudes to school and relationships are very good.
- The care of pupils and the provision for their personal, spiritual, moral, social and cultural development is very good.
- There is good provision for extra-curricular activities.
- The use of cross-curricular links and the review of learning to inform planning are very good.
- Pupils attain above average standards in art and design, music and physical education at seven and 11.
- The leadership of the headteacher and her deputy, together with the support of the governors and the key staff, are very good.
- The shared commitment of all adults in the school to maintain the high level of improvement is impressive.

What could be improved

- Standards in English, mathematics and science need to continue to improve at the end of Years 2 and 6.
- The ongoing provision for outdoor play in the Foundation Stage needs to be completed.
- The opportunities for quiet listening activities in many of the teaching spaces.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1997. Since then it has made good improvement. The proportion of pupils attaining the expected standards has varied depending on the number of pupils with special educational needs but a greater number have attained the higher levels each year. This is because of good attention being paid to increasing challenge for the higher attaining pupils. The improvement in English and mathematics has been marked since the introduction of the National Strategies for Literacy and Numeracy. Assessment procedures are now very good and provide useful information for teachers with which to assess progress and inform planning for the future. The implementation of the plans for information and communication technology has been very successful in beginning to improve learning in many subjects. The development of an effective set of indicators for marking has helped to improve the presentation of work and increased the pupils' pride in all of their written work. The school has the capacity to improve further in the future.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			Similar schools
	1999	2000	2001	2001
English	E	E	D	B
Mathematics	E	E	E	C
Science	E	E	E	D

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Standards are rising in English, mathematics and science for pupils at the age of seven and 11. However, the improvement is still uneven because some year groups have significantly more pupils with low prior attainment or special educational needs than others. At the end of Year 2 in 2001 the results of the statutory tests and assessments were well below the national average in reading, writing and mathematics. In comparison with similar schools they were average in reading and mathematics but below average in writing. The inspection findings are that whilst still below average, attainments in reading, mathematics and science by the end of Year 2 are approaching the national average, although in writing they are still well below average. At the end of Year 6 the results of the National Curriculum tests in 2001 were below average in English and well below in mathematics and science. When compared with similar schools they were above for English, average in mathematics but below in science. Inspection findings are that attainment at the end of Year 6 is on course to be close to the national average in English, mathematics and science for those pupils who do not have special educational needs but for pupils overall it remains below average. Attainment in writing is less good and remains below the national average although, along with the other subjects, it is improving. The overall trend of improvement is in line with that found nationally. The school has set challenging targets for raising standards in English and mathematics across the school. Pupils' performance during the inspection indicates that they are on course to meet these targets. Attainment in religious education meets that required by the Local Education Authority Agreed Syllabus. Standards in information and communication technology are at a satisfactory level for pupils at seven and 11 and are improving rapidly across the school. In all other subjects, pupils make good gains in their skills, knowledge and understanding by the age of seven and 11. In art and design, music and physical education pupils in Years 2 and 6 attain at an above average level. In the Foundation Stage children make very good progress in all of the areas of learning although many do not attain all of the Early Learning Goals in language and mathematics by the time they enter Year 1.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have excellent attitudes to school; they want to attend and treat the building and the learning resources with care and respect.
Behaviour, in and out of classrooms	Behaviour is very good because pupils are managed very well and they have a clear understanding of the system of rewards and sanctions of the firm but fair behaviour policy.
Personal development and relationships	Relationships are excellent; pupils demonstrate a clear understanding of the beliefs and values of others. Most pupils are beginning to show very good personal initiative and take increasing responsibility for managing their own work in most subjects.
Attendance	Overall attendance rates are satisfactory. The school has made the improvement in punctuality and lifting attendance rates a priority and they are improving.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Excellent	Very good	Very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching, including that for pupils with special educational needs, is predominantly very good and is excellent in the Foundation Stage. Teaching is excellent in one quarter of lessons, very good in more than four in ten, good in a further quarter and was judged to be just satisfactory in only four out of 93 lessons. This very good level of teaching has a significant effect on the quality of pupils' learning whatever their age or prior level of attainment. A strong feature is the teachers' grasp of the National Strategies for Literacy and Numeracy and their skills in teaching English and mathematics. Across the school teachers communicate their enthusiasm for their special subjects and in this way they inspire pupils to learn. They have high expectations for pupils and all teachers work hard to extend pupils' vocabulary and develop their language skills. They expect behaviour to be good and follow the firm guidance of the behaviour policy in all lessons. Lessons are well planned and pupils are clear about what they are expected to do and learn. Time is managed well and when work is finished teachers invariably have additional and more challenging activities ready to extend the learning of the average attaining and higher attaining pupils. Teachers are very successful in meeting the learning needs of all groups of pupils. That there was no unsatisfactory teaching is a tribute to the hard work and professionalism of the entire teaching team.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities are excellent. The curriculum meets all statutory requirements. The extra provision through clubs, visits and visitors to the school is very good.

Provision for pupils with special educational needs	There is very good provision for all of the pupils with special educational needs. Pupils are identified early and good support is given.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is well organised and pupils' personal skills are very well developed. There is excellent provision for pupils' spiritual development. Provision for moral and social development is very good and provision for cultural development is good.
How well the school cares for its pupils	The school cares very effectively for all its pupils. The policy and procedures for Child Protection are good. Pupils' progress is tracked carefully and information gathered is used well to promote learning.

The quality of the school's partnership with parents is good. The school works hard to create very effective links with families and overall, parents make a satisfactory contribution to their children's work at home and in school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the school by the headteacher and her deputy are excellent. They have a clear vision for the school and their enthusiasm and drive motivates the rest of the management team, the staff and pupils.
How well the governors fulfil their responsibilities	The governing body is fully committed to the school and provides very effective support. It is dedicated to the standing of the school in the community and is fully involved in decision making.
The school's evaluation of its performance	The school's awareness of its strengths and weaknesses is very good. This knowledge enables staff and governors to make good progress in addressing identified areas for improvement.
The strategic use of resources	The use of resources is good. Every initiative is linked successfully to priorities listed in the school development plan.

There is a good level of qualified staff who are deployed very effectively. The school building and the grounds are spacious attractive and welcoming and they are well maintained. The facilities for the Foundation Stage are due for improvement. Learning resources across the school are good. The school has a good understanding of looking for best value when buying materials or appointing and deploying personnel.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Parents are very supportive of all aspects of the school, and in the questionnaires and at the meeting for parents expressed very positive views about it. 	<ul style="list-style-type: none"> A few parents would like more formal homework. A few parents would like more extra-curricular activities for children in Years 1 and 2.

The inspection team fully supports the very positive views expressed by the majority of parents. The pattern of setting homework is good and is at a suitable level for pupils of all ages and attainment levels. The team considers that the school has many opportunities for pupils to extend the work in lessons through clubs and after-school activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards in the school are rising in English, mathematics and science both at the end of Year 2 and by the time pupils reach Year 6. The improvement is not consistent because inevitably some years have more pupils with low prior attainment and special educational needs than do others. Since the last inspection the proportion of pupils who attain the expected and higher than expected levels has risen. The area around the school is being re-modelled and pupils are being re-located by the local authority who then in turn request that the school accepts pupils who are finding difficulties in other schools.
2. In 2001 the results of the National Curriculum tests at the end of Year 2 were well below the national average in reading and writing. When compared with the results in similar schools attainment in reading was average and was below in writing. Between the time of the last inspection and the results in the summer of 2001 there is clear evidence of improvement in both reading and writing with more progress being seen in reading. The inspection findings are that reading is now approaching the national average although there still needs to be further improvement in writing. In mathematics the results attained in the National Curriculum tests in Year 2 were well below the national average and were close to those in similar schools. Inspection findings show that in lessons pupils in Year 2 are frequently successful at working at the level expected for pupils of the same age nationally but this level is because of the very good encouragement and support provided. Whilst showing good improvement over time pupils are still working at a level below that expected for pupils of the same age nationally when working independently. However, except in 2000, standards have been moving closer to the national average each year since the last inspection. Inspection evidence suggests that most of those pupils who do not have special educational needs are on course to attain at a level close to the expected levels in the next round of tests.
3. The results of the 2001 tests in English at the end of Year 6 were below the national average. However when reviewed against the measured improvement from when this group of pupils was in Year 2 improvement was well above that in similar schools and the attainment level was above that in similar schools when considering the numbers of pupils qualifying for free school meals. This represents significant and sustained improvement. Inspection evidence indicates that pupils are making good progress in their reading skills and in their ability to listen carefully to arguments and organise their own ideas effectively. Attainment in reading is approaching the national average but pupils' low prior attainment and their restricted vocabulary inhibits their progress in writing although their work is almost always presented very well. National test data indicates a significant improvement in English from the results obtained in 1997. By the end of Year 6 pupils are capable of attaining standards that are close to the nationally expected levels but this depends on high levels of support and encouragement from teachers and assistants working with small groups. This quality of work is not attained in the time limitations and the need for totally independent work that are required in formal test situations.
4. In 2001, results in mathematics for pupils at the end of Year 6 were well below those in schools nationally. But when measured against prior attainment and attainments in

similar schools the level was close to average. Inspection findings show that pupils' performance in mental arithmetic is improving systematically but pupils' confidence to tackle problems independently is causing their overall performance to remain below the expected level. This is a good improvement from the well below the average standard in test results for the past three years. Those pupils who do not have special educational needs are benefiting from 'Booster' classes that are setting many on course to attain the expected levels in the tests in 2002, with a few capable of exceeding this level. Pupils at the end of Year 6, working in sets, attain well but frequently become frustrated in test conditions and fail to complete their work.

5. In science, the tests at the end of 2001 showed that more than three-quarters of the pupils attained the nationally expected level but very few pupils attained the higher level 5. Comparison with other schools shows that improvement since Year 2 was about average but with other similar schools was below average. The inspection evidence indicates that the school's response to these lower than expected results has been to increase the amount of practical science and to provide more opportunities for pupils to revisit their work and check their findings to increase their learning. This is beginning to produce pleasing results and standards are moving closer to the expected levels but more pupils will need to attain the higher levels if the overall standard is to rise above below average. Since 1997 the school's rate of improvement has been similar to the national trend.
6. As a result of the improvements in assessment the school has agreed challenging targets for raising standards for individuals and for the school as a whole. Through careful analysis of the results of tests and teaching programmes the school has identified low attainment on entry and limited vocabulary and language skills as a cause of lower than average performance. Teachers have set about working with small groups, targeting work to specific needs in a structured approach to driving up standards. Inspection evidence indicates that this work is proving to be successful and that many pupils are on course to attain or exceed their own targets. Evidence shows that as each target is reached new more ambitious goals are set.
7. The limitations of literacy skills sometimes have an adverse effect on other subjects. Teachers, especially the specialists for language, regularly teach specific vocabulary in advance of new work in other subjects to enable progress to be maintained. This enables pupils to engage in conversation about the new ideas with greater confidence because the language is more familiar to them. The staff are alert to the need to provide many and varied opportunities for pupils to write for a variety of purposes. Pupils use their reading skills well. When they need to use skills learned in numeracy such as in science or in design and technology they often need to be reminded that they are actually well able to do the work and then they perform well. The school plans meticulously to involve pupils in recognising that skills learned in one subject are very relevant to other work. Investigative skills in science are now being developed very well.
8. Attainment in religious education meets that required by the Local Education Authority Agreed Syllabus. Pupils are aware of the established world faiths of Christianity, Judaism and Islam. They know a number of stories from the Bible and compare the rules of life in Islam with those of the Christian and Jewish faiths. Pupils

demonstrate an awareness of the spiritual elements in the different traditions as they speak of 'peace', 'caring,' 'love', and 'forgiveness'.

9. The levels of attainment in information and communication technology have increased

tremendously since the school acquired a very up-to-date computer suite at the start of this academic year. Pupils use the computers with great confidence and are eager to demonstrate their developing skills. Pupils demonstrated control technology when programming their remote control vehicles to move around an obstacle course without hitting the markers or crashing into the other robots.

10. There is a very effective programme of work for personal, social and health education and citizenship that is linked to science and to work in religious education. This part of the curriculum is managed very well and pupils frequently demonstrate sensitively how it supports other work in their day-to-day activities in subjects such as science, music, geography and design and technology.
11. The amount, quality and range of work in all other subjects is at least as good and is most frequently better than that described at the time of the previous report. Standards in history, geography and design and technology, meet national expectations for pupils by the age of seven and 11 are better than national expectations in physical education, art and design, and music. In all subjects pupils benefit from the shared expertise of the teaching and support staff who maintain a full rounded curriculum alongside the new national initiatives in literacy and numeracy.
12. On entry to the Foundation Stage there is a spread of attainment but overall it is well below that for children of the same age nationally. By the end of the Foundation stage children have achieved very well and have made good progress but overall their skills in language and literacy and in mathematical development do not reach the expected levels of the Early Learning Goals. Pupils of all ages and attainment levels are expected to work hard. All pupils, including those with special educational needs, average and above average attaining pupils, learn very effectively. Although some are from minority ethnic backgrounds or from different religious or cultural groups, at home all of the pupils speak English as their first language. All of these pupils are supported well in school and make good progress. During the inspection no difference was observed overall in the learning, attainment or progress of any of these groups.
13. Teachers place great demands on themselves and on all pupils. Since the last inspection all of the programmes of work have been reviewed and learning in classes is purposeful and relevant to the needs of groups and individuals. The needs of the pupils and the need to maintain the standards of attainment at the expected levels and the growing number of subjects where above average levels have been attained has been successfully achieved. Progress over time is demonstrated to be at a good level as seen in lessons and in the work in books and other collected evidence. The attainment of children on entry to the Nursery is low. By the end of Year 6 pupils have made significant gains. The quality of the leadership by the former and the new headteacher have been important factors in the way in which teachers have been helped to improve their own performance and that of their pupils.

Pupils' attitudes, values and personal development

14. Pupils' excellent attitudes to the school and to their work, their very good behaviour and the outstanding relationships throughout the whole school community are great strengths of the school and constitute an improvement from the time of the last inspection. This begins in the Foundation Stage where the youngest children are helped to develop their personal, social and emotional skills very well.
15. In lessons pupils respond with interest and enthusiasm to the very good teaching they receive. The variety of interesting activities which teachers provide helps to motivate pupils and makes learning fun. For example in a very well planned science lesson Year 3 pupils learnt about the principles of classification from a sorting exercise using comic characters before they started the task of sorting a collection of rocks. They followed the teacher's challenging instructions with care and worked very sensibly in pairs. In a lesson on early literacy skills in the Reception class, the children helped their teacher to write a story about 'Jake the Snake'. Excellent relationships with their teachers made them want to do their best, they concentrated hard and were rewarded by a real sense of achievement when they read out in unison the story they had helped to create. In an excellent music lesson pupils listened with total attention and obvious enjoyment to 'Peter and the Wolf' and to the headteacher telling them about the instruments of the orchestra. They listened attentively to the singing led by the very good choir and the pupils sang together with obvious enjoyment and enthusiasm.
16. Pupils behave very well both in lessons and around school. Although there is some unsatisfactory behaviour in some classes the school manages to minimise the disruption this causes to other pupils' learning through the effective deployment of skilled learning support staff. Pupils display a high level of responsibility for their own behaviour in the way they respond to school routines such as queuing for lunch and in the way they do jobs for teachers with a clear sense of pride in being trusted.
17. Excellent relationships between all members of the community are a great strength of the school. From the genuine respect and consideration which is shown to them by adults, pupils learn to behave in a similar way amongst themselves. The school gives pupils increasing levels of responsibility as they move through the school. Parents speak very highly of how the 'buddy system' has helped their children to be caring, friendly and helpful. By the time they are in Years 5 and 6 pupils are helping with many tasks around the school. For example they walk younger pupils from the dinner hall to the playground at lunchtime, they deliver milk to pupils in Years 1 and 2 classes and they also help with the computers and by tidying the library. The trust which the school places in pupils makes them feel valued and they therefore respond very well.
18. The school has a very successful school council, which helps to give pupils a real sense of ownership in the school. In an assembly all members of the school council gave an excellent presentation based on research on what they had found out about the school and what they would like to see changed. Pupils take their roles in the school council seriously because they know that the school always listens to them and often acts on their suggestions, for example following up their ideas for improving the playgrounds and extending the range of after-school activities. The school council is yet another example of pupils' very positive response to the trust and respect the school shows them.
19. Some homework tasks challenge pupils to use their initiative well. For example, during the half term holiday pupils from Year 5 worked hard and produced good work on an investigation about the use of water in their homes.

20. Pupils show considerable respect for each other's feelings. For example they are sympathetic to pupils with speech and learning difficulties and do not tolerate unkindness. The few incidents of bullying mostly originate outside the school. Parents are confident in the firm way the school handles these incidents. The introduction of circle time to classes has given pupils the chance to discuss their ideas and feelings about their own behaviour and that of others as well as many other matters in a calm and supportive atmosphere. Pupils are able to work well together because the learning environment is free from oppressive behaviour. During the inspection there was no evidence of any gender issues and no trace of racism.
21. Attendance is satisfactory overall. Most pupils enjoy school, attend regularly and arrive punctually. The attendance rate for the last school year was below the national average but this was largely due to the irregular attendance of a small number of pupils. During the last school year four pupils were excluded for one or two days. There have been three exclusions during the present school year.

HOW WELL ARE PUPILS TAUGHT?

22. Overall the picture of teaching is very good. Teaching was observed in 93 lessons or parts of lessons during the inspection. In all of the lessons seen the quality of teaching was at least satisfactory. In four lessons the teaching was judged to be satisfactory and all of the other lessons were judged to be at least good. One quarter were judged to be good, almost half very good and a further quarter of the lessons were judged to be excellent. The majority of lessons in the Foundation Stage were judged to be excellent. Across the school there was no unsatisfactory or weak teaching. The quality of teaching has improved since the time of the last inspection when few lessons were judged to be very good or excellent and an equally small number were judged to be unsatisfactory. Most significantly at the time of that inspection only half of the teaching was judged to be good or better. Since the previous inspection there have been many changes in staffing, including the appointment of a new headteacher. This consistently high quality teaching is now proving to have a marked effect on the pupils' attitudes to learning, their enthusiasm for every subject and their eagerness to follow teachers' instructions. From the very low attainment level on entry, learning in all subjects is at least good and for many pupils it is very good. Pupils' achievements are directly linked to the very good teaching across the school and the excellent attitudes to work shown by the pupils.
23. The school has introduced the National Literacy and Numeracy Strategies very successfully and this has helped to improve planning strategies and lift the overall quality of teaching. The training in planning and evaluating work undertaken in the preparation for the new initiatives has had a positive effect in other subjects particularly in information and communication technology and science. Very few weaknesses in teaching remain, although there are still isolated instances where teachers are very protective of their pupils, are over-directive and sometimes this inhibits independent learning. This is very rare and was seen mostly on the first day of the inspection. Again on the first day of the inspection, teachers' introductions to work were sometimes too long and limited opportunities for pupils to complete their activities. This weakness was resolved as teachers and pupils became more relaxed. The challenge for pupils of all attainment levels to reach or exceed their targets is part of the listed strategies in all of the teachers' planning and assessment files.
24. Teachers' secure subject knowledge across all of the subjects within the curriculum forms the firm foundation for the successful results brought about by the imaginative

work undertaken by pupils to extend their learning. All teachers have a good understanding of literacy and numeracy and as a result they help pupils to develop these skills effectively. Literacy and numeracy lessons are well structured in accordance with the recommendations of the relevant national strategies. Following the introductory session, pupils are taught in groups or sets according to their attainment levels so that work is closely matched to their individual needs. Teachers select from a range of methods to teach whole classes and groups in an interesting and challenging way. In Years 1 and 2 and again in Years 3-6 basic skills are taught well. Teachers select suitable resources to support their work such as the collection of favourite toys in a history lesson in one Year 1 class when a pupil described his toy dinosaur as being 'cuddly' but 'ferocious'. During this lesson the teacher enabled pupils to use imagery well in order to develop reflective ideas about times past when their parents and grandparents were small. Pupils were encouraged to consider what toys children might have played with then. This was supported by the teacher's own, much worn and much loved teddy bear. The work to develop imaginative vocabulary in this lesson was exciting and productive as pupils worked to outdo their neighbours in the number of words they could list to describe their toys and estimate or state just how old they were.

25. Teachers in the Foundation Stage demonstrated very good understanding of how young children learn by using a wide range of practical strategies. They involved these youngest children in the work towards attaining the Early Learning Goals systematically and very effectively. Throughout the school teachers are sure of the purpose of all planned activities and explain them well to their pupils. Teachers challenge pupils in line with their individual targets in all lessons. No teacher accepted pupils' completed work in any subject without pointing out areas of success and suggesting how the next piece of work might have increased challenge. The small increases are instrumental in building pupils' self-esteem and showing how they might attain their ultimate goal, which is to beat their own best effort each time. The teachers' knowledge, planning, control, organisation and management of pupils are very good and their expectations for pupils of all attainment levels are high. Pupils readily accept the challenge and are beginning to attain good and sometimes very good standards. Across the school teachers' good subject knowledge and increasingly high expectations are challenging pupils to learn well and develop their skills across a range of subjects.
26. Teachers in classes across the school make clear in lessons exactly what they expect pupils to learn in all subjects. In many lessons the objectives for the lesson were discussed with pupils and displayed on the board. They considered what they intended to learn and how they would know that they had achieved their aims. During lessons teachers asked pupils to remember the objectives and together they read them again and at the end they checked whether they had all been accomplished. This focused pupils' thinking and attention on what they were doing and why. Pupils benefited from reflecting on the purpose of the lesson and this thought enabled them to be sure of what they had learned and how it fitted into the pattern of their work in other lessons.
27. This planning for shared learning objectives between classes for pupils of the same age is a part of the best lesson preparation for all teachers. Where colleagues plan together it is an important feature to ensure equality of access for all pupils. The working together in preparation for teaching new and familiar work is essential with parallel classes at all age groups throughout the school and it is done well. Planning is particularly effective in English, mathematics and science but is also seen in physical education, history and geography. This extends to good use of resources in many

lessons, including good use of support staff and the environment. Teachers have good procedures for assessing the gains in progress that pupils make. The vast majority use the information gathered on a day-to-day basis well to help them develop the next stage of the learning programme.

28. Throughout the school the teachers provide pupils with suitably challenging work. This is particularly noticeable in classes in Years 4-6. For example pupils in Year 5 were provided with really challenging work in mathematics which stretched pupils of all attainments. Teachers are very successful in meeting the learning needs of different groups of pupils. Teachers ensure that pupils work hard at tasks that extend their learning. Increasingly high expectations are having a strong effect on pupils' learning and in their making good progress towards their own and national targets. Teachers are skilled in their own use of information and communication technology and encourage pupils to use the available software and hardware to support their work. Many teachers use material obtained from the Internet to supplement the planned work and to present additional information for pupils or to stimulate discussion.
29. Pupils with special educational needs are identified as soon as possible in the Nursery or the Reception class or when they transfer to the school from other parts of the city. The teacher responsible for special educational needs and the class teacher assess the pupils and write an individual education plan for each pupil. Besides the pupils within the school who are identified as having special educational needs the school has a Resource Provision for children with Speech and Language difficulties. These pupils are from other schools where their particular needs cannot be met and are brought to the school by taxi. The teaching for specific programmes of work is carried out within the normal classroom wherever possible and the Speech and Language Therapist, who works in the school four days per week, is regarded as part of the school staff. Teachers work towards clear targets that are set. Short steps are essential to help pupils realise that progress is being made. Teachers work very hard and receive very good assistance from all support staff. Overall, pupils with special educational needs make good gains in their knowledge, skills and understanding, particularly in literacy and numeracy. The majority of pupils on the special needs register have difficulties in literacy. The planning of specific activities to ensure that work is sufficiently matched to the pupils' particular learning needs is very precise and this results in progress for the identified pupils being as good as for other pupils in the class.
30. Teachers mark pupils work well. In most books the marked work includes praise for success and pointers for improvement. The praise for even small improvements is tracked through the pupils' books and any tendency to slip back into 'old ways' is noted by teachers and even more encouragement to improve is provided. There is a detailed system in place for marking that ensures that even the most meticulous correction of errors does not undermine their efforts and good work, so causing the pupil to lose confidence and self-esteem.
31. The policy for setting and marking homework works well. Pupils are given tasks to perform or work to do at home at the start of the week and it is planned that it will be completed by Friday. Pupils invariably take home books to read, words to learn and as they get older additional work that supports or revises the work undertaken in school. Sometimes they need to search for information using the Internet, either in school, at home or at the library. One boy who suggested that the set task was 'mad easy', was rewarded by additional work to undertake. Conversely the pupil who also attempted the next level up to the work set, with some, but not total, success received a special mention in the celebration assembly.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

32. The curriculum provides an excellent range of rich, varied and worthwhile learning opportunities for all its pupils. It fully reflects the school's aims and values. It is, indeed, a strength of the school. The experiences that it provides contribute fully to pupils' positive attitudes and to their enjoyment of learning. It meets the requirements of the National Curriculum and the Locally Agreed Syllabus for religious education. The curriculum for the children in the Nursery and Reception classes is also excellent and is based very effectively on national guidance. It covers all areas of learning very well and provides a smooth transition into the work planned for the pupils in Years 1 and 2. In the Foundation Stage the work is very well planned in small steps to enable children to make systematic progress as they work towards the intended Early Learning Goals. Teachers and support staff in the Nursery and the Reception class collaborate very well to ensure that work begun in the Nursery is extended in the reception class and is therefore reinforced very effectively. The shared planning and close liaison between the classes is the school's strategy for ensuring that the work of the Foundation Stage is based on a united and excellent understanding of how young children learn.
33. Across the school, there are very good arrangements for pupils' personal, social and health education through a planned programme, where pupils have opportunities to develop confidence and self-esteem. Parents are happy with the attitudes and values that the school promotes. The curriculum provides very well for sex education and for drug awareness. This matches the findings of the previous inspection. The emphasis placed on the teaching of literacy and numeracy is very good and this is reflected in other subjects such as science, history and geography where suitable links are made. Very good specialist teaching in music enhances the quality of the curriculum. These opportunities give an added dimension to pupils' personal development and are having a positive effect on progress.
34. Teachers' termly plans are closely linked to their intended long-term work. They are detailed and thorough and provide a very effective framework for teaching and learning. They indicate exactly what will be taught in each subject throughout the school. These are translated into more detailed plans that identify what groups of pupils are expected to learn during each lesson. This is an improvement since the previous inspection. Subject leaders monitor this planning on a regular basis to ensure that the content of each subject is covered systematically as pupils move through the school and to avoid unnecessary repetition. As a result, teachers' planning is better than it was at the previous inspection and they make very effective use of time.
35. Throughout the school, teachers have worked hard to develop effective methods for teaching the basic skills of literacy and numeracy. These are supported very well in other subjects such as science, history and geography and information and communication technology. Regular opportunities are given for pupils to develop their investigational and experimental skills, especially in mathematics and science – this matches the findings of the previous inspection. These effective links between the different subjects bring an added meaning and purpose to pupils' work. The school plans effectively for the higher attaining pupils, particularly in Years 3-6, so that they all are able to make the progress that they should. This is indeed an improvement since the previous inspection.
36. The special educational needs policy has recently been updated to reflect the

changes in the new Code of Practice. There is a waiting list of pupils wishing to enter the Resource Base, which caters specifically for pupils with speech and language difficulties and who need very specialised teaching. These pupils have clearly identified difficulties that are not expected to remain after intensive support by experts. The school is welcoming and supportive to pupils and their families. They bring with them a range of different educational needs and the pupils that are part of the special group and the school's own pupils with special educational needs are included in every aspect of school life including opportunities to take part in the school's residential visits.

37. The quality and range of extra-curricular activities are very good. Pupils have opportunities to be involved in activities such as the lunchtime club, art and information and communication technology clubs and football and netball clubs in which both boys and girls participate. There are regular opportunities for pupils to enjoy recorder playing and singing in the school choir. There are visits to places of educational interest such as Skipton Castle, Clark Hall and Armley Mills. Pupils in Year 4 derive great benefit from a residential visit to Haworth Youth Hostel. The school welcomes many visitors, such as artists, a woodwind trio and a string quartet. These provide valuable opportunities for pupils to further enhance their personal, spiritual, social and cultural development.
38. The school has established very good links with the local community. It maintains a close link with the local secondary school and a cluster of primary schools. Local industry supports the school very well and runs competitions to provide extra funds. The newly established link with a local supermarket has enabled pupils to take part in a fashion show. These contributions further enrich pupils' personal, social and cultural development.
39. The overall provision for pupils' spiritual, moral, social and cultural development is very good and continues to be a strength of the school. Parents are happy with the attitudes and values that the school promotes.
40. The provision for pupils' spiritual development is excellent. The school creates a quiet, respectful atmosphere for growing and learning. It provides pupils with the belief that their school is a special place with special people who can all grow and flourish. All staff work hard to ensure that pupils should value themselves and others. The quality of collective worship within the school promotes pupils' understanding of human feelings and emotions very well. Acts of collective worship are underpinned by the strong belief that all pupils in the school are valued and are equal and have a full contribution to make to their school. In one assembly, for example, pupils entered the hall in silence and listened to the music being played. In the stillness, they shared their prayers with closed eyes and reflected upon their feelings. They thought about how it would feel to go for days without food, as Jesus did. In another assembly, members of the school's council invited pupils to consider what made their school special and were given the response, "The children here." It is evident that these pupils are learning a lot about themselves. Their singing of hymns was a most moving experience as every pupil in the hall interpreted them with such feeling and sincerity. The hall became transformed into a special, spiritual place filled with wonder and serenity. Regular visits to the school by the vicar of a local church reinforce the links with the church and further contribute to pupils' spiritual development. In one art and design lesson observed, the teacher ensured that pupils knew exactly what to do and so they had the confidence to believe that they would succeed and were proud of what they were doing. There are numerous displays that illustrate the value that teachers place upon their pupils' work. For instance, pupils in

Year 2 have made a book of "My Special People". In a Year 5 class there is a prominent display of photographs of each pupil with positive comments beneath, and in Year 6, there is an eye-catching art display which emulates the work of a famous artist, evoking feelings of awe and wonder. Such activities provide strong evidence of the breadth of experiences that pupils are offered to develop their spiritual awareness.

41. Provision for pupils' moral development is very good. The headteacher and all adults working in the school set very good examples. This makes pupils aware of the importance of rules that promote the values of honesty, justice and the care for others. Members of staff frequently give reasons for how their pupils should behave so that they have a good sense of right and wrong. They are given opportunities to make choices, accept the consequences and know that their teachers will always listen and support them. For example, in several lessons, teachers praised pupils for their very good behaviour. All pupils move around the school in a very orderly manner and show consideration for each other, particularly those younger than themselves. The headteacher maintains a high profile around the school; thus ensuring that school rules are applied and that pupils are praised and encouraged for their good behaviour.
42. Provision for pupils' social development is very good. There is a strong emphasis on personal, social and health education that provides a sound basis for the school's approach to sex and drugs education. It also provides an effective means of helping pupils who experience difficulty mixing with others to learn how to share, co-operate and develop effective relationships. As a result, this has a positive effect on pupils' progress in lessons and the relationships within the school. The headteacher sets a very good example by her personal approach to raising staff and pupils' self-esteem. All adults in the school mirror this example and the pupils are valued for their contribution to the school community. They are taught to respect themselves, other people and property. This makes a positive contribution to their understanding of good citizenship. They are encouraged, from an early age, to take responsibility seriously and sensibly. For instance, from Year 1 upward, children are elected to serve on the School's Council to make suggestions about how the school could be improved. As they grow older, they return registers to the office, collect the Christmas mail or work alongside younger pupils, supporting them in their work or play. As a result, they learn to work very well together and to value each other's work. They share games at lunchtimes, take part in assemblies, school concerts and other events. Recorder, information and communication technology and art clubs further extend their social development. They are encouraged to participate in the community, for example, through sports activities and during a residential outdoor activity visit where they are taught the importance of team spirit and being able to trust each other. Most parents agree that the school helps their children to become mature and responsible.
43. Provision for pupils' cultural development is good. The school prepares pupils well for life in a diverse, multi-cultural society. They enjoy opportunities to prepare traditional foods from other countries such as India. They learn about the ancient cultures of Greece, the work of famous artists and composers and their music. There are good opportunities for them to hear music and learn songs from other cultures and countries. They learn about other faiths such as Judaism and Islam. There is a good range of visits into the local community such as Skipton Castle, Shibden Hall and Armley Mills Victorian Schoolroom to support history topics. There are a number of visitors to the school, including a residential artist, a woodwind trio and string quartet. These experiences support pupils' awareness of their cultural heritage well and further develop their spiritual and social development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. The school provides excellent care for its pupils. Pupils are valued as individuals. Many face considerable problems in their lives and under the very caring leadership of the headteacher they are given support according to their individual needs. The school works closely with parents, who are very appreciative of the support that the school provides both for themselves and their children.
45. There are very good child protection procedures. The deputy headteacher, the designated person for child protection, is very experienced and all staff are aware of child protection issues and procedures. There are ten pupils who are in the care of the local authority and the school works closely with social services to ensure that appropriate procedures are in place to monitor their progress. The school has very good procedures for ensuring pupils' health and safety. A governor on the premises committee assists the headteacher with risk assessment of the premises including fire risk assessment. The school has established clear and sensible procedures to ensure that pupils have safe and protected access to the Internet in school.
46. There are very good arrangements for helping children to settle well in the nursery and reception classes and all children are visited in their homes before they join the school. There is a well run and welcoming breakfast club. The learning mentor, who is a trained member of staff and helps any pupil who is facing behavioural or work related difficulties, provides a valued contribution to the excellent care the school provides. For example she works with pupils who have low self-esteem and she also runs a lunchtime club for pupils with behaviour or other problems in the playground.
47. There are excellent procedures for monitoring and promoting good behaviour, which strongly emphasise the positive approach. Pupils respond very well to teachers' high expectations of good behaviour and value the clearly set boundaries. Teachers have very good behaviour management skills and it is due to their skill and to the work of support staff that the work of the school continues calmly and smoothly despite the presence of many pupils who have challenging behaviour problems. The school supports these pupils very well through carefully considered support plans and by the involvement of external agencies such as the Multi Agency Support Team (MAST). The school's monitoring procedures for bullying, gender abuse or racism are organised well and are very effective. Should instances arise parents are involved from the outset and the records indicate that the system works well.
48. There are excellent procedures for dealing with bullying. The strong moral ethos and teaching which permeates the school acts very effectively to prevent bullying, but when it does occur parents are confident about the firm way it is dealt with. The training of lunchtime supervisors, which means that their strategies are the same as those of the teaching staff, has helped their confidence in dealing with playground squabbles. There are very good recording procedures, which enable the school to monitor any bullying incidents carefully.
49. The school has a very good range of procedures for monitoring and improving attendance, including first day calls when no explanation for absence has been received and weekly attendance trophies. In cases where the school has failed to persuade parents to ensure that their children attend regularly the school sets up formal attendance panels.
50. The school works very successfully to foster pupils' personal development and many aspects of its work make an important contribution. For example, the high priority

given to personal, social, health education and citizenship in circle time when pupils listen carefully to the ideas and feelings of others and take turns in voicing their own ideas. The pupils and staff share in the important learning experiences that residential visits provide. The school fosters pupils' self-esteem very effectively through praise and encouragement and through the special assembly each week, when parents and friends of the school attend and where pupils' special talents, effort or work are celebrated. Above all everyone in the school works to ensure that when pupils leave the school they leave it with many happy memories and have the skills and strengths that might enable them to withstand the pressures of life outside the safety of primary school.

51. The school has improved its assessment procedures that were identified as an issue in 1997 and has developed very effective practical strategies for monitoring the academic performance of pupils. The national tests are completed in accord with statutory requirements. Trends are analysed over years and good use is made of the information to help the setting of individual and school targets linked to the national requirements. This process is used to identify areas for improvement. An additional process is being implemented using a computer program that enables various groups to be reviewed and set against other results to determine exactly where the best progress is being made. This system also enables realistic decisions to be made about where help needs to be targeted.
52. The school makes good use of past National Curriculum test papers and the results of voluntary tests to assess pupils' progress and to inform learning needs. Work is set for groups and individuals and using this marked work, levels of attainment are agreed by staff. Folders of this work are used in all subjects to assess levels of attainment but they are developed best in English, mathematics and science. Pupils in Years 5 and 6 have explained to them what they need to achieve in order to attain the expected and the higher levels of attainment. In the Nursery and the Reception class teachers use a detailed assessment system to help all of the staff to plan individual and group work so that all the children are helped to work towards the intended Early Learning Goals.
53. The school's assessment policy contains clear and helpful guidance on the recording and monitoring of pupils' performance. Teachers in linked classes use assessment after lessons each day in order to ensure a good match of work and to help in the revision of short-term lesson planning. Pupils are rewarded in a range of ways for outstanding effort, good work or progress. Pupils delight in being awarded certificates and stickers and being mentioned in the celebration assemblies each week for their efforts in writing, mathematics and for behaving responsibly or meeting challenges with effort despite work proving to be difficult. The pupils' individual records of achievement show a clear picture of the progress of each pupil through the school.
54. Effective systems are in place for the assessment of pupils with special educational needs. The planned work that is set for these pupils has a positive effect on each one's progress. These contain carefully listed targets, and are used well to plan work that is specially matched to pupils' needs. Teachers know their pupils very well and are aware of their specific needs. In the Foundation Stage teachers are very alert to the needs, difficulties and talents of the individual pupils. Across the school teachers build very effectively on the records and assessment procedures used to identify pupils with special educational needs. They use the information gathered to decide what support is needed. The teacher responsible for managing the work to support pupils with special educational needs keeps very good records, which are used to track the academic and personal progress of individuals. Whenever a need is identified there are well-organised, suitable support strategies in place that are

supported by skilled classroom assistants. Those pupils who are brought from other schools because of their need for specialist help with language and speech are supported very well and make progress with their friends. In most cases it is impossible to identify them in lessons because the systems in use work so well.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

55. Parents and carers strongly support the school. About a quarter of parents returned the parents' questionnaire and their response was very positive. They particularly value the good teaching their children receive and the good progress they are making. They find the school very approachable and value highly the school's good leadership. Parents at the parents meeting expressed equally positive views and spoke very warmly of all the support their children receive and how they are encouraged to do their best. The inspection team agrees with the very positive views expressed by the parents.

56. The school's partnership with parents, which was good at the time of the last inspection, is now very good. Communication between home and school is very good and the school also ensures that it keeps parents and carers of children with speech difficulties closely involved. The school provides parents with very good quality information including a guidance booklet for the Foundation Stage and an interesting and informative prospectus. Parents appreciate the cheerful Friday letters and the excellent half-termly newsletters that include useful information on the curriculum covered by each year group. There are three parents' evenings a year and the quality of annual written reports on pupils' progress is good. Reports are based on good teacher knowledge and include some useful targets on how pupils can improve their progress in mathematics and English. A very small number of parents would like more homework but the inspection team considered that the

evidence that indicated the amount of homework set, marked and used to further learning was good.

57. As a result of the school's work to strengthen its partnership with parents the effect of parents' involvement on the work of the school is satisfactory. More than three-quarters of parents come to parents' evenings and the great majority of parents support the school by hearing their children read and by supporting the school's homework policy. Some parents however provide insufficient support for their children with reading and homework and this slows their progress. A few parents and governors provide the school with useful help in the classrooms. There is a small but growing parent-teacher association which has held fashion shows, discotheques, raffles and other fund-raising events and has bought a new television set, a video-recorder and other resources for the school. Members of the parent-teacher association also help to run the breakfast club.
58. As far as possible the school maintains close relationships with parents of pupils with special educational needs. Parents are always informed of the results of reviews and invited to school to discuss them. The school has very good systems for keeping in contact with parents of pupils in the Resource unit, many of whom live considerable distances from the school. A home/school book is sent home each weekend and returned on Monday. Teachers send information to the parents and parents can inform the school of any concerns. The Resource unit has a direct line and parents of Resource pupils are encouraged to contact the school by telephone if they have any concerns. During the summer holidays the speech and language therapist carries out home visits. In this way she is able to check on the pupils' progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

59. The school benefits greatly from excellent leadership and management. The headteacher, along with the deputy head, is maintaining and developing the clear educational direction for the work of the school that existed at the time of the last inspection. The senior staff, subject leaders and the entire body of the staff share a clear vision for its future and an informed, balanced and accurate view of its strengths and weaknesses. The senior management team has established workable ways of improving attainment levels, using not only their own monitoring to help to determine future developments, but also the expertise of other members of the staff, especially the subject leaders. A good example of this is the way in which both teaching and non-teaching staff are used to target specific groups of pupils in Years 2 and 6 in order to work towards raising standards.
60. Following the last inspection the headteacher at the time with the deputy headteacher and the governors worked hard to address all of the issues raised with considerable but not total success. Assessment procedures, both for the day-to-day assessment and evaluation of progress were strengthened and ways of managing the progress of pupils over time were reviewed and improved. This work is still being strengthened by the use of new computer programs. The national strategies for literacy and numeracy have been implemented successfully and the marking policy that was set in place and has recently been reviewed and refined has been instrumental in improving the presentation of pupils' written work and handwriting very successfully. Raising standards over time has been a constant battle as the high staff turnover and the persistently low attainment of the majority of pupils on entry means that each year the school has to begin the process over again. Despite these difficulties the proportion of pupils attaining the higher levels at the end of Year 6 has increased year on year although the above average number of pupils with special educational needs has

remained at just over a third of pupils. The school has the will and the capacity to improve further. The headteacher and senior staff have effectively drawn on external support, when necessary, to guide and focus its development in the aspects which still need improvement.

61. The aims and values of the school are clearly outlined in the prospectus and they are reflected in all of the policies and in lessons throughout the day. For this reason, together with the very good teaching, improved levels of learning and attainment are being achieved. The behaviour policy is applied successfully in classes and is understood by pupils and parents. The monitoring of teaching and the professional development undertaken by staff has been successful in raising the quality of teaching so that it is now very good overall with many excellent examples of good practice. The school has been recognised for the Investors in People award and the professional guidance and dialogue that contributed to this is a tribute to all those involved in the work of the school.
62. The school has a well-developed system of appraisal and performance management. A policy for performance management is firmly in place and all of the permanent members of staff have agreed objectives with their team leaders. In turn these are linked to the school development plan. There are helpful and effective systems in place to support newly qualified teachers. Pupils throughout the school make good progress from their low attainment level on entry. The setting process and the 'Booster' classes in English, mathematics and science are proving to be successful in raising the attainments of those pupils who are on the borderline of meeting their targets. The regular overview of the work of the school through the management team's quality assurance procedures is very thorough. They examine planning, assessment, marking, teaching, classroom and recreational provision and display.
63. The governors are very supportive of the work of the school. The governing body fully meets its statutory obligations and produces a detailed report for parents each year. There is a very well considered committee structure for dealing with all aspects of staffing, curriculum, building, health and safety and appeals procedures. Many of the governors frequently visit the school and are fully aware of the school's strengths and weaknesses. There is a very strong commitment to improvement and success. Governor training is very well managed so that members are aware of current educational developments. Meetings are held on a regular basis and the committee system is being increasing and effectively used to discuss issues and policies before final ratification by the full governing body. Committees have clear terms of reference so that they conduct business efficiently. Governors are highly aware of the need for them to be actively involved in monitoring work of the school. They are involved in setting priorities and monitoring progress towards them. Under the dedicated leadership of the chair of governors, the contribution of the governing body to the school is very good. Governors are becoming increasingly skilled at evaluating the benefits of spending set against standards attained. They are astute when planning expenditure and have good strategies for ensuring that they obtain the best possible value in use of the building, other resources and personnel.
64. The governor with responsibility for pupils with special educational needs visits the school very frequently, and has been involved in the work in this important aspect of school life. She is very well informed in all aspects of special educational needs and is vigilant as to how designated grants are spent, and in this case supplemented. The provision for special educational needs is very good because of the shared commitment of the headteacher and governing body and the very high level of

expertise of the designated staff. The commitment by the governing body and headteacher to supplement the finance given by the Local Education Authority and their monitoring of the use of the finance reflects a very high level of understanding. The special educational needs co-ordinator and headteacher are involved in setting priorities and keeping a watchful eye on the progress towards them.

65. The school is staffed by a good number of suitably qualified and experienced teachers who are effectively deployed to meet the demands of the curriculum and to support pupils with special educational needs. However the school has recently found difficulty in appointing a suitable teacher to lead English. At present two teachers fill this post very effectively, on a job-share basis. A number of classes are taught on a job-share basis, and teachers commit much of their own time to make this system work efficiently. All teachers have high levels of professionalism, dedication and commitment. The staff works closely together. Teachers plan their work conscientiously, sharing experience and expertise. Experienced teaching assistants provide very good support for pupils' learning, particularly for those pupils who have special educational needs. There are established arrangements for staff development, guided by the school development plan. Lunchtime supervisors provide a high standard of care at midday and know the pupils well. The caretaker and the cleaning staff ensure a high standard of cleanliness at all times.
66. The overall impression of the building from the fountain in the welcoming entrance hall and the attractive displays of well-presented work throughout the building is good. The quality and adequacy of the accommodation for teaching the curriculum is good. The new suite to promote work for information and communication technology is a valuable addition and the school is fortunate in having spacious playgrounds and playing fields. The large amount of open plan space, especially in Years 1 and 2, brings inevitable problems of irritating noise levels, which can be distracting for pupils. This is most evident when speaking and listening is involved. The school has plans to look at the organisation of space in these areas as part of the governors' rolling programme of improvement and internal redecoration. The Nursery and the Reception classes both have secure and attractive outdoor play-space that can be separate or shared depending on the time of day and the needs of the children. The school development plan lists well-organised strategies to extend and improve these facilities. The school is fortunate that there is a large amount of available space and an adequate amount of allocated funding that will permit these plans to be effected in the near future.
67. The quality and quantity of learning resources to support the curriculum are good overall and staff use them very well. Each subject leader reviews the resources for their personal area of responsibility regularly and orders from their delegated budget to remedy any identified needs. There are sufficient resources and support staff to ensure that all pupils have equality of access to the curriculum, to lunchtime activities and extra-curricular activities. The need to increase the large play equipment in the Foundation Stage is recognised and there are plans in the school development plan to improve these resources as soon as the external improvements have taken place. The school values the work of the Foundation Stage very highly and is waiting for better weather before embarking on a messy programme of work.
68. The governing body, working closely with the headteacher, has been very effective in the management of finance. Through their designated committee, governors are continually involved in the financial workings of the school. They have appropriately addressed all the points raised in the last auditor's report. Using regular, up-to-date statements, they have established good procedures to ensure that finances are used

well to support school priorities. The school development plan is a very useful tool in the management of the school. The plan provides a clear focus for improvement and priorities are fully costed. The plan includes detailed actions aimed at improving standards in the core subjects of English, mathematics and science and indicates a short and longer-term strategy to enable this work. Specific financial grants have been used efficiently to target improvement, with good results. The headteacher is very good at finding ways of obtaining grants for specific projects and gaining additional funds for the school. The surplus funds available to the new headteacher have been used sensibly and prudently to extend resources and to maintain staffing levels during the fall in numbers caused by the redevelopment of the area around the school. The governors and the headteacher have devised a longer-term strategic plan that will enable the school to retain the good teachers that it has and to attract equally good candidates to fill the vacant positions. The surplus funds in the account are earmarked to improve the facilities in the Foundation Stage and to maintain staffing levels during the changes in the neighbouring housing estate.

69. The administrative assistants have a good understanding of the day-to-day financial procedures of the school. Effective systems ensure that the school runs smoothly and that money is handled securely. There are sound procedures for monthly checks on expenditure and for secure cash processing, which provides a practical level of internal control. Separate accounts are kept for private funds that are audited annually. Other day-to-day procedures are effective and the administrative assistants work in a very professional manner to support the work of the school. New technology is well used within the administration of the school and is proving to be an invaluable resource in lessons for other subjects every day.
70. When they start school the pupils have very low average levels of attainment. When this is set against the improving standards achieved by 11-year-olds because of the very good quality of teaching, the very good relationships, attitudes to work, and the behaviour of pupils, together with the average level of expenditure per pupil, the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

71. In order to build on the existing good practice, improve the school and further raise the standards the governors, headteacher and staff should:

- (1) complete the strategies set out in the school improvement plan and the linked action plan designed to raise standards in English, mathematics and science that are already producing positive results.
Paragraphs: 68, 110, 111, 119, 120, 124, 125, 131

- (2) ensure that all of the listed plans for enhancement of provision for outdoor play in the Foundation Stage are fully implemented.
Paragraphs: 66, 67, 103

- (3) consider ways of improving the acoustics and creating smaller teaching areas in order to facilitate the ongoing work to improve speaking and listening skills.
Paragraph: 66

Special resource for pupils with difficulties with speech and communication

72. Within the school there is additional provision for a small number of pupils who have severe speech and communication difficulties. These children are transported daily by taxi from home to school. All of these children work alongside their friends in the mainstream classes and they learn well because of the highly skilled help provided by their learning support assistants and the carefully planned work that is available for them. Without special knowledge it is impossible to distinguish these pupils in lessons because the excellent work of the specialist team within the school enables them to learn very effectively throughout the day.
73. These children are admitted to the school because of their need for the special facilities that enable them to learn and make such good progress that are not available in every school. At any time there is provision for a maximum of eight children and these places are constantly over-subscribed. To gain a place pupils are assessed by the speech therapist attached to the unit, who works in the school for half of each week together with the school's special educational needs co-ordinator. Parents, carers, and the staff of the original school are involved from the outset and are involved in the review process on a regular basis.
74. All of the pupils in the unit have their own statement of special educational need. Their progress is reviewed very regularly as they work with the speech and language therapist each week. Class teachers and support staff review progress on a day-to-day basis in order to teach necessary vocabulary in advance and enable the pupils to be fully involved in all of the activities within the school. They adapt the content of lessons to meet the needs of these pupils as well as the many others that also have identified special needs, sometimes grouping pupils to ensure that nobody is ever isolated. There are informal reviews each half-term and formal reviews are undertaken each term in addition to the statutory annual review of the statement provision.
75. One of the criteria for placement in the resource includes "potential for development" and the aim is that pupils will make sufficient progress so that they can move out of the resource unit, and return to their own local mainstream school as soon as possible. This return is only possible when they have made sufficient progress in their speech and language development. The earlier that pupils are placed within the resource the greater the likelihood that they will return to their original school. Two children have returned to their feeder schools recently, after making excellent progress. The teacher in charge of the Resource Provision would like to see children with speech and language difficulties identified earlier, to enable earlier intervention, and offer a better chance of quick improvement.
76. The school has very good systems for keeping in contact with parents of pupils in the resource unit, many of whom live considerable distances from the school. A home/school book is sent home each weekend and returned on Monday. Teachers send information to the parents and they in turn can inform the school of any concerns. The Resource unit has a direct telephone line and parents of pupils in the unit are encouraged to contact the school by telephone if they have any concerns. During the summer holidays the speech and language therapist carries out home visits. In this way she is able to check on the pupils' progress.
77. The staff meet regularly to review the needs of pupils and to evaluate the benefits of the work undertaken against progress and improving attainment. Reports are

prepared for the governing body and for other agencies such as the school psychological service or the social service department in order to evaluate the work of the specialists within the school.

78. The accommodation is good and provides well for work in class and for occasional withdrawal from lessons for quiet work in speaking and listening. The teaching and learning resources, particularly the specially trained personnel, are very good. The resource enables pupils with speech difficulties to participate fully within a mainstream school where they build their skills in communication by working and learning with other pupils with the same interests and enthusiasms. The resource provides very well for these pupils.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	93
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	23	42	24	4	0	0	0
Percentage	25	45	26	4	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	19	351
Number of full-time pupils known to be eligible for free school meals	0	117

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	16
Number of pupils on the school's special educational needs register	9	126

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	29

Attendance

Authorised absence

	%
School data	93.1
National comparative data	93.9

Unauthorised absence

	%
School data	6.3
National comparative data	5.6

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	28	26	54

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	14	23
	Girls	25	22	24
	Total	41	36	47
Percentage of pupils At NC level 2 or above	School	76 (72)	67 (67)	87 (80)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	22	23
	Girls	25	24	24
	Total	43	46	47
Percentage of pupils At NC level 2 or above	School	80 (78)	85 (70)	87 (70)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	18	29	47

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	10	14
	Girls	21	15	23
	Total	32	25	37
Percentage of pupils At NC level 4 or above	School	68 (54)	53 (44)	79 (75)
	National	75 (75)	71(72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	9	10
	Girls	16	14	16
	Total	23	23	26
Percentage of pupils At NC level 4 or above	School	50 (47)	50 (46)	57 (54)
	National	72 (70)	74 (72)	82(79)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	8
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	288
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	19
Number of pupils per qualified teacher	20.2
Average class size	19

Education support staff: YR – Y6

Total number of education support staff	12.6
Total aggregate hours worked per week	286

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	19
Total number of education support staff	1.4
Total aggregate hours worked per week	46
Number of pupils per FTE adult	8

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	10
Number of teachers appointed to the school during the last two years	12
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	4	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	2000/01
	£
Total income	853,750
Total expenditure	773,746
Expenditure per pupil	2,091
Balance brought forward from previous year	57,490
Balance carried forward to next year	80,004

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	351
Number of questionnaires returned	85

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	21	4	0	0
My child is making good progress in school.	65	33	2	0	0
Behaviour in the school is good.	51	45	5	0	0
My child gets the right amount of work to do at home.	34	44	15	0	7
The teaching is good.	67	32	1	0	0
I am kept well informed about how my child is getting on.	59	34	6	1	0
I would feel comfortable about approaching the school with questions or a problem.	73	24	0	1	2
The school expects my child to work hard and achieve his or her best.	73	25	1	1	0
The school works closely with parents.	51	46	1	0	2
The school is well led and managed.	62	35	1	0	1
The school is helping my child become mature and responsible.	60	38	1	0	1
The school provides an interesting range of activities outside lessons.	28	36	12	6	18

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

79. The provision for children in the Foundation Stage is excellent. This is a significant improvement since the last inspection when it was judged to be generally good.
80. The school has adapted the Nursery and Reception class classrooms well. There are presently 50 children who attend the Nursery on a part-time basis. In the Reception class there are 36 children who attend school full time. Children enter the Nursery at the age of three and start school in the Reception classes in the September in which they are four years of age.
81. In the Nursery there is one teacher, one full time nursery nurse and also some part time additional nursery nurse support. Two teachers, a full time nursery nurse and a non-teaching assistant who is also a qualified nursery nurse staff the Reception class. There is some additional full time support to enable three pupils with special educational needs to be able to make very good progress. There is also very good teaching and support from a speech therapist, who works closely with staff to enable children with language difficulties to learn within the Nursery and Reception classes. All staff have established excellent caring relationships with the children and provide them with a secure and safe environment.
82. In both settings a carefully planned programme helps children to settle into school life with ease. Parents are visited in their homes and are also invited into school to learn about how children are taught. Parents and teachers share information to ensure that individual needs are well met.
83. A major improvement has been the management role of the Foundation Stage leader. This has been developed to enable her to attend relevant courses and to provide opportunities to increase the knowledge of governors and staff throughout the school, about how to meet the needs of children in the Foundation Stage. Another improvement is the close teamwork. The staff in the Nursery and the Reception class plan together to ensure that the programme of work meets the requirements of the nationally agreed areas of learning. There is also increased formal monitoring of the planning of what is taught and how it is taught.
84. The careful assessments of attainment in all the areas of learning that are carried out when children start in the Nursery show that children start school generally with a very low level of attainment. A small number of children achieve at the level usually expected of children of three years of age. These assessments, which are continued in order to make sure that the progress of pupils is tracked and that work is planned to meet individual needs, take into account the different rates of child development and build on previous learning. Very carefully maintained records show that children in the Nursery make excellent progress. Not all the children in the Reception class have been in Grimes Dyke Nursery, 15 children have come from other pre-school placements. The school makes contact with these to ensure that children settle in school with ease.
85. The more formal assessments conducted with children when they first enter the Reception class indicate that although they have made excellent progress in the Nursery, many children, when they begin school, still have a low level of attainment. Only a minority of children achieving at the level expected of children of four years of

age. When children leave the Reception class they are assessed again.

86. The excellent progress in the Nursery is maintained and built on in the Reception class. However, many children are still working towards the Early Learning Goals, the indication is that by the time children are ready to start in Year 1 next September, most children will attain the expected levels of learning in physical development and creative development. Children have also achieved very well from a very low starting point in personal and social development, communication language and literacy, in mathematical development and in their knowledge and understanding of the world. However a considerable number of lower-attaining children, including those with special educational needs, are still working towards the recommended levels in these areas. That children find such difficulty in retaining what they are taught is in part due to the fact that more than a third have special educational needs. The staff has to repeat activities many times and create a wide range of strategies to involve children in structured work in order to reinforce what is learned.
87. In both classes, the quality of teaching is excellent. Teachers, nursery nurses, and support staff, work very well as a team. The excellent teaching in the Nursery is having a positive effect on the quality of children's learning. In the Reception class the teaching of basic skills is of a very high standard. In both settings, teachers and nurses have attended relevant courses to bring them up to date with recent curriculum changes. They show therefore a very good knowledge and understanding in the way they present the Foundation Stage curriculum. The methods they use are very effective in enabling the children to make excellent progress.

Personal, social and emotional development

88. The majority of children are on track to achieve the early learning goals in personal and social development by the end of the Foundation Stage. However there is still a third of the class who are at an earlier stage of development.
89. This area is given high priority. The excellent progress in working as part of a group or class in the Nursery is successfully built on in the Reception class. In the Nursery, although the majority of children who attend in the morning have only been in the class for a short period of time, they are eager to learn. They demonstrate growing understanding of the class routines. Children are learning to play and work together. Most children sit quietly during registration and stories. When asked to, they respond well to the teacher's instructions, tidy up after themselves and remember to say please and thank you. They listen carefully to their teachers and do as they are told. A minority of children has not yet developed the skills to participate in unsupervised activities. Some find it difficult to sit still and concentrate for more than a few minutes, to take turns and to share equipment. Most children in both settings demonstrate growing independence in personal hygiene, for example washing hands following painting activities and putting objects and games in the correct place. They are learning how to dress and undress. In the Reception class most children have made excellent progress and are now confident in trying new activities. They enjoy being given responsibilities, including taking the register to the office and being responsible for checking if all the class have had their milk.
90. Teaching in this area is excellent. Teachers and support staff ensure that children feel secure. They encourage and support them and have high expectations of what children can achieve. In both settings, staff provide very good role models. They treat each other and the children with courtesy and respect. This helps children to grow in self-esteem and to become confident learners. The equipment and resources are

easily accessible to children to enable them to become independent. The children are encouraged to take care of the equipment, which is readily available for them to investigate and use. Every opportunity is taken for children to develop their sharing skills. In the Nursery and the Reception classes, high expectation of behaviour and well established class rules and routines enable the majority of the children to take responsibility, grow in independence and to move towards having very good behaviour.

Communication, language and literacy

91. The children make very good progress in the development of their communication language and literacy skills. As a result a small number of higher attaining children have already achieved the early learning goals. The majority of children however are at an earlier stage of development and are still working towards them.
92. In the present Nursery a high number of children only speak in single words or in very short phrases or sentences. The range of vocabulary for many children in the Reception class is narrow. In the Reception class children are beginning to identify sounds. They are learning to write their name. They listen well to their teacher and to other children and speak about their work. The children use a developing vocabulary, and are beginning to speak with increasing fluency. The small number of higher attaining children can initiate conversation. In both the Nursery and the Reception classes the children enjoy listening to stories and readily enjoy books. By the end of the Reception year, they are beginning to use sounds to assist them in their reading. They link sounds to letters and the majority is able to name and sound the letters of the alphabet. With adult help they can retell short stories. They know how to handle books correctly. Higher attaining children know that if they are having difficulty reading, to look at pictures and letter sounds to assist them. They are able to write simple words and read a range of familiar words.
93. Teaching in this area of learning is excellent. The varied and interesting activities encourage children to communicate their thoughts and feelings. The teachers, nursery nurses and support staff, very skilfully engage children in discussion and question them very effectively. There is high challenge to make children to listen, think and share their thoughts. The nursery teacher, when sharing a book about the caterpillar, encourages children to talk about the sequence of events, so extending their understanding the life cycle of the butterfly and also their knowledge of how to read using pictures to aid them. In the Reception class, children are introduced to a new book 'I Want My Mum.' Children are taught how to hold books and how to read from left to right. Skilful questioning is used to make children think about how Jake the snake lost his mum. Teacher cleverly pauses during reading so that children will join in the refrain 'I want my mummy says Jake the snake' More able children are beginning to understand the use of speech marks in the text. In each room there is an attractive book area where adults and children enjoy books together. There are also areas where children can experiment with writing. The role-play experiences, for example the home corner and the fruit shop, provide excellent opportunities for children to imagine and recreate roles and experiences and to make excellent progress in their learning. Children with special educational needs make very good progress. This is because teachers and non-teaching staff take the time to explain things. They praise children when they try hard. They make learning fun and therefore interesting. All these points increase children's self-esteem and confidence. The staff make sure that all the children take turns in listening, speaking reading and writing.
94. In both settings there are high quality displays. The very good quality script in

teachers' notices and captions, together with the great care taken to provide stimulating experiences, is effective in encouraging children to use different forms of writing. These include lower attaining children making marks on paper and higher attaining children having a go at writing their names. The excellent opportunities provided for children to investigate and experiment enable children to make very excellent progress in their listening, speaking, reading and writing skills.

Mathematical development

95. Children make excellent progress in their mathematical development. Three quarters of the class are working towards the recommended level of learning. A minority of higher attaining children has achieved the goals. Lower attaining children are still in the earlier stages of mathematical development.
96. When children first enter the Nursery, their mathematical skills are very low compared with what is usually expected of children of three years of age. Because of the high quality teaching, children learn very well and make excellent progress in their mathematical development. There are carefully planned opportunities for children to develop their mathematical language and understanding of number through practical activities and daily routines such as, in the Reception class, counting how many are present, how many are away and how many altogether. In the Nursery, children count how many triangles they have put on their caterpillars. In the Reception class lower attaining children count everyday objects to five. Average attaining children are able to recognise numerals from one to 20. They can count up to 20 and back. A smaller number of higher attaining children are able to count beyond 20 and tell the time to the hour. They use appropriate mathematical language such as 'more' and 'less' and show growing understanding of how to use a number line.
97. There is excellent teaching in both classes. The high quality displays and the use of stimulating and well-prepared teaching aids assist children during counting activities. In both classes children sing number rhymes, sort toys according to colour and shape and count orally. Staff intervene in children's play to develop their thinking and mathematical knowledge by asking appropriate questions such as what number comes after six what comes before three. The teachers are enthusiastic, they make learning fun. Games are used very well to reinforce counting skills. A good example of this being a game of number snap, which was used extremely well to challenge children to respond quickly. In both settings the nursery nurses and special support assistants' contributions have a significant effect on learning. Resources and games are used very well to reinforce counting and estimating skills. The children with special needs receive very good quality support to enable them to be included in activities. Because of this the children make excellent good progress in acquisition of early mathematical vocabulary through discussion about mathematical practical activities.

Knowledge and understanding of the world

98. Children make excellent progress in their knowledge and understanding of the world and the majority, two thirds of the class are on track to attain the Early Learning Goals. The remainder being at an earlier stage of development. The staff are very supportive and take great care in including those children who find learning difficult or who have special educational needs.
99. Very carefully planned activities encourage children to find out about and identify features of living things and to investigate and question why things happen. In the Nursery children select, build and construct with a wide range of objects. An example

of this being a bridge that they build for the trolls. They investigate with water and sand. They are learning to work co-operatively to build their railway track. In the Nursery, when children are making their cakes, they talk about the ingredients as they mix them together. In both settings children are encouraged to use their senses to investigate objects and identify features of living things. They plant bulbs and show developing knowledge of what plants need to grow in the garden areas they have been involved in creating. Reception class children learn about their bodies and about what babies need. The speech therapist brings in her new baby to aid discussion and understanding. A role-play clinic is set up. Children are also gaining in knowledge of how to use the computer. They can use the mouse and know how to bin what they do not wish to save. In both classes children learn about the Christmas story and other festivals and celebrations.

100. Every opportunity is taken to broaden children's knowledge and understanding of the world. Adults support children well in investigating their surroundings and encourage them to find things out for themselves. Children are helped to develop a sense of the passage of time such as, 'yesterday', 'tomorrow' or 'when I was a baby'. In the Reception class when learning about their senses children make paper cup and string telephones. Photographs show there has been imaginative play in a travel agency. The well planned visits including walks in the local environment including a visit to the post office and visitors to the school by the fireman and a local vicar are used very well to increase children's knowledge and understanding of the world. The excellent teaching promotes excellent progress in this area of learning.

Physical development

101. The majority of children in the Reception class are already attaining the level usually expected of pupils of five years of age.
102. In the Nursery, a good variety of learning opportunities are provided. Both the Nursery and the Reception classes have secure areas for play in order to develop their physical skills. Children in both classes use the well-organised small play equipment when they play in the playground each day. Their skills in cutting, modelling and building with construction toys and bricks are developing well. In the Reception class children are able to dress and undress independently. They run, skip and jump with increasing confidence. They show very good awareness of space and consideration for others. They demonstrate great excitement when told they can use the apparatus. When challenged to think of ways of travelling over the benches and mats they respond very well, pulling themselves along benches, rolling over mats using hands, feet, elbows and other parts of their body, stretching their toes, fingers, and necks, in order to improve their gymnastic performance. Children respond very well to the high expectation of their teacher to behave well, take care and await their turn and make suggestions as to how their own work and that of others might be improved. Because of the high challenge from their teachers, they rise to the occasion. All these activities all of these activities are very effective in supporting the spiritual and social development of the children.
103. The imaginative development of the outside play areas has been a major factor in enabling children to make better progress in the development of their physical skills. Each of the classes has an easily accessible outside area. In these areas children ride their tricycles, push prams, run, jump and play games. There is a large playhouse that is used well. The further plans for minor works, outlined in the school action plan, are very detailed and funds have been allocated to extend the opportunities for children to make progress in this area of their development. These

plans now need to be implemented as soon as possible to provide more space and better storage facilities so that more good quality large equipment can be introduced.

104. Teaching is excellent and all of the staff is alert to providing additional support for those children who have special educational needs. Carefully planned activities offer appropriate physical challenges. Very good attention is given to safety, for example teaching children why they need to warm up and need to wear the appropriate clothing. In the Nursery, a good range of objects and construction materials enable children to develop their threading, building and joining skills. In a lesson in the Reception class, because of the excellent teaching, children made excellent progress and in this lesson they achieved well above the level usually expected.

Creative development

105. Children also make excellent progress in their creative skills and are likely to attain the Early Learning Goals by the time they leave the Foundation Stage.
106. In the Nursery children sing simple songs from memory. They learn about colour, paint and play dough and participate in a variety of imaginative role-play activities, for example dressing as story characters. In the Reception class, children sing exceptionally well. They show a growing sense of rhythm and impressively maintain a steady tick tock rhythm whilst playing musical instruments and others sing the nursery rhyme. In both classes children learn and remember the words to songs and hymns and enjoy singing action songs such as 'Here we go Looby Loo'. The repetitive nature of some of the songs helps children, especially those with special educational needs to learn to sing in flowing phrases and this helps their speech patterns.
107. Teaching is excellent. In both settings children are provided with carefully planned opportunities to explore colour and shape and to use their imagination through art, music, stories dance and imaginative play. Excellent opportunities are provided for children of all attainment levels to explore the sounds of musical instruments. When experimenting with paint, children are taught how to hold the paintbrush correctly. There is some good support from the nursery student who challenges children to think carefully about their work, through skilful discussion and questioning about what they are doing and what they should do next. Staff members sing enthusiastically, this motivates children to do the same, so enabling them to sing well together and to remember the words and tunes to simple rhymes. There is also excellent support from a talented musician who plays the piano and encourages the children to participate.

ENGLISH

108. Standards are rising in English, for pupils at the age of seven and 11. However, the improvement is still uneven because some year groups have significantly more pupils with low prior attainment or special educational needs than others. In the national tests in 2001, pupils' performance in reading at seven was well below the national average but matched the average in comparison with similar schools. Their performance in writing was well below the national average and below the average when compared with similar schools. In the same tests for 11-year-olds in 2001, pupils' performance was below the national average but above the average in comparison with similar schools. When compared to the results at the last inspection the Year 2001 results show considerable improvement.
109. Pupils' attainment on entry to the school is well below the standard expected for their

age with regard to the development of literacy skills. Inspection evidence confirms that all pupils, including those with special educational needs make good progress. This is an improvement since the previous inspection when progress was judged to be satisfactory for all pupils. Work seen during the inspection shows that attainment is improving throughout the school in all aspects of literacy. In many lessons, because of the additional skilled support for pupils and the constant encouragement provided, pupils attained levels of work that matched the expected level for all pupils nationally.

110. A key issue at the previous inspection was to improve standards in English. The school was also required to link assessment more effectively to planning, improve pupils' handwriting and their presentation of work and ensure the marking policy was implemented consistently throughout the school. The school has successfully addressed these issues. As a result attainment in listening is greatly improved and is as good as it should be but attainment in speaking is often limited because pupils' vocabulary is restricted and when they speak they often use phrases rather than sentences. The standards in reading now matches the attainment of pupils of a similar age nationally. Opportunities for pupils to increase their speaking and listening skills have been increased and more time has been allocated to writing and spelling. Pupils are now very aware of their individual targets in literacy and are keen to achieve them. These initiatives are beginning to have a positive effect on pupils' academic progress. A major target in the school development plan is to raise the standards of pupils' work in writing.
111. The National Literacy Strategy is now effectively in place and teachers are very confident in its organisation and teaching. There is a planned progression for the development of speaking and listening skills throughout the school. Additional help is provided for small groups in most classes during the Literacy Hour. Additional literacy support is provided for groups in Year 3. The setting of pupils in groups with similar ability is having a significant effect on raising standards. All teachers make an effort to include pupils of all attainment levels and backgrounds in every activity. For example, during discussions teachers and pupils are prepared to wait while pupils who find difficulty in organising their thoughts decide what they want to contribute to the discussion. There is very good support for pupils with special educational needs. Inspection evidence shows that because of the school's efforts, standards are improving sufficiently to bring them from being well below to below the standards attained nationally. Inspection evidence indicates that more pupils will achieve the higher levels 3 and 5 than in previous years but they will not yet be in sufficient numbers to enable national standards to be attained throughout the school.
112. Pupils make good progress in speaking and listening skills. All pupils listen well during assemblies and class sessions in the Literacy Hour and most remain attentive. Adults make a conscious effort to promote speaking and listening skills throughout the curriculum and always include pupils in The Resource unit. Support staff work effectively with small groups to promote speaking and listening, and opportunities for drama have increased. However, few pupils use complex sentence structures, unless this is the focus of the lesson. They have to be reminded frequently to develop their ideas more fully. A very small number of pupils fail to listen attentively to adults and, consequently, also fail to improve their speech. In a Year 4 literacy lesson pupils prepared a debate about whether a road through a village should be widened to accommodate increased traffic. Pupils had ten minutes to prepare their arguments for and against the proposal. In a Year 6 class pupils were invited to sit in the special chair to tell their friends about their experiences during the half term holiday. In both lessons teachers' thoughtful questioning and use of praise and encouragement

enabled many pupils to make good progress in their speaking and listening and also improved their self-esteem. In an assembly for older pupils, members of the School Council reported on the results of their survey on the views of pupils as to how to improve their school and the surrounding area. The emphasis was on clear speaking and good listening. At the end of the assembly, all the Council members, consisting of pupils from all age groups, received well-deserved applause for their efforts.

113. The work undertaken to improve reading has been successful. By the age of seven most pupils read simple texts accurately. They know the purpose of books, print and pictures and the difference between fiction and non-fiction. The more able pupils in Year 2 read with confidence using very good phrasing and intonation. One boy read words such as 'survival' and 'umbrella' without hesitation, clucking at the idea of taking an umbrella on a survival expedition. Pupils are taught library skills from an early age. This has a positive effect on their learning. The library is some distance from the classrooms of pupils in Years 1 and 2 and teachers provide collections of reference and story books in their classrooms so that pupils can work on their research and reading skills in order to enhance the work undertaken as part of the Literacy strategy. Pupils in Years 3-6 continue to make good progress in their reading. The higher-attaining pupils in Years 5 and 6 read fluently with good understanding. These pupils use the school library very well with minimal involvement by class teachers, as, being adjacent to the computer suite; there is effective supervision. Most pupils show understanding of significant ideas, themes, events and characters in a range of texts and are beginning to use inference and deduction to good purpose. Many pupils say they like reading. Pupils take books home regularly. More than half of the pupils are heard reading at home and all teachers actively encourage this. The ongoing dialogue with the school through the home/school reading diary is very useful. The school is spending a considerable sum of money on books both for the school library and to improve the number and quality of the books kept in classrooms. The library is now shared with the suite for information and communication technology. This new area is developing very well as a combined resource which pupils are beginning to use for independent learning. As a result, pupils' individual research skills are beginning to improve.
114. There are clear signs of improvement in the pupils' writing over the past year but it is still below the national average by the time they reach the age of seven and 11. All staff are working hard to effect further improvement both in the Literacy Hour and in additional English lessons. The emphasis is on different forms of writing, often related to texts read, or tasks set during the Literacy Hour. In many lessons observed during the inspection pupils reached the levels expected nationally but in the test conditions, where they do not have the constant help of teachers and support staff, pupils do not perform as well and do not have time to complete the tasks set. The staff are skilled at extending opportunities for writing to other areas of the curriculum such as reporting science experiments or writing accounts of events in history. Increasingly pupils are remembering their work in English and using skills learned very successfully in these other subjects.
115. During the inspection pupils in Year 2 sorted words of similar sounds into patterns to help them remember the spelling and understand the meaning. After discussing the book of the week when they show their knowledge of the title, author and illustrator they write letters persuading one of the characters to stay at the house described in the story. Year 3 pupils enjoyed working to prepare a poem for a performance and write extra verses. This activity engaged the pupils' interest throughout the lesson. Pupils in Year 4 examine ways that authors use to make text more interesting and how they create imaginary worlds. They understand adjectives of intensity and enjoy

arranging them in lists to add interest to their own writing. In Year 5, pupils study the poem 'The Highwayman'. They think of adjectives that might improve the poem and give added interest to the reader. In Year 6, pupils are divided into four groups for literacy and this is providing teachers with an excellent opportunity to match the work set very closely to the pupils' attainment levels and build systematically on their previous learning. In one group, pupils were constructing an effective argument, either for or against the motion, "It is time to ban cars from town and city centres." They worked very hard to plan a framework and pick out key words that would improve their argument.

116. The quality of teaching is very high. From the 20 lessons observed during the inspection all lessons were judged to be better than satisfactory. The teaching in four lessons was good, in 11 it was very good and in three lessons it was excellent. There was no unsatisfactory teaching of English. The well-organised teaching in attainment sets and classes across the school as part of the National Literacy Strategy enables pupils of all attainment levels to make very good progress. Teachers show good subject knowledge and understanding. They are all technically competent to teach the basic skills. They plan effectively, setting clear targets that pupils understand. Good use is made of time, support staff and resources. Teachers and support staff assess pupils' work thoroughly and use assessments to help and encourage pupils to overcome difficulties. The teaching methods used are very good and enable all pupils to learn effectively. Pupils regularly use the bank of machines in the computer suite to draft and edit their work or benefit from interactive work with the teachers using the 'smart board' when developing vocabulary or developing simple phrases to create more complex sentences. This use of information and communication technology is helping teachers to make very effective use of time, both for themselves and for pupils. The management of pupils is very good and this is especially so in Year 6 where many pupils have been disruptive in the past but are now managed very well by their teachers and support workers.
117. As a result of the very good teaching all pupils, including those with special educational needs, acquire new knowledge and skills, develop their ideas and increase their understanding. Pupils work at a good pace. They show interest and sustain concentration. They understand what they have to do, how well they are doing, and what they have to do to improve. These very good attitudes are a significant factor in pupils' achievement and learning.
118. The curriculum is well planned and organised. The work planned by the teachers is based on the National Literacy Strategy and is organised carefully to ensure the continuous progress of pupils. The curriculum is enriched by additional English lessons in which a wide variety of tasks are attempted. The leadership and management of English by the two recently appointed subject managers are developing well. Procedures for regular assessment and evaluation are in place. The information gathered provides valuable information on pupils' progress, which is used to identify pupils who will benefit from additional support. Resources are good and are used well. The level of support provided is good. There is a shared commitment to further improvement in the subject.

MATHEMATICS

119. By the end of Year 2, pupils' attainment in mathematics is below what is expected for their age but the attainment of those pupils who do not have special educational needs it is approaching the national average. By the end of Year 6, pupils' attainment as shown by the progress in their books, whilst improving is also below what is

expected for their age. In the national tests and assessments in 2001, pupils' attainment in mathematics by the age of seven was well below average. In comparison with similar schools, the school's results were average. By the age of 11, pupils' attainment was well below average. In comparison with similar schools, the results were average. The trend over the past five years has fluctuated, but standards are now beginning to rise by the end of Years 2 and 6. The judgement of the previous inspection stated that standards by the time pupils were seven and 11 were average and that all pupils made steady progress. The findings of the present inspection differ from this judgement because of the high percentage of pupils who have special educational needs and because there has been a considerable period of staff change. Despite this, pupils from Year 1 to Year 6 are making good progress. Classroom assistants provide valuable support to those pupils with special educational needs and they, too, make good progress.

120. The staff has a strong, shared commitment to raising standards, followed by the period of staff change. Both subject leaders are enthusiastic about promoting higher standards and they have led the staff well in the introduction of improved procedures. Teachers are particularly sensitive to the needs of individual pupils and there are no significant variations in the progress of pupils of different ability, gender or background. All staff place a strong emphasis on teaching mental calculation at the beginning of each lesson and the setted classes for pupils of similar ability from Year 4 upwards and booster classes provide additional support to those pupils who are likely to achieve a higher level in the National tests. Additional emphasis is also being given to the identification and support of higher attaining pupils so that they also make the progress that they should. Parents are pleased with the school's provision for their children.
121. Year 1 pupils enjoy mathematics and participate readily in a range of activities including number games and rhymes. They are learning to add and subtract within 20 and count backwards and forwards in two's. They know to start with the smallest number when adding two or three numbers together. They work with simple money sums and are beginning to recognise odd and even numbers. They recognise simple two-dimensional shapes and collect information on, for instance, the colours of eyes. They use information and communication technology to present their results as a block graph or pictogram. By the end of Year 2, pupils work with larger numbers. For example, in one lesson, pupils were observed showing the different ways they could make 30 pence. Lower attaining pupils gave change from 10 pence whilst higher attaining pupils confidently subtracted different amounts of money from one pound. Scrutiny of previous work indicates that most pupils work with number patterns and learn to multiply simple numbers together. They know that doubling a number means two of that number. They extend their understanding of shapes and know which are symmetrical. They are familiar with two and three-dimensional shapes, non-standard and standard measures such as a metre and centimetre. Classroom assistants and other adults provide very good support and this has a positive effect on their learning. All pupils enjoy their work and thus make good progress. Many pupils are only now gaining confidence and are starting to believe that they can achieve the expected levels. The majority of the average and above average-attaining pupils reach the expected levels in lessons. Those pupils with special educational needs usually keep up with their friends because of the superb support and encouragement that is provided. However, in statutory tests many pupils forget what they can do and remember what they find difficult and then they do not do as well.

122. Pupils in Year 3 to 6 continue to make good progress in their learning and apply their understanding to solve a good range of increasingly demanding problems. For example, Year 3 pupils recognise that division is repeated subtraction and the opposite of multiplication. One pupil gave the meaning of 'corresponds to' as 'links to'. Year 4 pupils develop their multiplication skills further and collect data on their heights. They waste no time as they construct their own graphs to record their findings. By the end of Year 6, pupils have a well-established pattern for working. They apply themselves enthusiastically to their tasks, are attentive and work conscientiously and so make good progress. They identify simple equivalent fractions, work with measure and interpret co-ordinates. In one lesson, pupils calculated the size of the third angle of a triangle, having been given the size of the other two. They were given a variety of opportunities to explore their ideas and so worked confidently to solve their problems. Average pupils work with the four rules of number beyond 1000, understand decimals and equivalent fractions and work with co-ordinates in the four quadrants. They present data on charts and graphs, mainly using information and communication technology. The confidently share their knowledge and understanding of the properties of shapes and describe isosceles and equilateral triangles. Very good use of praise and encouragement has a strong effect on their learning. Similar work is well matched to the needs of the lower and higher attaining pupils so that they, too, make good progress.
123. Throughout the school, the quality of teaching is never less than satisfactory. Ten of the 13 lessons observed were good or better, six were very good or better and three were excellent. In all lessons, teachers plan very well for pupils of all levels of attainment. Classroom assistants who work with those pupils who have special educational needs support the teachers very well. As a result, these pupils make good progress within the targets set for them. Teachers are enthusiastic, have high expectations of standards and behaviour and use their very good subject knowledge and questioning skills very well to confirm their assessment of pupils' understanding. Every teacher provides opportunities for pupils to develop their speaking and listening skills. For instance, in a Year 6 class, the teacher asked, 'How do we know that we are looking at a right angle?' This elicited responses such as, 'It has four sides, it could have two sets of parallel sides', and one pupil could explain the meaning of 'bisect'. In another, the teacher's personal enthusiasm for the subject was so great that it fired her pupils with enthusiasm for their task. The classroom was a hive of activity with proper habits of work clearly established and developed. Teachers have established excellent relationships with their pupils so that they all involved in their lessons and want to work. Teachers and classroom assistants make very good use of resources. For instance, in a Year 1 class, pupils' learning was supported by the use of a variety of spinners, dice and games to learn to add two numbers together. Practical activities such as these challenge and motivate pupils of all abilities and enable them to practise their skills in realistic situations. Pupils learn well but they need constant repetition and reinforcement in order to retain what they have learned. Marking of pupils' work is excellent and includes supportive comments to help them to improve their work. The management of lessons is excellent and pupils are kept on task throughout. In the best lessons, teachers bring pupils together at the end of a task for a worthwhile review of what has been achieved. They use this opportunity well to praise pupils' efforts and to boost their confidence.
124. Teachers are very familiar with the Numeracy Strategy, which they apply very effectively. Both subject co-ordinators have a very clear overview of their subject and of pupils' attainment throughout the school. Assessment procedures are very good. Results of all tests are carefully analysed and targets are set for pupils throughout the school. The school is building up a portfolio of pupils' work, clearly matched to the

National Curriculum Programme of Study to act as a benchmark for comparison of standards. Setting of pupils for Year 4 and the provision of appropriate tasks for the identification of the needs of higher attaining pupils are beginning to raise standards. Numeracy is used most effectively to support other subjects such as speaking and listening, science, history and geography. Teachers use the local library service well to establish links between subjects and to provide a wider range of reading materials than the school is able to provide from its own resources. Most parents are happy with the quality of teaching that their children receive and they are pleased that pupils have regular homework. The school operates a lending library of resources for parents to use with their children. This makes a positive contribution to pupils' social, cultural and personal development.

SCIENCE

125. Standards in science for pupils at the age of seven and 11 are below the nationally expected level but they are improving. Pupils achieve well in science as they move through the school. The proportion of pupils in Year 2 and Year 6 achieving at the nationally expected standards in tests and assessments in 2001 is well below average when set against the results obtained for all schools. This is in part caused by there being a higher than average proportion of pupils in these year groups on the register of special educational needs. At the present time this is close to 35 per cent overall. When compared with standards in similar schools standards at seven were still well below average but by 11 standards are now approaching expectations in materials, life and living processes and in investigation and experimentation. At the time of the last inspection, standards of attainment were judged to be close to average in lessons and pupils were making good progress although the results of the national statutory tests indicated that standards in tests were less good than in lessons. This is still the situation now and means that the school has maintained the previous position. However, this is an improving situation because more pupils now attain at the higher than expected level than was the case in 1997. In classes in Year 2, standards in oral work are close to the nationally expected levels but the limited vocabulary and the pupils' lack of confidence in written work means that the assessed work remains below the expected level. The school is working hard to address this and teachers and pupils are concentrating on 'doing' science and learning through practical investigations and experiences rather than just by trying to teach facts and complete exercises on paper.
126. In Year 6 the judgement is supported by the standards achieved in the 2001 tests for 11 year olds when the school's results were well below the national average for all schools, below those for schools from similar contexts but were close to the national average for similar schools based on their prior attainment at the age of seven. There is evidence from pupils' work and the lessons seen during the inspection that standards of attainment in Years 4-6 are close to those expected for their age in lessons. Despite their performance in lessons in the formal test situation many pupils are unable to complete the test when there is no support or encouragement and too many are unable to complete the work in the available time. The school has successfully introduced the most recent National Curriculum guidance and designed a comprehensive action plan for the subject in order to improve standards. Teachers' assessments in the autumn term 2002 indicate that whilst still well below expectations overall more pupils are attaining the expected levels in Year 2 and Year 6 and an increasing number are attaining higher levels by the time they are 11.
127. Seven-year-olds develop a secure understanding in the three knowledge aspects of the National Curriculum – living things, materials and processes. For example, they

understand that a circuit has to be complete for a bulb to light when connected to a battery. They know about the effect of heat on a range of substances and can explain which changes are reversible and which cannot be reversed. They explain very clearly how heat can pass through some materials whilst others, such as wood, are good insulators. Pupils use a simple key system to group different types of materials and give logical reasons for their choice. By looking at the materials used to construct containers for money or shelters against the weather they learn that different materials are more suited for different purposes. Most pupils know what a plant or animal needs to grow, and higher attaining pupils are developing a sound understanding that animals and plants have preferences where they live depending upon the light or moisture available. Pupils conduct their own simple experiments and are beginning to be able to predict the possible results of an investigation. In many cases pupils' spoken and written language and number skills are not at the levels expected for their age and as a result their ability to explain their ideas and to record the results of their investigations effectively is below the expected level. This is one of the reasons that the assessment process does not reflect their actual knowledge.

128. By the age of 11 pupils have a growing knowledge and understanding across all aspects of science. For example, they investigate the way in which good conductors such as metals allow an electric current to pass through them and others such as rubber or plastic stop the current and can be used as insulators. They observe that whilst heat can pass through plastic containers so that food can be warmed the same material does not permit an electric circuit to be completed. Their measurements and recordings are reliable and they work well together using equipment with care and good awareness of safety. Wherever possible the teachers in Year 6 use an investigative approach. This practical approach to learning by doing suits the significant number of lower attaining pupils and those with special educational needs. Pupils with attainment below the expected level and those capable of higher attainment have individual targets that are considered when work is planned and to which they are expected to work. In this way pupils of different attainment levels are all working towards their own targets and enjoy the feeling of success when they reach the targeted level. As part of the school's involvement in the 'healthy eating campaign' pupils can readily explain the importance of a healthy diet to good health and growth. Through a range of investigations they learn different ways of separating mixtures, such as by sieving, evaporation and filtration. They demonstrate a clear knowledge of rocks and minerals and know how to test for magnetism. The higher attaining pupils have a good subject vocabulary and use it when describing an event of experience. However, more than half of the pupils have a less secure grasp of the correct terminology and need to be prompted and encouraged to use it accurately. Pupils' ability to design investigations and to evaluate in detail what they have found out from an investigation is sometimes limited by their inability to express their ideas to other members of the group without the support of an adult. However, tracking work through books from September indicates that this skill is increasing because of the emphasis now placed on this approach by the teachers.
129. In 10 lessons observed the teaching was predominantly very good. It was judged to be good in just one lesson and was excellent in another. This good teaching has a positive effect on pupils' learning. Teachers have good knowledge and understanding of the subject and use this to provide a broad range of activities that deepens pupils' knowledge and understanding. Teachers across the school have high expectations of behaviour and manage pupils well so they behave well. The intentions of lessons are made clear at the start and for this reason pupils respond well to questions and activities. Teachers in classes across the school have good subject knowledge, plan together well and share a similar approach. For example, in Year 2, pupils in both

classes were investigating how heat from a hot water bath affected different substances in a thin plastic tray. The changes that they observed as chocolate and margarine melted immediately captured pupils' interest so they behaved well and responded willingly to the skilful questions that the teachers directed to specific pupils. The careful planning is supported by high expectations of behaviour and clear explanations and instructions so there is no ambiguity in what the pupils are expected to do. Similarly, very good teaching skills were seen in Year 4, where pupils were investigating the completion of an electric circuit using a wide range of materials as conductors or insulators. In Year 6, work on the human body and the structure and purpose of the skeleton was well organised and pupils were eager to extend this to enhance their work in art and design as they built movement into their drawings of sport action. Follow-up written tasks were very well matched to the wide range of ability in the class that gave opportunities for all pupils to develop and demonstrate their understanding to their own level. In all of the observed lessons, the teacher's emphasis on developing pupils' practical experiences, high expectations of behaviour and an infectious enthusiasm for the subject creates a positive learning atmosphere. Consequently, pupils learn well and, in class, they are achieving levels close to those expected for their age. Marking of pupils' work is good and almost always sets small achievable targets for pupils to work towards in their next piece of work. In the best examples teachers give pupils clear information as to how to improve their work.

130. The subject leader is knowledgeable and manages the subject effectively. The national tests and teacher assessments are carried out in accordance with all of the requirements for the subject. There is a well-organised whole school approach to monitoring pupils' progress as they complete units of study. This consistent approach helps teachers plan the next unit. The subject leader supports teachers by analysing the results of statutory and voluntary tests and with the senior management team suggests ways in which the teachers might make changes to their teaching in order to raise standards. There is now a portfolio of marked work that helps teachers and pupils to check whether completed work is at or above the required or expected level for each individual. He has organised only a limited time to observe colleagues but regularly benefits from the work of the headteacher and deputy headteacher in observing lessons and checking on the quality of teaching. This regular review of results, planning and teaching has begun to have a positive effect on the standards that pupils' achieve and the consistency in teaching. The cross-curricular links between science and other subjects such as numeracy, geography, English and art and design are helping pupils to link what they learn in science with other subjects and with different aspects of their life in and out of school. Information and communication technology is now being used increasingly within lessons for pupils to present work, analyse data or to use in investigations. Pupils use their library skills well to further their personal research often using specific block loans from the local library service.

ART AND DESIGN

131. By the ages of seven and 11, standards of work in art and design are above the levels usually expected. This is a significant improvement from the last inspection when standards in the infant and junior stages were judged to be satisfactory.
132. In Year 1, pupils carefully represent what they observe using pencil and paint to good effect. Knowledge of how to weave, which is well developed in the Reception class, is successfully extended in Years 1 and 2. In a Year 1 lesson, pupils consider the design, colours, and textures that they will use in their models of the rainbow fish. In Year 2, pupils produce some impressive batik as they experiment with tie and dye

techniques and with paint and wax. Pupils are beginning to use language associated with art and design. When discussing their work, they proudly explain the various stages of the development of their work, are able to give reasons why the use of string and wax resists dye and paint penetrating the fabric and how they use these to create a pattern. Work in displays in the classes for Years 1 and 2 shows that pupils are becoming confident in their imaginative painting, collage and printmaking. The display of different kinds of weaving is of a good standard.

133. In Years 3-6 the very good progress made in Years 1 and 2 is successfully built on. Pupils demonstrate a growing knowledge of the work of artists. In Year 3, they have based their pattern work on the style of M C Escher and in Year 4 have used their knowledge of Paul Klee's work in their work on the computers using an art and design program. In Year 5, their detailed drawings of apples are linked to work in science on dispersal of seeds. In Year 5, pupils use the colour family blue, green and purple to very good effect to produce a water collage. This work is linked closely to their water topic work in geography. Pupils have earlier researched information using the Internet. They use their growing knowledge well of the use of colour, shade and composition in Monet's work to assist them in their individual representations. In Year 6, pupils have completed colourful paintings of flowers in the style of Marianne North and observational drawings and paintings of fruit and parts of a flower. In all classes pupils make very good progress in attention to detail, in skill in observation of finer detail and mixing and matching colours. In a lesson in Year 6, pupils demonstrate very good skills in drawing when interpreting figures and portraying relative size of limbs. This results in correct proportions in their work and the impression of movement. Lower attaining pupils also make very good progress in making detailed representation of the human skeleton using carefully measured art straws. This is because of the very good support from a special needs support assistant whose skilful intervention challenges pupils to explain why they are working in a particular way and how they might improve their work.
134. Half of lessons observed were judged to be good and the other half very good. However, taking into account the high quality planning and the very good range of work, the knowledge and enthusiasm of teachers when discussing the finished products as well as the high quality work in displays, the quality of teaching overall is judged to be of a very good standard.
135. Planning is very good, taking into account the needs of the higher, average and lower attaining pupils. Because of the very good opportunities provided for teachers to upgrade their skills, for example a recent painting workshop, where they increased their knowledge, pupils are taught a wide range of useful skills. Relationships are very good and have a significant effect on the very good progress that pupils make. Pupils demonstrate very good respect for teachers. Pupils are taught the skills to enable success and promote self-esteem and the confidence to experiment. Throughout the school the tasks provided are challenging and interesting, a very good example of this being in the infants, where, when weaving, tie dying and experimenting with batik, very good opportunities are provided for pupils to experiment using a very good range of tools, media and techniques. During lessons, teachers and non-teaching assistants use questioning very effectively to encourage pupils to review and improve their work. Very good use is made of work in other subjects. Work in geography, following a visit to Lineham farm, is used very well to increase pupils' knowledge of perspective and landscapes. The items on loan from the museum, for example a replica of a Roman helmet, provide wonderful stimulation for discussion, drawing, painting and modelling.
136. The requirements of the National Curriculum are met in full. Pupils are introduced to

an appropriate and broad range of activities. The knowledgeable and talented subject leader manages the subject very well. Together with the staff she has produced a useful policy for the subject. The plans about what pupils are expected to learn, which have been further developed since the last report to include the government recommended guidance, and the collections of pupils work throughout the school, are helpful to teachers in assessing the progress pupils make. Monitoring of the teachers' planning is effective in ensuring that knowledge and skills are developed as pupils move through the school and also in identifying the areas for pupil and staff development. The more formal monitoring of teaching and learning within classes is still at an earlier stage of development.

137. There is an adequate range of resources, which are used very well. The policy for display is implemented very well. The displays, which are of a high standard, celebrate pupils' work and provide a stimulating learning environment. Visiting artists have also contributed very well to raising standards of teaching and learning. These include a sculptor, film-maker, weaver and a visiting ceramic specialist, who is to work with pupils in classes 3-6 to produce a tile collage. There is a well-attended art club. Teaching at the club is of a very good standard and enables pupils to create complex designs for tiles, which are to be displayed on the staircases to celebrate pupils' work without being the fire hazard that paintings and collage were considered to present. The close liaison with other primary schools and a secondary school has provided opportunities for pupils to be involved in the production of a book about the community. The work in this publication is of a high standard, as is the millennium tapestry to which every pupil in the school contributed. Involvement in such projects not only increases pupils' artistic knowledge but also contributes very well to their spiritual and social and cultural development.

DESIGN AND TECHNOLOGY

138. Only three lessons were observed during the inspection, but sufficient evidence was available to allow judgements to be made. Pupils by the ages of seven and 11 continue to attain at least satisfactory standards in design and technology and by the age of 11 some pupils have produced work to an above average standard. The achievement of groups with different attainment levels are at least satisfactory, including the higher attaining pupils and those with special educational needs. The previous inspection stated that there was limited practical experience for pupils, assessment was not fully in place and pupils with special educational needs lacked confidence in drawing and writing. These issues have been fully resolved. In a Year 1 class, pupils use their design books to sketch 'My House'. They draw pictures to show what they want to do. In one lesson observed, after listening to a story about 'The Rainbow Fish', they considered very carefully the shape, size and materials they would choose to make a rainbow fish. By the end of Year 2, pupils produce clearly labelled sketches to show exactly what they want to make. For example, they have produced some very good quality puppets, learning to develop their skills in cutting, joining and sewing different materials. They have recorded the process in short pieces of writing and pictures. Included are simple evaluations of their work, answering such questions as, "Does your puppet look like your design?" and, "What would you like to change?"
139. As they move through the school, pupils extend their designing and making skills. There are good links made with other subjects such as science history, English and music. For example, in Year 4, pupils have designed and made a light from very detailed and labelled plans which include criteria for success. In Year 5, in their topic on India, pupils have made chappatis and designed their own loaf of bread. They have

designed and made a selection of musical instruments, which they use in their music lessons. By the end of Year 6, pupils learn to produce labelled plans, make and test these and evaluate success, deciding how they might improve their designs. However, they have not yet begun to include accurate measurements for the items they make. About one third of the pupils in the older classes use their skills on the Internet, either in school, at home or at the local library to investigate a range of designs that they might add to their banks of ideas and resources when planning their own work. They readily share this source of information and what they have found in books with their friends.

140. The quality of teaching is good. The teaching strengths that are evident from lessons and scrutiny of pupils' work over a period of time show that there is detailed and systematic planning by teachers that results in a high level of practical and investigative learning by pupils. Very good use is made of the skilled support staff to ensure that pupils received attention when needed. Teachers use very good explanations in the introductions and question pupils carefully to ensure that they understand what is required of them as they complete their work. A wide range of interesting activities is used that caters well for the full range of attainment levels in the class. Teachers select from a good range of resources that are well matched to the needs of individuals and groups so that all pupils regularly have "hands on" experiences.
141. The experienced subject leader has adapted the commercial plans of work to more appropriately meet the needs of all pupils. She monitors all planning and examples of pupils' work to assess their progress and attainment. Pupils in Year 6 have made good use of the immediate environment by carrying out careful research into the design of the local bus shelter and have included their findings in their own designs of a shelter. Teachers are now more confident in teaching the subject than at the time of the previous inspection and make good use of assessment at the end of each task to ensure that pupils make the progress they should. There are sufficient practical resources to support the subject. Displays of work are used well to provide a stimulating environment for pupils to recognise their achievement.

GEOGRAPHY

142. Pupils at the ages of both seven and 11 attain standards that are expected at those ages. From their very low starting point this represents consistently good learning and progress. Pupils with special educational needs make good progress in lessons with close guidance and help from support assistants and through being able to use resources matching their level of prior attainment. The two geography lessons seen during the inspection were both in Year 5: the judgements on attainment are made on the basis of an analysis of pupils' work in every year. The judgements are further supported by evidence gathered during interviews with pupils at varying levels of attainment about their most recent work in the subject.
143. Pupils achieve well throughout the school due to their very good attitudes to learning and the good standard of teaching. In Year 1, they study the school's environment and also consider how it could be made safer. A number of important geographical skills are developed in the work that pupils do in Year 2. They carry out a survey of places they have visited during the summer holidays and use their skills in numeracy to show the results in the form of a block graph. They also locate these places on world maps and on maps of the British Isles. They compose sentences on why seaside places are popular for visits and learn to distinguish between the natural and 'man made' features of these places, as they are portrayed on posters, photographs and postcards.

144. In Years 3 and 4, pupils make a closer study of the local environment, focusing both on its attractions and its disadvantages, particularly in respect of different forms of pollution. There is a spiritual and a moral aspect to these studies. In Year 5, a contrasting study of a village in India is made. This study helps to improve pupils' awareness of life in different places to where they live. Pupils also look in detail at the supply and uses of water: they have made a very interesting survey of their own domestic use of water over a set period of time and some have presented the results in graph form. During their detailed study of rivers in Year 6, pupils of average and above average levels of prior attainment gain an understanding of terms such as 'tributary', 'estuary' and 'delta'. They also possess an accurate knowledge of the world's climatic regions but are not certain of the distinction between lines of latitude and longitude. Pupils capable of higher attainment write about the subject using a good standard of literacy.
145. The attitudes and behaviour of pupils are good both inside and outside of the classroom. The evidence from pupils' notebooks as well as from lesson observations indicates that many pupils take a keen level of interest in the subject. When they work outside the classroom they record their observations carefully and accurately. They demonstrate a mature attitude towards unsupervised work, discussing the tasks they have been set in a constructive manner and helping each other to complete their work.
146. Teaching was good in both lessons seen. The teachers displayed a secure knowledge of the subject. They used questioning profitably to remind pupils of prior learning: this is an essential process in view of the lengthy intervals between the teaching of different topics. In one lesson, planning and organisation were very good, allowing pupils to learn effectively and to make very good progress over an extended period of time. This lesson finished with a group discussion in which there was a full review of learning and pupils were given opportunity to describe what they had done during the lesson and for homework.
147. The management and leadership of the subject are satisfactory. The subject leader monitors the standard of teaching through an inspection of the teachers' planning in all of the year groups and through looking at pupils' work on display around the school. Evidence from work undertaken during and about residential visits is particularly good. There is a subject policy that describes the strategies being used to ensure equal opportunities for all pupils and which makes a clear statement about modes of assessment. There is a good range of resources for learning that includes atlases, maps, compasses, large coloured photographs and aerial photographs of the school's environment. There are a few information and communication technology resources in the form of CD ROMs although these are very new and have not yet been used in lessons. Some pupils use the Internet for personal study to advance their enquiry work into the subject. Other pupils work in the school library or use the block loans from the local lending facility. A few enjoy working in the local library because it is near to their homes and provides a quiet place to read and think. There are impressive displays of pupils' work in geography in some classrooms and in the junior assembly hall. Pupils benefit from residential visits in Years 4 and 6. They travel to places of special geographical interest and these experiences give pupils a keener awareness of place and environment.
148. Following the points raised during the previous inspection report, pupils now have a greater awareness of the contrasting characteristics of different places, and in the lessons observed they made a good response when teachers asked questions and

sought their individual contributions. Ways of assessing the quality of the work and progress of all pupils at the end of each section of study are in place and are being used by teachers across the school.

HISTORY

149. Pupils at the ages of both seven and 11 attain standards in the subject that are expected nationally for pupils of the same age. Pupils with special educational needs make good progress in their work, supported and encouraged by skilled learning support assistants. Their work is planned to match their level of prior attainment and there are suitable resources available to help them achieve a good level of attainment. The provision in some of the study units of additional extension work caters well for the needs of higher attaining pupils. This careful match of work helps to sustain their interest and ensures that they too make a good level of progress.
150. Pupils achieve well in the subject throughout the school due to their very good attitudes to learning and the very good standard of teaching. In Year 1, they learn that the past is different from the present as they consider the toys of their parents and grandparents and contrast them with their own. In Year 2, they learn about some famous people and events in the history of Britain. They study the life of Florence Nightingale, observe her dress and label articles of her clothing. Those pupils capable of higher attainment write sentences about her and her work, taking care with the proper use of capital letters and full stops. Teachers emphasise the importance of sources, enabling pupils to see that there are various ways of finding out about the past, for example, through examining articles of interest as well as through books, diaries, old photographs and television programmes on history.
151. Between Year 3 and Year 6, pupils study the Romans, the Vikings, the Tudors, the Ancient Greeks and Egyptians and extend their study of the Victorians. In Year 3, their understanding or chronology is enhanced as they learn to place key developments on a time line accurately and in the correct sequence. In Year 4, they improve their ability to identify change over time as they compare and contrast work, schooling and games in the Tudor Period with the present day. In Year 5, they make a close study of Roman weapons. In Year 6, they become more aware of similarity and difference in history when they study Ancient Greece and contrast the greater openness to trade and cultural influences of the Athenians with the more closed traditions of the Spartans. Pupils capable of higher attainment write about the subject in an interesting and knowledgeable way with a good standard of literacy. They make good use of research facilities using the school library and loans from the local library service.
152. Pupils of all ages demonstrate a very positive attitude to the subject. They are keen to learn, concentrate well and become engrossed in the different activities of lessons. Inspection of notebooks indicates that pupils enjoy the subject and try to achieve a high standard of presentation of their work. The youngest pupils as well as those who are older prove that they are capable of working independently to a pleasing level without close supervision.
153. The quality of teaching is very good overall with some excellent teaching in evidence especially in Year 2. All teachers have a secure knowledge of subject. They make profitable use of resources, especially pictures and old photographs in lessons with the younger pupils. Both of the Year 2 lessons that were observed ended with a pupil being dressed in a nurse's uniform of the type worn by Florence Nightingale. Questioning of pupils is astute and the praise that pupils always receive for good

answers encourages them to attempt to answer further and more challenging questions, thereby improving their level of knowledge and understanding. Lesson planning and organisation are of a high order, allowing all pupils to participate fully in the interesting range of activities. Teachers take every opportunity to improve literacy levels and show a marked concern that pupils gain an accurate understanding of relevant vocabulary, terms and concepts. Homework is set regularly in every year to enhance and extend learning in the classroom.

154. The subject is led and managed effectively. The subject leader monitors the standard of teaching by scrutinising lesson plans and talking to pupils around the school about their recent work in the subject. There is a clear policy and an action plan for the current year. A varied collection of learning resources has been compiled including topic books; a few worksheets, photographs, portraits, and a few interesting objects are very well supplemented by loans from the Leeds Schools Museum Service. This represents a notable improvement to the situation as described in the previous inspection report. There are very few video recordings or information and communication technology resources, although pupils make use of the Internet in school and at the local library for their enquiry work on various topics. Out-of-school visits include a trip to a Victorian schoolroom in Year 3 and a Tudor hall in Year 4. There are impressive displays of pupils' work in the subject on the walls of classrooms and around the school. These serve to reward pupils for a high level of effort, celebrate their performance and provide a further stimulus to other pupils' learning.
155. A visiting company comes into school to give presentations to Year 2 on Florence Nightingale and to Year 6 on the Ancient Greeks. The presentation given to all Year 6 pupils was seen during the inspection. This was a fascinating educational and theatrical experience for pupils that supported and extended their knowledge and understanding of the chronology and politics of the Greek city-states. Pupils were eager to examine the various examples of weapons and armour used by the armies of Ancient Greece. They benefited greatly from actually handling and pretending to use the weaponry of the Greek army. This first-hand experience enthused pupils and encouraged them to ask questions and learn more about the topic being studied.

INFORMATION AND COMMUNICATION TECHNOLOGY

156. Only four lessons were observed during the inspection. Additional information was gathered by talking to pupils and teachers, observation of the information and communication club and from the use of information and communication technology as an important part of lessons in other subjects such as mathematics, English or science. By the ages of seven and 11, all pupils make satisfactory progress and attain nationally expected standards. This is an improvement since the previous inspection where standards by the age of 11 were below expectations. Classroom assistants provide valuable support to those pupils with special educational needs so that they too make good progress within the targets set for them.
157. The previous inspection criticised the lack of hardware and software to cover all strands of the information and communication technology curriculum. The school has recently installed a computer suite that is accessible to all pupils and is used for lessons throughout the day. Already, this is having a very positive effect on pupils' learning.
158. Pupils in Year 1 are becoming familiar with the computer keyboard and are learning to

use the mouse with increasing confidence. They were observed labelling pictures by writing sentences and selecting correct words from a word bank. They know how to alter letters to capitals and put a full stop at the end of each sentence. They used the return key and the space bar to correct any errors they made. Scrutiny of their work indicates that they are familiar with collecting data about, for example, favourite fruits and displaying their results as a bar chart. By the end of Year 2, pupils are confident users of computers and readily alter texts by changing the size and font of the script to enhance their work and create individual styles of presentation.

159. As pupils move through the school, they further develop their skills. In Year 3, they use a floor turtle to measure quarter turns, and in Year 4, they create realistic pictures in the style of a famous artist, Paul Klee, by using the line and brush icons to draw shapes and fill with colour. In the computer club pupils programmed remote controlled robots to move around a maze without hitting the obstacles placed on the floor. In Year 5, pupils use control technology with confidence. They understand that devices can be controlled through direct instructions. They demonstrate their understanding by making choices, for example, to make a drink by connecting various outputs and switches on and off. They use simulated adventure programs as part of their research work in literacy to develop their speaking and listening skills. By the end of Year 6, pupils use their word-processing skills satisfactorily. They were observed attempting to design a web page to persuade pupils to come to Grimes Dyke School. They successfully imported a picture of the outside of the school building. They made good attempts to create a border around the picture, fill it with colour and insert a text message in the appropriate size and font. During this lesson, pupils worked in pairs with different levels of attainment, so that more accomplished pupils supported those with less confidence and shared their knowledge and understanding most amicably. They were extremely well-behaved and thoroughly enjoyed their task, so making good gains in their learning. Classroom assistants always support pupils with special educational needs very well so that they make good progress within their targets.
160. The quality of the teaching is very good, with one excellent lesson observed. Teachers' planning is very clear so that they know exactly what they want their pupils to learn. Teachers manage their pupils extremely well so that no time is wasted in any lessons. All teachers use the recent acquisition of a large 'smartboard' very well. They use this screen to demonstrate a skill to the whole class. A result of the shared work, using this interactive screen, is an obvious high level of improvement in pupils' learning.
161. There is a clear policy and a helpful plan that sets out the work that pupils are expected to learn. The structure in this document ensures that teachers plan matched work and assess this work effectively for the development of pupils' skills and this is helping to raise standards. This is an improvement since the previous inspection. The subject leader is very experienced and has a very clear picture of the subject's strengths and areas for development. She has begun to compile a useful portfolio of pupils' work to indicate progress and for teachers to use as a reference to compare standards. Informative displays around the school confirm that pupils have a wide experience of using information and communication technology, which they use to support other subjects such as art and design, mathematics, English and science. All of this has a positive effect on pupils' progress and on their social, moral and cultural development.

MUSIC

162. The school has a strong musical tradition and pupils throughout the school benefit from a rich and varied curriculum in music. As a result, attainment in music is above

that normally found for pupils by the end of Years 2 and 6. All pupils, including those with special educational needs, make good progress in music. The requirements of the programmes of study of the National Curriculum are met well and the planned programme of work that is in place results in the systematic development of pupils' knowledge, skills and understanding.

163. Singing in assemblies is very good. Pupils sing tunefully and have a good awareness of rhythm and dynamics. Often the style of singing reflects the meaning of what is being sung. Pupils in Years 1 and 2 benefit from a weekly singing session which is thoroughly enjoyable, but in which they are constantly reminded by the headteacher of the requirements of good singing. The pupils listened to 'The Carnival of the Animals' and could identify which animals were represented by different styles of music. Pupils add movements and actions to some of the songs and hymns, which they sing from memory. Pupils in Year 4 were observed in their music lesson taught by a member of the Leeds music support service. Pupils learn what a calypso is and showed great pleasure as they began to learn the song 'Yellow Bird'. The teacher shows pupils the Caribbean on the globe and tells them something of life there. This makes a useful link with their studies in geography. Pupils work with great enthusiasm and add instrumental accompaniment to their performance. At the end of the lesson pupils spread out like an orchestra and are very proud of their final performance. Pupils in Year 6 listen to taped music by Beethoven, which is used to illustrate the pentatonic scale. They understand the meaning of the words 'tempo', 'dynamics', 'pitch', 'texture' and 'rhythm'. Pupils work in small groups to compose short pieces of their own. They are challenged well by their teacher and produce worthwhile examples, which they perform for their friends toward the end of the lesson. When they have completed their pieces they receive generous well-deserved applause. A highlight of one assembly was the singing by the school choir. Their rendering of the song 'Stay With Me' was excellent and provided a wonderful moment of spirituality which everyone present appreciated. All pupils sang the Lord's Prayer, dividing expertly into two parts to add interest to the singing. There are opportunities for pupils to learn the recorder, violin and wind instruments. Groups of pupils are now sufficiently confident and proficient that they play for pupils and parents in the celebration assemblies each Friday morning. Pupils have the opportunity to experience performance conditions both in the school assemblies and in such events as Christmas concerts. The school choir was practising for the Easter Pageant and sang sweetly and accurately, especially as the inspection was carried out so soon in their cycle of rehearsals.
164. The range of activities in lessons result in pupils approaching music with interest and enthusiasm. Their very good concentration results in good progress in the different learning exercises. There are good examples of pupils taking initiative for their own learning and they respect each other's ideas and contributions often breaking out into spontaneous applause to show their appreciation.
165. The quality of teaching was never less than good. In half the lessons observed it was very good and in two lessons it was excellent. The teachers' own expertise in singing and music-making contributes well to learning. Teachers use the agreed plans for what they intend to teach very well to provide interesting lessons which move with good pace. Good resources are used effectively so that the quality of learning is good. All pupils are managed well. Because of the very good relationships that exist throughout the school, this effective management of pupils appears almost effortless, as pupils and adults join together in the pleasure of learning through music.

166. An experienced, enthusiastic and highly competent teacher manages the subject very effectively. She gives her colleagues effective support in their teaching, and ensures that pupils have wide musical experiences, which include musicians coming into the school. Assessment of progress is developing well. Good use is made of information and communication technology in developing pupils' skills and understanding in music. For example, pupils use one music program to help themselves to compose tunes and fit them either to known words or to their own lyrics. Very good use is made of tape recorders to supply music and to record and evaluate the pupils' own compositions. The contribution made by the pianist who works in the school on a part-time basis provides pupils with excellent accompaniment and promotes the high standards that are seen throughout the school. The specialist teacher from the Leeds music support service has been instrumental in raising the pupils' ability in music throughout the school and has made a valuable contribution to music by supporting teaching staff in raising their own expertise and confidence in teaching the subject.

PHYSICAL EDUCATION

167. During the inspection, pupils were observed in gymnastics, dance and games lessons. It was not possible to observe the regular swimming lessons at the local secondary school. Overall standards of attainment are higher than those found nationally at the end of Years 2 and 6 and there are examples of well above average attainment by some pupils in most classes. All pupils, including those with special educational needs, make good progress in their learning as they move through the school. Attainment in swimming is satisfactory, with most pupils being able to swim at least 25 metres by the time they reach the age of 11.
168. Pupils in Year 1 catch and bounce balls of different sizes. First they learn to work with the balls by themselves before joining with a partner to extend the exercise. In Year 2 they make good progress, developing this activity passing balls slowly then quickly and increasing the distance between the partners, adding a jump while still maintaining the speed and skill in throwing and catching. Pupils in Years 3-6 build on the good progress made by pupils in Years 1 and 2. Years 3 and 4 pupils are taught how to play hockey by a qualified hockey coach as part of a local initiative. Pupils practise dribbling around markers and learn how to keep control of the ball before taking part in mini-games, which they play with a great deal of enthusiasm and enjoyment. By the end of the lesson they have made considerable gains in improving their skill in controlling the ball and develop a good understanding of the use of finding space and attempting to be in the right position rather than all running after the ball wherever it goes. In an excellent gymnastics lesson in another Year 4 class, pupils worked to perfect balances and build a sequence of movements on the floor. After the teacher had led a very controlled stretching session and explained the need to warm up muscles, each pupil was clearly aware of the need for these activities. Pupils carried out a balancing programme using different parts of the body. The teacher managed the pupils excellently, looking for tension, extension control and precision. Pupils worked in small groups to set out the large apparatus with the minimum of fuss and with due attention to all safety issues. Each group joined with friends to combine and perform mirror balances and learn from demonstrations, evaluating the work of each group and incorporating ideas into their own work. They developed symmetrical and non-symmetrical balances and counter balances with partners. The teacher gave generous but well deserved praise for high quality performances in which all the class worked very hard to attain the highest possible standard. In a Year 6 lesson, pupils prepared a sequence of movements, which had to include a jump, a balance and a curved piece of zigzag travel. Once they had

mastered their movements at floor level, pupils transferred their ideas onto the large apparatus. Although they found this quite difficult to accomplish at first, because of their perseverance they eventually gave very good performances for their friends to assess. At the end of their performances the generous applause of their friends helped to boost the pupils' self-esteem. Pupils were also observed in several after-school physical education activities. Boys and girls play netball and football, receiving excellent coaching from staff who give generously of their time. Two dance clubs were observed. In one group, pupils gave a performance of their modern dance sequences they had developed over the previous half term with help provided by a specialist dance teacher from an outside organisation. Another group demonstrated maypole dancing which they practised in preparation for May celebrations later in the year.

169. Pupils' attitudes to all these activities and lessons are very good. They clearly enjoy the opportunity to engage in physical activity and almost all behave very well. Pupils maintain this good behaviour even when they have to sit still, listening to the teacher or waiting their turn to demonstrate. They all change quickly and quietly without fuss and follow safety rules well, clearly understanding the need to warm up and cool down before and after exercise. They co-operate sensibly in pairs and small groups and use their initiative and imagination creatively.
170. The quality of teaching is very good and in one lesson it was judged to be excellent. Teachers are always dressed appropriately and all have a secure knowledge and understanding of the requirements of the subject and the safety issues. Teachers have appropriately high expectations of pupils' behaviour and performance. In the lessons seen, teachers demanded constant effort from all pupils in order to extend their movements beyond a merely satisfactory level. Teachers build in assessment procedures with the planning process and at the end of each unit of work they use these to check pupils' progress.
171. The teacher in charge of the subject is very experienced and enthusiastic. She leads the subject very well, providing help and support for all staff. Accommodation is good for physical education. Two clean and spacious halls with good floors are used well. Resources are satisfactory. There are large hard surface areas and a school playing field, which is used for football and athletics. This is a great encouragement to teaching and learning in the subject.

RELIGIOUS EDUCATION

172. The previous inspection did not highlight any matters for attention. At that time the pupils' learning in the subject was judged to be at least satisfactory with some good features. The pattern is similar at the present time. Pupils attain standards at the ages of seven and 11 that fully meet the requirements of the Locally Agreed Syllabus. Those with special educational needs make good progress in lessons along with their friends because of the help and guidance of support assistants and with the use of planned work that matches their level of prior attainment.
173. Pupils achieve well in the subject due to their positive attitudes and the good standard of teaching. In Year 1, there is a strong spiritual element to the work that they do on special people and on relationships. In Year 2, most of the work this term is centred round the visits and information provided by an Anglican clergyman. They know about the parts of a church, including the altar and the font. Pupils make good use of information and communication technology to compile lists of words relating to church services and objects of religious significance. They have made a collection of

sketches of many of these items and have written about them using the skills learned in art and design and in literacy. Between Years 3 and 6, pupils' knowledge and understanding about the major world faiths is increasing. They learn about Christianity, Islam, Hinduism and Judaism and compare information that they know about them such as traditional buildings for worship, ceremonies, festivals and sacred texts. Pupils in Year 3, consider the special dress and foods of different religious communities. In Year 4, they learn about church architecture in more detail and study some of the most important events in Jewish history as recorded in the Old Testament. In Year 5, they learn about the work of the Salvation Army and pupils have written letters to the headquarters of the movement asking for information about the founder, William Booth. In Year 6, they contrast the Bible's account of Creation with modern scientific belief and the beliefs of the Ancient Egyptians. Pupils discuss and develop their own understanding and ideas about a Supreme Being that some people consider to be divine. Pupils' spiritual and moral development is enhanced through shared work on personal feelings, particularly with regard to what they would change in the world and what aspects they would retain. The higher-attaining pupils write persuasively about aspects of the subject that interest them with a good standard of literacy.

174. Pupils demonstrate very good attitudes to the subject. They are keen to learn and are not overawed by any of the difficult and unfamiliar terms and concepts that they encounter in their studies. Younger pupils are fascinated by some of the stories in the Bible. In one Year 6 lesson that was observed, a significant majority of pupils engaged in an exploration of various conceptions of God with high levels of interest and curiosity.
175. Teaching was good in two of the lessons that were observed and was very good in another lesson. As a result pupils' learn well and make good progress. Teachers have a secure knowledge of the subject. In a lesson in Year 2, a good review session at the start helped pupils to recollect the main points in their prior learning. To advance literacy, key words were written clearly on the whiteboard and pupils were given opportunity to read them out to ensure that they could say them correctly. The teacher's lively and emphatic reading of the story of Jonah and the Whale, with references to large, coloured illustrations in the book, engaged the full attention of pupils and promoted a good standard of learning. However, insufficient stress was placed on the links between the Torah and the Old Testament and some pupils failed to gain a satisfactory understanding of their relationship. In a Year 6 lesson, pupils working in pairs and groups were encouraged to consider and write down their thoughts on the nature of God. Good working relationships allowed for a good level of response and the shared review session towards the end of the lesson, when ideas were pooled and discussed, was beneficial for all pupils.
176. The management of the subject is satisfactory. The subject leader monitors the standard of teaching through a scrutiny and analysis of teachers' planning and the work of pupils in each year group. She also photographs the work of pupils that is on display around the school. There is a well-organised policy and there is also an action plan for the current year. There is a good collection of topic books and a collection of objects of religious interest relating to Christianity, Islam and Judaism that are the principal areas of study. Pupils use the Internet and undertake personal research independently about topics that they are studying and most use computer skills to draft, edit and present their work.