

INSPECTION REPORT

SEACROFT GRANGE PRIMARY SCHOOL

Leeds

LEA area: Leeds

Unique reference number: 107928

Head teacher: Mr Michael O'Grady

Reporting inspector: Mrs Pat Kime
25350

Dates of inspection: 22nd - 25th April 2002

Inspection number: 198621

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 category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Moredale Lane Leeds
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Terry Ayres
Date of previous inspection:	November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
25350	P Kime	Registered inspector	Mathematics	What sort of school is it?
			Art and design	The school's results and pupils' achievements
			Design and technology	How well are the pupils taught?
			Religious education	How well is the school led and managed?
			Equal opportunities	What should the school do to improve further?
19443	N Walker	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?
27773	F MacKenzie	Team inspector	English	How good are the curricular and other opportunities offered to the pupils?
			Geography	
			History	
			Music	
2041	V Reid	Team inspector	Science	
			Physical education	
			Provision for children in the foundation stage	
			English as an additional language	
20326	P Clark	Team inspector	Information and communication technology	
			Special educational needs	
			The Nurture Group	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Seacroft Grange Primary School is a smaller than average school serving a very disadvantaged area. The school is situated on an estate of local authority housing and nearly all the pupils come from this estate. The number of pupils has fallen by a third in the last five years. There are now 182 pupils. There are six classes for the 156 boys and girls in Years 1 to 6, and one pupil who has remained here for Year 7. There is a reception class for the 25 children in the Foundation Stage. There is no longer a nursery. When children start in the reception class their attainment is very low. They have very poor social skills and language development and they know little about the world around them. A small number of pupils are from ethnic minority backgrounds. A few of them have learned English as an additional language but they all understand and speak English as well as their classmates. A small number of pupils are in the care of the local authority. A very high proportion of the pupils, nearly 7 in every 10, are entitled to free school meals and a similar number have special educational needs. Ten pupils carry statements of special educational needs. The school now accommodates a 'Nurture Group' with places for 10 pupils in Years 1 and 2 who have emotional and behavioural difficulties or very significant learning difficulties. The local authority funds this unit and it takes a few pupils from other schools. A high proportion of pupils come to Seacroft Grange part way through their primary education or leave before the end of the school. As a result of recent staff changes, two senior teachers were in their posts on a temporary basis at the time of inspection and one class was taught by a relief teacher. The school is part of the Excellence in Cities project.

HOW GOOD THE SCHOOL IS

Seacroft Grange Primary does well by its pupils. It is an effective and caring school with a positive atmosphere for learning and many good features. The teaching is good. Pastoral care is very good. Pupils are respected, valued and encouraged and their personal development is good. They try hard and they are doing well. Standards are below average, especially in mathematics but improvements are now pushing through. The standards achieved are quite acceptable in view of the disadvantages many pupils face, the very high incidence of special educational needs, and the extent of mobility of pupils. The school is led and managed well and all the staff work together to do the best for the pupils. Costs are much higher than average but funds are used well so the school provides satisfactory value for money.

What the school does well

- Children get a very good start to their education in the reception class.
- The teaching is good so pupils do as well as they can.
- The school promotes pupils' personal development very well and provides very good pastoral care. These features underpin the pupils' good attitudes and behaviour and the positive atmosphere for learning.
- The school does well for pupils with special educational needs.
- The school reaches out successfully to parents and they think very well of it.
- Standards in art and design are well above average in Key Stage 2.

What could be improved

- Standards in mathematics and in speaking are not high enough.
- Attendance rates are too low.
- Too much teaching time is lost due to pupils arriving late and lax punctuality during the school day.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved at a satisfactory rate since it was last inspected in November 1997.

All the key issues for action from the last inspection have been dealt with at least adequately.

- Standards of writing and presentation have improved and, despite last year's test results, standards in mathematics are improving.
- The curriculum for design and technology now meets national requirements.
- Teaching is much improved.
- The budget deficit has been overcome.
- Newly qualified teachers now get appropriate support.

There have also been improvements in other aspects of the school, including pupils' attitudes and behaviour.

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				<i>Key</i>
	all schools			similar schools	
	1999	2000	2001	2001	
English	D	E	E	C	well above average A above average B average C below average D well below average E
mathematics	C	E	E*	E	
science	B	D	E	C	

E means the school's performance was in the lowest 5 per cent nationally.*

- The chart shows that the test results were poor, though in English and science they compare satisfactorily with those in similar schools*.
- The high rate of mobility of pupils and the very high proportion of pupils with special educational needs depress the school's test results and mean that little can be deduced from trends in the results over the years. Many of the pupils taking the tests in Year 6 have only had part of their schooling at Seacroft Grange and some have been to several other schools. The proportion of pupils with special educational needs varies between the different year groups.
- Pupils who stay at the school do better than those who come partway through. They make at least as good progress in Key Stage 2 (Years 3 - 6) as others across the country who started at the same standard.
- Children gain a lot of ground in the reception class and start to catch up so that **by the end of the reception year** they are closer to the standard expected. Nevertheless, their attainment in all areas of their learning is below average for their age.
- In Key Stage 1 (Years 1 and 2) pupils do well but difficulty remembering what they are taught affects their rate of progress. **By the end Key Stage 1**, most of the pupils' attainment is below average in English, mathematics, geography and history. Their ability to communicate in speech is well below average. In science, design and technology, information and communication technology (ICT), music, and physical education most of the Year 2 pupils are

working at broadly the level expected for their age. Standards in art and design are above average in this key stage.

- Pupils also do well in Key Stage 2 and standards in this key stage are showing signs of improvement. Even so, **by the end of Key Stage 2**, standards are well below average in mathematics and below average in English, science, geography, history, ICT, and religious education. Speaking skills remain weak. Standards in physical education are broadly average and in art and design they are well above average. It was not possible to see enough work in music to form a judgement on standards.
- Pupils of all abilities do equally well from their starting points. Tests results in recent years show that able pupils are brought on well. Year groups of higher than usual attainment for the school reach average standards.
- The school's targets for the national tests in 2002 are likely to be met in English but not in mathematics. Standards in Year 5 suggest that these pupils will meet the targets for 2003.

** Similar schools are those across the country where more than 50 per cent of the pupils are known to be entitled to free school meals. At Seacroft Grange, nearly 70 per cent of the pupils receive free meals.*

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; pupils enjoy school and try hard at their work. Many join in the extra-curricular activities.
Behaviour, in and out of classrooms	Good; most pupils are well behaved and those with behavioural difficulties, including in the Nurture Group, make progress in learning self-control. The rate of exclusions is very high but it is coming down. All the exclusions are fully justified.
Personal development and relationships	Good; pupils make good progress in their personal development, from a low base. Relationships among pupils are good. They are very good between staff and pupils.
Attendance	The rate of attendance is well below the national average. Too many pupils are kept off school for inadequate reasons and several arrive late in the mornings.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Good	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.

- All the teaching seen was at least satisfactory and, taken overall, the quality of teaching is good. This is an improvement since the last inspection and it accounts for how well the pupils are doing.
- Pupils' rate of learning is satisfactory. Many of them have to go over new work a lot before they fully understand it and can use what they have learned.

- The teachers manage pupils' behaviour well and they make very good use of the support staff. Consequently lessons are orderly and purposeful.
- English and mathematics and the skills of literacy and numeracy are taught well.
- Teaching is most effective in the reception class where children gain ground at a good rate. There is a significant amount of very good teaching in the Year 1 and 2 class and in Year 5.
- When the teaching is at its best teachers are very focused on what the pupils are to learn, they expect a very great deal of the pupils and their classrooms are attractive and stimulating places for pupils to learn in. Successful lessons are founded on very good relationships between staff and pupils.
- Shortcomings in the satisfactory teaching are generally down to a slower pace that does not capture and hold pupils' attention so well, confusing explanations or instructions, and less good match of work to pupils' different levels of attainment.
- Teaching in the Nurture Group is satisfactory overall. It is most effective at providing a stable environment for the pupils and improving their behaviour. It is less focused on pushing academic learning on.
- Some of the teaching of art and design and dance is particularly good. This accounts for the high standards.
- The school meets its pupils' needs well overall. Pupils with special educational needs get the help they need and the higher performing pupils are usually pushed on effectively.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good; the curriculum meets national requirements but some of the time allocated to lessons is lost due to lax timekeeping. The curriculum is enriched by a good range of educational visits and visitors. There is a very good range of activities outside lessons.
Provision for pupils with special educational needs	Good; these pupils benefit from high quality support and extra work that is well matched to their individual learning needs. Statements of special educational needs are implemented very well. Pupils in the Nurture Group are effectively helped to improve their behaviour.
Provision for pupils with English as an additional language	The small number of pupils for whom English is an additional language speak and understand English as well as the other pupils. They do not need any extra provision.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall; provision for spiritual and moral development is very good. The provision for pupils' social and cultural development is good. The school sets store by building up pupils' self-esteem. These strengths have a positive effect on pupils' attitudes, their behaviour and how they deal with their feelings.
How well the school cares for its pupils	Good overall; pastoral care is very good. The school is very successful at creating a harmonious and positive atmosphere for pupils to learn in and it makes strenuous efforts to improve pupils' attendance. The staff keep a good check on how well pupils are doing in English and mathematics and the information gained is used well.

The school does a great deal to reach out to parents. They think very well of the school and, overall, make a satisfactory contribution to pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The head teacher leads and manages the school well. He sets a clear educational direction and gets the best out of the staff. The impact of other staff with special responsibilities varies but is satisfactory overall.
How well the governors fulfil their responsibilities	Well; governors know the school's strengths and weaknesses and they understand the difficulties it faces. They provide a good level of both support and challenge for the staff.
The school's evaluation of its performance	Good; the school keeps good track of how well pupils are doing. Senior staff help teachers to improve their performance. Despite the disadvantages faced by many pupils, there is no complacency about standards.
The strategic use of resources	Good; the school spends its money on things that make a difference to how well pupils do. The considerable extra funds for special educational needs are used properly. The support staff are deployed very well. Time is not used as well as it could be. The principles of best value are applied well.

The school is generously staffed. There are sufficient resources for teaching and learning. The accommodation is adequate but the detached classrooms are out of date.

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 think the teaching is good and their children like school. Their children are expected to do their best and they are making good progress. Parents find the school approachable. They think it works closely with them and they are well informed about their children's progress. Parents think behaviour is good and the school is helping their children to become mature and responsible. They think the school is well led and managed. 	<ul style="list-style-type: none"> The amount of homework their children get.

The inspectors agree with the parents' views of the school. They are right about its strengths and the homework arrangements in Key Stage 2 do need improvement.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1 Pupils are now achieving well because the teaching is good. Nevertheless, many pupils find learning difficult and, despite their efforts and those of their teachers, they struggle to approach national standards.

Results in the national tests (SATs)

2 In the end of Key Stage 2 tests in 2001, the Year 6 pupils' performance was well below the national average in all three subjects tested, English, mathematics and science. In mathematics the results were in the lowest five per cent in the country. When compared with the results achieved by pupils in similar schools, standards were average in English and mathematics but well below average in mathematics.

3 The standards achieved in the end of Key Stage 2 national tests do not fully reflect the quality of teaching. There are two main reasons for this. Firstly, last year's leavers came up through the school at a time when the teaching was not as good as it is now. Secondly, a lot of pupils come to the school during Key Stage 2 (Years 3 to 6). Many of these pupils have special educational needs and several have had their schooling disrupted; they have been to several schools before arriving at Seacroft Grange.

4 The school's records show that most of the pupils who stayed at the school throughout Key Stage 2 did at least as well as those in other schools across the country who started at the same level of attainment four years earlier.

5 In the end of Key Stage 1 tests in 2001, the Year 2 pupils' performance was well below the national average in reading, writing and mathematics. In reading and writing the school's results were in the lowest five per cent in the country. The pupils' performance compared with that of pupils in similar schools was well below average in reading and writing and below average in mathematics. Nevertheless, these results represent good achievement from a low starting point.

Trends in results and targets

6 Since 1997 the proportion of pupils reaching the standard expected for their age in the national tests at the end of Year 6 has risen in English and science but only in English has the improvement kept up with that seen nationally. The results have varied considerably over the years. This variation is generally more related to differences in the groups of pupils taking the tests and to the effect of mobility of pupils than to the quality of education provided at Seacroft. However, in mathematics, the last two years saw a worrying decline in standards. The reasons for this have now been identified and appropriate action is in hand to improve matters. There are already signs of higher standards percolating up through the school.

7 The standards achieved in the national tests at the end of Year 2 have risen at a similar rate to that seen nationally, though they are still a long way behind the national average, particularly in reading and writing.

8 The school sets targets for pupils' attainment in the Year 6 tests, based on tracking of the pupils' rate of progress to date and knowledge of how much ground previous groups of pupils have gained during their last year. The targets for 2002 are likely to be met in English but not in mathematics. However, standards in Year 5 suggest that these pupils will meet the targets for 2003.

The standards seen on inspection and pupils' achievements

9 When children start in the reception class they can do much less than most children of their age. Many have very limited social skills, their language development is very poor and they know little about the world around them. They respond well to the very good teaching in the reception class and they make gains in their learning at a good rate. This is an improvement since the last inspection when pupils made 'sound progress'. Even so, by the end of the reception year most of the children are quite a long way short of achieving the national targets for their age (the Early Learning Goals) in all areas of their learning. Their communication skills and ability to use language to help them think things through are well below the target for children of their age. The children make very good gains in their personal, social and emotional development but not enough to reach the national targets.

10 In Key Stage 1 (Years 1 and 2), pupils are making good gains in their learning and building effectively on what they have learned in reception. Even so, standards in Year 2 are below average in English and mathematics. They are broadly average in science. The standards achieved reflect the high incidence of special educational needs. The Year 1 pupils are a good group for the school. The standards they are achieving show that, in this key stage, pupils are brought on effectively and they do as well as they can.

11 In the other subjects, the standards in Key Stage 1 are above average in art and design. They are broadly average in design and technology, information and communication technology (ICT), music, physical education, and religious education. In religious education the standards achieved are the result of good teaching and a rich curriculum based on first hand experience that brings the subject to life for the pupils. In geography and history standards are below average, reflecting pupils' poor speaking skills.

12 In Key Stage 2 (Years 3, 4, 5 and 6), pupils are also achieving well because they are taught well. In Year 6 standards are below average in English overall but well below average in speaking skills. Standards are below average in science and well below average in mathematics. In mathematics standards are brought down because pupils have difficulty using what they have been taught. However, the Year 4 pupils are closer to the standard expected for their age than those in Year 6.

13 In the other subjects, standards in Key Stage 2 are below average in geography, history, information and communication technology, and religious education. In most of these subjects lower than average standards are closely linked to pupils' limited speaking and literacy skills. Standards in physical education are broadly average with particular strengths in dance and swimming. In art and design standards are well above average as a result of very good specialist teaching. There was not enough evidence to form judgements on the standards achieved in design and technology and music.

14 All groups of pupils, for the most part, achieve well from their starting points. Pupils with special educational needs get the support they need in class lessons and extra sessions. Those who have emotional and behavioural difficulties are helped effectively to learn greater self-control. However, some of the pupils in the Nurture Group could make better academic progress. The school takes steps to bring the faster learners on and in most classes and subjects they do sufficiently hard work. There are also 'Booster classes' for pupils who have the potential to reach average or higher standards. However, the arrangements for 'setting' the Key Stage 2 pupils for mathematics could hinder the progress of the higher attainers in Years 3 and 4.

15 Despite good teaching and effective implementation of the National Literacy and Numeracy Strategies, pupils' literacy and numeracy skills are lower than expected for their age in most of the school and standards of oracy are well below average.

Pupils' attitudes, values and personal development

16 Pupils' attitudes and behaviour have improved since the last inspection and positive relationships have been maintained. Pupils' spiritual and moral development are good and their social and cultural development are satisfactory. These standards represent a good achievement in view of children's poor personal, social and emotional development when they start school. Parents know their children like school and they recognise that standards of behaviour are good.

17 Pupils have positive attitudes to school. They enjoy coming to school, they want to learn and they try their best. They work hard in lessons and they are proud of their achievements. They willingly play their part in school life. For example, many pupils are keen to attend the numerous after school clubs. Pupils' good attitudes are rooted in the very good relationships that the staff establish with them.

18 The school now has a clear behaviour policy that is applied consistently by all staff. As a result, pupils know where they stand and, taken overall, behaviour is good in lessons and around the school in less formal situations. Pupils' moral development is good. Nevertheless, a significant minority of pupils have social, emotional or behavioural difficulties and sometimes find it very hard to control themselves and behave acceptably. Several pupils have come to Seacroft Grange after being permanently excluded from other schools. The staff defuse difficult situations skilfully and successfully help pupils to manage their anger. Pupils with these difficulties make progress in learning self-control but situations still arise that lead to pupils being temporarily excluded from school. The rate of exclusions is very high but it is falling. Last year there were 58 exclusions involving 22 pupils. This is a reduction since the last inspection. The current rate of exclusions is down on the same period last year. In the eight months from September 2001 to the inspection there were 23 exclusions involving 9 pupils. Furthermore, exclusions are generally for a shorter time. Proper procedures are followed and all the instances of exclusion have been fully justified. Almost all have been because of violence towards pupils or staff.

19 Pupils' personal development is satisfactory and they grow as individuals. They form good relationships with each other and there is a very good level of racial harmony. Pupils are tolerant and supportive of each other. For instance, in lessons they often offer to help their classmates or seek help for them. They develop a good degree respect for others and they are trustworthy. For example, they do not remove the temptingly attractive glass pebbles that are used as class rewards and they are careful with the many historical and religious objects on display. However, quite a few pupils find it difficult to cope with responsibility. For example, many older pupils, when asked to run an errand or given permission to leave the classroom for whatever reason, use it as an excuse to waste time.

20 The rate of attendance has gone down since the last inspection. It is well below that of the majority of primary schools in the country. There are several reasons for this. Most significantly, too many parents do not send their children to school regularly and on time. Too many pupils are kept off school for inadequate reasons. There is a high incidence of illness. Some families leave the area without informing the school so there is a delay, sometimes of many weeks before their children can be removed from the school's register. Expectations of punctuality are still too low on the part of parents and pupils, and some teachers. This has two results that both mean pupils are missing out on education. Firstly, lessons often start late. Secondly, when there is a prompt start, latecomers miss important teaching. The school's records show that poor attenders are not making as good progress as their classmates.

HOW WELL ARE PUPILS TAUGHT?

21 The quality of teaching is good and parents recognise this strength. The teaching observed was all at least satisfactory. In seven out of every ten lessons seen the teaching was good or better.

22 In a fifth it was very good and in one lesson teaching was excellent. This is a good improvement since the last inspection.

23 Despite the good teaching, many pupils find learning difficult. This reflects the very high proportion of pupils with special educational needs. Pupils often learn well in lessons but find it hard to remember the new work. They make progress in small steps and they have to go over things a lot before they fully understand them and can use them. Overall, the rate at which pupils make gains in their learning is satisfactory.

24 There are some common strengths in the teaching.

- Teachers and support staff build very good relationships with their pupils. They implement the school's behaviour policy consistently and maintain good discipline in a friendly atmosphere. This contributes greatly to the school's orderly and purposeful atmosphere in which pupils can work and learn.
- The support staff are used very well to back up teaching and to give effective extra help to pupils who have special educational needs.
- English and mathematics and the skills of literacy (reading and writing) and numeracy are taught well overall. Teachers are implementing the National Literacy and Numeracy Strategies effectively.

25 Teaching is most effective in the reception class, where it is very good. Its effectiveness is rooted in the staff's very good understanding of how young children learn and develop, the excellent teamwork between the teacher and the support staff, and careful checking of each child's progress. Work is based on 'topics', such as 'Animals', that appeal to the children and the staff provide a very good range of activities that interest children in learning. The activities strike a good balance between sessions of direct teaching, practical activities that are guided by staff and activities that are selected by the children. The teaching of early reading, writing and mathematics is very good. All the staff make the most of every opportunity to bring the children on in these areas of learning. Equally children's personal, social and emotional development gets high priority and the children make very good gains in this area of their learning. This lays the foundations for the positive attitudes and good behaviour in the main school.

26 There is also a lot of very good teaching in the class for Year 1 and 2 pupils and in Year 5. In these lessons the teachers' expectations of what pupils can do are very high and teachers maintain a lively pace that holds pupils' interest and requires them to think hard. This was seen, for example, in mathematics and physical education in Year 1 and 2 and in religious education in Year 5. In an excellent dance lesson for the Year 1 and 2 class and pupils from the Nurture Group all the pupils made very good progress in learning. The teacher's very good subject knowledge enabled her to bring out the most important points in the lesson very effectively. She gave very clear instructions and explanations. She managed the pupils' behaviour very well and set high expectations for their approach to the work. For instance she got them focused on learning quickly, asking them to, 'show me your starting positions'. She kept them involved in the work by challenging them to improve the quality of their movements and by setting further challenges at every stage of the lesson for instance, saying 'and then I want you to try'. The pupils benefited from demonstrations; they executed movements thoughtfully and practiced hard to refine their work and match their movements to the pulse of the music. The pupils thoroughly enjoyed the lesson and they all behaved very well. The Year 5 pupils' very good religious education lesson drew them into thinking deeply about just who is their neighbour. The teacher broke the lesson up very effectively with short bursts of class teaching and discussion that were followed by new challenges for the pupils.

27 A subject specialist undertakes much of the teaching of art and design in Key Stage 2. This teaching is of a very good quality and, as a result, pupils produce some very good work in these lessons. However, she does not teach all art and design lessons and the teaching of the subject by the other teachers is not of the same quality. Consequently, in some of the other classes, less good teaching means pupils do not produce work of the standard they have shown themselves capable in previous years.

28 In general, variations in the quality of teaching are more closely aligned to teachers than to subjects. When the teaching, though satisfactory, is less effective it is usually down to one or more of the following factors. Firstly, a slower pace that means pupils do not have to try hard to keep up and their interest and attention is not held so well. For example, in a 'literacy hour' for pupils in Years 3 and 4, the different parts of the lesson were not as closely linked as they might have been and the pupils were slow to settle to their work. In several mathematics lessons the introductory mental calculation session is not lively enough to keep all the pupils involved so they do not get as much practice of using number facts as they might. Secondly, less attention is given to matching work closely to pupils' different levels of attainment. In two mathematics lessons this slightly slowed the progress of the fastest learners because they were not fully stretched. Occasionally, teachers' explanations of new work are not entirely clear and pupils become confused.

29 The quality of the marking of pupils' work varies considerably even though the school has a sound policy on this matter. Some marking is very good. It makes it clear to pupils what they have learned and how they might improve and provides the teacher with a very good check on each pupil's progress. However, there are several examples of marking that does little to help pupils know what to do to improve.

30 Homework is not used effectively in Key Stage 2. In some classes it is not set regularly and the Year 6 pupils are not given enough work to do at home. The potential of homework is not being made the most of, to contribute to developing pupils' skill at working independently, to consolidate what has been learned at school or to prepare pupils for secondary education.

31 For the most part all pupils have an equal chance to make progress in their learning whatever their starting point. The higher performing pupils are generally pushed on effectively. Nevertheless, there is a risk of their progress in mathematics slowing early in Key Stage 2, because of the way the 'sets' are organised so they include pupils from several year groups in the same set. Pupils with special educational needs get the help they require. They benefit from very good support in class lessons and some extra teaching. Class teachers, specialists and support staff work closely together planning work and reviewing these pupils' progress. This ensures consistency and means the provision successfully meets the pupils' needs.

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

The curriculum – the learning opportunities the school provides

32 The school provides a good curriculum. It meets the requirements of the law to teach the National Curriculum and religious education. It places suitable emphasis on developing pupils' literacy and numeracy skills by implementing the National Literacy and Numeracy Strategies effectively.

33 The school goes to considerable lengths to ensure that all its pupils have equal access to the curriculum it offers and an equal chance to achieve their best. It checks that pupils for whom English is a second language have sufficient command of English to cope with the work. The arrangements

for providing additional support for pupils with special educational needs are generally good. These pupils benefit from extra help in lessons and in small groups. However, occasionally these pupils miss the same lesson each week so do not get the same access to the full curriculum as their classmates. There are also Booster classes to bring the higher attaining pupils on.

34 The curriculum has improved since the last inspection. At that time, the school's work in design and technology in Key Stage 2 did not meet national requirements. This weakness has been remedied.

35 The whole-school curricular plans are of at least a satisfactory quality in all subjects. Revisions undertaken since the last inspection have ensured that pupils follow a broad and balanced curriculum and that, for the most part, they undertake work that is well matched to their learning needs and builds on what they have already covered. In most subjects, the school uses nationally recommended whole-school plans as the mainstay of its curricular provision. Although the National Literacy and Numeracy Strategies are used, there are no systematic, whole-school plans for the use and development of these skills in lessons in other subjects.

36 The strengths in the curriculum are in:

- the very good curriculum for children in the Foundation Stage (reception);
- the very good provision of activities beyond normal lessons;
- the range of visits and visitors that enrich the curriculum and support pupils' learning; and
- the good individual plans of work for pupils with special educational needs.

37 There are weaknesses in:

- the amount of lesson time that is lost; and
- the lack of rigour in planning opportunities for pupils to use and develop their literacy and numeracy skills in other subjects.

38 The curriculum for children in the reception class is planned very well and it takes full account of the national guidance for this age group. The children undertake a broad and rich range of activities related to themes that appeal to them. The curriculum strikes a very good balance between activities that are led by the staff and those that are initiated by the children.

39 The school uses additional funding very well to provide a very good range of extra-curricular activities that promote pupils' self-esteem and encourage positive attitudes to school. The activities include, among others, a breakfast club, a choir, a reading club, a French club and a jazz dance club.

40 The good range of educational visits and visitors helps to make learning meaningful for the pupils and to broaden their horizons. For instance the local environment is used to enrich the curriculum in history and geography. In religious education pupils visit a variety of places of worship and local religious leaders visit the school and talk to pupils about their work.

41 The school provides well for pupils with special educational needs. Staff draw up individual plans for the special work these pupils are to do. These are of good quality and geared to the pupils' particular needs. In relation to developing the pupils' literacy skills they are very good. These plans are followed well by all staff who work with the pupils and this makes a strong contribution to their progress.

42 The school's provision for personal, social and health education (PSHE) has been strengthened recently and is now good. This work is properly planned. Pupils learn about sex education, the dangers of drug misuse and healthy and safe lifestyles by studying a range of suitable topics, such as 'Keeping Safe', 'Me and my Relationships' and 'Growing Up'. This provision contributes to pupils' good attitudes and behaviour and the school's positive climate for learning.

43 The time allocated for lessons meets the national recommendations in both key stages. However, too much time is lost. There are three main reasons for this. Firstly, quite a few pupils arrive late in the mornings. Secondly, timekeeping is lax during the day. Pupils sometimes have to wait for their teachers to bring them into school at the start of the day and after breaks during the day. Furthermore, pupils are slow when they move from one part of the school to another, for example to join their mathematics sets or to go to the toilet. This wastes time and does little to promote a sense of urgency about the school's work. Thirdly, some older pupils regularly miss a considerable amount of lesson time when they do jobs around the school.

The provision for pupils' personal development, including provision for spiritual, moral, social and cultural development

44 The quality of this provision has improved a lot since the last inspection. It is now very good overall. The provision for spiritual and moral development is very good and provision for social and cultural development is good. These strengths make a strong contribution to the pupils' good behaviour, their attitudes to learning, their personal development and the quality of relationships. This provision therefore underpins the school's positive atmosphere for learning and, indirectly, pupils' good achievement.

45 Pupils have good opportunities to grow spiritually and to consider the purpose of their lives and their place in the world. They learn about the beliefs held by followers of several world faiths and how beliefs and values influence the way people live their lives. This helps them to develop respect and tolerance. The staff successfully help pupils develop self-esteem. They show that they value the pupils' contributions to lessons and their achievements and they show, by their care for the pupils, the value they accord to every individual. Pupils have many opportunities, in assemblies and lessons, to reflect on questions about life and to think about how religious and moral teachings apply to them. For example, they have reflected on growing older. In lessons, pupils have good opportunities to respond to the beauty of the natural world and mankind's artistic achievements.

46 The school upholds sound values and gives its pupils clear moral guidance. It helps them to learn the difference between right and wrong and sets clear expectations of behaviour. These are displayed around the school and are consistently implemented by all the staff. Pupils are praised and rewarded for good behaviour and consideration for others. The staff take time and trouble to discuss pupils' behaviour with them when it falls below the expected standard and this helps pupils to learn to take responsibility for their own actions. As pupils get older they have some very good opportunities to consider and debate moral issues. For instance they debate the rights and wrongs of smoking and they learn about rights and responsibilities. The staff are very good role models for pupils. In their relationships with pupils and each other they exemplify the values, such as respect and fairness, that the school stands for.

47 The school promotes a sense of community and helps pupils to understand their own community. For example, pupils participate in a good number of educational visits in the local area. In Key Stage 2 they visit the shops and the church. Older pupils join in concerts and sporting events. Pupils' social development is also promoted well within the school and they have good opportunities to work and play together. Teachers plan many activities to help their pupils learn to co-operate and contribute to a team effort. However, as at the time of the last inspection, there are few opportunities for pupils to develop independence and to use their own initiative.

48 Pupils' cultural development is promoted well in several subjects and in extra-curricular activities, such as the Jazz dance club and the choir. Pupils listen to a good range of music and study the work of famous artists from different times and cultures. In history, geography and religious

education they have good opportunities to learn about cultures and ways of life that are very different from their own. For example, they learn about naming ceremonies and rites of passage in different religious traditions, they learn about life in the Jewish community, they study life in an Indian village and they learn about everyday life in Victorian times. Pupils' understanding of cultural diversity is supported by the use of artifacts, such as religious objects.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

49 The many strengths in this aspect of the school's work make a good contribution to pupils' achievement and to their self-esteem. They underpin the school's positive atmosphere for learning and ensure that the conditions are in place for pupils to enjoy school and to work well.

50 The main strengths lie in:

- the very good pastoral care;
- the very good arrangements for child protection;
- the very effective promotion of good behaviour and positive relationships so that the possibility of bullying is minimised; and
- the very good checks, in the reception class, on what pupils know and how well they are getting on and the good assessment procedures in English and mathematics in the main school.

51 There are shortcomings in:

- some aspects of the health and safety arrangements; and
- the steps taken to promote punctuality and good timekeeping.

52 Staff have a high level of concern for the pupils' well-being, they keep a good track of their personal development, and they support them well. The staff create a caring atmosphere in which every pupil is valued as an individual and their self-confidence and self-esteem are encouraged. The teachers listen to pupils and take an interest in them. They succeed in making them feel valued and liked and they encourage them to 'have a go' and not to fear making mistakes.

53 The arrangements to make starting school as easy as possible are very good. Staff go to a lot of trouble to liaise with the nursery and to give children the time they need to settle into school. At the other end of the school, there are good arrangements to smooth pupils' transition to secondary school. Staff take pains to ensure that vulnerable pupils get extra help to enable them to settle happily when they move on.

54 The staff know the pupils and their families well. They quickly notice if anything is worrying them. They keep a careful check on the progress and well-being of pupils who are in the care of the local authority. The arrangements for child protection are very good. All staff know the signs of child abuse and know what to do if they suspect it. The school acts quickly and sensitively to help pupils who are, or are at risk of, being harmed in any way. It works in effective partnership with external support agencies and seeks help for pupils and their families.

55 The school very effectively promotes good behaviour and a harmonious atmosphere. For example, the school rules and expectations of pupils' behaviour are very clear and are applied consistently. Consequently, pupils know what is and is not acceptable in school and the vast majority live up to the school's expectations. The school does not tolerate bullying. Equally, it does not allow any disharmony in the local community to be brought into school. Teachers and support staff, particularly the learning mentors, are very skilled at defusing potentially disruptive situations and helping to maintain harmonious relationships. The good provision for pupils' cultural development ensures that enough is done to promote racial harmony. However, the school has not yet put in place a suitable policy statement. This will be required in the very near future.

56 The school now does a very great deal to encourage attendance and it is having a good degree of success. For instance the rate of attendance so far this year is nearly two per cent up on

last year. This is largely down to the work of the learning mentors. They support parents in getting their children to school and follow up absences and lateness rigorously. Also there are incentives for attendance, such as certificates and class treats as well as swift action to find out the reasons for pupils' absences. However, although careful records are kept of pupils who arrive late, staff have too lax an attitude to punctuality. For example, teachers are often late opening the classroom doors to let pupils in at the start of the day, after breaks and at the end of lunchtime. When pupils arrive late or are in no hurry to get back into school after breaks, or waste time on errands, no one hurries them along. Pupils are rightly given jobs to do around school. However, these tasks are not well organised so the same pupils tend to miss lesson time whilst others do not have the opportunity to benefit from taking responsibility for carrying out such jobs. These shortcomings have two negative effects. Firstly, the school is not setting an example of punctuality for parents and pupils. Secondly, some pupils are missing out on schooling to which they are entitled.

57 Inspections of the school premises and grounds have been carried out and many concerns have been identified and the school has dealt with them very speedily. However, a number of potential hazards have been missed and this indicates a lack of rigour in health and safety procedures. These matters were reported to the head teacher and governing body and appropriate action is being taken to deal with them. The arrangements to ensure that pupils are safe on visits out of school are good. A thorough risk assessment is carried out prior to any visit.

58 Taken overall, the assessment of pupils' attainment and the rate at which they make progress in their learning is good and it is used effectively to guide decisions about whole-school priorities. The use of assessment makes a positive contribution to pupils' achievement. It is most effective in the reception class and in English and mathematics in Key Stages 1 and 2.

59 The assessment procedures in the Foundation Stage (reception) are very good. Children's levels of attainment are checked sensitively when they start school. Each child's needs are identified and the work is planned to meet them. Children's progress is checked frequently throughout the reception year and the information obtained is used very well in the planning of future work and in targeting support for children with special educational needs.

60 In the main school, pupils are tested every year in English, mathematics and science as well as taking the national tests in Years 2 and 6. Staff analyse the results of all these tests thoroughly and uses the information obtained well. For example, they compare the attainment of different groups of pupils, such as boys and girls. They use test results to help decide how to group pupils, for instance for literacy lessons. They set suitable targets for classes, groups and individual pupils. In mathematics analysis has shown up common weaknesses in pupils' knowledge and understanding of the subject and has provided a very solid basis for the action plan to reverse the recent decline in standards. However, although pupils' poor speaking skills are known to be a barrier to their learning, there is little systematic assessment of their attainment in this aspect of English. Teachers and support staff keep notes of pupils' responses to questions but pupils' strengths and weaknesses in speaking are not recorded sufficiently clearly to guide the planning of work in future lessons.

61 In other subjects, the assessment arrangements are generally adequate but less systematic. Teachers check what pupils have learned at the end of each block of work and they keep track of where they are up to in the National Curriculum. These assessments lack sharpness and rigour in checking exactly what the pupils know, understand and can do, some are insufficiently detailed and some undated. Consequently, work is not always closely matched to pupils' different levels of attainment because teachers set the same work for all their pupils and expect no more of the higher attaining pupils than the others so these pupils are not challenged. Furthermore, the extent to which

teachers use their assessments of pupils' learning when they plan each week's work varies considerably.

62 Many pupils start at Seacroft Grange partway through their schooling. The school quickly identifies where they are up to and any gaps, and ensures they get appropriate support to meet their learning needs.

63 The progress of pupils with special educational needs in English and mathematics is carefully checked by all the staff who work with them and regularly reviewed. This effective assessment underpins their individual education plans.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

64 The school works very hard to build an effective partnership with pupils' parents and carers. It is successful and parents' and carers' view of the school has improved since the last inspection. Close to a third of the inspection questionnaires were returned. These replies show that parents and carers are very pleased with almost all aspects of the school's work and they appreciate the fact that the school is approachable and the teachers will always find the time to talk to them.

65 Parents and carers receive good information about school life so they know what the school expects of pupils and how they can support its work. When children start in reception their parents and carers get good information in an understandable form. There are regular newsletters and good information about educational visits and how these are linked to what pupils are studying in lessons in school. School reports provide satisfactory information about how well pupils are getting on. They give clear information about what children have learned in English, mathematics and science and most include targets for the future. The quality of reporting on pupils' achievement in the other subjects is inconsistent. Some reports are of a very good quality because they include equally good information on all the subjects. However, some are too brief and say more about whether the pupil likes the subject and what work has been covered than what the pupil has learned.

66 The governing body's annual report to parents was heavily criticised in the last inspection report because it omitted some information that is required by law. These omissions have been dealt with and the latest report meets requirements. However, information about pupils' performance in the national tests could be clearer.

67 The vast majority of parents and carers support the school's work and the standards it sets. For example, they encourage their children to do their best and to stick to the school rules. Most are happy to accept teachers' advice about their children's development, particularly in behaviour and a few have courses at the school on educational matters and parenting skills. Parents respond well to requests for items to support lessons. For instance, many loaned books, photographs, medals and a collection of model tanks that made the study of World War 2 more meaningful for the pupils. Despite parents' and carers' positive disposition towards the school, attendance at open nights is low; only around 60 per cent come to school to discuss their children's progress with the teachers. Very few parents actively support their children with homework. Their limited involvement means that, despite the strengths in this aspect of the school's work and their high opinion of the school, parents' and carers' have no more than a satisfactory impact on its work and pupils' achievement. A few parents and carers do very little to support the school's efforts to educate their children, especially in sending their children to school regularly and on time. These pupils are missing out on their education.

HOW WELL IS THE SCHOOL LED AND MANAGED?

68 The school is led well and there are many strengths in the management. As a result, the school has improved since its last inspection, despite some absences of key staff.

The contributions of the head teacher, key staff and the governing body

69 In the last couple of years the leadership and management of the school has been disturbed. For most of the last school year, the head teacher was working on secondment in another school and

his deputy was acting as head teacher. At the time of the inspection the deputy head teacher, who was also the special educational needs co-ordinator had recently left the school. Two other staff were doing these jobs on a temporary basis. Nevertheless, strengths in the leadership and management have been maintained and, as a result, the school continues to improve.

70 The head teacher has correctly identified where the school's strengths and weaknesses lie and, in consultation with staff and governors, has laid sound plans for future development. The action taken to date has led to improvements in academic standards that are percolating up through the school and the plans for the future have the potential to lead to further improvement.

71 The head teacher leads the school's educational and pastoral work well. He sets the tone of care and concern for the well-being of every pupil. He has taken advantage of additional funding to extend the school's outreach to parents and the wider community, for example employing learning mentors who are effectively improving attendance rates. This outreach work has led to parents having a much more positive view of the school and to a reduction in vandalism. Since the last inspection the focus on establishing whole-school systems to promote good behaviour has paid off and there is an improved atmosphere for learning. The acting deputy head teacher makes a positive contribution to these aspects of the school's work. The head teacher has also succeeded in improving the quality of teaching in Key Stage 2 so that pupils are now doing well.

72 The head teacher leads and manages the staff well so he gets the best from them. As a result, the staff are very committed, teamwork is strong, and all staff share a common view of the school's aims and values and implement them in their day-to-day work. The support staff are valued and enabled to make a strong positive contribution to pupils' learning, especially for those with significant learning difficulties. The arrangements to manage the performance of staff and to ensure they receive the training they need are good.

73 The school has a satisfactory management structure though there is some lack of clarity about the distinctive roles of team leaders and key stage co-ordinators. Senior staff carry responsibility for overseeing the work in different parts of the school. They contribute positively to the smooth running of the school, to the good teamwork, and to the effective use of assessment information to influence the school's priorities for future development. All the teachers, except those in their first year of teaching, carry responsibility for leading and managing the work in at least one subject. Taken overall, subject leadership is satisfactory. However, the contribution of subject leaders to improving standards and their awareness of the standards and quality of work all through the school in their subjects varies considerably. For example, the teacher responsible for mathematics has identified the weaknesses that have caused the recent decline in standards. She has planned appropriate action to tackle them and has already had a good measure of success. By contrast, the teacher responsible for art and design, though a very good teacher of this subject, has little knowledge of the standards achieved across the school.

74 A teacher on a temporary contract is currently managing the provision for pupils with special educational needs. For the most part this provision is managed well and liaison with outside support agencies is very good. However, there is scope for greater rigour in the management of the work of the Nurture Group to assure the maintenance of equal opportunities for learning for all its pupils.

75 The school is good at checking how effective it is and staff are not complacent about academic standards, despite the many disadvantages that many of the pupils face. The school's records show that pupils achieve well during their time at Seacroft Grange and most of those who complete their primary education at this school do at least as well as could be expected. However, because the systems are complex, it is not easy for staff to see, at a glance, how well individual pupils

and classes are doing and whether they are making the progress they should. The head teacher knows about the quality of teaching because he regularly observes the teachers at work, identifies strengths and weaknesses in their teaching, and makes constructive and effective suggestions for improvement. This has contributed to the improvement in the quality of teaching.

76 The governing body provides a good level of support and it fulfils its responsibilities well. Governors have a good understanding of the area and the extent of the disadvantages many pupils are up against and they set great store by the school's developing role in the community. They are properly informed about the school's life and work and its financial position and they share the staff's vision for its character and its future development. They are acutely aware of the financial implications of the reducing number of pupils and plan carefully to preserve staffing levels and the breadth of education offered. Key governors have a good understanding of the school's strengths and weaknesses, they are aware of the standards the pupils reach, and they use an appropriate and wide range of criteria, including rates of progress, to measure the school's effectiveness in achieving what it sets out to do for its pupils.

Staffing accommodation and resources

77 The school continues to be generously staffed with suitably trained teachers and knowledgeable and capable support staff. This means that most of the pupils benefit from being in small classes and those who need extra help get good support in lessons and additional teaching in small groups. The administrative staff are very efficient and they provide valuable support for the head teacher.

78 At the time of the last inspection there was a key issue for action to 'provide a more secure induction and development programme for newly qualified teachers'. This has been dealt with and suitable arrangements are now in place. However, there is no staff handbook to help teachers new to the school and those providing relief cover to know the school's policies and procedures.

79 The accommodation is satisfactory. There is a good amount of space both in and out of doors but the quality of the accommodation is diminished by the detached classrooms. These 'mobiles' are out of date. For example, they do not have toilets so pupils have to cross the playground to use the facilities in the main building. There are no computers in the detached classrooms and this hinders the older pupils' progress in ICT. Plans for a separate, enclosed space for the reception children to learn outdoors are well advanced and work is due to start in the next few weeks. Pupils appreciate the large very spacious playground and the grassed area. However, more could be done, for instance through playground markings, to encourage team games and individual activities.

80 There are sufficient resources to teach the National Curriculum and religious education effectively. The deficiencies identified in the last inspection report have been remedied. However, although there is sufficient space, facilities for storage, such as cupboards and shelves are limited and, as a result, resources are sometimes stored untidily and inefficiently.

The school's use of its resources

81 The school uses its financial and human resources well but does not make the best use of time.

82 Spending is carefully planned and closely aligned to the school's agreed educational priorities. The governing body is properly informed about and involved in the allocation of funds and it monitors the budget effectively in partnership with the head teacher. Governors are well aware of the financial implications of the reducing number of pupils that has followed from the changing age profile of the area and take this into account in budgetary decisions. This has been the main factor behind the accumulation of a significant credit balance. However, the spending plans for the current financial year will draw on this balance and reduce it to a more appropriate proportion of the school's annual budget.

83 A lot of extra money comes to the school. These funds are used properly for their intended purposes and they make a positive contribution to pupils' achievement. For example, 'study support' money funds many of the extra-curricular activities. The learning mentors, funded by the Excellence in Cities project, have made a big difference to pupils' attendance.

84 Support staff are used particularly well. They work closely with the teachers and make a strong positive contribution to pupils' achievement, particularly for those with special educational needs.

85 Quite a bit of time is lost each day mainly because of poor punctuality by pupils and staff. This weakness is compounded by the timetable arrangements whereby the match of time to the requirements of different subjects could be better.

86 The school applies the principles of best value well. For example, competitive tenders are sought before major orders are placed. Staff compare the school's test results with those achieved in other schools and challenge themselves to improve. Parents and carers are consulted well and their needs and views are taken into account in decisions about spending and the use of accommodation that is not needed for teaching. The effectiveness of spending decisions in improving pupils' achievement is not yet systematically measured.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

87 In order to raise standards and further improve the quality of education, the head teacher, staff and governors should:

1) Raise standards in mathematics and speaking skills by:

* In mathematics:

- implementing the plans that have already been laid to tackle identified weaknesses in the subject;
- strengthening the teaching in the whole-class part of the ‘numeracy hours’;
- providing more opportunities for pupils to consolidate their knowledge of basic number facts, their ability to calculate, and their skills at using and applying what they know, especially in solving mathematical problems;
- making more use of ICT in mathematics; and
- reviewing the setting arrangements in Key Stage 2.

(paragraphs 6, 10, 12, 139, 140, 143, 146, 148, 149, 150)

In speaking skills:

- introducing a systematic programme to extend pupils’ vocabulary and to provide planned opportunities for progressively more demanding use of spoken English;
- keeping a careful check on pupils’ ability to use spoken English and using this to ensure that the work in this aspect of English is closely matched to their needs; and
- ensuring that pupils have sufficient opportunities to learn ‘Standard English’ and to use it appropriately.

(paragraphs 9, 12, 13, 15, 60, 117, 120, 124, 128)

2) * Make every effort to improve the rate of pupils’ attendance by continuing to implement rigorous measures to encourage parents to send their children to school regularly and punctually.

(paragraphs 20, 43, 67)

3) Improve punctuality during the school day by:

- ensuring that teachers bring classes into school promptly at the beginning of the day and after breaks during the day and that registers are called promptly;
- speeding up pupils’ movement between classes and around the building.

(paragraphs 20, 43, 56, 85)

In addition to these key issues for action, the following less significant weaknesses should be considered for inclusion in the action plan:

- clarifying the role of the subject leaders;
(paragraph 73)
- ensuring that a suitable amount of homework is set on a regular basis in all classes;
(paragraphs 33, 133)
- * completing the programme of staff training in ICT and ensuring that pupils in Key Stage 2 have more opportunities to undertake ICT work and to use ICT in other subjects;
(paragraphs 78, 189, 192, 195, 196)
- providing more opportunities for pupils to develop independence and initiative; and
(paragraphs 19, 47)

- putting in place a suitable policy for the promotion of racial equality.
(paragraph 55)
 - * The school has already recognised the need to tackle these weaknesses.

THE SPECIAL EDUCATIONAL NEEDS UNIT (The Nurture Group)

88 The Nurture Group facility has been established since the last inspection. It is funded by the local education authority and some of its pupils are from other schools. It provides places for up to 12 Year 1 and 2 pupils who have emotional and behavioural difficulties or very significant learning difficulties. It provides a balance of individual and group work. At the time of the inspection there were eight pupils in this class.

89 The Nurture Group is most effective at improving the pupils' behaviour. The pupils' academic progress, though satisfactory, does not yet match their progress in behaviour.

90 The pupils want to learn but they need close supervision and a lot of encouragement to ensure that they apply themselves conscientiously and persevere with their work. They sometimes find it hard to work independently and to co-operate with other pupils.

91 The Nurture Group is well staffed and has sufficient resources for teaching and learning and the quality of teaching is satisfactory. The pupils have individual targets for their behaviour. The plans to help them achieve their targets are implemented well and they make good progress in this aspect of their learning. This is a strength of the work in the Nurture Group and, as a result, some pupils successfully return to full-time membership of normal classes, whilst others are integrated into classes in the main school in the afternoons. The pupils and staff also join in some lessons with the mainstream Year 1 and 2 class. They made very good progress in an excellently taught dance lesson with this class. There is a clear sense of the Nurture Group pupils being valued members of the school community.

92 Pupils make satisfactory progress in improving their literacy and numeracy skills. They are learning to add and subtract numbers up to 20 and to use these number facts. However they do not have enough opportunity to use apparatus to help them understand mathematics. These pupils have a daily 'literacy hour' in which their speaking and listening skills and reading and writing are developed. In general, the focus of teaching in the Nurture Group is more on dealing with pupils' behavioural difficulties than on academic learning. For the most part lessons are properly planned and work builds soundly towards meeting the targets in the pupils' individual education plans. However, at times a sense of purpose is lacking and expectations of pupils' academic learning are not sufficiently high. The quality of teaching and learning is enhanced by the expertise and hard work of the support staff who have very good relationships with the pupils.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	49
Number of discussions with staff, governors, other adults and pupils	43

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	11	26	11	0	0	0
Percentage	2	22	53	22	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. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	182
Number of full-time pupils known to be eligible for free school meals	120

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	10
Number of pupils on the school's special educational needs register	122

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	35
Pupils who left the school other than at the usual time of leaving	24

Attendance

Authorised absence

	%
School data	4.8
National comparative data	5.6

Unauthorised absence

	%
School data	5.9
National comparative data	0.5

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	19	15	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	-	16
	Girls	-	-	-
	Total	21	19	26
Percentage of pupils at NC level 2 or above	School	62% (57%)	56% (62%)	76% (76%)
	National	84% (83%)	86% (84%)	91% (90%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	16	14
	Girls	-	-	-
	Total	20	25	23
Percentage of pupils at NC level 2 or above	School	59% (57%)	74% (76%)	68% (71%)
	National	85% (84%)	89% (88%)	89% (88%)

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

Where the number of boys or girls is 10 or less, figures are omitted.

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	19	14	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	-	18
	Girls	-	-	-
	Total	18	10	27
Percentage of pupils at NC level 4 or above	School	55% (56%)	30% (56%)	82% (79%)
	National	75% (75%)	71% (72%)	87% (85%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	12	12
	Girls	-	-	-
	Total	7	16	17
Percentage of pupils at NC level 4 or above	School	22% (53%)	50% (59%)	53% (59%)
	National	72% (70%)	74% (72%)	82% (79%)

*Percentages in brackets refer to the year before the latest reporting year.
Where the number of boys or girls is 10 or less, figures are omitted.*

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	1
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	149
Any other minority ethnic group	2

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)	11.5
Number of pupils per qualified teacher	15.8
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	10.1
Total aggregate hours worked per week	216

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	1	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	57	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	2000-2001
	£
Total income	590,190
Total expenditure	576,915
Expenditure per pupil	2,974
Balance brought forward from previous year	38,580

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	181
Number of questionnaires returned	56

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	86	13	2	0	0
My child is making good progress in school.	68	27	4	0	2
Behaviour in the school is good.	61	30	5	2	2
My child gets the right amount of work to do at home.	36	44	15	4	2
The teaching is good.	89	11	0	0	0
I am kept well informed about how my child is getting on.	63	34	2	2	0
I would feel comfortable about approaching the school with questions or a problem.	84	14	2	0	0
The school expects my child to work hard and achieve his or her best.	86	13	0	2	0
The school works closely with parents.	68	27	5	0	0
The school is well led and managed.	64	25	9	0	2
The school is helping my child become mature and responsible.	66	30	2	0	2
The school provides an interesting range of activities outside lessons.	55	39	4	0	2

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

93 The Foundation Stage covers education from three years of age to the end of the reception year. At Seacroft Grange there is no longer a nursery. Children start in the reception class during the year in which they turn five. At the time of the inspection there were 25 children in the reception class.

94 Almost all the children attend a local nursery before starting school and the school staff maintain good links with the nursery. These links, along with the school's very good induction arrangements and the work of the learning mentor, help to ease the children's transition to school and ensure that the work they undertake builds effectively on what they have already achieved.

95 The school has built well on the strengths identified in the last inspection report. The children get a very good start to their education as a result of:

- very good teaching, with very good teamwork by the staff who are all knowledgeable about the needs of children this age and the nationally recommended curriculum for them.
- a rich and interesting curriculum that is very well planned and organised and is based on activities that appeal to the children;
- the very good attention staff give to developing the children's personal, social and emotional development, and their skills in communication and early reading and writing.
- a good balance between direct teaching and activities led by staff and activities children choose for themselves; and
- careful and thorough assessment of children's learning.

96 When children start in the reception class, the great majority are a long way behind most children of their age. Many need help to learn to play purposefully, to build relationships, and to use words to communicate. All the children, whatever their ability, have equal access to the curriculum and are equally well taught so they all have an equal chance of making progress. They all gain a lot of ground from this very low base and they achieve very well, even though, by the end of the year they have not reached the national targets for children their age (the 'early learning goals') in any areas of their learning. They make the best progress in personal, social and emotional development, early reading, and creative development.

97 The quality of teaching is very good in all the areas of children's learning except mathematical development, where it is good. In this one area of learning it is not quite so effective because the systems for keeping track of children's learning are not so good. The many strengths in the teaching are evident in work in all the areas of learning.

- The staff have a very good understanding of how young children learn and develop.
- The staff plan activities for the children very carefully. They very skilfully create a stimulating classroom that provides lots of opportunities for children to participate in a wide range of worthwhile and purposeful activities that help them move on in their learning very well.
- The children's work is based on practical activities and first hand experiences that are meaningful to them and they have very good opportunities to learn through very well planned play.
- The support staff are used very well. They are well briefed so they know what the children should learn from the different activities and they know how to talk to them and join in with what they are doing so as to bring them on.

- The staff set a very good example of positive, co-operative working relationships and they set clear and appropriate standards for the children's behaviour. As a result the children learn to build relationships and to work and play together harmoniously.
- The staff are always talking to the children to extend their vocabulary and questioning them skilfully to get them thinking more deeply.
- Staff assess children's learning and their rate of progress very well. They keep careful note of where each child is up to and what they need to move on to next. There are very effective systems for all the staff to exchange information about children's learning. Consequently, assessment information is used to plan work that meets the children's needs and ensures they are challenged in all areas of their learning.

98 The resources for teaching and learning are very good in all areas of learning. Staff organise them well and use them effectively to promote the children's learning.

Personal, social and emotional development

99 The provision for this area of learning is very good and, as a result, children make very good progress in developing an interest in learning, gaining confidence and independence, learning to make relationships and understanding what is right and wrong. Their achievement is very good but, because they start from such a low base, for most attainment is below the level expected for their age. Around a fifth of the children are on course to reach the target level for the end of the year.

100 The staff provide a very supportive and caring and consistent atmosphere in which children grow in their understanding of themselves and others and of what is acceptable in school. They welcome every child warmly at the start of every session and they make sure the children understand the high expectations for their behaviour. As a result, the children enjoy coming to school. They are confident and happy in the classroom. They understand the routines and they are eager to learn. The children understand the need for rules at school and they learn to work and play together and to respect each other. They know they should come to school on time and they understand that good behaviour will always be recognised and unacceptable behaviour will not be rewarded. They develop the ability to co-operate and the confidence to contribute. For example, they take turns when working and playing in small groups, they share equipment, and they confidently join in some 'assemblies' with the Year 1 and 2 pupils.

101 The children learn to talk with adults about their feelings, for instance whether they are happy, sad, frustrated or feeling successful. They take an interest in what is on display in the classroom. For example, they were keen to catch sight of the tadpoles moving between the weeds in their tank and they were fascinated by the way the way colours changed when they mixed different paints together. The children develop independence as they learn to take the initiative in choosing what to do from the many interesting activities on offer and they start conversations when they play imaginatively together, for instance in the 'Vet's Surgery'. They learn to persist in seeing activities through to their own or the staff's satisfaction, whether building with 'Lego', attempting to carry model animals to the 'Ark' in pairs or writing.

Communication, language and literacy

102 The staff provide very well for this area of learning and all the children achieve very well from their starting points. Nevertheless, because many start from such a very low base, their attainment is below what is expected for their age. Around a fifth of the children are set to comfortably reach the target level for the end of the year in speaking and listening and early reading and writing.

103 The staff use elements of the National Literacy Strategy successfully to develop and extend the children's reading and writing skills. They develop the children's vocabulary and ability to communicate in words by constantly talking with them.

104 Despite the strong emphasis on speaking and listening, many children have a very limited vocabulary. For instance, a child who showed a good degree of skill in making a model vehicle needed a lot of help to attempt to describe it in words. The children listen well to stories but only a minority can retell them later.

105 The children develop a positive attitude to books and reading. They enjoy sharing books with adults at school and at home and with each other. A typical child said that 'I'm always reading at home'. The children handle books carefully, they take an interest in the pictures, and they know that grown ups read the print not the pictures. Most of the children know that the author is the person who writes the book and the illustrator 'does the pictures'. They nearly all know the sounds made by some letters and around a third of them recognise a few familiar words on sight. About a fifth of the children have reached the standard in reading that is expected by the end of the reception year.

106 The children are not doing quite as well at early writing as at reading. Only a few write some simple words independently. All the children make marks that they call 'writing' and do this in many situations. For example, they write about their activities, they fill in forms in the 'Vet's Surgery', and they work in the 'Office'. Because the staff build opportunities for writing into so many classroom activities, including play settings, the children see the point of writing. For instance, a child who was writing 'notes' explained this was 'cos we've got to know what's happening'. The children's handwriting is progressing reasonably well and the average and higher attaining children are beginning to copy below adults' writing. For most of the children, story writing is the least well developed aspect of writing.

Mathematical development

107 Children are not so far behind in mathematical development when they start school as they are in personal, social and emotional development and communication, language and literacy. Even so their attainment in this area of learning is well below average when they start. They have many opportunities to develop an understanding of all aspects of mathematics and to gain confidence in their knowledge. They make good progress in their learning but most do not achieve the standard expected for their age. Only around a quarter of the children are on course to reach the target level for the end of the year in all elements of their mathematical development. However, standards are highest in number and about half the children are likely to reach the target level in this aspect of mathematical work.

108 The staff incorporate mathematical work into many of the planned activities and they make the most of incidental opportunities that arise to give children practice in counting and using numbers. For example, they tell stories, such as 'Dora's Chicks' that involve the children in counting and ordering and introduce the ideas of addition and subtraction. The 'Ark' inspired a wide range of mathematical work. Children thoroughly enjoyed counting in twos and trying to work out how many trips they would have to make to get 20 plastic toy animals to the 'Ark'. They discovered that the 'Ark' sank if they put too many animals in it. Children construct containers to take soft toy animal 'pets' to the 'Vet's Surgery', thereby learning about shapes and words, like 'tall', 'heavy' and 'below', to describe size, shape and position. At registration time the staff are quick to involve the children in working out how many children are at school and how many are absent.

109 Most of the children join in counting up to 30 and counting in fives with their teacher. They count beyond 5 without help and recognise numerals up to 10. They are beginning to make marks on paper to represent numerals. Some of the children count up to 10 and back again confidently. Many use the correct words to describe the shape and size of their models.

Knowledge and understanding of the world

110 Most children know little about the world around them when they start school. They come on well in this area of learning during the reception year and a good number of the children are likely to meet the target level by the end of the year. This rate of progress is the result of the many well planned activities that broaden their horizons and lay good foundations for later study of science, design and technology, geography, history, information and communication technology (ICT), and religious education. These activities are usually linked to a theme that appeals to the children. For instance, during the inspection work was based on the themes of 'Animals' and 'Growth'. The children have learned about animals and plants and have visited an urban farm. They are interested in the wider world. For example, they talk excitedly about seeing eggs hatching at the local nursery. They are learning about the life cycle of a frog. They use magnifying lenses to observe changes in tadpoles as they grow.

111 The children are developing an awareness of cultures and beliefs. For instance, they were totally engrossed watching and participating in the enactment of a christening. The children make models purposefully and the end products are usually recognisable. They use computers confidently. For instance, they used to mouse to move the cursor around the screen as they worked through programs to support their language and mathematical development.

Physical development

112 About half the children have reached the level expected for their age. Reception children develop physical skills successfully during sessions in the hall. They talk clearly about what they can do and how to be careful moving and climbing. They move with confidence and safety in the classroom and in the playground. Almost all the children have satisfactory manual dexterity for their age. They use pencils, pens, crayons and paintbrushes with a good degree of control. In model making they are skilled at cutting, stapling, sticking, joining and fastening materials in different ways. Children have limited opportunities to develop their physical skills in outdoor activities because there is no separate outdoor area for them. However the school is well on the way to having a suitable well planned, properly equipped outdoor area specifically for reception children.

Creative development

113 The provision for this area of learning is very good. Children have a lot of opportunities to develop their creativity and to express themselves through music, imaginative play and role-play, art and design, and construction. As a result they make very good progress in their learning and most of them are not far behind the level expected for their age.

114 The children explore a wide variety of media, including paint dough and computer programs, and learn to make pictures, patterns and models with them. They produce collage pictures with good attention to texture. They showed a sound understanding of texture when talking as they made robots, for example, carefully selecting wool for hair.

115 The children enjoy imaginative play, such as dressing-up and creating small worlds with toys. They take on different roles well in their play. For instance, two children worked side by side arranging a farm setting in sand and talked about it as they worked as well as making very realistic sounds for the animals.

116 In music, children identify and name percussion instruments by their sound. They make sounds using instruments properly, by tapping, scraping and shaking, keeping a steady beat. Children

enjoy singing a good range of songs from memory. They sing tunefully, again with a good sense of rhythm, for example clapping and singing a calypso.

ENGLISH

117 In both key stages teaching is good and pupils are achieving well. Standards, however, are below average overall in both key stages with a particular weakness in speaking skills. Very few pupils are working at an advanced level whilst the majority have not reached the standard expected for their age.

118 Pupils start from a low base. Many have special educational needs and rates of mobility are high. All these factors serve to depress standards. Nevertheless, the subject is led and managed well and much has been done to tackle the weaknesses identified at the last inspection (standards in writing and poor handwriting and presentation). Consequently, standards have kept up with the national rate of improvement.

Standards in Key Stage 1 (Years 1 and 2)

119 There are signs that standards are improving in this key stage, as a result of the effective implementation of the National Literacy Strategy. Pupils are getting a good grounding in literacy skills.

120 Pupils' speaking skills are poor. Most pupils' vocabulary is poor and they find it very hard to express themselves clearly in 'standard English'.

121 Standards in reading are below average. Pupils learn the sounds that different letters make (phonics) and they use this knowledge well to help them work out unfamiliar words. Many of the Year 2 pupils also use other strategies, such as context clues, in their reading and many of these pupils are becoming fluent readers and developing the ability to read simple stories independently. Pupils in this key stage are keen readers and they develop a good degree of confidence in their ability to read. This should stand them in good stead to continue to make progress and build effectively on what they have learned.

122 Standards in writing are below average. Pupils undertake a good range of written work. For example, they write descriptions, book reviews, instructions and stories. They retell simple stories in a logical order. However, only a minority of pupils use punctuation, such as full stops, at the level expected for their age. Handwriting has improved. Most of the pupils have good pencil control and form letters correctly but they do not always leave spaces between words.

Standards in Key Stage 2 (Years 3 to 6)

123 Pupils do well during this key stage, even though standards are below average in reading and writing and poor in speaking. A significant number of pupils come to the school during Key Stage 2 and they have not benefited from the good grounding the school gives its pupils in Key Stage 1.

124 Pupils generally listen well and respond to their teachers' instructions and questions. Speaking skills, however, are weak. Pupils continue to have difficulty expressing themselves, despite daily opportunities to contribute orally in the 'literacy hours'. Pupils' spoken contributions in lessons are constrained by their limited vocabulary and their poor command of 'standard English'.

125 In reading most of the Year 6 pupils are not up to the standard expected for their age. Their understanding of what they read is limited and they do not have sufficient skills at working out new words. Consequently, they lose interest because they 'miss the point' when reading independently and they rarely understand details in the stories they read. Only the minority of higher attaining pupils are working at the level expected for their age. These pupils understand the themes and vocabulary in

books at an appropriate level for their age and sustain concentration on reading. They use a range of appropriate strategies to decipher new words and they use reference materials effectively to find information. They recognise different styles of writing and literature.

126 At the time of the last inspection there was a key issue for action to improve attainment in writing. Standards in this aspect of English have improved sufficiently but remain below average. As in reading, standards vary and a minority of pupils in Year 6 are working well at the level expected for their age. These pupils produce well structured written pieces that are organised into paragraphs. Their handwriting is legible, they spell most words correctly, and they use appropriate punctuation, including inverted commas for speech and exclamation marks. However, many more pupils are not attaining this standard. Pupils make limited use of ICT in English, largely because there are no computers in the detached classrooms. This hinders the development of pupils' research skills and their ability to edit and improve their written work. When pupils do use ICT to support their editing and redrafting they produce work of good quality, such as their 'Sea Poems'.

127 Improving standards in reading and writing are pushing up through the school. For example, most of the Year 4 pupils' written work is of a satisfactory standard for their age. In Year 5, standards in reading are nearer to those expected for the pupils' age than in Year 6 and the pupils have made good progress in producing different types of written work, such as explanations.

128 The weaknesses in pupils' English have an adverse effect on their standards in some other subjects, such as history and religious education. This is because pupils find it hard to use reference books, they have difficulty explaining, clarifying and developing their ideas in words, and they find it hard to consolidate their learning by writing things down. Nevertheless, pupils have many opportunities to use literacy skills in other subjects.

The quality of teaching and learning

129 Taken overall, the quality of teaching is good. Teachers have benefited from additional training since the last inspection. They have good knowledge and understanding of the subject and they are implementing the National Literacy Strategy effectively. They move lessons along at a good pace and give proper attention to all aspects of the work, adapting it appropriately, when necessary, to meet the needs of the slower learners. Many pupils find it hard to remember what they have been taught. The rate at which they make progress in their learning is satisfactory even though they are keen to learn and work hard in lessons.

130 Teachers plan carefully and they maintain good discipline so that lessons are purposeful. They keep a good day-to-day check on how well pupils are doing and use this information to match work to pupils' different levels of attainment and use appropriate resources to help pupils learn. The teachers make very good use of the support staff to help pupils with special educational needs. Liaison between teachers and support staff is very good and this ensures continuity and progression in these pupils' learning.

131 Teachers set targets for pupils' learning. Teaching is particularly effective when the work in lessons is based on pupils' individual targets. For instance, in a very good reading lesson pupils were organised into five groups, each working on different material that was closely matched to their different levels of attainment so that, with effort, they could read their books. As a result, the pupils made good progress in comprehension. They improved their skill at skimming and scanning a passage to find specific information and their ability to read with expression.

132 Teachers generally have high expectations of what their pupils can learn. For example, in a good lesson for pupils in the Year 1 and 2 class, the teacher expected pupils to spell simple words correctly and to use subject specific vocabulary, such as ‘consonant’, ‘vowel’ and ‘character’ with understanding. She pitched the phonic work at a demanding level for these pupils. Pupils made good progress in learning to use questioning words, such as ‘who’, ‘where’ and ‘when’ to help them organise and write an account.

133 The use of homework varies considerably between classes. In Year 6 a limited amount and range of homework is set and the books pupils read at home are sometimes not sufficiently carefully matched to the level at which they are reading.

Other significant factors

134 This subject is led and managed well. The improvements made since the last inspection have led to higher standards. The subject leader is aware of the quality and standards of work all through the school. The subject is kept under review and there are good systems to ensure that aspects in need of development or improvement are usually identified and dealt with appropriately.

135 Staff make every effort to ensure that all pupils have an equally good chance to do as well as they can in English. For example, pupils with special educational needs get extra help, there are ‘Booster classes’ for those who have a chance of reaching or exceeding the level expected for their age, and some intensive extra work for pupils who could do better.

MATHEMATICS

136 The recent decline in standards has now been halted. Pupils at all levels of attainment are achieving well in both key stages and there are signs that standards are rising. This is because the teaching is good and the subject is now led and managed well.

Standards in Key Stage 1

137 The Year 2 pupils’ attainment is below average. Most of these pupils have reached the standard expected for their age (National Curriculum Level 2) but none have reached a higher level. The pupils are doing best in number. In this aspect of mathematics the higher attaining pupils are very confident in what they know and they have done some harder work than the others. For example, they work confidently with numbers in the hundreds and they understand the value of each digit depending on its place in the number (for instance, the 5 in 526 represents 500) and they add and subtract two-digit numbers accurately. The average attainers calculate confidently up to 20 and add and subtract money. They understand ‘place value’ and identify the tens and units in two-digit numbers. The lower attainers are working a little below the level expected for their age. In the other aspects of mathematics (using and applying mathematics; shape, space and measures; data handling) most of the pupils are working at the expected level but the lower attainers do not understand the work so well as the others. Pupils with significant special educational needs are doing the best they can but are at least a year behind most of the others.

138 The Year 1 pupils are working at an above average level for their age in number. They are a good group for the school and they are very well taught.

Standards in Key Stage 2

139 Standards in Year 6 are well below average but in other years in this key stage standards are closer to what is expected for the pupils' ages. In Year 5, slightly more than half the pupils are set to reach the expected standard by the top of the school. Standards in Year 4 are broadly average.

140 Around half the Year 6 pupils are one or two years behind the standard expected for their age. Only in the top set are pupils working at the level expected for their age (National Curriculum Level 4) and no pupils are at a higher level than this. Little work is pitched at an advanced level. Standards are highest in the shape, space and measures aspect of the curriculum. For example, at least half the Year 6 pupils have a satisfactory knowledge of shapes and their properties, for instance, accurately naming equilateral, isosceles and scalene triangles, and they calculate the areas of regular shapes. Many of the pupils have difficulty using what they have been taught. For instance, the higher attaining pupils have done work on decimals but few of them can count on and back from a given number in steps of 0.5 or 0.25 and many pupils do not 'know their tables' well enough so calculations are laborious. For the most part, pupils do not undertake enough work on number to develop secure knowledge of number facts and the ability to use them to solve mathematical problems.

141 Standards at the top of the school are adversely affected by two factors. Firstly the high proportion of pupils with special educational needs and secondly, the high rate of mobility of pupils in Key Stage 2. Just over half the Year 6 pupils have special needs and several of the others find learning difficult. Furthermore, a third of this year group have come to Seacroft during Key Stage 2. Consequently, the standards achieved in the end of key stage tests are not a true reflection of the quality of teaching and learning in the school.

The quality of teaching and learning

142 Taken overall, the quality of teaching is good; it ranges from very good to satisfactory. Pupils make gains in their learning at a satisfactory rate overall. In lessons they often learn well but, for many, the rate of learning over weeks and months is slowed by the difficulty they have in remembering and using what they have been taught.

143 The teachers are implementing the National Numeracy Strategy properly and the 'numeracy hours' follow the recommended three-part structure. However whole-class teaching is generally not as good as the group and individual work. Furthermore, the effectiveness of the full class 'plenary session' at the end of lessons varies. When teaching is most effective, this session is used well to check that all the pupils have grasped the key points of the lesson, to extend their thinking, and to challenge the higher attainers. For instance pupils in Years 4, 5 and 6 learned how to check multiplication and division sums by doing the opposite calculation. They grasped the idea from the teacher's clear explanation and they worked hard at applying it to their individual work. In the 'plenary session' the teacher took them on to tackling similar calculations in their heads. Many more pupils were able to answer questions than in the first part of the lesson.

144 The teachers manage their pupils well so classrooms are orderly and pupils take their work seriously. They use the support staff very well. These staff are well briefed so they know what the pupils are to learn and they make a strong contribution to the progress made by pupils with special educational needs, giving them extra help and further explanation.

145 The most effective teaching was seen in the Year 1 and 2 class. The teacher has very good knowledge of the subject and how to get it across to these young pupils and very high expectations of what the pupils can achieve. She pitches the work at a demanding level and ensures pupils have the support they need to cope with it. For example, in a lesson on number, the teacher got the pupils counting in fives, beginning to build up the five times table, and seeing that numbers in this table all end

in zero or five. This work pushed on at a rapid pace and the pupils were quickly involved in thinking at a high level and they all tried very, very hard. In the whole-class teaching part of the lesson, the teacher skilfully matched her questions to the pupils' different levels of attainment so that all were fully involved and able to succeed. She followed this very effectively with work at three different levels of difficulty, that all built on the class teaching and challenged every pupil so they all moved on in their learning.

146 In Key Stage 2 pupils are allocated to teaching 'sets' according to their level of attainment not the school year they are in. Some 'sets' span all four years in this key stage (Years 3 – 6). The quality of teaching seen varied from good to satisfactory and this was confirmed by the work in pupils' books. In all the lessons the pupils made at least satisfactory gains in their learning. In most, their rate of progress was better when they were working on their individual work than in the class teaching part. This was also true in Year 2. The teachers know what they want the pupils to learn but they do not always make the work interesting enough to capture and hold the pupils' interest. Consequently, pupils are not as eagerly involved in mathematical thinking and calculation as they might be.

147 There are a couple of shortcomings that serve to limit the effectiveness of some teaching. Firstly, although teachers are always clear what they want the pupils to learn, they do not always give enough attention to making sure the pupils understand these 'learning objectives' and how well they have met them. Secondly, teachers generally use correct mathematical vocabulary accurately. However most do not do enough to ensure that pupils learn and use these words. For instance, few classrooms have key new words on display.

Other significant factors

148 A change in personnel resulted in a different teacher taking on the responsibility for leading and managing mathematics throughout the school in January this year. The new subject leader has got to grips with the subject rapidly. She has made an accurate and penetrating analysis of standards and the quality of teaching and has identified several factors that account for the very low standards in the last couple of years. She has drawn up suitable plans to tackle these and is working closely with the head teacher to ensure these are carried out. There is every likelihood that the subject will continue to improve with this good leadership and management.

149 The use of ICT in mathematics is limited. There is little evidence in pupils' books to suggest they use ICT to support and extend their learning in mathematics on a regular basis. This shortcoming is compounded in Key Stage 2 because the detached classrooms do not have computers.

150 The setting arrangements in Key Stage 2 mean that pupils at the same level of attainment but three school years apart may be taught together, though inevitably the younger ones in the 'set' are likely to be faster learners than the older ones. This makes it hard to bring the faster learners on as quickly as they could go and means there is a risk of them not making the progress of which they are capable.

SCIENCE

151 The teaching is good and pupils are achieving well. The Year 2 pupils' work is at the level expected for their age. Standards at the top of the school are below average. Three factors account for this. Firstly, pupils' rate of progress slows in Years 3 and 4. Secondly, the high proportion of pupils who come to the school during Key Stage 2. Thirdly, pupils find it hard to express what they know in speech or in writing and they need go over things many times before they are confident of new learning.

Standards in Key Stage 1

152 The Year 2 pupils have studied an appropriate range of scientific topics that encompass all the aspects of the National Curriculum (scientific enquiry, life processes and living things, materials and their properties, and physical processes) and they have sound knowledge and understanding of the work they have done. They understand physical process and use their knowledge to explain what they observe. For example, they know that friction generates heat and that rubbing an ice cube therefore speeds up the process of thawing. They have a basic understanding of electrical circuits and know that connections can be made with crocodile clips. The higher attaining pupils explain their experimental findings well in writing but lower attainers tend simply to describe what they observe and they find it hard to present information clearly. They have satisfactory skills at classification and use these to identify differences between living things and they justify their criteria. For instance, they list the differences they see in photographs of themselves, including less obvious features, such as whether or not they have freckles.

Standards in Key Stage 2

153 The pupils cover the range of work that they should but most of those in Year 6 are at least a year behind the level expected for their age. Quite a number are more than two years behind. Only the higher attaining pupils, quite a small group, are working at an average level. It was possible to see only a limited amount of work in Year 6 because these pupils were preparing for the national tests. However, the work in their books and in the lesson observed shows that most of them have a reasonable understanding of what makes a scientific test fair. They have a good understanding of the properties of light. They know that green plants need light, water and soil to grow and reproduce and they know that plants take in carbon dioxide and give off oxygen and that the reverse is true in human respiration. Many of the pupils use scientific words accurately. For example, in a lesson on plant growth pupils referred to 'chlorophyll' and began to use 'hydrated' and 'dehydrated' to describe the condition of different sample plants. The work produced by pupils in other years in this key stage shows that they plateau in Years 3 and 4. Consequently, in Year 5, standards are a couple of years below average.

The quality of teaching and learning

154 The teaching is good overall and pupils have a positive attitude to the subject. They are enthusiastic, they apply themselves to work well, and they co-operate sensibly when working in pairs or small groups. Pupils with special educational needs achieve well when there are classroom assistants to support them.

155 The teachers have good scientific knowledge. They plan lessons carefully and follow their plans well. They are clear what the pupils are to learn and they use suitable teaching methods to help them grasp new work. They use resources well to help pupils understand the work. For instance the Year 3 pupils are growing beans to deepen their understanding of plant growth. They watch the progress of their individual beans closely and are fascinated by their detailed observations. In their lesson they observed healthy and unhealthy plants and began to use what they knew from growing their beans to suggest sensible reasons why some plants had not grown well. This is typical of the good emphasis that teachers place on practical investigation to help pupils learn. Teachers introduce correct scientific vocabulary and explain its meaning well. This extends pupils' vocabulary and helps them to understand their work. Throughout the school, teachers manage pupils' behaviour well and organise lessons efficiently so that the focus is on learning.

Other significant factors

156 The whole-school programme of work is well planned and strikes an appropriate balance between the different aspects of science. It is based on a nationally recommended programme. Pupils have sufficient opportunities to use and develop their numeracy skills in science. For example, measuring length and using newtonmeters to measure force. They present scientific data in graphs, diagrams and charts. Pupils use their literacy skills to write up their experimental findings. However, they have few opportunities to use ICT to enhance their learning.

157 The checks on pupils' learning are adequate. Targets are set at the beginning of each year and pupils' progress towards the targets is checked each term. However, two aspects of assessment are not consistent or rigorous enough to be fully effective. Firstly, not all teachers check and keep a record of pupils' learning at the end of each unit of work. Secondly, assessment in lessons is often not sharp enough to ensure that the next work is pitched right for all the pupils. As a result teachers tend to 'teach to the middle'. This means they do not always challenge the higher attainers sufficiently and these pupils, therefore, do not progress as well as they could.

158 The subject is led and managed satisfactorily and the subject leader has some sound plans for improvement. However, she carries other another significant responsibility in the school and has concentrated more on that in recent years. This means she has not yet gained a clear picture of standards and the quality of work in science all through the school.

ART AND DESIGN

159 It was possible to observe only one lesson. However, there was a good amount of pupils' work to look at. Judgements are based on all the work seen and discussions with staff.

Standards

160 The standards of pupils' work vary considerably depending on who teaches them this subject. The standards achieved in Key Stage 1 are above what is expected for the pupils' age. In Key Stage 2 much of the work is of a very high standard and represents very good achievement for many pupils. This is the result of very good teaching by the subject leader.

161 Pupils in Key Stage 1 have a good awareness of colour and use it sensitively. They have good observational skills and take care to record what they see faithfully and they develop competence in using a range of media. These strengths are evident in much of their displayed work. For example, pupils in the Year 1 and 2 class have produced pastel sketches of flowers which are of good quality. Their work reveals good attention to drawing detail accurately and to careful selection of colours. These pupils' wool weaving shows a good sensitivity to colour; most of their work combines toning colours effectively.

162 Standards in Key Stage 2 are more variable. The work in the Year 6 pupils' sketchbooks is of poor quality. Their drawings suggest a lack of commitment to the work by both pupils and teacher. For example, pupils do not use suitable soft drawing pencils so it is hard for them to capture the effects of light and shade. The lower attainers do not attempt to achieve such effects; they simply produce outline drawings. However, for the average and higher attaining pupils, drawings of puppets show the ability to capture a sense of movement. Some of the work produced by younger pupils in this key stage is of a very high quality and, in the lesson observed the Year 3 pupils' work was of an excellent standard, notably in clay modelling and paintings of trees using the technique of pointillism. These pupils have also produced self-portraits that are of a very high standard for their age, showing very

good observational skills. Pupils in the first two years of Key Stage 2 produce very high quality work in the style of various famous artists. Their work is bold and confident and captures the essential characteristics of each artist's work extremely well. It reveals the ability to portray perspective, to mix paint carefully and to apply it very effectively using a range of brush techniques to achieve particular effects. Standards have been maintained since the last inspection.

The quality of teaching and learning

163 The quality of teaching and learning varies considerably reflecting the subject knowledge of the teachers. Specialist teaching is of a very good quality and leads pupils to reach unusually high standards. In the lesson seen the teacher set very high expectations for pupils' behaviour and the standard of their work, successfully commanding their respect and a very good degree of attention. She set a very good example of constant evaluation of work in progress that encouraged the pupils to adopt a very thoughtful approach to their work and to refine it as they went along. A particular strength of the teaching was the use of the additional adults (support staff and voluntary helpers). They had very good relationships with the pupils and they utilised them very well as they worked alongside the pupils, discussing the work and how to overcome difficulties in its execution. This had a very positive effect on the pupils' attitude to learning and they all tried their very best and concentrated very hard. The pupils are proud of their work and eager to talk about what they have learned. However, when the teacher's subject knowledge is limited, the work pupils produce is of a much poorer quality.

164 Work is made meaningful to pupils as art and design is linked with other subjects whilst still maintaining the integrity of the subject. For example, in the Year 1 and 2 class pupils made hand prints when they were measuring in hand spans in their mathematical work. In Year 3 pupils' work is linked effectively with a their study of the Vikings in history. For instance, they used crayons to produce Viking patterns of a good quality. These show very detailed patterns and the pupils have taken great care with their colouring.

Other significant factors

165 The leadership and management of the subject are not satisfactory. This is because too little is done to ensure that the subject is taught well enough in all classes. Standards are too dependent on the skills of the specialist teacher. Consequently, pupils do not have equal opportunities to make progress in this subject. Furthermore, the responsible teacher does not know enough about the standards achieved and the quality of work across the school. Photographs of pupils' work are kept. They provide examples of the range and quality of work and the standards pupils can achieve. However, there is scope to make more use of these portfolios as a tool for developing non-specialist teachers' knowledge and understanding of progression in the subject, for instance by indicating the age of the pupils and the key strengths in each piece of work.

166 Pupils have sufficient opportunities to cover all the work required by the National Curriculum but the school's curriculum is weighted towards painting in the style of famous artists and developing skills in observational drawing. Pupils have fewer opportunities to express themselves through personal work.

167 The curricular opportunities are enhanced by good use of community resources. For instance, pupils have used specialist resources in the area to create interesting work using natural materials and light sensitive paper. Such experiences broaden pupils' horizons and contribute to their confidence to explore the potential of various media.

168 Work in art and design makes a very good contribution to pupils' spiritual and cultural development. The works of art they study are drawn from a wide range of traditions and cultures and they have very good opportunities to respond to works of art and appreciate their life enhancing quality and the achievements of the artists.

DESIGN AND TECHNOLOGY

169 It was possible to see only one lesson. Judgements are based on this lesson, examination of pupils' work and discussion with staff.

Standards

170 The Year 2 pupils' work meets the standard expected for their age in all aspects of the subject (designing, making, evaluating, and understanding materials and components). These pupils produce simple labelled diagrams and written plans of how to make products. For example, a typical pupil wrote, when planning how to make a wheeled vehicle, 'I will sellotape the axle at the bottom of the chassis'. Their models are made to a satisfactory standard. The pupils' evaluations of their models show an appropriate understanding of the need for products to work properly and of the limitations of materials, and the ability to identify ways of overcoming faults in their designs. For instance, they realised that the wheels on some of the model vehicles did not work properly because the axles were made of straws and bent. They recognised that 'we needed stronger card'.

171 Too little work was seen to form a valid judgement on standards at the top of the school. However, the Year 4 pupils' work is of a broadly average standard for their age. These pupils have made purses. Their skill at joining materials by sewing is adequate and most of their purses have a suitable flap or a working fastening. The pupils' plans are of a satisfactory standard; they include measurements and the higher attaining pupils show how both sides of the completed purse is intended to look. However, this work falls down in two aspects. Firstly, the pupils' evaluations are superficial. They pay little attention to the function of the products, their suitability for their intended users, or how they could be improved. Secondly, only a few of the pupils have finished their purses to a satisfactory standard, for instance by sewing on sequins to make them attractive as well as merely functional. This was a general weakness in work seen throughout the school.

The quality of teaching and learning

172 There was insufficient evidence to form an over all judgement on the quality of teaching and learning. Nevertheless, these were satisfactory in the lesson observed and the standard of the work produced by pupils in Years 2 and 4 suggests that teaching and learning are of at least a satisfactory quality and there are several strengths in the teaching in Key Stage 1.

173 Teaching in Key Stage 1 is aided by the teachers' good knowledge and understanding of the subject. This enables them to focus on the key elements and ensures that pupils make sound progress in all aspects of the subject.

174 In the lesson seen for pupils in Years 3 and 4 the pupils made moving parts for home-made books. They tried hard to follow instructions accurately so that their products would work and they were proud of their successes and achievements. Most of these pupils have special educational needs and there was a high level of support staff. These adults were well-briefed so they knew what the pupils were meant to learn and they helped them effectively. The teacher organised and managed the lesson well so that the pupils knew what they were doing and why and they got on with the work purposefully and productively.

Other significant factors

175 At the time of the last inspection there was a key issue for action to 'secure the provision for design and technology in the curriculum for Key Stage 2'. Sufficient improvement has been made. The whole-school planning for this subject is based on a nationally recommended model and pupils throughout the school now undertake appropriate design and make projects that cover all the requirements of the National Curriculum. There are now sufficient resources for teaching and learning and they are stored suitably and organised efficiently.

176 The leadership and management of the subject are satisfactory. The responsible teacher provides a clear educational direction for the work in design and technology. She has made the required improvements, even though the subject has not been given priority in the school. She has a fair idea of the standards pupils achieve. She knows which aspects of the work need further improvement, for instance developing teachers' ability to assess pupils' work precisely and ensuring that they all have sufficient knowledge of the subject to take work to a demanding level.

GEOGRAPHY

177 Standards are below the level expected for the pupils' age in both key stages. However, the subject is taught well and pupils are making gains in their learning at a satisfactory rate. Standards are held by pupils' limited skills in literacy and speaking. The subject is led well and improvements since

the last inspection include the establishment of a whole-school plan of work that builds up steadily as pupils get older. Nevertheless, the judgement on standards is less favourable than at the last inspection.

Standards

178 The Year 2 pupils interpret simple maps and plans, and identify key features, as well as understanding how a key works. Pupils in Key Stage 1 are developing a keen interest for the subject and are encouraged by their teachers to express their learning in a variety of ways, for example in imaginative and informative descriptions, map making and labelling, drawings and paintings. The pupils' understanding of local geography is aided by well used visits out into the local area, for instance to visit the church.

179 The Year 3 pupils have a satisfactory understanding of geographical issues in the local environment. For example, they discuss traffic measures. Pupils in Year 6, nearing the end of Key Stage 2, are starting to develop an understanding of how geographical processes can change the features of places and how these changes affect the lives of the local population. These pupils study places in different parts of the world and, as a result, they appreciate the importance of location.

Other factors

180 The quality of teaching is good. Teachers have good knowledge of the subject and they plan lessons effectively, ensuring that all the planned work is covered properly and activities are matched well to pupils' different levels of attainment.

181 The well-planned curriculum includes a good range of educational visits in both key stages. These visits enhance pupils' learning effectively. For example, the pupils' river study includes a visit to Bolton Abbey where they take samples of the water.

182 The subject is led and managed well. The subject leader has taken appropriate steps to improve provision for the subject since the last inspection. As well as improving the whole-school planning, she has ensured there are sufficient resources for teaching and learning that are efficiently organised. She has a clear understanding of what still needs to be done and sound plans to deal with these matters.

HISTORY

183 It was not possible to see any history lessons. Judgements are therefore based on an examination of pupils' work in their books and on display around the school, scrutiny of teachers' plans and discussion with staff.

184 Pupils' limited skills in literacy and in speaking have a depressing effect on their attainment in history as they move up the school and the Year 6 pupils' work is not up to the standard expected for their age. However, the work of pupils at all levels of attainment shows that they make gains in their learning at a satisfactory rate.

185 Since the last inspection, there have been several improvements in the provision for history, notably in the whole-school planning of work. Nevertheless, the judgement on standards at the top of the school is less favourable than at the time of the last inspection.

Standards

186 The Year 2 pupils' work is a little below the level expected for their age. They learn about famous people from the past, such as Guy Fawkes, and they retell historical events in the correct chronological order. In Years 1 and 2 pupils have good opportunities to use simple reference books

and to handle historical objects. As a result, they learn about differences between past and present and they develop a degree of independence in their work. The Year 1 pupils make some sensible comparisons between the past and the present. For example, they compare the features of old and new toys well.

187 The good use of historical objects continues in Key Stage 2. The Year 3 and 4 pupils have a satisfactory knowledge of the historical periods and topics they have studied, for example the Viking Invaders. By the top of the school, pupils' attainment falls below the standard expected for their age. The Year 6 pupils' understanding of the past has deepened. For instance, they appreciate what everyday life would have been like during World War 2 and they explain the implications of rationing. They have satisfactory factual knowledge about the past and they describe differences between historical periods they have studied. However, they do not explain the reasons for historical change or the results of such changes.

Other factors

188 Since no lessons were observed, it was not possible to form a judgement on the quality of teaching. Nevertheless, teachers' planning is satisfactory. Pupils have a good range of opportunities to learn about history and the work is enhanced by good use of educational visits and visitors. The subject is led and managed well and the subject leader has identified which aspects of the subject need developing and has plans to tackle them. There are sufficient resources for teaching and learning and they are well organised and easily accessible. The school's own resources are supplemented by loans of objects from the past. Pupils make adequate use of ICT and plans are in hand to develop this aspect of the work.

INFORMATION AND COMMUNICATION TECHNOLOGY

189 Pupils are now making progress at a satisfactory rate. However, standards at the top of the school are lower than reported at the last inspection and some of the shortcomings reported then remain. There is a 'computer suite' that contains enough up-to-date computers but pupils do not get enough 'hands on'. The subject is now led and managed well and the prospects for improvement are good.

Standards

190 In the classes for Years 1 and 2 pupils, good teaching lifts pupils' achievement quickly and they make good progress in their learning from a low level of expertise. As a result, the Year 2 pupils reach broadly average standards. These pupils have mastered the basics of using the keyboard and the mouse to control what the computer does but for many keyboard skills are at an early stage of development. Only a very small number of higher attaining pupils use computer programs with a good degree of confidence.

191 The Year 6 pupils have undertaken only a limited amount of work in ICT over the last two years. They lack the ability to use ICT to handle data, to use spreadsheets, and to use control technology at the level expected. In their lesson these pupils were working at a level at least a year behind that expected for their age. Most of the pupils succeeded in working through a simulation program with a reasonable degree of independence. Only the higher attaining pupils could write a step-by-step sequence of instructions, in advance, to get the computer to carry out a particular task. They effectively combined working with pencil and paper and directly on screen to achieve this. Standards are rising. The Year 5 pupils, who are taught this subject very well, are working at the level expected for their age. They confidently used a series of on screen instructions to load a box onto a

helicopter. These pupils have the confidence to experiment. For example, they wrote simple programs and tested them on the computers.

Teaching and learning

192 The quality of both teaching and learning varies depending on the level of the teacher's expertise, but is never less than satisfactory. Taken overall, it is good in Key Stage 1 and satisfactory in Key Stage 2.

193 A good Year 2 lesson aimed to show pupils that computers can represent fantasy work. The lesson was based round the work of the artist Kandinsky. The teachers kept the pupils' attention successfully by involving them actively in direct teaching part of the lesson. This lesson, and another observed in Key Stage 1 clearly indicate that confident teaching rooted in good knowledge of the subject is bringing the pupils on well.

194 The success of a very effective lesson in Year 5 was rooted in the teacher's very good knowledge of the subject. This enabled her to be clear what the pupils were to learn and to pitch the work at a level that challenged all the pupils. She anticipated where pupils might have difficulty and deployed support staff well to help them and to maintain their interest. As a result of these strengths, all the pupils made good progress in the lesson and accomplished the demanding tasks.

Other significant factors

195 The school's resources for teaching and learning ICT have improved. Pupils had limited opportunities to learn ICT during the updating of the computer suite, which took longer than anticipated. This has contributed to the below average standards at the top of the school. The suite is now fully operational but its facilities are not yet fully utilised because some of the teachers lack confidence in the subject and are not aware of its potential.

196 Three main factors are currently slowing pupils' rate of progress and therefore holding back standards. Firstly, there are no computers in the detached classrooms. This means that pupils in Years 4, 5 and 6 only have 'hands-on' experience of ICT in their weekly sessions in the computer suite. They do not have the range of quality learning opportunities that they should and they have too few opportunities to use ICT in other subjects. Secondly, the programme of staff training is not yet completed. This means that, whilst some teachers have very good subject knowledge, others lack the expertise to teach ICT confidently in any depth. Thirdly, the arrangements for assessing what pupils have learned and establishing what work they need to do next are unsatisfactory. The teachers have a shared understanding about what needs to be assessed but this has not yet been translated into adequate systems. Pupils' learning is not checked often enough. As a result, teachers do not identify pupils' learning needs precisely enough. For instance they do not distinguish between those pupils who need more practice and those who are ready to move on and extend their skills.

197 The subject leader has correctly identified the strengths and weaknesses in the school's work in ICT and knows how to tackle them. For example, by filling the gaps in the school's software.

MUSIC

Standards

198 In Key Stage 1 standards are in line with expectations for the pupils' age. Standards in this key stage have been maintained since the last inspection. By the end of this key stage pupils have developed a good sense of rhythm. In unison singing they have a good degree of control, they sing tunefully and keep together well. They know the names of a satisfactory range of percussion

instrument and they have the confidence to explore different ways of playing them to create and combine a range of sounds.

199 It was not possible to see enough work in Key Stage 2 to form a judgement on standards. Nevertheless, pupils in this key stage sing enthusiastically in assemblies and they perform variations on a familiar rhythm. The choir, made up of pupils from across the school, performs confidently and with verve at the level expected of pupils in Year 4. These pupils are building up a good repertoire of songs and hymns and they have good opportunities to perform, for instance at assemblies and community events.

Other factors

200 The quality of teaching in the lesson seen was good and all the pupils were fully included and involved. As a result, they were well behaved and attentive. They kept up a good level of concentration all through the lesson because the teacher made music making enjoyable for them. Consequently they made good progress in using percussion instruments to produce a range of sounds and in playing together. Throughout the school teachers give good attention to teaching correct musical vocabulary and ensuring that pupils develop an understanding of key musical terms, such as 'pitch' and 'dynamics'.

201 The whole-school planning of work has improved since the last inspection. Pupils now follow a well-structured programme of work that covers all the requirements of the National Curriculum. The detailed planning provides good support for teachers who are not music specialists. The curriculum is enriched with extra-curricular activities, including the choir and instrumental tuition in a good range of instruments.

202 The resources for teaching and learning are good. There are plenty of musical instruments and this has a positive effect on pupils' learning.

203 The subject is led and managed well. The subject leader has a good knowledge of the work across the school and has suitable plans to continue improving provision for music.

PHYSICAL EDUCATION

204 In both key stages, standards are broadly in line with what is expected for the pupils' ages. Pupils have a good range of opportunities and the quality of teaching is good. Consequently, they all make progress in their learning at a good rate.

Standards

205 Pupils make sound progress in understanding the importance of physical exercise and the need to warm up before exercise and cool down afterwards.

206 Lessons in dance and gymnastics were observed in Key Stage 2 and standards in both these aspects of physical education are average. The Year 2 pupils have a satisfactory ability to control and co-ordinate their movements in gymnastics. In dance the pupils respond very well to music. They match different movements, such as shaking and wiggling, to the beat thoughtfully. They work successfully in pairs.

207 In Key Stage 2, standards in swimming are above average. By the end of Year 4, nearly all pupils have reached the standard expected of pupils two years older. Further swimming lessons in Year 6 enable many pupils to exceed the standard expected by the time they leave the school. Indeed, Seacroft Grange is in the top five per cent of schools in its local education authority for achievement in swimming.

208 In this key stage, all the lessons seen were in games and, in most, standards were average for the pupils' age. The Year 6 pupils have sound ball control skills. For example, they throw and kick footballs with a good degree of accuracy. Pupils evaluate the quality of their own and others work. They criticise it constructively and then work to improve their performance.

Teaching and learning

209 The quality of teaching is good and, as a result, pupils learn well. Teachers pay good attention to health and safety, to warming up and cooling down routines, and to teaching pupils why these are important. For instance, in Year 6 the teacher explained which muscles the pupils needed to stretch. Teachers make good use of demonstration. They get pupils to observe each other's work and identify what is good about it and suggest how it might be improved. This is successful in getting pupils to aspire to perform better and to make an effort to refine and improve their work.

210 In an excellent dance lesson for pupils in the Year 1 and 2 class and the Nurture Group, the teacher had very good knowledge of the subject and she was very clear about what the pupils should learn from the lesson. She had very good relationships with the pupils that ensured they were very well behaved and she expected a lot of them. These strengths enabled the lesson to flow at a very good pace and, as a result, all the pupils made good progress. The teacher understood the needs of pupils from the Nurture Group and helped them to perform at their best.

211 Teachers provide a good level of support for pupils. For example, in a well-taught Year 6 lesson on football skills, pupils made good progress in learning to head the ball with control. The more diffident pupils were helped well and they soon gained the confidence to have a go.

Other significant factors

212 Physical education makes a good contribution to pupils' personal development. They have good opportunities to learn about teamwork by participating in games in lessons and extra-curricular activities. In dance lessons and the jazz dance club pupils listen to a good range of music, for instance that of North American Indians. This develops their cultural awareness.

213 The leadership and management of the subject are satisfactory and there has been sufficient improvement since the last inspection. The curriculum now gives appropriate attention to all aspects of the National Curriculum for physical education. Standards are higher in Key Stage 2 and the quality of teaching has improved. There is a wider range of extra-curricular activities.

RELIGIOUS EDUCATION

214 Quite a lot has been done to improve this subject since the last inspection and sufficient progress has been made. The results are evident in improving standards in most parts of the school and, for the most part, pupils are achieving well and making good progress in their learning.

Standards

215 The Year 2 pupils' attainment meets the standard expected for their age. They have a satisfactory understanding of the difference that faith makes to believers' lives and that it can be the mainspring of concern and compassion for others. They ask thoughtful questions of visitors and learn from them. For instance, they know about the wide range of work undertaken by the local vicar from talking to her, and they realise that much of her work is in the community. Many of these pupils name

several Christian ceremonies, such as baptisms, weddings and funerals. They have a satisfactory awareness of religious commonality and difference. For example, they know that other faiths also have ceremonies and that some, such as the Sikh naming ceremony, have similarities with those of Christianity. They know some stories from religious traditions, such as the parable of the Good Samaritan and the story of Rama and Sita.

216 Standards are also as they should be in Years 3 and 4. For example, the Year 3 pupils have sound knowledge of the Bible. They know it is a sacred text and they remember the Bible stories they have been taught. They also know something of the 'special books' of other faiths and they have an appropriate understanding of the concept of 'symbolism' in relation to religion. The Year 4 pupils have satisfactory knowledge and understanding of significant events in Christ's life, such as the Last Supper. They understand that religions have rules and know about those of the Jewish faith. They have a suitable appreciation, for their age, of religious rites of passage such as Bar Mitzvah in Judaism.

217 In Years 5 and 6 the pupils' limited ability to use language and to deal with abstract ideas undermines their learning. This is one of the reasons why the Year 6 pupils' attainment is below the standard expected for their age. Their knowledge and understanding of the work they have covered is sketchy and superficial. They have limited knowledge of world faiths. For instance, they know that the followers of some religions believe in only one God whilst others believe in several gods. However, they cannot identify religions that fall into these different categories. They know about some outward signs of faith, such as Sikhs wearing turbans, but they do not understand the reasons behind them. They are confused about which faith groups use which places of worship. They know that the Bible is in two parts, the Old and New Testament. However, only the higher attaining pupils know that stories about Jesus and told by him are only in the New Testament. Nevertheless, most understand that the Resurrection is the key tenet of Christianity and that this is why Easter is the most significant event in the Christian year.

The quality of teaching and learning

218 The teaching is good and pupils are learning well, except in Year 6 where the limited time they spend on the subject and the weaknesses in their spoken language and the extent of special educational needs combine to depress standards.

219 The pupils learn effectively from first hand experiences, such as talking to the vicar about her work, dramatising parables, visiting places of worship, and handling religious objects. In a very successful lesson in Year 5 a simple dramatisation of the story of the Good Samaritan helped the pupils to deepen their understanding of the concept of a neighbour. At the beginning of this very well paced lesson most pupils, when asked to decide who might be their neighbour, only suggested their own next door neighbours. After the drama and further discussion most extended their definition considerably and the higher attainers realised that 'it's everyone'. The teacher asked some very effective, thought provoking questions that led pupils to reach towards an understanding of the reasons for people's behaviour. For instance, they realised that the Samaritan's actions might have been guided by religious beliefs. They also suggested that the people who ignored the victim's plight might have tried to justify their inaction in the face of suffering. For example, one pupil suggested that, "He didn't want to get his car mucky - all covered with blood".

Other significant factors

220 The leadership and management of the subject are good. The responsible teacher has good knowledge of the subject and has a good awareness of what is being done all through the school. She has done much to improve work in religious education. Since the last inspection the planning of the curriculum has improved so that coverage of the requirements is assured and work builds up steadily. The shortage of artefacts has been dealt with. There is now a good number of artefacts to support the planned work.

221 The curriculum is enriched by the strong links the school has built with local churches and by visits to places of worship, such as a Sikh Gurdwara and a Jewish Synagogue as well as the local parish church.

222 Religious education makes a very good contribution to pupils' spiritual, moral and cultural development. Pupils learn about values and beliefs and they meet people from different faith groups and ethnic groups whose lives are rooted in their religious faith.