

INSPECTION REPORT

**GROVE LEA JUNIOR, INFANT AND NURSERY
SCHOOL**

Hemsworth

LEA area: Wakefield

Unique reference number: 130968

Head teacher: Mrs B A Nicholson

Reporting inspector: Mr R S Moseley
16886

Dates of inspection: 25 – 28 February 2002

Inspection number: 243731

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior, infant and nursery
School category:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
School address:	Station Road Hemsworth Pontefract West Yorkshire
Postcode:	WF9 4JJ
Telephone number:	01977 722240
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Appropriate authority:	The governing body
Name of chair of governors:	Mr G Mellows
Date of previous inspection:	June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
16886	R S Moseley	Registered inspector	Science	What sort of school is it?
			Physical education	The school's results and pupils' achievements.
			Equal opportunities	How well are pupils taught?
				How well is the school led and managed?
				What should the school do to improve further?
12536	S Bullerwell	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?
20568	M Rothwell	Team inspector	The Foundation Stage	
			Mathematics	
			Art and design	
			History	
14991	A Hardwicke	Team inspector	English	
			Geography	
			Music	
27545	A Scott	Team inspector	Special educational needs	How good are curricular and other opportunities offered to pupils?
			Information and communication technology	
			Design and technology	
			Religious education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Grove Lea Junior, Infant and Nursery school is about the same size as other primary schools, with 205 pupils, consisting of 105 boys and 100 girls. It has 38 part-time children in the nursery. The nursery and reception classes act as a Foundation Unit within the school. Nearly 12 per cent are entitled to free school meals, which is just below the national average. Attainment on entry to the school is typical for three and four year olds. There are no pupils with English as an additional language or pupils from the ethnic minority communities. Twenty per cent of pupils are on the school's register of special educational needs, which is broadly in line with the national average. There is one pupil with a statement of special educational needs, which is below average.

HOW GOOD THE SCHOOL IS

This is an effective school with many good and very good features. It has made considerable improvements since the last inspection and standards have risen in a number of subjects. Attainment in English is average and it is above national expectations in mathematics and science and well above the expectations in physical education by the time pupils leave the school. The quality of teaching is largely good with a significant proportion of very good teaching. Pupils have developed very good attitudes to their learning. Relationships throughout are very good. The school is very well led by the head teacher and gives good value for money.

What the school does well

- Standards in mathematics and science are above average by the time the pupils leave the school. In physical education, they are well above average.
- Effective teaching helps pupils learn well.
- The provision for moral development is very good and for social development it is outstanding. Pupils have developed very positive attitudes to their work, are very well behaved and have very good relationships.
- The head teacher provides very good leadership. She has brought about many improvements, developed a sense of purpose and commitment in all staff and set a clear and appropriate educational direction for the school.

What could be improved

- Standards in information and communication technology by the time pupils leave the school.
- The strategies for the teaching of reading and writing.
- The leadership role of the subject co-ordinators.

The areas for improvement will form the basis of the governors' action plan. The three issues above have already been identified by the school as areas for development

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997. It has overcome all of the weaknesses noted in the last report and has made many other improvements. For example, all the staff now work very well together as a team, to improve standards and raise the profile of the school in the community. In this they are successful. In addition, pupils have been encouraged to develop self-discipline and to take much more responsibility for their behaviour and attitudes. Pupils are now self-confident and display a

good number of independent learning skills by the time they leave the school. The school is well placed to maintain these and many more improvements and has a very good capacity to improve further.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	D	C	C	D
mathematics	B	A	B	B
science	B	B	C	B

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

In the National Curriculum tests in 2001, standards in English and science were average and mathematics above average. When these results are compared to similar schools, the results are above average in mathematics and science but below average in English. This indicates that the results were not as good in English as they were in mathematics and science. The school is fully aware of this weakness and has already targeted reading and writing as areas for further development. Over the previous three years the trend, although variable in all core subjects, has been upward and broadly in line with the national picture.

The inspection findings indicate that for this year's pupils in Year 6, attainment in mathematics and science is above the expectation for pupils' ages and in English, in line with the expectations. This shows a good improvement in science since the National Curriculum tests in 2001. This higher attainment is due mainly to an improvement in the quality of science teaching, which has taken place following specialist training. As attainment on entry to the school is broadly average, this indicates that pupils are achieving soundly in English by the time they leave the school and well in mathematics and science.

Attainment in design and technology is below the national expectation for pupils' ages at the end of Year 6. This is mainly because of a weakness in the design element. Pupils' ability to construct and make things is satisfactory and sometimes good. In information and communication technology, attainment is below the national expectation for pupils' ages at the end of Year 6. Pupils are therefore not achieving as they should. However, a computer suite, with better computers and new software has recently been installed and pupils are now making good progress in this subject. In physical education, pupils' attainment is well above the expectations for their ages in gymnastics and games by the time they leave the school and pupils are achieving very well. In religious education, attainment is in line with the expectations of the Locally Agreed Syllabus by the time they leave the school and pupils are achieving soundly. In all other subjects, pupils' attainment at the end of Year 6 is in line with the expectations for pupils' ages and their achievement is satisfactory. The school has reached all the targets it has set. Standards in literacy are average by the time pupils leave the school and they are above average in numeracy.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Most pupils are eager to learn. They are responsive and show very good attitudes in all they do.
Behaviour, in and out of classrooms	Very good. Pupils are polite and courteous to each other and to adults.
Personal development and relationships	Very good. Relationships at all levels are very good and make a major contribution to pupils' personal development.
Attendance	Satisfactory. Broadly in line with the national average.

Pupils enjoy coming to school. They are very proud of their school, care about each other and respect each other's views. Most pupils, including those with special educational needs, are beginning to show a great deal of confidence by the time they leave the school.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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.

The quality of teaching is largely good throughout the school, with a significant amount of very good teaching. This is a good improvement since the last inspection. This present level of teaching ensures that learning is mainly good in many areas as pupils successfully acquire skills, knowledge and understanding in most subjects they are studying.

Particular strengths are the effectiveness of the methods and ideas teachers use. These interest pupils and motivate them to the end of the lesson. The management of pupils is very good. This ensures very good behaviour and pupils develop very positive attitudes to learning. The pace of almost all lessons is good, resulting in pupils making good intellectual and creative effort. The quality of teaching in physical education is always very good or excellent, resulting in pupils making very good physical effort and attaining very well by the time they leave the school. The skills of literacy are taught soundly but there are still some areas that need further development. For instance, a few teachers do not always balance the different parts of the literacy hour well. They may spend too much time on the introductory section with not enough time in group or class work in writing or reading, resulting in slower progress in these areas. Occasionally, the summing up session is too brief or does not take place, producing lost opportunities to consolidate knowledge. The skills of numeracy are taught well. The teaching of information and communication technology has improved but some teachers are less confident than others and specialist training is to commence shortly. The use of computers to support learning in subjects is underdeveloped. This results in missed opportunities, which could stimulate learning in that subject. Teachers' planning is largely good and builds well on previous lessons. In most subjects, it fulfils the needs of most pupils and ensures they make good and sometimes very good progress. The improvements in the teaching are raising standards but have not been in place long enough to bring even higher standards at the end of reception, Year 2 and Year 6.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a broad, balanced and relevant curriculum. Educational visits out of school, extra-curricular activities and interesting visitors into school enhance learning well.
Provision for pupils with special educational needs	Good. Teachers and support staff work closely together. These pupils are well integrated into the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Within this, the provision for cultural and spiritual development is satisfactory. The provision for moral development is very good and that for social development is excellent. This provision results in very good behaviour and relationships.
How well the school cares for its pupils	Pupils receive a good level of care. Procedures for monitoring and supporting pupils' personal development are very good. Procedures to promote good behaviour are excellent.

Procedures for child protection and ensuring pupils' welfare are now very good and an improvement since the last inspection where it was a key issue. Formal procedures for supporting pupils by assessing their attainment and progress and using these records to plan appropriate work, is satisfactory. They are well established in English and mathematics, but are only just being planned in science and in other subjects, although teachers know the capabilities of their pupils well and there are many examples of work planned to meet the needs of different abilities in each class. There are effective links with parents and the impact of parents' involvement on the work of the school is good. The information provided to parents about pupils' attainment and progress in their reports is sometimes unclear.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Good. Leadership and management by the head teacher is very good. She is ably supported by the deputy head teacher. Some subject leaders have developed their roles well, others need to improve the effectiveness of their leadership and all need to extend their roles further.
How well the governors fulfil their responsibilities	Good. Governors support the school well. The chair and deputy chair work closely with the head teacher. All governors are closely linked to the subjects of the curriculum and give good support.
The school's evaluation of its performance	Good. The head teacher, staff and governors have a good awareness of the strengths of the school and the areas they wish to develop further. This has enabled them to make the right decisions in the past and to plan well for the future.
The strategic use of resources	Very good. All money available to the school is used very wisely and carefully. The school applies the principles of getting best value for its

	pupils.
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Staff are deployed well and are well qualified. Resources are adequate and well used. The accommodation is satisfactory and, although the outside appearance is shabby in places with a flat roof that is deteriorating, the staff make good use of the inside. They have created a stimulating learning environment.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their child likes the school. • Their child is making good progress. • The teaching is good. • They can approach the staff with any problems. • Their child is expected to work hard and do their best. • The school is well managed. • The school helps their children to become more mature and responsible. • Their child gets the right amount of work to do at home. 	<ul style="list-style-type: none"> • A few parents felt that they were not well informed about how their child is getting on. • A few parents felt that the school does not work closely with parents. • A few parents felt that the school did not provide an interesting range of activities outside lessons.

All parents' views expressed at the parents' meeting and in the questionnaire were brought to the attention of the head teacher. Inspectors support parents' positive views of the school. They also judged that the school does work closely with parents and that the provision of extra-curricular activities is good. They agreed with parents that the pupils' annual reports do not always give a clear picture of how their child is getting on.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1 Children enter the nursery with typical skills for three and four year olds. They achieve soundly in the areas of learning for under fives. By the end of the reception year, most children have completed the early learning goals, and their attainment is in line with that expected nationally in communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development. Children's speaking and listening skills, personal, social and emotional development and physical development exceed nationally expected standards at the end of the reception year.

2 The overall standard of work seen throughout the rest of the school in a majority of subjects is in line with the national expectation for pupils' ages and pupils continue to achieve soundly. In many areas, however, pupils are beginning to make good progress, mainly because of the effective teaching. These improvements have not yet been in place long enough for pupils to attain even higher standards by the time they leave the school.

3 In the National Curriculum tests for seven-year-olds, in 2001, pupils' standards in reading, writing and science were average. In the tests for 11-year-olds, in 2001, pupils' standards in English and science were average and in mathematics above average. When these results are compared to similar schools, they show similar or better results in most areas, apart from in reading for seven-year-olds and in English for 11-year-olds, where the results were below average. The school is fully aware of this weakness and has targeted reading and writing as areas for further development throughout the school in its school improvement plan.

4 For this year's pupils at the end of Year 2, attainment in reading, writing, mathematics and science are in line with the expectation for pupils' ages and pupils are achieving soundly. For pupils at the end of Year 6, attainment in English is in line with the expectations for pupils' ages but above the expectations in mathematics and science. In English, pupils are achieving soundly but in mathematics and science they are achieving well.

5 In English, pupils' attainment in speaking and listening is above expectations throughout the school. Pupils are good at discussing ideas and listening carefully to others. Older pupils speak confidently and clearly. By the end of Year 2 and Year 6, pupils' attainment in reading is in line with expectations. Younger pupils of all abilities use a range of strategies to work out difficult words. Older pupils often read fluently and discuss stories with a sound understanding of characters and events. In writing, most enjoy the interesting and often demanding activities their teachers provide. For example, pupils in Year 2 wrote descriptive phrases for postcards, such as, "clear blue sky" and, "salty fish and chips". Pupils are encouraged to broaden their vocabulary wherever possible and try to replace their first idea with a word that is more effective. Although standards in reading and writing are broadly satisfactory, the school is anxious to raise standards further in all years. Handwriting is developing well and as pupils move through the school, their work is increasingly neat, fluent and clear. Standards in literacy are in line with the expectations for pupils' ages at the end of Years 2 and 6.

6 In mathematics, attainment is in line with the national expectation at the end of Year 2 and pupils are achieving soundly. Most pupils count, add and subtract numbers to 100. Higher attaining pupils deal with much higher numbers. Pupils understand the concept of estimation and use weighing scales and rulers to check their estimates. Pupils are less confident in handling data and investigating

shape and space. By Year 6, attainment is above the expectation for pupils' ages and pupils are achieving well. They have a good knowledge of numbers and apply them effectively in solving mental problems. Pupils in Years 3 to 6 have good arithmetic skills. For example, Year 4 pupils suggest a variety of mental methods for multiplying 36 by 4, including doubling and increasing the multiplier to 10 and halving to give an estimate. Standards in numeracy are in line with the expectations for pupils' ages at the end of Year 2 but are above at the end of Year 6.

7 In science, attainment at the end of Year 2 matches national expectations in all aspects and pupils are achieving soundly. For example, pupils have a sound knowledge of life processes and living things. They have undertaken a study of food. They know that food is eaten for energy and are able to list healthy and unhealthy foods. Attainment at the end of Year 6 is above the national expectation and pupils are achieving well. Their knowledge is above that expected for their ages and they carry out experiments well. For example, pupils were seen investigating a burning candle. They were able to predict what might happen to the wax and could explain why the amount got less as the wick burned. Throughout the school, all pupils are developing a good scientific language and the skills of literacy and numeracy are well developed in science.

8 In information and communication technology, pupils' attainment is in line with that expected at the end of Year 2. They word-process simple text. They are able to use the keyboard and mouse and a variety of keys, such as the return, delete and enter. By the age of 11, pupils have not benefited from enough hands-on experience on computers and their attainment is below average. Also, they have had too little experience of simulation programs and control techniques. Pupils are achieving soundly at the end of Year 2. They are not achieving as well as they should at the end of Year 6. Nevertheless, because of improved facilities, they are now beginning to make good progress.

9 In religious education, the attainment of most pupils is in line with the expectations of the Locally Agreed Syllabus throughout the school. By the end of Year 2, pupils have a satisfactory understanding of aspects of Christianity and other faiths. They know some Bible stories like Noah's Ark and Daniel in the Lion's Den. By the end of Year 6, pupils describe key features of religious festivals. They know, for example, that Sukkoth lasts for seven days and that Ramadan involves fasting. Pupils have good debating skills and use these well when explaining that religion seeks to overcome negative qualities, such as anger and jealousy.

10 In physical education, it was not possible during the inspection to make a judgement on attainment in all aspects. However, from the lessons seen, attainment is above the expectations for pupils' ages at the end of Year 2 and well above the expectations at the end of Year 6 in gymnastics and games. Pupils are achieving well in these areas by the end of Year 2 and very well by the end of Year 6. This good and very good attainment is not only due to natural abilities in the pupils but is supported by very good and excellent teaching and also the use of specialist outside coaches. Most pupils swim very well by the time they leave the school and many pupils swim further than the expected 25 metres.

11 In design and technology, pupils are attaining standards in line with the expectations for pupils' ages at the end of Year 2 and pupils are achieving soundly. However, pupils' attainment is below the expectations by the end of Year 6. This is mainly because the design element is weaker. In all the remaining subjects, attainment is in line with that expected for pupils' ages at the end of Year 2 and Year 6 and pupils are achieving soundly.

12 Pupils with special educational needs make good progress throughout the school towards meeting the targets set for them in their individual educational plans. Targets are realistic and reflect the needs identified in statements and through regular observation and assessment.

Pupils' attitudes, values and personal development

13 The very good standard that pupils achieve, in this area of their learning, is a strength of the school. It is a reflection of the school's level of care and the provision for pupils' moral and social development, and makes a positive contribution to the standards achieved in other areas. It was a similar picture in the last inspection.

14 Children's attitudes and behaviour in the nursery and reception classes are very good. They listen carefully and respond to questions in a mature way. This is because of the very good relationships that all staff have with them. Staff have clearly established routines and use praise effectively to encourage children's concentration and independence. All children in the nursery and reception co-operate well, and show respect for each other. For example, in one lesson, nursery children demonstrated their maturity when waiting patiently for their turn in a clapping and musical game.

15 Pupils throughout the rest of the school have very good attitudes to school and to learning. They enjoy coming to school and say it is because of the interesting lessons and good teaching. In class they listen carefully to their teachers and each other. They concentrate on the tasks they are given and work hard to please their teachers. They are very keen to be involved in lessons, as was seen during a literacy lesson for pupils in Year 6, when over half the pupils quickly volunteered to read paragraphs aloud for the teacher.

16 Pupils achieve a very good standard of behaviour, overall. They behave very well in lessons and move around the school sensibly. They are becoming self-disciplined in response to the consistent and high expectations of all staff. Pupils agree, since the introduction of the 'green book', which is used to record breaches of the school rules at lunchtimes, behaviour has improved considerably. A small minority of pupils, who are not responding as well as others, are effectively managed and supported by staff who follow the guidelines in the school discipline policy. Three fixed term exclusions in the last year reflect the school's expectations of consistently good behaviour from all pupils.

17 Pupils' personal development and relationships are very good. The very good relationships with staff and between pupils themselves are evident from an early age. For example, a pupil, who could see his classmate was upset at losing his ball at lunchtime, offered to bring one from home to replace it. In lessons, pupils work very well together during group work, sharing resources and helping each other. They know what to do if bullying should occur and are happy it would be dealt with immediately. Pupils' personal development is also very good. They grow in self-esteem and confidence as they progress through school, in response to the mutual respect and consideration for others, promoted by teachers. They are supported through the very good links with the community, which develop their social skills. They show sensitivity to the needs and feelings of others, such as pupils with particular medical needs. They willingly accept increasing amounts of responsibility, such as classroom monitors, helping with younger pupils during rainy play times or answering the office telephone at lunchtime, which they do very well. They show initiative during lessons, such as was seen in a physical education lesson for pupils in Year 2, when they made suggestions how to improve their work and asked the teacher if they could try.

18 Attendance is in line with national averages. It was a similar picture in the last inspection. Registration is quick and efficient and lessons start on time. Unauthorised absence is broadly in line with the national average.

19 Pupils with special educational needs have very good attitudes to work. They listen well in class and try hard to complete tasks, especially when guided by teachers or support staff. Occasionally, pupils lose concentration in lessons, when the teachers' aims are too high and the vocabulary used is too hard.

HOW WELL ARE PUPILS TAUGHT?

20 In just over half the lessons, teaching is good and in just over one-fifth, it is very good. There is a very small amount of excellent teaching and no unsatisfactory teaching. This level of teaching shows a good improvement since the last inspection where one in ten lessons was unsatisfactory and a large proportion of teaching was only satisfactory. All teachers have worked hard to improve their teaching. They have had very good support from the head teacher and deputy head teacher. The improvement in the quality of the teaching has resulted in improvements in learning in all subjects but particularly in mathematics and science by the end of Year 6 and in physical education throughout the school.

21 Teaching for children in the nursery and reception classes is mainly good, and sometimes very good, and this has a positive effect on their learning. All staff plan and work together in a careful and thoughtful way. Staff manage children's behaviour well and use praise to effectively develop children's confidence, independence and learning. Teaching is at least good in all the six areas of learning for children of this age. All staff have high expectations of what children should achieve, and purposefully consolidate and extend their learning. For instance, in mathematical development the teacher follows up shape work in the classroom by looking for shapes in the outside environment. Basic skills in literacy are well taught to nursery children, and by the time they reach the reception class, higher attaining pupils are able to read a good range of basic words.

22 The teaching of literacy has been a major focus for the school during the last two to three years and it is now established soundly but still has areas in need of further development. For instance, a few teachers still find it difficult to balance the different parts of the lesson. The introductory class session is sometimes too long, giving a shorter time for the main and group activity. Occasionally, the summing up session is very brief or missing altogether. This imbalance means that pupils do not always make the progress they could in aspects of reading and writing. However, speaking and listening skills are always well developed and the pupils find all lessons enjoyable and interesting. In other literacy lessons, where the teaching is good and in one case, very good, the balance was in line with the national guidance and produced more effective learning. The teaching of numeracy has received specific attention also and a very good format for lessons has been established. The quality of most of the teaching is either good or very good. Teachers use challenging questions to promote thought and test out understanding. The teaching of different mental strategies is a particular strength, which enables pupils to realise that if one procedure doesn't work it may be possible to be more successful with another approach. The knowledge gained from assessments is used effectively in the teaching of numeracy. For example, in a very good lesson for pupils in Years 5 and 6, the teacher targeted extra support for pupils who she knew beforehand would have difficulties. This ensured that these pupils were able to keep pace with the others in the class.

23 Particular strengths in all teaching are the effectiveness of the methods and ideas teachers use. These interest pupils and motivate them to the end of the lesson. For example, in a mathematics lesson for pupils in Year 4, the teacher demonstrated a grid system that could be used to make a multiplication sum easier. The grid helped them to break 87×6 down to 80×6 and 7×6 before adding the two answers together. Pupils found this fascinating and they were so eager to use this grid and do a large number of calculations that the teacher had difficulty getting them to go out at playtime. Teachers' lesson planning is good. It always has very clear objectives, which are shared with pupils and they have a clear idea about what they are going to learn. Lessons are then developed in carefully structured learning steps. This usually results in good progress as pupils acquire skills, knowledge and understanding in the subject. Another strength is the question and answer sessions, which take place at the start of most lessons. Pupils respond well to these, not only because of the appropriate

questions but also because pupils' abilities in speaking and listening are above average. These sessions have the effect of consolidating previous learned knowledge and setting a base for new learning.

24 The management of pupils in lessons is very good, throughout the school. This ensures very good behaviour. Also, pupils develop very good attitudes to their work, have a strong desire to improve and always give of their best throughout the lesson. The pace of most lessons is good and so pupils make a good, intellectual, physical or creative effort. For example, in a gymnastic lesson for pupils in Year 4, the teacher's high expectations of work rate and behaviour, together with the pace she had set, resulted in a very productive lesson. Pupils sustained their physical effort very well and worked very hard to improve their skills.

25 Teachers have good knowledge of mathematics, science and often very good knowledge of physical education and progress in these subjects is at least good and sometimes very good. Their knowledge of the design element within design and technology is weaker and, consequently, this area is underdeveloped. Some teachers lack confidence in using computers and in teaching information and communication technology. This is contributing to the lower standards found in parts of the school. The school is aware of this weakness and has organised specialist training for all its teachers, which is to start very shortly. In all other subjects, knowledge is satisfactory and is well supported by good schemes of work in all subjects. This ensures that pupils are supported soundly in their learning.

26 Teachers have appropriate knowledge of all pupils they teach and their day-to-day assessment of how well pupils are learning is usually accurate. In English and mathematics, longer-term assessment procedures are firmly in place and are used well to plan appropriate work for the pupils. The quality of marking is sound, with some very helpful comments on occasions that indicate to pupils what they have done well or what they have to do to improve. The amount and type of homework set is appropriate for the ages of the pupils.

27 The teaching and learning of pupils with special educational needs is good. In lessons, teachers often plan work at a suitable level of challenge. In reading, for example, teachers make sure that pupils select the right levels in the reading scheme. Teachers prepare effective individual education plans that meet the pupils' needs. The plans are good because they contain specific targets. Teachers also ensure that support staff are well briefed to help pupils in lessons. The support assistants are sensitive in their approach. They guide and explain new learning to pupils, rather than simply providing answers. This aids the good progress these pupils are making.

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

28 The school benefits from a good curriculum. This is an improvement from the last inspection where it was judged to be only satisfactory. The introduction of the National Literacy and Numeracy Strategies has brought about good provision for basic skills in reading, writing and mathematics. The strong new frameworks for all other subjects have combined to give the overall curriculum a solid platform. This has had a direct impact on raising pupils' attainment at the school. However, there are minor weaknesses in the curriculum for information and communication technology and design and technology, which restrict the progress of pupils in aspects of these subjects.

29 Teachers plan the curriculum on a termly basis. Teachers of parallel year classes plan their work together and this makes sure that all pupils of the same age receive the same opportunities. This is especially effective in English and mathematics for pupils in Years 5 and 6, as they are divided into ability groups. However, in some subjects, teachers do not always allow for the range of ability in classes by planning suitably challenging work. For example, one teacher gave all pupils in a Year 1/2

class the same rich vocabulary to help them write a postcard. This worked well for the higher attaining pupils but lower attaining pupils found this more difficult.

30 The school enriches the curriculum thoughtfully. The head teacher is eager that education should have practical applications, so visits to places of interest are promoted. Consequently, pupils have visited such varied places as the Colour Museum in Bradford and Nostell Priory to study history. Older pupils benefit from residential visits to the coast and country. The curriculum is also strengthened by interesting visitors to the school. These include a theatre group, the local air ambulance and Castleford Tigers Rugby League Football Club.

31 There is good provision for pupils' personal and health education. Pupils learn effectively about health matters through the science curriculum. The local police and paramedics bring expertise to the teaching of drugs awareness and the school nurse teaches sex education to pupils in Year 6. The school has recently introduced weekly discussion times in which pupils can freely air their thoughts and personal problems. There is a good range of extra-curricular activities, such as Irish dancing, football and drama, which broaden pupils' horizons and encourage positive, social skills.

32 The overall provision for pupils' spiritual and cultural development is satisfactory. There are some occasions when teachers encourage a sense of wonder in pupils, for example, during a history lesson for pupils in Year 3. The teacher had a treasure chest of artefacts linked to the discovery of Tutankhamun's tomb, which fascinated the pupils greatly. Too often, though opportunities are missed. Assemblies tend to focus on moral and social issues and not enough on spirituality. In an art lesson on Roman mosaics, little reference was made to the wonderful achievement of craftsman in that era with the tools they had. With regard to culture, pupils benefit from a school choir and recorder groups, and they have a strong sense of their own local culture. However, pupils do not learn enough about other cultures around the world.

33 A real strength of the school lies in the very good provision for moral development and the excellent support for social development. This is abundantly clear from the genuinely happy, positive and uplifting atmosphere that pervades the school. The strong relationships between all members of the school are self-evident. This is a major improvement in recent years. Teachers have high expectations of their pupils' behaviour and commitment, and adopt a firm but warm and kindly approach. As a result, pupils feel highly valued, behave very well and give of their best. The school celebrates pupils' achievements, in whatever form, in a 'Golden Book' that is on public display. Accolades range from answering the telephone maturely to careful scientific thinking. One pupil received a commendation for 'annoying people at her barbecue to make sure that they saved their aluminium cans'.

34 The school is fostering very good links with the community. Visitors to school are used well to give pupils first hand experiences such as the visit by the mayor, which developed a greater understanding of citizenship. The local college extends pupils' experience in curriculum areas, such as in the performing arts. A range of educational visits linked to the curriculum, such as the trip to the Egyptian exhibition in Doncaster, make a very good contribution to pupils' learning. Pupils have a seamless transfer into school from the nursery and reception classes through the very good liaison between staff. Older pupils start secondary school confidently because of the effective induction arrangements. The community gives very good support with fundraising events such as at the annual barbecue.

35 There is good provision for pupils with special educational needs. This represents an improvement since the last inspection. Teachers generally plan suitable work in English and mathematics, and ensure that support staff are well briefed to be able to offer guidance. When

necessary, pupils are withdrawn from lessons for individual and group work, mainly in literacy. The individual education plans for pupils provide good guidelines for the support staff. They also give clear targets for pupils, so that they know what they have to do to improve. As a result of this provision, pupils make good progress.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36 Pupils receive a good level of care, overall. Procedures for child protection and ensuring pupils' welfare are now very good. Improvement since the last inspection has been very good and the key issue relating to this area has been successfully addressed. Policies for health and safety, child protection matters and to attend to pupils' particular medical needs are now in place. The head teacher is trained in child protection matters and as the designated person has good liaison with outside agencies, and keeps staff aware of procedures to be followed. The health and safety policy is detailed, relevant and up-to-date. Three members of staff, including a dining room assistant, hold certificates for first aid and other staff have received basic training. The school nurse works very closely with teachers and lunchtime staff to keep them informed on the specific needs of six pupils who have 'emergency alert medical needs'. Fire drills take place regularly. The local education authority carries out risk assessment. The caretaker does weekly checks on all areas of the school, responds to issues raised by the school council and the logbook kept by staff. All of these procedures make effective contributions to make the school a safe and caring environment.

37 Procedures for monitoring and supporting pupils' personal development are very good. They successfully motivate pupils to attain better standards of behaviour, attitudes and effort. Procedures to promote good behaviour are excellent. The 'green book' system is used well to record lapses in pupils' attitudes and behaviour throughout the school and to motivate pupils to be self-disciplined. Teachers check this on a daily basis to help them to monitor and support the pupils in their class who may be having difficulties. The on-going reward system of merit marks is used to motivate pupils to always do their best. They make a positive contribution to raising their self-esteem and confidence and positively influence most pupils. Procedures for monitoring and encouraging attendance are good. The school regularly reminds parents about the importance of good attendance and reporting reasons for absence on the first day, and discourages them from taking holidays during term time, as this can affect pupils' achievement. Pupils receive awards for attendance, including book tokens for pupils who achieve 100 per cent in a year. Pupils' development is monitored and supported alongside the programme for personal, social and health education lessons and through the good range of extra-curricular activities. This includes residential visits and the very good use of the wider community for pupils to gain from experiences, such as singing for older people in residential care, or the visit from the air ambulance. This helps pupils to think about the community they live in and the part they can play within it. The school council gives pupils the opportunity to voice their opinions about the school environment and to take part in the decision making process with adults.

38 A key issue from the last inspection was to produce an assessment scheme, which would identify pupils' progress and learning needs. Good progress has been made in addressing this issue, and the school now has a much more effective approach to assessment. The school's action plan following the last inspection began the process of building assessment into the curriculum, and making it part of teachers' planning. The introduction of the National Literacy and Numeracy Strategies has contributed to providing a more rigorous framework for assessment.

39 Teachers routinely include learning objectives in their lesson plans and assess their pupils' understanding in relation to these. They identify what pupils have learnt and keep records of what individuals can do. In most other subjects the assessment procedures recommended in the guidelines are beginning to be followed, although this process is still in the early stages of development. Procedures for assessment in the nursery and reception class are good. This is an improvement since the last inspection. The early years' teacher has implemented a very detailed assessment programme, which covers the Early Learning Goals, and informs planning for the next steps. These arrangements ensure that children's learning is consistent and comprehensive.

40 Teachers monitor the progress of pupils with special educational needs well. They review pupils' individual education plans regularly once a term, and set new targets as appropriate. The school also checks specifically to see how well these pupils achieve in national tests.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41 Parents' views of the school are very good. The good partnership with home has a positive effect on pupils' achievements. The key issue from the previous inspection has been addressed as the governors' annual report to parents and the school prospectus now meet statutory requirements.

42 Parents think very highly of the school. All parents, who expressed an opinion, say teaching is good and they feel happy to contact the school with any concerns; their children like school, make good progress and are expected to achieve their best. They say the school has improved since the last inspection through the strong leadership of the head teacher. Lessons are more interesting, behaviour is better and the partnership with parents is stronger. Inspectors agree with parents' positive comments. A small number of parents have concerns about the range of extra-curricular activities. Inspection findings show the provision for extra-curricular activities is good.

43 Communication with parents is good and this effectively maintains a good partnership between parents and the school. The school is welcoming and the head teacher is happy to see parents about any concerns they have. The school seeks parents' views through questionnaires and, in response to these, has produced information for parents on how to help at home. The school also has two evenings each year to inform parents about different areas of the curriculum, such as literacy. The school prospectus, regular newsletters from the head teacher and parents' notices from individual teachers, keep them very well informed of what is happening in school and lessons. Homework diaries enable daily contact between home and school. Parents attend two evenings with teachers to discuss progress and also have the opportunity to discuss the annual written report if they wish to. The quality of written reports on pupils' progress is broadly satisfactory. However, the reports are inconsistent. For example, although each area of the curriculum is commented on it does not always give parents a clear understanding of how well their child is doing or what they need to do to improve. The best reports clearly show pupils' individual strengths and weaknesses in each subject rather than pupils' attitudes towards the subject or what has been covered in class.

44 Parents' contribution to the work of the school is good. Ninety five per cent of parents have agreed to work in partnership with the school to raise pupils' achievement. Parents have the opportunity to attend courses, such as, how to help in class, understanding the curriculum or making 'story sacks', which enables parents to be involved in their child's learning. Twelve parents regularly help in school supporting the work of the teachers in class. The 'Friends of Grove Lea' successfully apply for grants to buy sports equipment, stage lighting and a projector for school. Most parents support their child with homework and charitable fundraising. Some accompany pupils on school trips and residential visits. Fundraising organised by school is well supported by parents and the community and enables the purchase of resources for teaching and learning through social functions such as the annual barbecue. These all have a positive impact and support the work of the school. Good information about the nursery and reception curriculum is provided for parents. The new parents' booklet is well presented, and provides detailed and useful explanations of the six areas of learning.

45 The school involves parents of pupils with special educational needs with the termly review meetings, in order to discuss their child's progress. This is good practice.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46 Leadership and management are good. This is a good improvement since the last inspection.

47 The head teacher gives very effective leadership. She encountered many difficulties when she was appointed to the school a few years ago. However, through diplomatic and sensitive guidance she has raised the profile of the school in the local community. She has provided a very clear vision, a distinct educational direction for the school and has been successful in inspiring all staff to develop an agreed sense of purpose. The head teacher has also been successful in encouraging all staff to be involved in school decisions. She has done this by setting up a school council, which meets regularly to make decisions on many aspects of school life. This council consists not only of representatives from the pupils but the teachers, support staff, lunch-time supervisors and cleaning staff. Through this, she has successfully integrated all at the school to feel involved and important. The school has recently been awarded “Investors in People” status. All the key issues from the last inspection have been resolved and she has introduced a number of other improvements. She is well supported by the deputy head teacher and, together with all other staff and governors, they have created a good school, which is improving rapidly. She has ensured that the school’s priorities for development are very appropriate. The monitoring of the teaching to improve its quality has been a high priority. This has been effective and has had an impact on the raising of standards and achievement in a number of subjects.

48 The effectiveness of the governing body in fulfilling its responsibilities is good. The chair of the governing body is fully committed to the school. Together with his vice-chair, he is involved in the life of the school, visits often and engages in professional dialogue with the head teacher. A number of other governors visit the school and all support aspects of the curriculum. The support from the governors with a responsibility for special educational needs, literacy and numeracy, is particularly good. They are all aware of school developments in their areas and talk to the co-ordinators often. Governors have a good understanding of the strengths and weaknesses of the school and are involved in the production and the evaluation of the yearly school improvement plan. They also have a good longer-term vision for the school. They are well supported in this by the governors’ financial committee. For example, governors are aware that the school may be rebuilt on a new site shortly and yet they made a strategic decision to develop a computer suite to support the present pupils rather than wait for outside agencies to decide on their future. The pupils in school are benefiting well from this decision and are making good progress in computer skills. Governors fulfil their statutory duties very well. A number of governors are new to their duties and the chair is anxious to develop their roles further.

49 The senior management team have been involved in the monitoring and evaluation of teaching. There has been an agreed timetable of observation for all teachers, set against an established range of criteria. Written feedback has been provided and the outcome of the observation is discussed with teachers. There was little or no observation of lessons before the present head teacher took up her position. However, the guidance has been effective, as the quality of teaching has improved since the last inspection. Teachers’ planning is also examined on a regular basis and pupils’ work is analysed.

50 The role of the curriculum co-ordinators is only partly developed. The school has concentrated on developing and improving the quality of teaching across the school and introducing the National Strategies for Literacy and Numeracy and the development of information and communication technology. Other areas have only had limited development because of these priorities. Consequently, the head teacher has recognised that the leadership role of all subject leaders is in need of further development. This has been identified clearly in the school improvement plan.

51 The aims of the school, set out in its mission statement, its values and policies are implemented very well. The head teacher has developed a very good ethos in the school, where pupils have developed very good and confident attitudes to their work. There are very good relationships and

a commitment by the leadership to raise educational standards for all and to provide equal opportunities within a climate of including all pupils within all aspects of school life.

52 The yearly school improvement plan effectively supports management. This was not the case in the last inspection. It is now carefully costed. Funding is well linked to educational priorities. It is regularly discussed and evaluated at governors' meetings. It is clearly displayed in the staff room and forms a dynamic part of all school development.

53 The school's resources are satisfactory overall, in both quality and quantity. Those for mathematics, science, information and communication technology and history are good, while those for all other subjects are satisfactory. Curriculum co-ordinators are responsible for organising and renewing resources, which are well stored and organised.

54 The accommodation is satisfactory, overall. The staff make good use of the accommodation and the inside is attractive, very tidy and well presented as a pleasant learning environment. The outside of the school buildings looks quite shabby in places with peeling paint, missing or broken tiles and a flat roof, which is deteriorating. The school uses mobile classrooms to provide enough teaching space. There is a large field and hard play areas, which are kept litter free.

55 The co-ordination of special educational needs is developing well. The co-ordinator is aware of the effectiveness of the school's provision yet is anxious to develop her role further. For example, although she has regular time out of the classroom, she has not yet been able to use it to formally monitor the teaching of pupils with special educational needs. The co-ordinator is well aware of the new procedures being introduced nationally for special educational needs. Co-ordination is stronger than at the last inspection.

56 Careful financial planning supports educational developments well and the school uses any specific grant or money it gets very well. For example, money was needed to develop information and communication technology further. When this money became available, it was decided that the best value for money would be to house the computer suite in an existing classroom and acquire a mobile classroom for Year 3. The school uses all the money at its disposal very carefully and wisely and has little money as surplus. Records show that it had a small negative budget last year, which was unavoidable and due to staff illness. The head teacher, chair of the governors finance and resources committee and school secretary are well aware of the need to get the best value for pupils. In this they are effective and the quality of financial control is very good. School administration by the head teacher and school secretary is very effective. The management systems now in place, including the very effective leadership of the head teacher, dedicated team of teachers, support staff and governors, have ensured a large number of improvements since the last inspection. The management of the school has a very good capacity to maintain an effective school, give good value for money and introduce further improvements.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57 To maintain the quality of education and promote further development, the governing body, head teacher and staff should:-

- (1) Continue to develop the strategies to raise attainment in reading and writing by:
 - Monitoring teaching and learning more effectively to spread best practice throughout the school;
 - Implementing the Literacy Hour more effectively to ensure better balance between the different parts of the lesson;
 - Make better use of the library facilities to develop pupils' reference skills further.(these are identified in paragraphs 5, 22, 70, 72, 79)

- (2) Continue to raise attainment in information and communication technology in Years 3 to 6 by:
 - Fully implementing the planned programme of provision and skills development;
 - Further development of teachers' own confidence in using computers;
 - Planning more opportunities for computers to be used to support learning across a wide range of subjects.(these are identified in paragraphs 8, 25, 28, 76, 82, 107, 109, 110, 117)

- (3) Continue to develop the role of the subject co-ordinators; to monitor and evaluate their subject; improve the quality of the teaching and learning and raise attainment further.
(these are identified in paragraphs 50, 79, 90, 93, 106)

THE THREE ISSUES ABOVE HAVE ALREADY BEEN IDENTIFIED BY THE SCHOOL AS AREAS FOR DEVELOPMENT

In addition to the above issues, the following more minor weaknesses should be considered for inclusion in the action plan:

- Improve pupils' annual reports by ensuring they always give a clear picture of the attainment and progress pupils are making within the different subjects.
 - Extend the opportunities for pupils to be involved in the design element within design and technology lessons.
- (these are identified in paragraphs 28, 43, 95, 97)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	58
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	13	30	14	0	0	0
Percentage	2	22	52	24	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

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	19	205
Number of full-time pupils known to be eligible for free school meals	-	24

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	1	43

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	6.0

Unauthorised absence

	%
School data	0.2

National comparative data	5.6
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National comparative data	0.5
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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	21	11	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	16	18
	Girls	11	11	11
	Total	25	27	29
Percentage of pupils At NC level 2 or above	School	78% (90%)	84% (93%)	91% (97%)
	National	84% (83%)	86% (84%)	91% (90%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	19	20
	Girls	11	11	11
	Total	26	30	31
Percentage of pupils At NC level 2 or above	School	81% (93%)	94% (97%)	97% (97%)
	National	85% (84%)	89% (88%)	89% (88%)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	18	-	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	14	15
	Girls	-	-	-
	Total	21	23	24
Percentage of pupils At NC level 4 or above	School	78% (80%)	85% (90%)	89% (97%)
	National	75% (75%)	71% (72%)	87% (85%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	14	13
	Girls	-	-	-
	Total	20	22	22
Percentage of pupils At NC level 4 or above	School	74% (70%)	81% (83%)	81% (90%)
	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	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	204
Any other minority ethnic group	1

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)	9
Number of pupils per qualified teacher	25.6
Average class size	25.6

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	151

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	2
Total aggregate hours worked per week	65
Number of pupils per FTE adult	10

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	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	461,870
Total expenditure	464,756
Expenditure per pupil	2,057
Balance brought forward from previous year	-8,260
Balance carried forward to next year	-11,146

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	177
Number of questionnaires returned	37

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	49	0	0	0
My child is making good progress in school.	35	65	0	0	0
Behaviour in the school is good.	42	53	3	0	3
My child gets the right amount of work to do at home.	25	64	8	0	3
The teaching is good.	38	60	0	0	3
I am kept well informed about how my child is getting on.	14	57	30	0	0
I would feel comfortable about approaching the school with questions or a problem.	35	65	0	0	0
The school expects my child to work hard and achieve his or her best.	41	60	0	0	0
The school works closely with parents.	30	54	14	0	3
The school is well led and managed.	38	54	3	0	5
The school is helping my child become mature and responsible.	38	60	3	0	0
The school provides an interesting range of activities outside lessons.	16	49	22	3	11

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

58 The school has made good progress in the provision for the Foundation Stage since the last inspection. Continuity and progress for children moving from the nursery to the reception class has improved, because planning and assessment is much more secure.

59 Children enter the nursery with typical skills for their age. Through good teaching and good attitudes to learning, children achieve soundly. By the time they reach Year 1, most have completed the early learning goals, and their attainment is in line with that nationally expected in communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development. In speaking and listening, personal, social and emotional development and physical development their attainment is above nationally expected standards. In these areas they are achieving well.

60 There are good induction arrangements for the children in the Foundation Stage. Parents are involved and well informed before their children start school. These arrangements ensure that children quickly settle into school routines. When children move into the reception stage, parents are informed of procedures for, and outcomes of, assessment through reports and meetings. Arrangements for the transfer of pupils to Year 1 have improved since the last inspection. This is because the foundation stage teacher, who is also the co-ordinator for Key Stage 1, ensures that detailed curricular records are provided for the Year 1 teachers.

61 Teaching and learning are mainly good, and sometimes very good. There is good teaching in all the six areas of learning for children in the Foundation Stage. Teachers and support staff know the children very well. This knowledge ensures effective planning and good support for the children's personal, social and emotional development. Good planning also ensures that all children, including those with special educational needs are fully included in all activities.

Personal, social and emotional development

62 Staff support children's personal, social and emotional development very effectively, and children achieve well. All the staff are caring, supportive and encouraging. Their praise for children's efforts is very good and helps to build children's confidence and trust. Staff treat children with respect and consideration, and are always ready to listen. This provides a good role model for children. Well planned activities in the nursery, such as large and small construction, painting and water play, allow children to develop independence and work together co-operatively. Children quickly learn to develop responsibility, and many dress themselves without help, and look carefully after resources. Their behaviour is very good. Children in the nursery and reception class show respect for each other, and in literacy, mathematics and creative activities they listen carefully to the contributions of others. Children are on course to exceed the early learning goals in this area of learning by the end of the reception year.

Communication, language and literacy

63 Staff work hard to develop children's speaking and listening skills in both the nursery and reception classes, and children are achieving soundly. The children are given many opportunities to talk to each other, and to groups. In the nursery, children talk confidently about "Bob the Builder" and use good vocabulary, such as 'wood', 'bricks', 'sand' and 'cement'. Higher attaining reception

children attempt to read challenging words like 'pineapple' and 'avocado' when reading 'Handa's Surprise' with their teacher. In writing, children are encouraged to write independently soon after they enter nursery. For instance children had written "Cinderella had some rats" and "I am 4". Reception children know their own targets for writing such as "to leave gaps". Staff develop reading skills through constant re-enforcement of letter sounds. In the nursery, children learn these by using plastic letters to identify words about building. By the time children reach the reception class, many can read a range of words, including those displayed on a computer screen.

64 Children are on course to attain the early learning goals in literacy by the end of the reception year. Many are on course to exceed the goals and achieve well in speaking and listening.

Mathematical development

65 Staff plan a variety of mathematical experiences for children. They use a range of practical methods to stimulate children's interest, and these result in good learning. In the nursery class, clapping and beating songs enhances children's counting skills. The high expectations of the teacher result in children in reception correctly identifying two and three-dimensional shapes, such as squares, circles, cylinders, cones and pyramids. Nursery children make number lines to five, whilst those in reception correctly order numbers to 20, and count in fives and tens. Staff promote the use of mathematical language and many of the reception children use this accurately. Children are on course to attain the early learning goals in this area of learning by the end of reception year.

Knowledge and understanding

66 Children achieve soundly in knowledge and understanding because the staff plan the work around particular topics, which link to other aspects of the curriculum such as literacy. During the inspection, the children were learning about houses and the materials used to build a home. Nursery children understand a simple plan and know that cement mixers and earth moving vehicles are used in building. Reception children explore the environment and identify shapes and solids used in building. Higher attaining children have sound knowledge of computers and can use the mouse effectively to select different parts of a program. Others are developing basic skills well. Children are on course to attain the early learning goals by the end of the reception year.

Physical development

67 Staff make good use of the outdoor play area and there are good resources for children to develop their physical skills. This use, supported by good planning, results in good physical development by the children. Children in the reception class are aware of space, and have good skills when controlling a ball and shooting into a net. In these games, they co-operate and take turns well. Nursery children demonstrate good control in dance and drama. They use a variety of steps and jumps and have an understanding of the physical effects of exercise. In the classroom, many activities, such as building with plastic building blocks, help children to develop finer movements. Children are on course to exceed the early learning goals in this area of learning by the end of the reception year.

Creative development

68 In creative development, children are achieving soundly because staff plan activities which promote imagination and expression. Children in both nursery and reception classes experience a range of varied media, including felt, foil, glitter, fabrics and paints, which enable them to develop an understanding of texture and how different media are used. Nursery children paint houses and people,

using bright, striking colours and confident brush strokes. In the reception class, children use charcoal to produce lively and expressive drawings. In music, teaching and learning are sound. Children learn about rhythm and beat by clapping out syllables in their name, and in the names of fruit. These activities support their learning in literacy. Children are on course to attain the early learning goals in this area of learning by the end of the reception year.

ENGLISH

69 At the end of Year 2 and Year 6, pupils' attainment is in line with the national average. Throughout the school, therefore, pupils achieve satisfactorily, and make sound progress overall. In the last inspection, standards at both Year 2 and Year 6 were judged to be in line with those found nationally, and the school has therefore maintained satisfactory standards.

70 Class teachers have worked hard to introduce the National Literacy Strategy, and this is now well established. However, some teachers still find it difficult to balance the different parts of the lesson. There is a tendency to talk to the class for too long at the beginning of the Literacy Hour. This leads to a shorter period for the main activities and, often, to a very brief, or missing, final plenary session. Often, this limits the progress pupils can make, both in writing and reading. The lack of a plenary session also means that pupils are not sure of what they have learned or whether they have achieved the objective of the lesson, or reached their personal targets. Those with management responsibilities have worked hard to identify ways of improving standards, and the school has rightly given priority to improving writing, through its action plan for writing. This has given clear direction, and placed good emphasis on specific actions to raise standards. As this strategy has only been in place for a short time the full benefits have not yet shown themselves in test results. The use of ability sets in Years 5 and 6 also makes a positive contribution, ensuring that the work is at the right ability levels. Teachers manage their pupils very well, and this helps all abilities to develop their self-confidence and belief in themselves. Teachers are good at choosing imaginative fiction, which they use well, to stimulate interest. They praise and reward their pupils for doing their best, and always encourage them to try hard.

71 From the youngest classes, pupils are encouraged to develop their speaking and listening skills. Pupils in Year 1 read the story of 'The Gruffalo' and thoroughly enjoy reading parts of the story aloud, looking for rhymes, and clapping the rhythms of the words. Their teacher led the discussion skilfully, giving all pupils good opportunities to participate. Pupils of all abilities, including those with special educational needs, were fully included. The good emphasis on talk, and listening to others' ideas, continues throughout the school, so that, by the older classes, pupils have learnt to discuss ideas and listen carefully in many different activities. This approach also makes a good contribution to pupils' social development. Good links have been established with the local secondary school, and one of their teachers has undertaken a programme of drama lessons with pupils of different age-groups. This contributes well to the breadth of the English curriculum, and is thoroughly enjoyed by the pupils involved.

72 Pupils generally have positive attitudes towards reading, and achieve satisfactory standards throughout the school. The great majority are enthusiastic readers, and become increasingly accurate and fluent as they move through school. The range of books available has been improved, but there is a need to develop the use of the school library further, to provide a better supply of non-fiction books in order to improve pupils' reference skills. The school makes good use of loans from the local library to support topics, for instance in geography and history.

73 Pupils' reading is greatly helped by the good contribution made by parents. Books are taken home regularly, and parents write their comments. Standards of reading in Year 2 are in line with the

national average and pupils' achievement is sound. Pupils of all abilities use a range of strategies to work out difficult words. They are given a good grounding in phonics, which gives them confidence to sound out words and make reasonable attempts at unfamiliar words. Many can read simple passages of writing, accurately and with understanding. The above average readers can discuss stories they have read, and suggest what might happen next. They understand the roles of authors and illustrators, and the difference between fiction and non-fiction.

74 Year 6 pupils are often fluent readers, and can discuss stories with an understanding of characters and events. They talk about favourite authors, and books which they have read, such as Roald Dahl's 'Fantastic Mister Fox', and the 'Goosebumps' series. Attainment is in line with expectations at the end of Year 6 and pupils' achievement is sound.

75 Throughout the school, pupils are given good opportunities to develop their writing. Most enjoy the interesting and demanding activities their teachers provide. Pupils in Year 2, in the lower ability set, wrote postcards from the fictional island of Struay. They had to imagine that they were one of the characters in the story, which was quite demanding. Most responded well, coming up with good phrases for their postcards, such as 'clear blue sky' and 'salty fish and chips'. They enjoyed the activity, although some found it difficult. Pupils' attainment in writing is in line with expectations at the end of Year 2. Attainment is also satisfactory in writing at the end of Year 6. Good use is made of interesting fiction, which is exciting and enjoyable to pupils. The different sets are given appropriate work, at the right level for their ability, so all are fully included. Support staff make a good contribution to pupils' learning, and are well deployed for best effect.

76 Pupils are encouraged to use a broadening vocabulary, and teachers are good at encouraging them to work neatly, and to form their letters well from the youngest classes, and they soon develop a consistent, cursive style. The quality of handwriting improves steadily, and work becomes increasingly neat, fluent and clear. Spelling is systematically taught, and the use of punctuation and grammar improves steadily. The use of computers to support learning in English is underdeveloped. Some work has been done with word processing software, to present work in interesting ways, but many opportunities are missed when use of computers would make a valuable contribution.

77 Teaching is good overall, with a small proportion of satisfactory teaching. Teachers are good at managing and motivating their pupils, and very good working relationships were seen in many lessons. Teachers generally expect the best from their pupils, both in work and behaviour, and use effective teaching methods to get the best out of everyone. Pupils with special educational needs make good improvements in learning, and are fully included in the work. In a Year 3 lesson, for example, pupils were learning about traditional fairy stories. Pupils of all abilities had a good grasp of the ideas behind the story, and were well behaved and attentive.

78 A system of target setting has been introduced, and pupils have their personal targets written inside their books. They therefore have clear guidance on what they need to do to improve. The school collects a wide variety of data about attainment and progress, and assessment procedures are developing well. Basic literacy skills are well taught, not only in English lessons, but whenever opportunities arise. For instance, for preparing discussion or note-taking, as they present themselves across the curriculum. Marking of pupils' books often gives guidance on how to improve, and teachers praise and reward pupils appropriately.

79 The school has made strides since the last inspection to address key issues relating to curriculum planning, assessment procedures, and staff roles and responsibilities, and these have had a positive impact. The co-ordinator and senior management team have worked hard to analyse test results and other data, and the action plan for writing is an ongoing initiative, having an increasing

influence on standards. There is a continued need, however, to monitor teaching and learning, so as to spread the good practice, which already exists in the school, to all classes. Resources for most aspects of the subject are good, but the lack of development of the library means that they are satisfactory overall.

MATHEMATICS

80 By the end of Year 2, pupils' attainment is in line with the national average. Most pupils achieve soundly from an average starting point. Pupils make good progress as a result of good teaching. By the end of Year 6, attainment is above the national average, especially in number. The achievement of pupils is good. This is an improvement since the last inspection, and is a result of significant improvements in the quality and consistency of teaching, the introduction of a national scheme of work, and effective leadership by the mathematics co-ordinator and head teacher. They have been central to bringing about these improvements through the development of assessment, monitoring and target setting. The mathematics co-ordinator has provided an inspirational role model for other teachers, and her demonstration lessons have contributed effectively to improvements in teaching and pupils' learning.

81 By the end of Year 2, most pupils can count, add and subtract numbers to 100, and the higher attaining pupils deal effectively with much larger numbers. All pupils, including those with special educational needs, have a sound grasp of place value. Pupils' mental arithmetic skills are good, and they frequently answer teachers' questions with speed and accuracy. In one lesson for pupils in Years 1 and 2, pupils correctly identified incorrect numbers from an ordered sequence, whilst one pupil confidently defined even as "a number you can share out equally". By the end of Year 2, pupils understand the concept of estimation well, and use equipment, such as weighing scales and rulers, to check their estimates. Pupils have less opportunity to handle data and investigate shape and space. Year 2 pupils identify common two and three-dimensional shapes, but have limited opportunities to develop their knowledge further.

82 By Year 6 most pupils, including those with special educational needs, are accurate in calculations and work quickly, both mentally and when recording their work. They have a good recall of number facts, and apply these to solving mental problems, or calculating the areas of compound shapes. Pupils throughout Key Stage 2 have good mental arithmetic skills. For example, Year 4 pupils suggest a variety of mental methods for multiplying 36 by 4, including doubling, and increasing the multiplier to 10 and halving to give an estimate. Pupils use data in a number of curricular areas, especially science, where they construct tables to record temperature. However, the use of information and communication technology is at an early stage, and has not yet had time to improve pupils' data handling skills. Pupils in Key Stage 2 have a basic knowledge of shape, but currently there are too few opportunities to extend this.

83 Teaching of mathematics is mainly good, or better, throughout the school. Teaching of mental arithmetic strategies is a particular strength, and all teachers effectively use numeracy lessons to enhance pupils' learning and understanding. The teaching of mathematical vocabulary is very consistent, and all teachers use this effectively in their lessons. This good role model helps pupils to use mathematical words correctly. Effective use of praise is made by teachers and helps pupils to become confident about mathematics.

84 In the most successful lessons, teachers match the work well to pupils' needs. In all the lessons seen for pupils in Years 1 and 2, teachers had set different levels of work for varying abilities, and ages, within the classes. In one lesson observed, high attaining pupils were ordering numbers up to 1000, whilst those with lower abilities were correctly placing 1-20 on a washing line. In Year 4, the

teacher's high expectations result in very well presented and accurate written work. During a very good lesson for pupils in Years 5 and 6, the teacher used her knowledge of the pupils to target extra support towards those who were having difficulty understanding area. As a result the pupils quickly grasped the concepts and were able to keep pace with others in the class.

85 Mathematics is well led by the co-ordinator, who has been influential in developing the National Numeracy Strategy. Resources for the subject are good, and are effectively used by teachers to enhance pupils' learning. Planning has improved considerably since the last inspection, particularly for parallel classes, which now receive the same entitlement. Assessment procedures have been developed by the school, and are now beginning to be effectively used to inform planning and target setting.

SCIENCE

86 Attainment in science is in line with the national average for pupils at the end of Year 2. It is above that expected nationally by the time pupils leave the school. All pupils, including those with special educational needs are achieving soundly by the end of Year 2. They are achieving well by the end of Year 6. At the time of the last inspection, attainment was in line with that expected nationally for pupils' ages throughout the school. Attainment has therefore risen at the end of Year 6. This improvement is not only due to better teaching but also to a comprehensive review of the science curriculum and scheme of work undertaken by the subject co-ordinator.

87 Pupils in Years 1 and 2 have a satisfactory knowledge of all the components of science. For example, pupils in Year 2 have undertaken a study of food. They know that food is eaten for energy and are able to describe healthy and unhealthy foods. They investigate living things like plants and grow them from seed. As they grow, they observe them carefully and make a good record of what happens. Pupils also know the value of electricity in the home. In a lesson for pupils in Year 2, pupils were seen investigating a range of electrical appliances. They were able to state whether they were powered by a battery or had to be plugged into the mains. They also recognised the danger of mains electricity and the safety of using batteries.

88 By the time pupils leave the school, they have a good knowledge of life processes and living things, materials and their properties and physical processes. For example, pupils in Year 4 were seen investigating the friction imposed by the rubber soles of a boot. They were able to explain how the size of the sole, its tread and composition all effected friction. In addition, they were able to measure the efficiency of the grip on a smooth surface by applying weights to exert a force. In Year 6, pupils recognise that there is a great variety of living things and understand the importance of classification. Pupils' ability to carry out investigations is sound in Years 1 and 2 and good in Years 3 to 6. Pupils have a clear idea of the importance of setting up a fair test and they are regularly able to predict what might happen. However, pupils' ability to set up and devise their own investigations, less directed by the teacher, is not as well developed. This limits more complicated scientific thinking and, at times, prevents pupils applying their good knowledge to new situations. Pupils' use of basic numeracy skills is sound in Years 1 and 2 and good in Years 3 to 6. Throughout the school, pupils are developing a good scientific vocabulary, which helps the development of literacy.

89 The quality of teaching is mainly good with some very good teaching. Particular strengths are found in the way teachers have developed their approach to experimental and investigational science. This forms a major part of science teaching and teachers emphasise the importance of predicting what might happen and the need to make a fair test. For example, pupils in Year 6 followed these procedures carefully when setting up an investigation into how a candle burns. Most were able to predict that some of the changes were reversible and that liquid wax would set into a solid again if the flame was blown out. Others recognised that when wax is burned away, this was an irreversible change. At times, however, the investigations can be a little over-directed by the teacher and this can make the investigation less challenging. Teachers' planning is good. It is firmly embedded in a good scheme of work and teachers use a wide variety of well thought out ideas, which motivate and interest pupils. However, it often lacks different work for the large range of abilities there are in some classes. On occasion, therefore, the higher attaining pupils can find work less challenging and do not always make the progress they could. Also, the less able can find some aspects of the lesson more difficult to understand. This is mainly because assessment procedures, which would more clearly identify different abilities, are not yet in place. The school is aware of this weakness and has identified this as an area for developing on its improvement plan. Teachers constantly link their science teaching to examples in everyday life. This develops a sense of the importance of science. For example, in a

lesson on electricity for pupils in Year 2, the teacher took every opportunity to emphasise the importance of using electricity in a safe way in the home.

90 The co-ordinator is supporting the subject well. However, she is also the deputy head teacher and the mathematics co-ordinator and has had to prioritise her work very carefully. Nevertheless, she has reviewed and improved the science curriculum and scheme of work and has plans to introduce assessment procedures shortly. She has organised training, with the help of an outside agency and teachers have developed their teaching skills in science well. Resources are good and efficiently stored. The subject is enhanced by a number of visits out of school to such places as science museums in Halifax and Bradford. Pupils study different habitats during their residential visit and the school grounds are used as a resource for learning.

ART AND DESIGN

91 Although it was only possible to observe two lessons in art and design, enough evidence was available from displays of pupils' work, teachers' planning and discussions to allow a judgement to be made. At the end of Year 2, pupils' attainment is in line with that expected of seven year olds and their achievement is satisfactory. By the end of Year 6, pupils' attainment is in line with that of 11 year olds, and their achievement is satisfactory. Since the last inspection there has been an improvement in the quality of teaching, and this has resulted in steady progress for pupils in both key stages.

92 In Years 1 and 2, pupils study the work of Wassily Kandinsky, and produce lively drawings which develop their understanding of line and form. Using computer programs, they translate their designs into electrically generated images. By the end of Year 6, pupils have good drawing and observation skills, and use these to produce detailed drawings of Roman and Victorian artefacts. Pupils in Year 4 make striking Ancient Greek masks, using a range of different textures and materials.

93 Teachers organise and manage art lessons well. As a result, pupils concentrate very well on their work. Planning for art and design is at an early stage because the co-ordinator is on long-term absence. There is currently no policy, and little guidance on skills to be taught. Most teachers lack the confidence to develop the creative aspects of art and design, and this impacts on the pupils' imaginative, aesthetic and expressive development. Pupils enjoy the subject and work with great enthusiasm and effort.

94 Resources are satisfactory and easily accessible to pupils. One shortfall is the lack of prints, designs and paintings from other non European civilisations. This holds back pupils' spiritual and cultural development. Art is carefully displayed throughout the school to celebrate pupils' achievements.

DESIGN AND TECHNOLOGY

95 The attainment of pupils is in line with national expectations by Year 2. This shows an improvement since the last inspection. However, by Year 6, pupils' attainment is below average, which means that there has been no change since the last inspection. The school has introduced a new curriculum, which provides a stronger framework. Teachers still do not place enough emphasis on the design element of the subject.

96 By the end of Year 2, pupils can design and make simple objects. Teachers motivate pupils by using interesting topics like gingerbread men hand puppets and Christmas decorations. They encourage pupils to make simple plans but these are often limited to drawings. Only high attaining

pupils label these to pinpoint detail. For example, in some diagrams of vehicles, pupils drew cross-sections to label the chassis and axles. Teachers ensure a sound range of skills and experiences. For example, pupils know how to stitch, when attaching the two halves of their puppets. They work with a variety of materials - lace and buttons, card and wood. Teachers occasionally tend to do too much for the pupils. For example, the pupils produced their puppets from the same template. However, they were able to show some individuality in decoration.

97 By the end of Year 6, pupils are able to make objects which are at a standard expected for their ages. However, they get little opportunity to develop their skills progressively. This is mainly because the subject is not taught each week but in half-termly units. This can mean that pupils only study one topic between July of one year and April of the following year. Some work has links with other subjects, such as science. For example, the two-dimensional skeletons of cut white straws on a black background. The main weakness, however, is the limitations and sometimes the lack of design element in the subject. Consequently, the slippers made by pupils in Years 5 and 6 all looked very similar, made to a class design rather than an individual one. Pupils are beginning to evaluate their work sensibly.

98 The teaching of design and technology is satisfactory within the range of experiences pupils get. There has been very little development of teachers' skills, since the subject has not been a recent priority for the school. The structure of the curriculum is now stronger, but teachers do not plan for a systematic development of skills and knowledge. Furthermore, teachers' weekly planning is too general and does not allow for the different abilities and ages of pupils in each class. Consequently, the expectations of higher attaining pupils can be too low and, equally, too high for lower attaining pupils.

GEOGRAPHY

99 By the end of Year 2 and Year 6, pupils' attainment is similar to that found nationally. Pupils of all abilities, including those with special educational needs, achieve satisfactorily, and make sound progress. Work is organised into half-termly topics, with alternate geography and history themes. Therefore some classes were not doing geography during the inspection, and so the quality of their work was judged through looking at previous work and displays around the school, as well as talking to pupils and teachers about what they had done. It was only possible to see two lessons during the inspection. In the school's last inspection, attainment was found to be in line with the national expectation, and so the school has been successful in maintaining satisfactory standards.

100 The teaching of geography is satisfactory overall. Teachers show satisfactory subject knowledge and manage their pupils very well. The use of assessment is developing but this is still in the early stages. In a Year 4 lesson about the Indian village of Chembakolli, pupils discussed the effects of changes in farming and land use. The work was presented in a dramatic fashion, and pupils played the roles of different people involved in environmental decisions. The work gave them good opportunities to understand the similarities and differences between their own lives and those of people in a contrasting locality, and to see how different people try to improve and sustain their environments. Pupils show positive attitudes throughout the school. Particularly when the work is presented in the form of practical, real life activities, pupils find it enjoyable and interesting, and make good gains in learning. When working together on practical activities they are good at sharing and taking turns, and show good personal development.

101 The school provides a broad curriculum that gives satisfactory coverage to all areas. Links with other subjects, particularly history, are good, although opportunities to use information and communication technology are in need of further development. Good use is made of opportunities to

develop correct geographical language, such as when pupils discuss the difference between man-made and physical features of a locality. This contributes to the development of literacy skills. Good use is made of educational visits, which make a valuable contribution to the quality of the curriculum. Such experiences allow pupils to gain a first hand experience of a range of different localities.

102 The subject is effectively managed by the co-ordinator. Her role in monitoring teaching and learning has been limited, but resources are well organised, and are generally satisfactory in quality and quantity.

HISTORY

103 It was only possible to see one lesson of history during the inspection. However, evidence was available from teachers' planning, classroom displays, discussions and analysis of pupils' work. This indicates that by the end of Year 2 and Year 6, pupils are working at a level which is expected for their age, and all pupils are achieving soundly. This is an improvement since the last inspection where attainment was below the expectations by the time the pupils left the school.

104 In Year 1 and 2, pupils learn about famous people from the past including Florence Nightingale, and make simple comparisons between hospitals of the mid-nineteenth century and the present. They learn about the history of their own locality through visits to Hemsworth town centre and St. Helen's Parish Church. By Year 6, pupils have a sound knowledge of the periods they have studied and, for example, can describe and identify Victorian domestic artefacts. Pupils in Years 5 and 6 use literacy skills soundly when writing imaginary letters to Lord Shaftesbury about the working conditions of children employed in collieries, or retelling the Ancient Greek myth, Theseus and the Minotaur.

105 Teaching in history is mainly sound and teachers plan carefully. A particular strength is the use of artefacts, such as those from the Roman era. Where teaching is good, tasks are imaginative and well planned. In a lesson for pupils in Year 3 about the discovery of Tutankhamun's tomb, the teacher's use of a chest of 'artefacts' effectively stimulated pupils' interest in archaeology and the distant past, and led to good discussion and questioning. Pupils respond well to history teaching and, when given the opportunity, produce good quality written work, for example, the letters produced by pupils in Years 5 and 6 to Rome from legionnaires serving in Britain.

106 The role of the history co-ordinators has only recently started to develop. However, the introduction of a national scheme of work and an updated policy are beginning to have positive results, especially for pupils' progress and knowledge. This too, is an improvement since the last inspection. There are good resources, including high quality books on topics such as Ancient Greece and Rome, to support pupils' learning. The school makes very effective use of theatre groups to bring the past to life and visitors, such as grandparents, who help pupils to understand life in the 1930's and 1940's. Local culture and heritage is celebrated by visits to a varied range of sites in Yorkshire, including the National Mining Museum in Wakefield.

INFORMATION AND COMMUNICATION TECHNOLOGY

107 By the end of Year 2, pupils' attainment is in line with that expected for pupils' ages. Their computer skills are satisfactory but they are less confident in other areas, such as simple programming of a floor robot. By the end of Year 6, pupils' attainment is below average. Their computer skills are not advanced enough and they have too little experience in such areas as simulation and control. This is a similar picture to that in the last inspection. However, this is not a fair reflection. The school has

recently made a determined and successful effort to develop the subject and pupils' attainment is beginning to improve well.

108 Pupils can word-process simple text by the age of seven. They type rather laboriously but they are able to use a variety of keys, such as the return, delete and enter keys. Teachers use interesting ideas to motivate the pupils. For example, pupils in Year 2 wrote labels on a picture of a 'gruffalo', an imaginary beast, showing parts of its body such as sharp claws. They can position the labels to lie by the body parts, although lower attaining pupils need adult support. Teachers sometimes bring different subjects alive through computers. Pupils interpret the abstract style of the artist, Kandinsky, by using the mathematical features of a paint program.

109 By the end of Year 6, pupils have not benefited from enough hands-on experience on computers. Pupils have not had enough access to computers in recent years and teachers do not use the subject enough to support other subjects. Pupils word-process poetry and historical accounts, for instance, but this is not a widespread practice. As a result, their word-processing skills are reasonable but not confident. Many pupils still have to hunt for letter keys when typing and this slows their progress. Teachers show pupils how versatile computers are. For example, Year 3 pupils can compose fragments of music using a special program. Pupils in older classes collect and input data to produce simple pie-charts and graphs of people's characteristics, for example. This led one higher attaining Year 6 pupil to deduce that 'people with small feet prefer drinking Coke.' However, most pupils are less confident about drawing conclusions from their database or using spreadsheets. They have had very little experience in measuring and controlling events.

110 The quality of teaching is satisfactory. All teachers create a positive working atmosphere in lessons. They have a very good relationship with their pupils and, therefore, pupils are respectful and keen to work. Some teachers are confident in the subject and explain concepts clearly to pupils. This enables pupils to make a brisk start to their task and work successfully unaided. In these lessons, pupils learn effectively from trial and error, as when exploring the range of patterns and shapes in a paint package. Other teachers are not so secure and do not always demonstrate new skills decisively. Consequently, pupils need frequent support throughout the lessons which inevitably slows their progress. Teachers do not plan with sufficient detail to allow all pupils the opportunity to work at their own pace. They ensure that pupils with special educational needs receive extra help in lessons but do not provide higher attaining pupils with enough challenging activity.

111 The co-ordinator is able, enthusiastic and has worked very hard to develop the subject. She is supporting staff through individual training and has produced a sensible plan of action for further development. Pupils now benefit from a brand new computer suite and other resources. There is a good scheme of work but sections of it have not been implemented fully. This is mainly because of the upheaval caused by the development of the new computer suite.

MUSIC

112 By the end of Year 2 and Year 6, pupils' attainment is in line with that found nationally, and they are achieving soundly. The school has therefore maintained satisfactory standards since the time of the last inspection. Only three lessons were seen during the inspection, but evidence from these was supplemented by listening to pupils sing in assemblies, observing the school choir, and by observing peripatetic music teachers from the local education authority music service giving instrumental tuition. Displays around the school, and videos of school concerts were also scrutinised.

113 At all stages through the school, all pupils, including those with special educational needs, make satisfactory progress in their music. Pupils make better progress in singing and performing, as

they are given many opportunities in assemblies and concerts. By the end of Year 2 they recognise and explore ways in which sounds can be arranged, and sing and accompany, maintaining simple beat patterns. They sing with enthusiasm, and when singing or playing percussion instruments, the majority are able to think of ways to improve their work. Year 1 and 2 pupils demonstrated this when playing and clapping simple rhythm patterns.

114 By the time they are in Year 6 pupils have continued to develop their musical skills. In a Year 5 and 6 music lesson, for example, pupils played simple tunes on recorders. The teacher used musical vocabulary well, and pupils showed that they understood terms such as bar, rest and minim. They played their recorders, reading a simple musical score, and were able to play their instrument from the simple notation. They were able to take part in a group performance, and suggest ways to improve their work.

115 School assemblies provide opportunities for pupils to listen to different kinds of music through the 'Composer of the Week' scheme but, at present, the range of composers chosen does not reflect the full range of music from different world cultures. The school choir, which meets regularly, and various musical performances such as the Christmas concert, provide rich opportunities for pupils to experience performance and expression. A feature of the regular concerts performed, is that a large number of pupils are involved and so can benefit from participation. Singing and playing, both in these performances and during assemblies and singing lessons, is enthusiastic and committed, but more could be done to improve the quality of music, by giving attention to musical qualities such as sound quality, pitch control and musical expression.

116 The teaching of music is satisfactory overall. Learning objectives are clearly identified and teachers strive to provide interesting and worthwhile activities. Pupils are not given enough opportunities to evaluate their own and others' performances, and they do not get enough time to listen and appraise pieces of music and performances. Pupils are, however, enthusiastic about their musical activities. They concentrate well, and work very well together. Teachers communicate their enthusiasm for music, and have very good relationships with their pupils, and this has a positive effect on the standards they achieve.

117 The subject is effectively managed, and the school has taken the decision to include all performing arts in the co-ordinator's job description. This has benefits and the school is developing good music and drama links with the local secondary school. Assessment is informal at present, but work is under way, in co-operation with the secondary school, to develop effective procedures for assessing music. Resources are satisfactory overall, although those for percussion work in Years 1 and 2 are good. The use of information and communication technology to support work in the subject is underdeveloped at present. The many activities which take place as part of the school's daily and termly work make a valuable contribution to social development, and music makes a worthwhile contribution to the quality of the day-to-day life of the school.

PHYSICAL EDUCATION

118 It was not possible during the inspection to see all aspects of physical education. Nor was it possible to make a judgement on attainment over the full range of the curriculum. However, from the lessons seen, attainment is above the expectation for pupils' ages by the end of Year 2 and well above the expectations by the end of Year 6. All pupils, including those with special educational needs, achieve well by the end of Year 2 and very well by the time they leave the school. This is an improvement on the last inspection, where attainment was in line with the expectations at the end of Year 2 and below expectations by the end of Year 6. These improvements are mainly due to the

revision of the scheme of work and policy by the subject co-ordinator, an improvement in the confidence of teachers in dealing with the subject and the use of well qualified outside coaches.

119 In gymnastics, pupils reach good standards by the end of Year 2 and very good standards by the time they leave the school. For example, in a lesson for pupils in Year 2, pupils were able to put together a good range of balancing and travelling movements on the apparatus. They demonstrated good co-ordination and a range of ideas beyond that expected for their ages. In games, pupils in Year 2 had advanced ball skills and were seen throwing and catching a ball in a competitive situation with precision and the clever use of space. Many pupils in Year 4 were seen using the apparatus in an advanced way. They are able to perform somersaults on the horse, revolving movements on the bar and land safely and smartly. They compare and discuss skills, techniques and ideas used in their own and others' work and use this understanding to improve their performance. By the time they reach Year 6, a large majority of pupils are performing at levels well above the expectations for their ages in gymnastics. In swimming, almost all pupils swim 25 metres by the time they leave the school. Teachers' records indicate that many pupils swim much further. Boys and girls play football effectively and the school team always performs well in the local schools' competition. They were the winners of the local schools' competition two years ago.

120 The quality of teaching is very good and sometimes excellent. Lessons are planned very well and teachers have a very good understanding of the skills they intend pupils to learn or improve. Each lesson starts with a good quality warming up exercise. The lesson is then well developed in logical structured steps of increasing complexity. This ensures that all pupils cope with the skill required and build on previous skills. Teachers set very good examples as they demonstrate a very good level of ability themselves, as they perform a skill. This helps the less able pupils to see what they have to do to improve. For example, this was seen to good effect in a swimming lesson for pupils in Year 5. Although the teacher was not in the water, nevertheless, she was able to demonstrate improvements in arm and leg movement, which inspired pupils to raise their levels of competency. A great strength in all the teaching is the use of a wide range of well thought out ideas, which inspire and motivate pupils very well. For example, pupils in Year 6 were asked to work in pairs and hold a position of balance with their partner. Pupils could choose to do this on the mat, on the vaulting horse or on the wall bars or climbing ropes. This challenged and inspired pupils to concentrate well throughout the lesson. Pupils are often asked to judge and evaluate each other's performance. This develops confidence and interest.

121 The co-ordinator for physical education is effective and is developing the subject well. She has successfully utilised the availability of local coaches. For example, well qualified coaches take Year 2 pupils for games, and another runs two after-school clubs for girls' football. The scheme of work and subject policy has been revised. She has been on a number of courses and has worked with teachers in the school to raise their confidence in aspects of physical education. Outdoor and adventurous activities are developed well during the Year 6 residential visits to Hawes in the Yorkshire Dales, where pupils participate in abseiling, orienteering, caving, canoeing and gorge walking. Pupils play competitive sport against other schools in football and netball. All these activities contribute greatly to pupils' social development.

RELIGIOUS EDUCATION

122 Pupils' attainment is in line with the expectations of the Locally Agreed Syllabus throughout the school. By the end of Year 2, pupils record very little on paper but they have a sound knowledge of aspects of Christianity and other faiths. By the end of Year 6, pupils communicate their knowledge of personal and religious issues satisfactorily. This is a much improved picture compared to the last inspection, especially for older pupils.

123 By the end of Year 2, pupils are beginning to have a satisfactory understanding of aspects of Christianity and other faiths. They know about celebrations such as harvest festival and Christingle, although only higher attaining pupils can explain why they take place. They know some Bible stories like Noah's Ark and Daniel and the Lion. Pupils are aware of some of the differences in religions. They know that Judaism has rabbis and synagogues, while the nearby church has a vicar. They appreciate that Jewish people, for example, have different customs like the Shabbat meal. Teachers underline this by introducing pupils to the real thing as they sample challah bread and grape juice from the Holy Land. However, teachers do not sufficiently encourage pupils to reinforce their learning by drawing or writing about their experiences.

124 By the end of Year 6, pupils do record their religious knowledge satisfactorily. They can describe key features of religious festivals. They know that Sukkot lasts for seven days and that Ramadan involves fasting. They are aware of moral issues in religion such as the responsibilities of being a godparent. They also appreciate negative qualities in people that religion seeks to overcome, such as anger and jealousy. Teachers introduce Bible stories to further this understanding. Pupils, therefore, acknowledge that there are two sides to an argument in the parable of the two sons. Pupils in Year 6 understood what charities like Oxfam stand for and what they do in the world.

125 The quality of teaching is satisfactory. Teachers try to make pupils appreciate that religion is an integral part of life. The celebrations of harvest festival and the Shabbat meal are good examples. They sometimes involve elements of spirituality in their lessons. When listening to Handel's Water Music, for instance, pupils in Years 1 and 2 were asked to express their feelings about it, although they struggled to express their inner feelings. Teachers link prayers with everyday life. Year 2 pupils composed their own prayers thoughtfully in different ways. One pupil said, 'Dear Lord, help me not to rush my work'. Another simply said, 'Thank you for loving me'.

126 The co-ordinator has succeeded in raising the profile of religious education at the school. One specific improvement has been the acquisition of vital new resources, especially artefacts to help to bring the subject alive.