

INSPECTION REPORT

GROVE ROAD PRIMARY SCHOOL

Harrogate

LEA area: North Yorkshire

Unique reference number: 121395

Headteacher: Mr Tony Winfield

Lead inspector: Mr John D Eadie

Dates of inspection: 5th to 7th July 2004

Inspection number: 256345

Inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
Number on roll:	248
School address:	Grove Road Harrogate North Yorkshire
Postcode:	HG1 5EP
Telephone number:	01423 506060
Fax number:	01423 531426
Appropriate authority:	The governing body
Name of chair of governors:	Mr Bob O'Neill

Date of previous 27th April 1998 inspection:

CHARACTERISTICS OF THE SCHOOL

Grove Road Primary School is situated in an area of council and privately owned rented accommodation in a less affluent part of the Yorkshire town of Harrogate. The skills and knowledge of children when they join the school are generally well below average. The vast majority of pupils is of white British heritage, though there are small numbers from a wide range of other ethnic backgrounds. A few of these do not speak English as their home language and three are at an early stage of learning English, these being Russian and Polish speakers. The proportion of pupils with statements of their special needs is above average, though the proportion with identified special needs is average. Most of these have social, emotional or behavioural problems or specific learning difficulties and there are a few with moderate learning difficulties or speech and communication or physical problems. Mobility is broadly average. The school is involved in the Leadership Development Strategy in Primary Schools.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20191	Mr J D Eadie	Lead inspector	English as an additional language Mathematics Personal, social and health education and citizenship Music Physical education
19446	Mrs S Wood	Lay inspector	
23245	Mr J A Farrage	Team inspector	Special educational needs English Information and communication technology Geography History
18686	Mrs E Walker	Team inspector	The Foundation Stage Science Art and design Design and technology Religious education

The inspection contractor was:

Serco QAA
Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	13
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	18
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	21
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	38

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Grove Road is a good and fast improving school. A barrier to learning has been a prolonged period of instability in staffing. This problem has now been very successfully resolved. Consequently, the overall quality of teaching has improved significantly and is good. The pupils are achieving well. Leadership and management are very good. The headteacher has only been in post for just over a year. The school provides good value for money.

The school's main strengths and weaknesses are:

- The headteacher gives excellent leadership to the school, very ably supported by his deputy.
- The school provides a particularly well-planned and rich curriculum for the pupils.
- Standards in English and mathematics are below average at the end of Year 6.
- The school provides a very caring environment and the pupils' spiritual, moral, social and cultural development is very good.
- The school has put in place very thorough systems of assessment.
- Rates of attendance are below the national average and a significant minority of children does not arrive at school on time.
- The outside area for the youngest children does not provide all the learning opportunities necessary.

The school has improved very well since its previous inspection. However, much of this progress has been in the very recent past, since staffing difficulties have been resolved. All the key issues from that inspection have now been addressed very well, though the first of these, regarding the progress of younger pupils, has only been effectively dealt with during this last year. Standards have started to rise and pupils are now making good progress through the school.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E	D	D	D
mathematics	E	E	E	E
science	E	D	E	E

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

Pupils are achieving well through the school. Children join the nursery with well below average skills and understanding. They achieve well to reach the goals children are expected to reach by the end of reception, in their personal, social and emotional development and in their knowledge and understanding of the world. Skills are below average in all other areas of learning by the end of reception, although achievement in all these areas is good. Standards at the end of the current Year 2 are below average in reading, writing and mathematics. These children have had their education considerably disrupted by the staffing problems of the past. Evidence from the pupils' work in Years 1 and 2 and the school's very thorough tracking records show that they have almost universally made good to very good progress over this last year and they are achieving well. By the end of Year 6, standards are below average in English

and mathematics, but well above average in science. Once again, evidence from the inspection shows that pupils have made good to very good progress over the last year and they are achieving well in Years 3 to 6. This achievement is a much stronger position than recent test results would suggest, because of a far greater focus on teaching and learning. Standards in information and communication technology (ICT) and religious education are average at the end of both Year 2 and Year 6. Standards seen in art and design during the inspection were above average.

The pupils' personal development and their spiritual, moral, social and cultural development are very good. Pupils have very good attitudes to their school and their work and their behaviour is generally good. Attendance is below average, largely because a number of parents take their children away for holidays during term time. Some parents regularly fail to get their children to school on time. The school has started to put in place procedures to improve attendance and punctuality, but there are insufficient plans in place at present.

QUALITY OF EDUCATION

The school provides a good quality of education. The curriculum is particularly well planned and relevant to the pupils, with the teachers making excellent links between subjects. **The quality of teaching is good overall**, and it is very good in Years 5 and 6. The pupils are consequently learning well through the school. Assessment is very thorough and is used very well to monitor the progress of individual pupils. The pupils are very well cared for and are provided with good levels of guidance and support. There are very good and effective links with parents and good links with the local community. Links with other schools are satisfactory. The outdoor area for the children in the nursery and reception classes is inadequate and does not enable these children to have the full range of experiences to further their physical development.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school is very good overall. The headteacher provides excellent leadership for the school. He is very ably supported by his deputy and together they are driving the school forward. Their clarity of vision is communicated very well to, and is shared by, the whole staff team. The school is very well managed and is particularly good at self-evaluation and analysing performance data. Governance of the school is good, with the governors having a very clear picture of the strengths and weaknesses of the school. All statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very positive about the education that their children are receiving and particularly about the openness of the school and the approachability of the headteacher and staff. Pupils are also very happy with their school and neither they nor their parents expressed any significant concerns.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Continue to raise standards in English and mathematics through the school.
- Work to improve attendance and punctuality.

- Work together with the local education authority to improve the outdoor facilities for the children in the nursery and reception class.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils are achieving well through the school. Standards at the end of Year 2 are below average in reading, writing and mathematics. They are below average in English and mathematics at the end of Year 6, but well above average in science.

Main strengths and weaknesses

- Although standards in English and mathematics at the end of Year 6 are below average, they are improving.
- Standards in science at the end of Year 6 are well above average.
- Pupils are achieving well through the school.
- Standards in art and design are above average through the school.

Commentary

1. Standards at the end of Year 2 in the national tests in 2003 were well below average in reading, writing and mathematics. When compared with schools with a similar proportion of pupils eligible for free school meals, standards were below average in reading and mathematics and well below average in writing. Standards have been declining since the last inspection in relation to the national trend, but pupils of this age have been particularly badly affected by the staffing problems that the school has suffered. Unconfirmed results show that standards have improved in the national tests this year, though the staffing problems have not been resolved for long enough for this rise in standards to overcome all of the problems.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	14.3 (14.7)	15.7 (15.8)
writing	12.3 (13.5)	14.6 (14.4)
mathematics	14.7 (15.3)	16.3 (16.5)

There were 36 pupils in the year group. Figures in brackets are for the previous year.

2. In the national tests at the end of Year 6 in 2003, standards were below average in English and well below average in mathematics and science. In comparison with schools which scored similarly in the national tests for seven-year-olds four years previously, standards were below average in English and well below average in mathematics and science. Targets were not attained in either English or mathematics for pupils of this age. Unconfirmed results show considerable improvement this year, particularly in science. This is indicative of the resolution of staffing issues and the much more stable teaching that these pupils have been receiving this year. The improvements in English and mathematics are the result of long-term initiatives that management has put in place during this last year. These will take time to work through the school, although they are already having an impact. In science, additional measures have been implemented in Years 5 and 6, which have had an immediate impact on raising standards.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	26.0 (26.1)	26.8 (27.0)
mathematics	25.3 (25.6)	26.8 (26.7)
science	27.5 (28.1)	28.6 (28.3)

There were 40 pupils in the year group. Figures in brackets are for the previous year.

- Children enter the school with well below average skills and knowledge and achieve well overall during their time in the nursery and reception classes. They achieve particularly well in their personal, social and emotional development and in their knowledge and understanding of the world. They reach the goals children are expected to reach by the end of reception in these two areas of learning. Standards reached by the end of reception in all other areas of learning are below the expected levels. Achievement is now particularly good for the children in reception, who have been very significantly affected by some of the staffing problems.
- Pupils achieve well in Years 1 and 2. Once again, these pupils have been affected by past staffing issues, and these issues have only been resolved during this year. Despite this good achievement, standards are still below average in reading, writing and mathematics at the end of Year 2. Evidence from the pupils' work confirms the results of the school's very thorough tracking statistics that management has put into place during the last year. These show that almost all the pupils in Years 1 and 2 have made good to very good progress during the year. Standards are average in ICT and religious education at the end of Year 2.
- Good achievement continues through Years 3 to 6. In contrast to a picture of some underachievement in recent years, standards are now rising well, although they are still below average in English and mathematics. For these pupils, the recent improvements have come too late to make a substantial difference overall. Evidence from the pupils' work and their achievement during lessons confirms the school's tracking statistics. These show that the vast majority of pupils in Years 3 to 6 have made good to very good progress during the last academic year. Standards in science at this age are well above average and pupils are achieving very well in science. This is largely due to the emphasis that has been placed on an investigative approach to work in this subject. At the end of Year 6, standards are average in ICT and religious education. Throughout the school, above average standards of work were seen in art and design. Pupils are working in an unusually wide range of media and are producing very effective and mature results.
- Pupils with special educational needs achieve well. Gains in their learning build up through their time at the school. The school's focus on literacy and numeracy meets many of the learning needs of the pupils, but their entitlement to a broad and rich curriculum is met through careful planning and sensitive support, both in small groups and in class. The small number of pupils for whom English is not their home language are very well supported and achieve well. A specialist teacher from the local education authority visits regularly and, as well as giving these pupils focused teaching, provides teachers and teaching assistants with clear guidance on how best to help these pupils. This is enabling their good achievement. Pupils with special gifts and talents are provided with suitably challenging work and these pupils are also achieving well. This is indicative of the

inclusive nature of the school, which ensures that staff are very keen to enable all to achieve equally well. Parents are very pleased about the progress that their children are making, whatever their abilities.

Pupils’ attitudes, values and other personal qualities

The pupils’ attitudes to learning are very good and their behaviour is good overall. This is the result of the very good provision for the spiritual, moral, social and cultural development of the pupils. The attendance rates for the school and punctuality of a significant minority of pupils are unsatisfactory.

Main strengths and weaknesses

- Rates of attendance are below the national average and a significant minority of pupils does not arrive at school on time.
- Pupils are very keen to learn and enjoy their lessons.
- There are very good relationships throughout the school
- Spiritual, moral, social and cultural provision is very good.

Commentary

7. The school’s attendance figures are below the national average and have deteriorated since the previous inspection. Many parents take advantage of reduced holiday costs during term time and this is impacting on pupils’ achievement overall. The school is aware that the number of family holidays has increased considerably and pupils say there will be many more before the school breaks up for the summer holidays. The school has not developed a range of strategies to monitor attendance more closely alongside those currently in place with the local educational welfare service. Many pupils consistently arrive at school after the start of the school day. This varies from five minutes to an hour or more and interrupts the start of lessons, as teaching begins very promptly. Some parents do not encourage their children to hurry to the classroom after the bell has sounded. This results in disruption to the calm and purposeful start to the school day.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.1	School data	0.0
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

8. Most pupils love coming to school and they thoroughly enjoy their lessons. Their attitudes have improved since the previous inspection. They are interested, expect to work hard and they enjoy discovering new and interesting information. Pupils listen closely to adults and their peers and are eager to answer questions or offer ideas. When working as individuals, in pairs or groups they concentrate hard and organise themselves well. Adults in the school act as good rôle models, which results in the very good relationships that are seen throughout the school. Pupils show respect for the values and feelings of others and their work and are able to offer constructive comments on how work can be improved, when asked by their teacher. They are very polite to visitors and are happy to show their work and talk about their experiences in school. They behave well in classrooms and often very well, when the teaching is very good or better and the pupils are fully engrossed in their learning. Standards of behaviour have been maintained since the last inspection. Movement around the school building is generally organised and calm when supervised. Some parents are concerned that the behaviour policy is not consistently applied and the inspection team agrees that there is a slight inconsistency through the school day. Overall, however, parents are very happy with behaviour, recognising

that it is only a few pupils who misbehave. They are also very happy with the low incidence of bullying or harassment and the very sensitive and efficient way in which any occurrences are dealt with. There has been a small number of fully justified exclusions in the recent past.

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	193	3	0
White – any other White background	4	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	3	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Bangladeshi	7	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – African	2	0	0
Chinese	3	0	0
No ethnic group recorded	4	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

9. The personal development of pupils is a strong focus of the school. Opportunities are provided for pupils to share and reflect on their work and feelings. Assemblies are a calm and very well-structured time to share and think of others. During the inspection the theme was 'The Bread of Life' and there was also a lovely dance routine by the reception children on the life cycle of a butterfly. Pupils were totally engrossed in all the assemblies seen. Pupils are given responsibilities and are keen to show initiative, which includes the school's charity club. Money is regularly raised for charities such as Barnardo's, Yorkshire Cancer Research and for leukaemia, which helps to raise pupils' awareness of those less fortunate than themselves. The personal, social and health education taught in the school alongside circle times ensures sensitive issues are raised and considered with the pupils. Pupils clearly know what is right and wrong, the school rules and that bullying or other inappropriate harassment will not be tolerated by the school. A wide range of opportunities is given to pupils, which enable them to appreciate their own culture and also that of others. Pupils' work on a wide range of artists from around the world is displayed to good effect and pupils are proud to discuss this work.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. The overall quality of teaching is good and the pupils are consequently learning well. Assessment is very good and is used very well to monitor the progress of individual pupils. The curriculum is broad and balanced and teachers ensure its relevance by making excellent links between subjects. The curriculum is enhanced well by a good range of visits and visitors and extra-curricular activities. Accommodation and resources are good overall, with resourcing for a number of subjects being a strength. There are very good arrangements for the care and welfare of the pupils.

Teaching and learning

The quality of teaching and learning is good overall and has improved since the previous inspection. The quality is very good in Years 5 and 6. Assessment is very good and is used very well to plan for the next stage in each pupil's learning.

Main strengths and weaknesses

- Teachers put considerable care and detail into their planning, which ensures that lessons are interesting.
- Teachers make very good use of resources, particularly ICT and the stimulating school environment.
- Teachers have very good questioning skills and make very good use of paired discussions to engage pupils.
- Time is used very well in lessons, where the pace of learning is maintained very well.
- Assessment is very thorough and is used very well.
- The school philosophy of inclusion for all is carried out very well in lessons.
- Marking is inconsistent.
- Very good use is made of homework to reinforce the pupils' learning

Commentary

10. A high proportion of the very good lessons seen and all the excellent lessons were in the mixed-age Years 5 and 6 classes, where two appointments made by the new headteacher have strengthened the team very well. This has already had an impact in improving learning and achievement. Pupils were enthusiastic about the improvements in teaching during this last year and were very perceptive in their analysis of these improvements. The excellent lessons were exemplified by very careful planning, which was found throughout the school and where the needs of each individual were addressed most effectively. This inclusive practice was seen in almost all lessons. It was particularly noteworthy in classes in which there were pupils for whom English is not their home language. Teachers go to considerable lengths to ensure that these pupils can take a full part in all lessons, ably supported by teaching assistants. Parents are delighted with the quality of teaching, and particularly that their children are expected to work hard.

Summary of teaching observed during the inspection in 43 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (7.0%)	11 (25.6%)	22 (51.2%)	7 (16.3%)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

11. One of the most effective features of lessons is the way that teachers make them interesting and relevant for their pupils. They make excellent links between subjects, another aspect of the very good planning. This ensures that pupils see the relevance of what it is that they are to learn and are therefore interested and engaged. For example, in a literacy lesson for younger pupils, the teacher used features of their geography work on the seaside as a stimulus for their literacy lesson. Pupils' interest and engagement is also maintained by the very good use of resources, particularly ICT, which is often used to reinforce learning. For example, in a Year 2 mathematics lesson, the teaching assistant used a relevant computer program very well to aid learning on money for her target group of pupils. The very good range of resources, including the very stimulating classroom displays are also used well to support learning. Teachers' very good questioning skills add significantly to the interest and involvement of pupils. Particularly good use is made in many lessons of brief periods of paired discussion, which stimulate thinking and involvement. These brief times are indicative of the pace of lessons, which is generally very good. Teachers usually ensure that activities are timed and thereby inject a sense of urgency into learning.

12. Assessment is particularly thorough, with very careful records being kept of pupils' progress. These are not the result of excessive testing, but a careful analysis of the effectiveness of learning of individual topics. These assessments are used very well, not just to check on pupils' ongoing progress, but to evaluate the success of lessons and adapt planning. This assessment is based very firmly on observations, enabling teachers to adapt 'on the hoof'. This was observed during a Years 3 and 4 mathematics lesson, where the teacher realised that learning was going really well during her whole-class introduction and therefore abandoned the planned tasks to build very well on this learning. Pupils are set targets related to teachers' assessments of their attainment and this involves them in the analysis of their own progress. Assessment is not consistently carried through to marking, which is sometimes sketchy and not always related to the targets that have been set. Homework is used particularly well to support learning. It is planned well and parents have a clear picture of what their children are expected to do and how they may best support them.
13. The teaching of pupils with special educational needs is good. Lessons are very well planned with an appropriate level of challenge. Pupils' individual learning needs are met through careful planning and regular assessment of progress. The partnership between teachers and teaching assistants is good, resulting in support that boosts pupils' confidence and helps them enjoy learning. All staff encourage pupils to try hard and they respond well to this. Staff manage challenging behaviour effectively, helping pupils develop self-discipline. Particularly effective is the planning when small groups are withdrawn from class for special help from the special needs co-ordinator. These groups work at exactly the same learning objectives as their classmates and this is another example of the very inclusive nature of the school.

The curriculum

The curriculum is very good and has improved significantly since the previous inspection. It fully meets statutory requirements and provides a rich and coherent range of opportunities for learning. The curriculum is enhanced well by a good range of other opportunities. Accommodation and resources are good overall.

Main strengths and weaknesses

- The curriculum is very well planned with excellent links between subjects.
- The range of extra-curricular activities is good.
- The provision made for pupils with special educational needs, and for those for whom English is not their home language, is very good.
- The accommodation and resources are good, with the exception of the outdoor area for the youngest children, which does not provide all the learning opportunities necessary.
- The use of ICT, literacy and numeracy in other areas of the curriculum is well developed.

Commentary

14. The curriculum is very well planned to provide a range of very good opportunities for learning. The school has developed an exciting and comprehensive curriculum for pupils of all abilities and ages. The links between subjects are excellently planned, providing a thoroughly enjoyable and integrated curriculum for the pupils. For example, in an ICT lesson where younger pupils were using the Internet to seek information, the learning objectives included work in history, geography and literacy. This gave the pupils a realistic context in which to practise their ICT skills, whilst finding information for other areas of the curriculum.

15. The provision for pupils with special educational needs is very good. They are supported by a range of well-designed learning plans, which are monitored by the very effective special educational needs co-ordinator in conjunction with teaching and support staff. The pupils who receive special help with literacy and numeracy have the same learning objectives as other pupils, ensuring consistency and equality of opportunity. Pupils with special educational needs achieve well, as a result of consistently good teaching and an appropriately challenging curriculum. Pupils for whom English is not their home language also benefit from good support from a visiting teacher, as well as from the school staff and pupils, who help them settle into the school quickly by modelling good English.
16. The level of staffing is good. Teachers and teaching assistants are a well-qualified and dedicated team, who work very well together. The accommodation is good overall, but the outside area for the youngest children does not provide all the learning opportunities necessary. Pupils with physical disabilities would not be able to access the first and second storeys of the building. The classrooms are enhanced by very good quality displays and provide a stimulating learning environment. The school has worked hard to build up the level of resources, which are now very good and have improved considerably since the last inspection. The library holds a stock of fiction and non-fiction books that are used well by the pupils. Provision for reading in classrooms and at home is enhanced by a very good supply of high quality books, appropriate for the ages and abilities of all pupils. The ICT suite is a good asset. Full class groups are able to work together and benefit from the teaching of ICT skills in the suite, which they put into practice in classrooms when doing other subjects: literacy, numeracy and religious education, for example. There are also very good resources for mathematics, religious education, physical education and art and design.
17. The school creates many good opportunities for pupils to experience a wide variety of sporting and other experiences, in addition to the formal curriculum. There are many visits that enrich the curriculum, such as those made to local shops and art gallery, the theatre and a residential visit by the older pupils. Visitors to the school, such as musicians, the neighbouring high school orchestra, a teacher of Spanish, road safety staff and volunteers to help pupils with reading all contribute to the richness of the curriculum. There is a good range of extra-curricular activities that are well attended by pupils. Most of these, such as football, netball, dance and chess are for older pupils, but there is also a gardening club for Years 3 and 4 and a music club for younger pupils.

Care, guidance and support

The school provides a very caring learning environment for the pupils, where they feel happy and safe. Pupils are given good support, advice and guidance as a result of careful monitoring of their achievements. Satisfactory systems are in place to gather the views and ideas of the pupils. All these have improved since the previous inspection.

Main strengths and weaknesses

- The school is very caring and supportive of pupils' individual needs, which is a result of the trusting relationships built up.
- Induction to the nursery is very good.

Commentary

18. The clear procedures that are in place for health, safety and child protection ensure that the school provides a very caring and supportive environment, in which pupils can learn and develop into mature people. The adults in school are sensitive to the individual needs of all its pupils and work hard to ensure that they are fully met. This is a result of the very good relationships that have been developed throughout the school. Pupils feel confident that adults will listen to their worries and concerns and that action will be taken to help them. Pupils also state that both sides of a disagreement are listened to and then dealt with firmly but fairly and that any bullying or harassment rarely reoccurs. The introduction of circle time and the nurture group helps the pupils gain confidence and to consider why their actions may be considered inappropriate or hurtful to others. Pupils understand why they may not achieve the invitation to the nurture group and are clearly delighted when they have met their weekly targets to enable them to attend.
19. Parents are encouraged to visit the nursery with their children prior to admission. The nursery booklet is comprehensive but friendly and useful information in the form of well-written newsletters keeps parents up to date with the nursery curriculum. The induction procedures are very good; both parents and children are familiar with the environment. The interflow between the nursery and main building for physical education and other occasions familiarises the children with the reception class, so that transition is good and helps all children to make a smooth transition from home to school.

Partnership with parents, other schools and the community

The vast majority of parents have very positive views about the work of the school. There are very good links with parents, which have improved since the previous inspection, as have the links with the local community. The school has developed good links with the community and satisfactory links with other schools and colleges.

Main strengths and weaknesses

- The quality of information to parents is very good.
- There are good links with the community, which enhance pupils' learning experiences.

Commentary

20. The school should be proud of the excellent quality of the regular newsletters. The information is very well presented and keeps parents fully informed of issues, events and the routines of the school, alongside very informative reports on what children have learned. This includes colour photographs of children's work and of activities they are doing. Parents feel that "communication is brilliant" and the inspection team agrees. This information results in parents being able to support fully their children's learning through first-hand experience and artefacts. The newsletters are sponsored by a local computer accessory company, illustrating the good links that exist with the local community. The prospectus is of equally good quality and celebrates the life and the work of the school, whilst giving a very clear picture to new parents of the school's expectations. The Friends of Grove Road School work hard to raise funds through a variety of social events. Recently, they have provided money to enable the school to buy playtime equipment, dictionaries and equipment for the teaching of pupils with special needs. The Friends is a valued resource to the school and their hard work is very much appreciated.
21. The school has developed good links with the community, which include visitors from various churches, the community police and local dental care. Work has been done with a local historian on the Fire of London and trips include visits to the local florist, the Harrogate Hydro and the grounds of the Royal Antediluvian Order of Buffaloes, to play

games on their field and enjoy their gardens. The pupils sing at two local homes for the elderly and recently a pupil won a competition for 'Harrogate Britain in Bloom'. Her design has been made into a floral display, which can be seen outside Betty's Restaurant in the centre of Harrogate. The school welcomes community groups such as keep fit, dancing and martial arts groups to use their facilities.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good overall and have improved since the previous inspection. The headteacher provides excellent leadership for the school and is extremely ably supported by his deputy, who has been in post for less than a year. Management is very good and other key staff fulfil their rôles very well. Governance is good and all statutory requirements are met.

Main strengths and weaknesses

- The headteacher leads the school excellently, extremely ably supported by his deputy.
- There is a very clear teamwork ethic in the school.
- Leadership of key co-ordinators is very good.
- The school is very well managed.
- Governors' understanding of the strengths and weaknesses of the school is very good.

Commentary

22. The headteacher, who has been in post for just over a year, has a very clear vision for the future development of the school. Almost his first task, once in post, was to appoint a deputy. He has made a most successful appointment and the headteacher and deputy together are driving the school forward. Their very clear vision has been very well communicated to, and is shared by, the whole staff team. The teamwork ethic is very clear within the school, there being a corporate approach to all aspects of school life and development. This includes the teaching assistants, who are very much part of the planning team. Overall, other key members of staff lead their areas of responsibility very well, sharing in the commitment to hard work and the determination to provide the best for their pupils set by the headteacher and deputy. Leadership and management of provision for pupils with special educational needs are very good. The special needs co-ordinator is a very effective teacher, who provides knowledgeable and effective support to pupils, parents, teachers and teaching assistants.
23. Management has put in place very good procedures for the very good practice seen in many classes to be shared amongst other staff. This, along with very good systems for performance management and very well planned schemes of professional development, has been instrumental in raising the quality of teaching and standards of achievement. The school is very good at self-evaluation. There is an air of analytical criticism about all that is done, which ensures that credit is given where it is due and that weaknesses are addressed with determination. All this is done in a very positive climate, which has resulted in complete commitment by the staff as a whole. In keeping with this approach is the very good analysis of performance data. Strengths and weaknesses are quickly recognised and strategies are put in place to raise achievement in selected areas. A strength is that priorities are chosen carefully, rather than attempting to do everything at once and so spread the workload too thinly. Finances are very carefully managed. An indication of this is the substantial amount saved over budget for the last financial year, allowing a higher than expected sum to be carried forward to be used in the current year. The principles of best value are applied very well and, taking all relevant factors into account, the school gives good value for money.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	847,267	Balance from previous year	38,997
Total expenditure	839,106	Balance carried forward to the next	47,158
Expenditure per pupil	3,178		

24. Governance is good overall. The governors are very involved and are very well aware of the strengths and weaknesses of the school. They are very supportive in the school's strategic planning and keep a close check on items in the very clear school improvement plan. Their rôle in challenging senior management is not so well developed. However,

their inclusion in all aspects of management is indicative of the high priority the school places on inclusion, where all pupils, parents, staff and governors are valued equally.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

25. Provision for children in the Foundation Stage is one of the school's strengths. Attainment on entry to the nursery is well below average. Learning is a slow process for many of these young children, but they make good progress in all areas of learning, both in the nursery and in the reception class, because teaching is good. The leadership and management of the Foundation Stage are good. Assessment is thorough and used very well to plan the next stages of learning. The recently appointed co-ordinator has succeeded in establishing a unified team approach, where everyone plans together and the progress of all children is carefully monitored. As a result, the children gain confidence in their speaking and listening skills and develop their social skills well. Children who have recently joined the nursery and reception classes with English as an additional language make very good progress and are working well towards developing firm foundations for later learning. The curriculum has developed well since the previous inspection and provides children in both years with an interesting range of exciting and purposeful activities. There is a good range of resources and the indoor environment is very stimulating. However, the outdoor learning area adjacent to the nursery is unsatisfactory, as it does not enable all aspects of children's physical skills to be developed. All support staff make a valuable contribution to the children's learning. The children are very happy to come to school. Improvement since the previous inspection has been good.

PERSONAL SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weakness

- Teaching is good and the children achieve well.
- Staff provide very good rôle models for behaviour, which the children copy.
- The children are being given a strong social and moral code; they are valued and know they are part of a caring community.
- Personal, social and emotional development is integral to all class activities.

Commentary

26. Children enter the nursery with well below average skills in personal, social and emotional development. These skills develop well and children make good progress as a result of the good teaching, relationships and very high expectations of behaviour. Children quickly learn classroom routines such as self-registering and helping to plan their day. Children in the reception class are well on the way to developing independence. They recognise, at the beginning of the day, which activity is planned for them and initiate their own learning. The teacher gives all children very good opportunities to exercise independence. The secure routines now in place assist the children in their response to the good teaching which is provided.
27. Most children listen carefully to instructions and all participate enthusiastically in class activities. The children are being taught to show respect and consideration for others. Adults provide very good rôle models for co-operation, care and a calm but rigorous approach to work. Children are enthusiastic and respond well to the interesting activities

which are varied daily. They develop increasing confidence and independence. In both classes, they have many opportunities to work in groups, take turns, to share, make their own decisions and collaborate with each other. Teachers use good strategies to develop children's understanding of right and wrong and the consequences of their actions. They are expected to take responsibility for clearing their workspace at the end of the activities, which they do sensibly. Most children are achieving well and are on track to achieve the early learning goals in this area of learning by the time they start in Year 1.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children make good progress, although most are unlikely to achieve the early learning goals.
- Teaching and learning are good.
- Well-planned activities support learning positively and ensure that children achieve well.
- Very good use of rôle-play promotes speaking and early writing skills well.

Commentary

28. Language skills are very weak when children enter school. Despite much focused input, attainment remains below average by the time children move into Year 1. Children achieve well, including those with special educational needs. Teaching is good in both classes and good support is given. Well-planned activities are matched to children's needs and interest them well. In the nursery, adults question and support children to extend their speaking skills. Children are eager and want to contribute to the discussions. They are well supported through gentle encouragement to develop correct speech patterns and to listen carefully for the sounds of words and letters. Considerable attention is given to the sharing of rhymes and phonic sounds. Children listen attentively and respond with enjoyment to stories, songs and rhymes. After listening to a story about the 'Three Wolves and the Big Bad Pig' the children in the nursery class were perceptive in their comments about the similarities and differences to the traditional tale they had heard earlier about 'three little pigs'. They showed good recall of the storyline and plot. Good use of resources, such as story sacks and puppets that children have made enlivened the story well, helping to bring the stories alive and children were keen to contribute to the telling of the story. Children are developing pre-reading skills in both classes, but these are limited. Many know by the end of reception class that print conveys meaning and most can indicate where to start on the page.
29. Children are given good opportunities to develop an appreciation of books, which they take home regularly, although not all children receive support at home to share books. More able children in the reception class are beginning to recognise initial sounds and a few are enjoying the early readers in the reading scheme. Reception children are encouraged to write their names at every opportunity through the day. Many manage to do so but few are able to write other words or captions. Their letter formation is not yet of the standard expected for their age. Adults intervene very appropriately, using every opportunity to promote discussion in rôle-play and use good questioning strategies, so children use language confidently and extend their skills in literacy in a variety of

classroom situations. Although the children achieve well, most are unlikely to reach the expected level by the time they start in Year 1.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Most children are unlikely to reach the early learning goals, although they are achieving well.
- Teaching and learning are good.
- A good range of well-planned activities supports learning well.
- Good use of rôle-play enhances children's learning well.

Commentary

30. Oral work and a range of activities are planned imaginatively, so children are involved and enjoy playing games with numbers when learning to recognise and order numbers to 20. They enjoy counting forwards and backwards, using rhymes and songs to assist their learning. Children are confident in recognising two-dimensional shapes and using the shapes to demonstrate a scene from the 'three little pigs' house'. Children enjoy cutting and naming the shapes and sticking shapes to make the house and trees in their pictures. They are very precise in checking that the finished picture is accurate and enjoy saying the names of the shapes in a sequence. They recognise the properties of the shapes and know the differences between squares and rectangles clearly. Children also use the computer to create patterns using shapes and fit them together. Teaching is planned well to cover all aspects of number, pattern, size, shape and comparison. Support is used very well, so that children who have special educational needs play a full part in the activities and make good progress. The children achieve well in all aspects of mathematics; however, the majority will not achieve the early learning goals in this area, as their starting point was so low.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children are achieving well.
- Teaching and learning are good.
- A very wide range of opportunities is provided to support learning.

Commentary

31. Teachers' planning and photographic records in both nursery and reception class show that children are introduced to a very wide range of topics. Children come to school with a limited range of experience. When children enter the nursery they experience a vibrant and interesting environment, which seeks to extend their experience. The children respond well to the full range of interesting activities within the nursery and reception class. The school builds effectively on these experiences by taking children out into the

local area. They visited the local fire station and used the walk to recognise patterns and shapes, so children immediately became aware of the richness of the local area. Numerous visitors into school provide a good resource for children to explore the world through first-hand experiences. Children observe and record growing plants from seed, they understand the passing of time through their own development from babyhood and how other changes have taken place during their parents' and grandparents' lifetimes. The children are given a very wide range of good resources and an interesting, spacious environment which is continually changing in order to arouse their curiosity. In this way they can observe and explore, for example, by using magnifiers to examine natural objects in detail. They learn to manipulate computer programs independently and explore the range of maps, globes and interesting objects around the classroom. The activities are very well managed and the range of games, puzzles and tasks support this area of learning very well. The children are developing a healthy curiosity in the world around them. They are achieving very well and the majority are likely to achieve the early learning goals in this area.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children are achieving well.
- Teaching and learning are good.
- The outdoor area does not enable all the aspects of physical activity to be carried out.

Commentary

32. Children enjoy creating and using their imagination. They use the limited range of facilities to explore and use the good range of wheeled toys in a restricted outdoor area around the nursery. Adults facilitate and use the area well, but learning is constrained and children are unable to develop their climbing, balancing and jumping skills within the outdoor area.
33. Teachers plan well to use the hall for drama, dance and rôle-play. Opportunities are good in this area and children respond well. The dance that reception children evolved from the life cycle of the butterfly was very good and exemplified the good teaching and the links made between different areas of learning. Equally, nursery children used the space and their responses were very good when they dramatised the 'Three Little Pigs'. Their actions were very realistic in terms of using movement and space and they made good progress.
34. Children have good opportunities to develop control through using scissors, glue and malleable materials. They are encouraged to hold pencils and other markers correctly. There is a good supply of jigsaws and construction materials to encourage good manipulative control. The children are unlikely to achieve the early learning goals in this area, because of two main factors. They enter school with very poor skills of manipulating small implements and the outdoor area does not allow all aspects of their physical skills to be developed.

CREATIVE DEVELOPMENT

35. No teaching was seen during the inspection, so no judgement could be made on provision, achievement or standards. Work displayed in the classroom and the hall showed that children have good opportunities to explore different media, to produce a wide range of artwork and sculptures depicting the traditional tales they have heard. They mix and use colours to create patterns in symmetry. Children have regular opportunities for developing their imagination through rôle-play in different settings, such as the 'fish and chip shop' and within the home corner.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards are below average, but pupils achieve well and make good progress.
- Teaching and learning are consistently good, with some lessons of very high quality.
- An emphasis on speaking and listening has had a beneficial effect on standards of reading and writing.

- Literacy is used well in other subjects.
- Leadership of the subject is effective and good quality resources are plentiful.
- Marking is not consistent.

Commentary

36. Standards of English have been improving in the recent past, although they are still below average. This improvement is due to initiatives that have been put in place in the last year or so, since the new headteacher took up his post. These initiatives have been instrumental in raising pupils' achievement and standards are beginning to rise. Writing skills develop slowly at first and, throughout Years 1 and 2, are constantly reinforced. Teachers provide a good range of opportunities for pupils to extend their skills, writing for different purposes and audiences and re-telling stories from history. There is a strong emphasis on preparation for writing and often very good speaking and listening activities precede writing tasks. The pupils are usually paired with a friend to discuss their writing task and this use of 'talking partners' raises the quality of learning substantially. Such effective preparation for writing ensures that pupils' learning is good and enables them to achieve well. Although pupils continue to make progress and achieve well, standards in writing are still below average by the end of Year 6. Pupils study different kinds of writing, such as story, poetry, diary and play script. They have many opportunities to develop their own skills in extended pieces of writing. Some activities involve the use of homework to plan aspects of writing, which many pupils enjoy. For example, one parent sent a note to school to let the teacher know that her son had been late to bed the previous day, because he wanted to finish his writing plan for the next lesson! The use of ICT for planning and drafting enhances learning. In one excellent lesson, some older pupils drafted formal letters using the computer and the teacher used these as examples for other pupils to assess. The outcomes were of a very high standard. The development of handwriting is generally satisfactory, but the use of pens is not consistent.
37. Pupils start the school with poorly developed speaking and listening skills and they remain below average by the end of Year 2 and Year 6. There is a clear emphasis on developing these skills throughout the school and this contributes to pupils' learning in all subjects, because teachers plan a wide range of opportunities in most lessons to support the development of speaking and listening skills. These include rôle-play, talking in pairs and small groups and question and answer sessions. This ensures the pupils make good progress and achieve well by the end of Year 6. Teachers are skilled in posing questions that make pupils think and which demand a full response. Questions are used effectively in discussions and most pupils are keen to respond and offer their point of view.
38. Good teaching of reading is enabling pupils to make good progress in developing their skills. Standards of reading are below average by the end of Year 2 and Year 6, but achievement is good throughout the school. With younger pupils, teachers ensure there is work on phonics to help them develop early reading skills. Good use is made of teaching assistants to support pupils' reading by playing games and offering encouragement. By Year 2, pupils are developing appropriate skills and some higher attaining pupils begin to read with more confidence and expression. By Year 6, many pupils read with appropriate levels of fluency, some using expression effectively to communicate meaning. Some higher attaining pupils talk confidently about their reading, discussing favourite authors and stories. Some pupils with special educational needs use ICT very well to support their reading, using electronic pages from a computer to build up their own reading books. This helps them retain motivation and interest. Library skills are taught effectively and pupils can retrieve non-fiction books for independent research.
39. Teaching and learning are consistently good; some lessons are of a particularly high quality. In all lessons, teachers ensure that pupils are clear about what it is they are going

to learn. They have high expectations and manage pupils' learning effectively, at a good pace. This is an improvement since the last inspection. The frequently good discussion of the specific learning objectives is very effective in enabling pupils to understand their own learning and this is reinforced with the use of targets written in their books. Pupils with special educational needs and those with English as an additional language achieve well, due to the quality of teaching and support they get from staff in class or in withdrawal groups, when activities are well matched to their individual learning plans. Assessment is effective. Each pupil's writing is formally assessed each term, resulting in the setting of new targets for improvement. The use of pupil performance data is very good. Teachers can identify those pupils who need specific help and provide for them with appropriate tasks. Teachers mark pupils' work regularly, identifying areas for improvement, as well as what they do well. However, there are some inconsistencies in the application of the marking policy. Teachers clearly interest and motivate pupils in lessons. They engage them very well and this helps ensure that learning is good or very good.

Example of outstanding practice

An English lesson in a year 6 class, writing a formal letter of complaint.

The pupils used prior learning about simple and complex clauses very well and were thoroughly engrossed in their tasks. The class discussions were expertly led by the teacher, who allowed the pupils to explore the problems of poor service in a restaurant, many of which were obviously based on their own experiences. The teacher used humour very well to emphasise the main learning points. When the work was completed, the teacher used the letters of two pupils who had used word processors. The use of a laptop computer and data projector to share this work proved to be an inspiration to the pupils as they assessed the letters for effectiveness. The pupils used the school's marking scheme to offer comments on the quality of the writing and suggest some ideas for improvement. They referred to the learning objectives and compared the letters for effectiveness. Comments showed a very high level of understanding and maturity. This shared evaluation raised the quality of learning dramatically. The outcomes proved that inspiring tasks can drive learning forward and can be very enjoyable. The quality of teaching and learning were excellent, resulting in very high achievement.

40. Leadership of the subject is good and good progress has been made since the last inspection. The co-ordinator has a clear grasp of standards, strengths and areas for development. She leads by example. Her observations of teaching and learning and ideas for further development have enabled her to support the improvement in provision that is so successfully raising standards. For example, the current priority on improving the standard of pupils' writing is proving very successful, as reflected in pupils' work in lessons and in their assessments. There is a very good range of quality resources, for example, a wide range of reading books for all abilities and interests and some very good computer programs that are used very well to reinforce pupils' learning.

Language and literacy across the curriculum

41. Language and literacy are used well to support learning in other subjects. Teachers use a good range of planned opportunities to enable pupils to practise and develop their language and literacy skills. Pupils have good listening skills in lessons and assemblies and there are many opportunities to speak in other subjects, for example in mathematics, where they describe their strategies for computation. There are many examples of the good use of writing in other subjects, such as in history, where pupils write reports of famous events such as the Fire of London. As pupils progress through the school their language and literacy skills develop well.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well, even though standards are below average at the end of Year 2 and Year 6.
- Teaching and learning are good.
- Leadership of the subject is very good.
- Resources for teaching the subject and for pupils' use are excellent.
- Assessment is particularly thorough, although marking is not consistently related to targets set.

Commentary

42. Children enter the school with well below average skills and achieve well through the school. Standards are improving, although they are still below average at the end of Year 6. The school has recently appointed to the staff a leading teacher of mathematics in the local education authority and he has provided very good support for the co-ordinator, so that leadership and management of the subject are now very good. A good range of procedures has been put in place to raise standards in the subject during the last year. For example, all teachers have been observed by the co-ordinator and an analysis of pupils' work has been undertaken. As a result, teachers have been encouraged to focus on computation and particularly the range of methods of performing calculations. Pupils' skills in basic computation are therefore improving well and are now just about average through the school. Although standards in other areas of mathematics are below average, they too are improving. A first rate booklet has been produced by the co-ordinator to inform parents of the methods being used, so that they can support their children's learning at home. All this has resulted in greater confidence and improved achievement for pupils, so there has been very good progress since the previous inspection, though much of this has been during the last year.
43. The quality of teaching and learning is now good overall and often very good for the oldest pupils. Older pupils benefit from being set in ability groups so that teachers can focus more closely on their specific needs. This is allowing pupils with special educational needs to move at a pace more appropriate to their needs, as well as allowing more able pupils to be offered real challenge in their work. Pupils are given considerable independence in their learning. For example, each pupil in Years 3 to 6 is provided with a 'maths pack' which contains a wide range of resources that they might need. The use of these resources is left to the pupils and this independence raises both interest and enthusiasm. Years 1 and 2 have not been left out, as each table has a box of very good resources for their use. Allied to these pupils' resources is a wide range of teaching resources, including a very good range of computer software to support learning. These excellent resources are used very well to aid learning.
44. Assessment in the subject is particularly thorough. Pupils' levels of attainment are checked regularly so that individuals cannot slip through the net. This thorough assessment also enables teachers to gauge the success of their teaching and management, to measure the effectiveness of strategies put in place. Over the last year, these assessments confirm the judgement of the inspection that almost all pupils are making good to very good progress. Pupils are given very precise short-term targets for their progress and are involved in the process with their own target books. However, marking is inconsistent and is not always related to these targets.

Mathematics across the curriculum

45. Mathematics is used well in other subjects of the curriculum. Teachers make every effort to make clear links between learning in different subjects. For example, they ensure that work in mathematics is closely related to topics in science, so that work in each subject is not done in isolation and is therefore more relevant. ICT is used well to support work in mathematics, both by using specific programs to support particular topics and by using spreadsheet programs, for example, to re-enforce work on formulae in mathematics.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils' investigative skills are developed well.
- Pupils are keen and interested in developing their scientific skills and their achievement is good.
- Standards are improving and by the end of Year 6 are now well above average.
- ICT is used well to support pupils' learning in science.

Commentary

46. Standards have fluctuated since the previous inspection and in recent years have been well below average when compared to those of similar schools. What has improved recently is the impact of a refocused curriculum and concise but well managed planning. The very good teaching and learning have also contributed well to these improvements. Standards reached at the end of Year 6 are well above average and pupils are achieving very well. Much of the reason for this improvement is that the school has, as a priority, focused on improving the quality of science investigations. This has improved pupils' knowledge and understanding in all aspects of their work in science. Well over half of the pupils in the current Year 6 are now working at above expected levels and there are none who have lower levels of knowledge and understanding than one would expect of pupils of this age. Standards at the end of Year 2 are average and these pupils are also achieving very well, bearing in mind their low levels of understanding when they enter school.
47. The quality of teachers' planning and assessment of pupils' work is now very good and has improved very significantly since the time of the last inspection. There is clear direction and a well-planned scheme based on national guidelines, which is supporting teaching throughout the school. Teachers now develop pupils' investigative skills very well, so pupils are very confident from an early age about how to conduct an investigation. The greater use of ICT to support learning across the board enhances the interpretation of the data pupils collect. For example, in relation to a healthy eating project, pupils confidently produced a spreadsheet and used the results to support their predictions and added this work to their project on healthy living.
48. Lessons are stimulating and challenging, and pupils are encouraged to plan and organise aspects of their work. In a well-taught lesson, Years 5 and 6 pupils responded very well to the challenge the teacher posed on the need for exercise. They used their knowledge well to demonstrate the effect exercise has upon the body. They used scientific vocabulary well and determined the pace of the lesson with their quick and accurate answers to the teachers' direct questions. The good use of pupils' discussions to inform their shared ideas about the hypothesis led to a purposeful investigation on pulse rates and the effect of exercise on the heart. Pupils make good use of their literacy and numeracy skills to record their work and use charts and graphs well to interpret their results.
49. Teachers have very good systems for assessing how well pupils are doing and this helps them to pitch work at the right levels. Pupils' work is well organised and presented. They take pride in producing high quality work with well-drawn and accurately labelled diagrams, and they are adept at recording their findings. Work is marked very well, with clear guidance about what has to be done to improve. Pupils use marking effectively and respond positively to the guidance they have been given, so that achievement towards their target is noted and they recognise the progress they are making. Pupils with special

educational needs are well supported by well directed and knowledgeable teaching assistants and these pupils make good progress.

50. The recently appointed co-ordinator has a very secure grasp of the subject, which she leads and manages very effectively. She provides very good support for teachers and teaching assistants. Standards, achievement, teaching and learning are all monitored well through a variety of strategies. Support for non-specialists is good and is one of the main reasons why the recent achievements and progress in science are so good. Progress since the previous inspection has been good overall.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- Standards have improved and are now similar to those expected nationally. The pupils' confidence and positive attitudes help them to achieve well.
- Leadership of ICT is good and the quality and range of equipment is now much better than when the school was last inspected.
- Teaching and learning have improved, because teachers plan interesting and exciting lessons that improve pupils' skills.
- The use of ICT to promote learning across the curriculum is good.
- The school has made very good progress since the last inspection.

Commentary

51. Standards are in line with those expected by the end of Year 2 and Year 6. Pupils, including those with special educational needs and those with English as an additional language, are achieving well, because teachers have a secure knowledge and understanding of the subject and are confident when using resources. Teaching assistants work well with teachers to provide support where it is needed most. In one very good lesson, Year 1 pupils used the Internet to find information about geography and history topics. These pupils had a growing confidence in their abilities, exemplified by one pupil whose computer crashed whilst he was using it. He demonstrated his ability by logging on to the school network to open his work file. He then accessed the BBC website to find out about Barnaby Bear's travels. In one Years 5 and 6 lesson pupils made good progress with their multimedia presentations as a result of very good teaching. Some of these presentations exceeded the standards expected, as pupils included photographs and video clips in their work, showing an awareness of audience. They gave full explanations of why they made certain choices and created attractive and imaginative presentations. Pupils' very positive attitudes to ICT help them make good progress.
52. The quality of teaching is good overall and often very good. Teachers take great care when planning lessons to build on previous work, in order to improve and extend pupils' skills and understanding. The teaching of ICT skills is systematic and thorough. Teachers' own skills are good. Assessment focuses on individual achievement and on the acquisition of skills. Since the previous inspection the quality and range of computers have improved markedly. The ICT suite is used to very good effect and pupils make good progress. Teachers successfully integrate ICT into other subjects, to allow pupils to practise their new skills.

53. Leadership and management of ICT are good. The subject leader is enthusiastic and knowledgeable. She has led the development of a very good policy and scheme of work that supports the progressive development of skills and understanding as pupils move through the school. She monitors the planning of lessons but does not yet have the opportunity to observe teaching.
54. At the time of the previous inspection, standards were below average, progress was unsatisfactory, the ICT curriculum had little structure and pupils' skills were not used effectively in other areas. The current position is entirely different. The quality of education provided is good, standards are in line with those expected nationally, the ICT curriculum is well planned and rich in quality, with pupils making good progress. The school has made very good progress since the last inspection and is in a good position to raise standards further.

Information and communication technology across the curriculum

55. ICT is used in many other areas of the curriculum throughout the school. Pupils are gaining much from the greater use of new technologies in other subjects, particularly in English, mathematics and science. There are also some good examples in other subjects such as physical education, where pupils record their performance data. It is also useful in geography, history and religious education, where the Internet is used for research purposes. ICT is used well in all areas of the school to enhance the quality of displays.

HUMANITIES

Religious education was inspected in full and is reported below. It was not possible to observe any lessons in geography or history. From a scrutiny of pupils' work it is evident that pupils reach average standards in both geography and history.

In **geography**, pupils' work provides evidence of the development of geographical skills, such as in Year 2 where they can locate the continents on a world map, or the four home countries on a map of the United Kingdom. In Year 6, this work is extended by the use of grid references to locate exact position on maps. There are also opportunities to compare and contrast differing regions by studying average temperature, rainfall and physical features. Pupils use literacy and numeracy skills well when writing descriptive accounts that contain information presented as graphs and tables.

In **history**, most pupils reach standards expected for their age. In Year 2 they have a secure understanding of life at the time of the Fire of London. They have used ICT well to write an account of the main events and have completed a diary in the style of Samuel Pepys. In Year 6 the pupils have a good understanding of life in Ancient Greece, using the library and Internet for research, showing they can select and link information from a variety of sources. Pupils use their literacy and ICT skills well when writing accounts of life in other times.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- The quality of teaching is good.
- Resources are very good and used very well to develop pupils' thinking.
- ICT is used well to evoke positive pupils' responses.
- Pupils are not sufficiently focused on applying what they learn from religions to their own lives.

Commentary

56. Standards are in line with those expected by the end of Year 2 and Year 6 in the Locally Agreed Syllabus for North Yorkshire. Pupils are achieving well. They have satisfactory knowledge of the three principal religions they have been taught, but their understanding of how they can learn from and integrate with a wider range of beliefs is not as well developed. A visit has taken place to a mosque in Bradford, which has enhanced understanding of Islam. Visits to the local church enable a number of classes to develop their knowledge and understanding of Christianity. These opportunities are used well and

broaden pupils' horizons, so that they are conversant with the principles of the major faiths and are able in Year 5 to make connections and recognise common teachings from them. Teaching is good and, in one lesson observed, was excellent.

Example of outstanding practice

A religious education lesson in a Years 5 and 6 class, looking at expressions of faith through art.

This lesson was pure response! A range of works of art, both traditional and contemporary, was provided as a stimulus to this beautifully planned lesson. Contrasting pictures, such as a traditional Last Supper and Beryl Cook's *Nativity* evoked very mature responses in the pupils. The wide variety of pictures engaged all the pupils and instilled respect and consideration for a range of beliefs – purpose and fulfilment all the way. A most ingenious task, talking about and drawing from a series of contemporary pictures, promoted language superbly. In particular, the drawing of a person who is being victimised, adding detail to *The Mocking of Christ*, was difficult, but difficult not to join in, as the engagement was powerful. Pupils responded very positively as the lesson moved seamlessly into a time of paired discussion, during which there was a buzz of detailed conversation. The teacher's rôle as a highly effective but unobtrusive facilitator was heightened by his very well prepared questions. The final whole-class discussion showed that the pupils had gained enormously in their understanding of Jesus' life and times, not least because the teacher had total respect for every word uttered. It was a privilege to be a part of this lesson.

57. The subject is handled sensitively, with good opportunities throughout the school to promote discussions around the themes from the Locally Agreed Syllabus. The co-ordinator leads the subject well and enables the themes to sit within a number of wider cross-curricular topics. The subject is therefore planned well and taught within a relevant and meaningful series of lessons. Pupils' progress is assessed regularly using national guidelines.
58. The school uses its very good resources well to ensure that pupils have good access to a wide range of experiences. ICT is developing and enhancing this aspect, although the use of ICT is in its early stages. Pupils in Years 5 and 6 looked at collections from the Internet for examples of biblical paintings. Whilst much time was spent in selecting appropriate paintings and scenes of the Last Supper, they were not making appropriate comparisons or using the material to consider and recognise the purpose and reflective opportunities within the lesson. Pupils enjoy their lessons, the good use of drama and rôle-play enabling them to develop their understanding of well known bible stories, for example the story of Noah's Ark and the Christmas story. The amount of recorded work is limited, particularly in Years 3 and 4, but a variety of skills, for example in art and writing, are used to consolidate both knowledge and ideas in a meaningful and relevant way. The co-ordinator monitors teachers' planning carefully, but there has not yet been an opportunity to monitor teaching. However, the co-ordinator regularly reviews the work in pupils' books. She facilitates the very good use of visits and visitors to widen pupils' experiences, so they can recognise the relevance of the information they have learnt in earlier lessons. Progress since the last inspection has been satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

None of these subjects was a focus for inspection and it was only possible to see one lesson in design and technology and one in physical education during the inspection. No judgements have therefore been made on provision.

59. The impact and the high quality of pupils' work in **art and design** around the school immediately suggest that the subject is contributing very well to its social and cultural life.

The quality of display is very good. A group of Years 5 and 6 pupils used clay to make their 'fantastic fish', which were very well displayed in the entrance and were the initial talking point for every visitor to the school. They evaluated their work at every stage and the end results were outstanding in their attention to detail and colour. They used their design and technology skills to make shelves on which to display their fish and compiled an excellent booklet to share with others, describing succinctly and effectively their whole project, making good use of their ICT skills. The work in pupils' portfolios, sketch books and on display suggests that teaching is good and standards are above average by the end of Year 6. The variety and use of different media to improve their skills and techniques is good. The art club is over-subscribed and develops very high quality corporate pieces of work for use by the whole school. Their intricate attention to detail and professional quality in producing large maps of the United Kingdom, Europe and the World was unveiled to gasps of amazement and spontaneous applause from the rest of the school, at an assembly.

60. The schemes for both art and design and **design and technology** are based on national guidance and have been incorporated well into a range of topics embracing most areas of the curriculum. Teaching in the one lesson seen in Year 3 was good. In this lesson, pupils used their scientific knowledge of forces to design and make a fearsome moving monster. Their work covered the full range of design and making skills. Pupils used tools carefully and demonstrated a good knowledge of different joining techniques, in both their monster making and in a huge Gaudi sculpture. The planning for both subjects and the resources are very good. They are used well to stimulate and enthuse the pupils to demonstrate their natural abilities and use their acquired skills to produce high quality and interesting work by the end of Year 6. Progress since the last inspection is good.
61. As there is no specialist presently in the school, **music** does not have a high profile. However, the quality of singing in assemblies is good, with enthusiasm, good diction and acceptable pitch. There are also a range of opportunities outside the classroom, for example to learn instruments such as keyboard and trumpet. Two music clubs are run, one for Years 1 and 2 and one for Years 3 to 6, and there is a good range of visits and visitors to enhance pupils' experiences. For example, pupils have recently visited a local high school for their musical production and the orchestra from the high school has performed a concert at Grove Road School. Resources for the subject are good, with a wide range of tuned and untuned percussion as well as a range of keyboards, wind instruments and violins that the pupils can borrow if they wish to learn to play.
62. The pupils have a good range of experiences in **physical education**. Only one lesson was observed during the inspection, in Years 3 and 4, and in this lesson the teaching was good. The provision is enhanced by a residential stay for the older pupils at an outdoor pursuits centre. Swimming is taught to one year group each year. There is a good range of after-school sporting clubs and the school is involved in a number of sports tournaments each year. A highlight of this year was the visit of a dance in the community group, who led Years 5 and 6 in a very effective workshop.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- There is very good leadership for this area of the curriculum.
- Although the scheme of work is in need of updating, there is very good informal provision.
- Provision is enhanced by the caring and inclusive nature of the school.
- Pupils are achieving well through the school.
- Teaching and learning are good.

Commentary

63. The co-ordinator has only had charge of the subject for six months, but has already completed a very thorough audit of resources and the curriculum. He is well aware that the scheme of work is in need of updating. However, in keeping with the whole school approach to the curriculum, he is not rushing into this development, as he wants to ensure that all possible links can be made with other subjects. For example, much of the health and sex education and substance abuse awareness is already contained within the science curriculum and he is keen to ensure that this is taught at appropriate times. The co-ordinator has a very clear view of the strengths and weaknesses in the school's provision and, in particular, the very good informal provision that is made by virtue of the ethos and the inclusiveness of the school.
64. Pupils are achieving well, due to the high expectations of all adults. In particular, they are being encouraged to be responsible and caring members of the community. They take this seriously, being very aware of the needs of their classmates and others in the wider world. Pupils are also encouraged to take responsibility for themselves and their own learning. This they do well, being proud of their own achievements. Pupils are developing a good awareness of a healthy lifestyle, owing to the emphasis placed on this through various aspects of the curriculum, mostly in science and physical education. Although there is no school council as yet, pupils are fully consulted on a range of issues within the school and are therefore developing good citizenship skills.
65. During the inspection, four lessons were observed and in these the overall quality of teaching was good. In one lesson it was excellent. In this lesson, which was a circle time in Years 5 and 6, the sensitive way in which issues were handled, the extremely constructive and warm relationships and the very clear planning ensured that pupils achieved excellently. Pupils were constantly reminded and encouraged to use different skills – thinking, listening, speaking, looking – and learning moved on apace, due to encouraging comments such as: "That's really good listening body language." A pupil for whom English is not the home language was fully included and understood and contributed very well.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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