

INSPECTION REPORT

**WAKEFIELD GREENHILL JUNIOR, INFANT AND
NURSERY SCHOOL**

Greenhill Road, Eastmoor, Wakefield

LEA area: Wakefield

Unique reference number: 108219

Headteacher: Jane Hardy

Lead inspector: Chrissie Pittman

Dates of inspection: 23rd - 25th February 2004

Inspection number: 258284

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	221
School address:	Greenhill Road Eastmoor Wakefield West Yorkshire
Postcode:	WF1 4LU
Telephone number:	(01924) 303 650
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Appropriate authority:	The governing body
Name of chair of governors:	Mr David Beer
Date of previous inspection:	18 th May 1998

CHARACTERISTICS OF THE SCHOOL

Wakefield Greenhill is an average-sized primary school situated in Wakefield, West Yorkshire, and draws most of its pupils from the immediate catchment area. Housing is a mixture of social housing and owner-occupied homes. The socio-economic background of pupils is well below average. There are 221 boys and girls, aged three to 11 years. Most pupils are white British, although there are a number of ethnic minorities represented. The percentage of pupils who do not speak English as their first language is high. Pupils' attainment on entry is well below expectations. The percentage of pupils thought to be eligible for free school meals is above average. The proportion of pupils with special educational needs, including those who need extra help, is average. Pupil mobility is high. The school has achieved the following awards: Basic Skills Quality Mark, Healthy Schools and Investors in People. It won an achievement award in 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18275	Chrissie Pittman	Lead inspector	Foundation Stage Art and design Religious education
9981	Saleem Hussain	Lay inspector	
32283	Denis Goodchild	Team inspector	Special educational needs (SEN) English Geography History Music Physical education
21910	Gordon Longton	Team inspector	English as an additional language (EAL) Mathematics Science Information and communication technology (ICT) Design and technology

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an **effective** school where most pupils progress well. Achievement is good in most areas. Pupils want to learn and relate very well to each other in what parents think is 'a good family atmosphere'. All the teaching is satisfactory or better; most is good and a small proportion is very good. The school addresses the needs of its pupils well and is very inclusive. There is a good learning ethos and pupils' personal qualities are developed very well. The headteacher's leadership is good and she is quick to identify and tackle any weaknesses. Other key staff manage the school appropriately. Pupils' care and support are good. The school has a good partnership with its parents and offers **good value** for money.

The school's main strengths and weaknesses are:

- Pupils' behaviour, relationships with others and personal development are very good.
- The headteacher's leadership is good. She provides clear and purposeful direction for the school. Governance is now strong.
- The teaching is good and sometimes very good.
- Provision for pupils' spiritual, moral, social and cultural development is very good.
- The school has good links with its parents and works very well with the community.
- Standards are not high enough in English, mathematics and science for pupils aged 11 and in mathematics for pupils aged 7.
- More able pupils, particularly between the ages of 7 and 11, are not given enough challenge to achieve higher standards.
- Subject co-ordinators are not yet proficient at assessing pupils' work in the foundation subjects.

How the effectiveness of the school has changed since the previous inspection

There has been good improvement since the previous inspection. The school's response to its key issues from the previous inspection has been very positive. Leadership and management are more effective in identifying priorities for development, and the governing body is more aware of the school's strengths and weaknesses, and challenges senior managers more effectively. Early Years provision is also good and all children achieve well. Pupils' attitudes to learning and their relationships with each other have improved significantly and are now very good. However, the most significant improvement has been in the upturn in standards in the infant classes. Teaching is now predominantly good and systems are tighter, with more of a focus on raising standards by targeting and monitoring learning. This has contributed well to the school's improved efficiency.

STANDARDS ACHIEVED

Results in National Curriculum tests/tasks at the end of Year 2 , compared with:	all schools			similar schools
	2001	2002	2003	2003
Reading	E	B	B	A*
Writing	E	C	B	A*
Mathematics	E	B	D	B
Results in National Curriculum tests at the end of Year 6 , compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E	E	E	D
Mathematics	E	E	E	C
Science	C	D	E	D

*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 and 6.*

Achievement

Pupils achieve well overall. Most children when they enter the school are achieving well below expected standards for their age. By the time they reach Year 2, they are now attaining above the national average standards in reading and writing and just below average in mathematics. At the age of 11, the standards achieved last year were well below the national average. However, this is satisfactory achievement considering the very challenging circumstances of the pupils taking the tests last year, such as the well below average socio-economic conditions, the high percentage of pupils with SEN taking the tests, and the high proportion of pupils leaving and joining the school.

When attainment is compared with that of pupils in similar schools, it is very high in reading and writing, and above average in mathematics at the age of 7. The very good achievement for this group is the result of the new headteacher's drive to push up standards by targeting and monitoring individuals. At the age of 11, standards are below the average for similar schools in English and science, and average in mathematics. Overall, this achievement is good, considering these pupils' standards when they first come to the school. Standards in lessons seen during the inspection have risen significantly and are now in line with expectations, overall. The trend in the last four years has risen sharply at the age of 7 and is above the national trend overall. There is little difference between the achievement of boys and girls, although boys achieve slightly better results in mathematics and science. Pupils' personal qualities, including their **spiritual, moral, social and cultural development**, are developed **very well**. Pupils' attitudes to school are good; their behaviour in and out of the classroom is very good. Attendance is satisfactory and lessons start on time.

QUALITY OF EDUCATION

The **quality of education** provided by the school is **good overall**. **Teaching is predominantly good** throughout the school, with some examples of very good teaching. There is a positive ethos for learning in all classrooms. There is no unsatisfactory teaching. The best teaching is in Year 6, where it is particularly effective in meeting the needs of all pupils regardless of the subject being taught. Good planning produced some inspiring lessons where pupils' learning was very good. Teaching is less effective in subjects such as music, religious education and science, where teachers' knowledge of the subject is sometimes insecure and work is not well matched to pupils' capabilities. More able pupils, particularly between the ages of 7 and 11, are not given enough challenge in some classes to achieve the higher standards they are capable of. The school provides a broad, balanced and enriched curriculum with a good range of learning opportunities to meet the interests, aptitudes and special needs of all pupils. There is an appropriately strong emphasis on literacy and numeracy skills. Provision for pupils' **care, guidance and support is good**. They feel valued and are involved very well in their learning. The school works effectively in partnership with parents. Its links with other schools and the community are very good.

LEADERSHIP AND MANAGEMENT

Good overall. The headteacher's leadership is good. She knows what the school does well, where its weaknesses are and how to improve them. Senior managers are well focused on improving standards and supporting all pupils, although subject co-ordinators are not yet practised enough at assessing pupils' work in the foundation subjects. The governance of the school is good. Governors know the school's strengths and weaknesses, monitor its performance effectively and ensure that statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are happy with almost all aspects of the school. A small minority feel that other children do not always behave well and are sometimes unkind. Inspectors found that the school dealt with any incidents of oppressive behaviour very effectively.

IMPROVEMENTS NEEDED

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

- Raise standards in mathematics for pupils aged 7 and in English, mathematics and science for pupils aged 11.
- More able pupils in the junior classes need to be more effectively challenged in the foundation subjects.
- Ensure that assessment informs curriculum planning better, particularly in the foundation subjects.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards are **close to the national average** in most subjects. The school's overall results in the national tests, when compared to those of similar schools, are **well above average** at the age of 7, but below average at the age of 11. Overall, pupils' achievement is good.

Main strengths and weaknesses

- Pupils in reception make very good progress, attaining the goals expected for their age in many areas of learning.
- Achievement by the end of Year 2 is good overall. Pupils' achievement by the end of Year 2 is very good in reading and writing and good in mathematics, considering the pupils' well below average start.
- Pupils' attainment in the national tests is above the national average in reading and writing but below average in mathematics in Year 2. In Year 6, it is well below average.
- The achievement of pupils with SEN and EAL is good.
- More able pupils are not achieving the standards they are capable of in some junior classes.

Commentary

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

Standards in:	School results	National results
Reading	16.7 (17.0)	15.7 (15.8)
Writing	15.6 (14.7)	14.6 (14.4)
Mathematics	15.8 (17.0)	16.3 (16.5)

There were 29 pupils in the year group. Figures in brackets are for the previous year.

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

Standards in:	School results	National results
English	23.7 (24.6)	26.8 (27.0)
Mathematics	24.9 (23.9)	26.8 (26.7)
Science	26.0 (28.1)	28.6 (28.3)

There were 29 pupils in the year group. Figures in brackets are for the previous year.

1. Most children start school with standards that are well below expected levels for their age. However, by the time they reach Year 1 they have made good progress, and many attain the expected Early Learning Goals. By Year 2, pupils are achieving results that are above average in reading and writing and below average in mathematics. When these results are judged against those in similar schools, pupils' standards are very high in reading and writing and above average in mathematics. This represents good achievement.
2. By the end of Year 6, pupils attain well below average standards. However, when results are compared to those in schools in a similar context, achievement is average in mathematics and below average in English and science. This is largely due to a combination of factors such as poor socio-economic conditions, the high mobility of pupils joining and leaving the school and the high proportion of pupils with SEN taking the tests last year. The percentage of pupils

reaching the higher levels in Year 2 was above the national average in reading, in line in mathematics and below average in writing. The percentage of pupils in Year 6 reaching the higher levels was well below average. The school exceeded its targets in reading and writing at Year 2 but did not meet its challenging targets in Year 6 last year. The school's upward trend at the age of 7 is largely the result of the successful targeting and monitoring of pupils. There is little difference between the achievement of boys and girls, although boys achieve slightly better results in mathematics and science.

3. Provision for children in the Foundation Stage to reach all the Early Learning Goals is good and they achieve many of them by the time they leave the reception class. In English, standards for seven-year-olds in reading, speaking, listening and writing are currently above average. Standards in mathematics and science are average. Overall achievement is good. Standards in Year 6 in English, mathematics and science are average. Pupils are making good progress when standards are compared to the results achieved last year in the core subjects.
4. The National Literacy Strategy is appropriately implemented in the school and is beginning to make a significant contribution to pupils' learning. The school has recognised a greater need to focus on pupils' writing, and teachers are beginning to make good use of reading texts as a stimulus for pupils' own writing. However, there are insufficient planned opportunities for pupils to develop their writing skills in other subjects. Where literacy skills are used in other subjects, there is a positive impact on pupils' achievements, for example, in design and technology and geography. Pupils' listening skills are better than their speaking skills, and teachers provide good opportunities to develop these in lessons. The Numeracy Strategy has been successfully implemented within mathematics lessons. The use of numeracy in other lessons has been developed effectively. Pupils are beginning to apply different techniques to solve mathematical problems effectively. The pace of their learning is beginning to be good throughout the school.
5. The provision for information and communication technology has improved considerably since the last inspection and is now good. Virtually all pupils reach the standards expected by the end of Years 2 and 6. Given that many pupils enter the school with well below average levels of attainment, this is good achievement. The computer suite is a valuable resource. The use of this room, the training staff have received and the good teaching contribute to the good progress pupils are making. Standards are in line with expectations in all other subjects.
6. Pupils with SEN and EAL achieve well. Their progress is good because both teachers and teaching assistants support them effectively in lessons. However, the more able are insufficiently challenged in some lessons. The school has not identified any pupils as gifted and talented.

Pupils' attitudes, values and other personal qualities

The school has made good improvements in these areas since the last inspection. Pupils' attitudes, behaviour and personal development, including their spiritual, moral, social and cultural development, is **very good**. Attendance and punctuality are sound. These factors make a significant contribution to pupils' achievement and to the strong ethos of the school.

Main strengths and weaknesses

- Pupils show very high levels of interest in school life, lessons and the range of activities provided.
- They develop very good relationships with others.
- Pupils are very willing to take responsibility.
- The school sets very high expectations for conduct and works very hard to maintain them.
- Spiritual, moral, social and cultural development is very good overall.

Commentary

7. The school promotes good attendance well. For instance, the 'attendance cup' is given to the best class each week. However, a high level of illness occurred in the last school year and this reduced the overall rate of attendance.
8. Pupils show very high levels of interest in lessons and other school activities. For example, in a Year 1 literacy lesson, pupils were bursting to answer the teacher's questions about constructing sentences and basic punctuation. Pupils are very good at working together, for example, on collaborative tasks in lessons and in team games. This illustrates their very good relationships and social development. The school promotes good relationships and racial harmony very well. For instance, the race equality scheme is very effective.
9. Pupils are very willing to take responsibility for themselves and others. There are many opportunities, for instance, through the school council. Telephone monitors and 'librarians' carry out their tasks very diligently.
10. The school is a very orderly community and pupils behave very well. This owes a lot to the school's very good work with pupils about school rules and codes of conduct. For example, pupils regularly review classroom rules and this gives them a sense of ownership. These factors also demonstrate pupils' moral development and their ability to distinguish right and wrong very well. It is pleasing to note how much pupils have helped to shape the policy on bullying.
11. The pupils at this school show a very high level of respect for the feelings, values and beliefs of others. For instance, in lessons, they can very confidently give answers to questions or put forward their ideas without fear of being ridiculed. Their cultural development is good. They learn much about their own culture, others in Britain and around the world. For example, the beliefs and cultural traditions of others are well covered in religious education. Pupils are developing a very good sense of community and understand that they have a responsibility towards it. Their self-knowledge and spiritual awareness are good, as can be seen in the care they show towards those less fortunate than themselves. For example, they often fundraise for charities and good causes.
12. In all lessons seen, pupils with SEN and EAL behaved well and listened carefully. This is because good support from teaching assistants builds up their self-esteem and confidence.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.7	School data	0.2
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.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White - British	187	3	0
White - any other White background	2	0	0
Mixed - White and Black Caribbean	4	0	0
Mixed - White and Asian	3	0	0
Asian or Asian British - Pakistani	30	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is **good**. The quality of teaching is good and has been improved since the previous inspection. The curriculum is sound; enrichment opportunities are good. Pupils are well cared for and the school's links with parents and the community are good.

Teaching and learning

Teaching and learning are **good overall**. Assessment is used well to respond to pupils' individual needs in English. However, it is insufficiently developed in other subjects.

Main strengths and weaknesses

- Teaching in Years 2 and 6 is very good overall.
- Most teachers insist on high standards of behaviour and positively reinforce good learning.
- Lesson objectives are clear and pupils understand them.
- Work is not well matched to pupils' capability in some lessons.
- There is an inconsistent use of assessment to guide teaching and learning in most subjects.
- Pupils with SEN and EAL are well taught; teaching assistants are effective.
- The teaching of religious education is weaker than of other subjects because some teachers' knowledge and understanding of the subject are not strong.

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (2.9%)	10 (28.6%)	18 (51.4%)	6 (17.1%)	0 (0.0%)	0 (0.0%)	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.

Commentary

13. The teaching is good overall and has improved significantly since the previous inspection.
14. The best teaching is in Year 6, where it is particularly effective in meeting the needs of all pupils, regardless of the subject being taught. Teaching is also very good in English, ICT, physical education and history in Year 2. However, there is good teaching and a positive ethos for learning in most classrooms. There are certain features that are common to many of the very good lessons and they provide clues to ways in which the satisfactory lessons could be

improved. The start of the most successful lessons is particularly significant. The beginning of the lesson is usually brisk, lively and challenging; it immediately makes pupils think. In English, where many of these lessons are found, the teacher's infectious interest and good subject knowledge are used to set the scene and engage pupils in thinking about the objectives of the lesson. The teacher is indicating from the outset that he or she expects pupils to work hard, but also that there is enjoyment and satisfaction to be gained from such learning. Teaching is less effective in some lessons in Years 3, 4 and 5, where work is sometimes not challenging enough for the most able children.

15. Teachers' high expectations, obvious from the start, are maintained as lessons continue. In an excellent mathematics lesson in Year 6, pupils were obviously confident when challenged to think by the high quality questioning of the teacher. A great sense of fun was inspired by the teacher, and the lesson encapsulated a real love of learning among the pupils. All achieved the objective.
16. Once teachers have gained pupils' full attention, they keep up the momentum, often with a series of short, focused tasks, so that there is no opportunity for concentration to flag. This was demonstrated in a very good mathematics lesson in Year 2, where pupils were encouraged to take their learning one step further when they were asked to solve a problem in different ways. Usually, there is little need for obvious management of pupils; behaviour is good and there are good relationships based on mutual respect between pupils and teachers. When necessary, however, teachers are quick to notice and deal with any straying of attention or lack of effort. Parents are pleased with the progress their children make and say that the teachers do well to help them become mature and responsible.
17. Lessons usually provide a good atmosphere for learning. Pupils have the confidence to try things out, attempting an ambitious answer or putting forward an opinion, secure in the knowledge that the reactions of both the teacher and fellow pupils will be supportive. All teachers use resources appropriately in their lessons.
18. Most teachers monitor and adapt their daily planning in English to take account of pupils' progress and capabilities and to change what is taught lesson by lesson. This is not as well developed in many other subjects where information about what pupils learn does not adequately guide teachers' planning in subsequent lessons. In the Foundation Stage, the planning appropriately encompasses all the areas of learning, and the work children have to do is disguised effectively as 'having fun'. Resources are inventive and make pupils' learning more meaningful, particularly in the group activities. However, this is not always the case, as in a science lesson in Year 3 when more able children were not sufficiently challenged and became distracted when they lost interest in the task.
19. Teachers meet the needs of pupils with SEN and EAL with good support, and tasks are matched well to their needs. The co-ordinator for special educational needs (SENCO) has a good understanding of special educational needs within the school and liaises well with teachers and support staff. Class teachers take account of pupils' individual education plans when planning work for the class. Learning support assistants work well with class teachers, assessing pupils' needs and standards. Support for pupils who have a Statement of Special Educational Need is good and all pupils with SEN are well integrated into the school community.

Assessment

20. The procedures for monitoring and supporting children's academic performance are very good in the Foundation Stage and satisfactory in the rest of the school. The procedures in place for English are good. Assessment procedures in all other subjects are insufficiently developed. However, there is a clear understanding of the purpose and use of assessment. Teachers' plans make clear that they will assess learning in light of the objectives they have set. There is a good marking policy and teachers mark pupils' work regularly. Good feedback is given to

pupils in lessons and they are told how they can improve their work. Teaching assistants make effective notes on what pupils can do.

21. Results of various tests are analysed well to mark the performance of different groups of pupils and individuals. Teachers effectively identify what progress individual pupils have made and use this information to set specific targets for future improvement in English.
22. Pupils with SEN and EAL are fully involved in lessons and make progress equally as well as their peers. This is because they are carefully assessed, which means their work is well matched to their needs. They also receive effective support from well-briefed teaching assistants within the class. Teaching assistants also work well with small groups or individuals and effectively focus on developing their basic literacy and numeracy skills.

The curriculum

The overall quality of the curriculum is **satisfactory**. The school provides its pupils with a good range of worthwhile learning opportunities, successfully meeting their interests, aptitudes and learning needs. The curriculum is well enriched.

Main strengths and weaknesses

- The curriculum is well planned to meet the needs of all pupils.
- The strategies for teaching literacy and numeracy are appropriate.
- Provision for the support of pupils with SEN and EAL is good.
- Good opportunities are provided for pupils to accept responsibility for their work.

Commentary

23. The curriculum meets the statutory requirements to teach all subjects of the National Curriculum and religious education according to the Locally Agreed Syllabus. The Foundation Stage curriculum is good. It provides balanced learning opportunities firmly based on the statutory areas of learning. Appropriate schemes of planning are now in place for all subjects, based on the latest national guidelines. Through Years 1 to 6, planning ensures that teachers are provided with a range of suitable topics and guidance upon which to base their lessons.
24. All pupils have access to the curriculum. Pupils with SEN or EAL are well supported so that they can work alongside their peers to take advantage of the curriculum offered. Provision for pupils with SEN is good and they make good progress in their learning. This is because of clearly defined targets in their individual education plans, which enable teachers to plan for and provide well-matched activities within lessons. Additional support is given to pupils in literacy and numeracy. Pupils attend these sessions eagerly because teachers and learning support assistants provide interesting contexts for learning.
25. A central feature of the school's work is its determination to value all pupils and to include them in all aspects of its work. Girls and boys have the same access to all parts of the curriculum, including games. In fact, the captain of the school football team is a girl.
26. Provision for personal, social and health education and citizenship is well developed. The school council is very well organised. During the inspection, council members were keen to explain how much they enjoyed their responsibilities. Everyone involved takes very seriously these opportunities to influence what happens in the school.
27. A good range of additional curricular opportunities enriches pupils' learning outside of classes. Participation in sport and the arts is good. There are many after-school clubs, such as chess, board games, aerobics, science and cookery. Visits are arranged to many places of interest; for example, Yorkshire Sculpture Park, Scarborough, Kirkstall Abbey, Wakefield museum and

art gallery, a local mosque and a church. A residential visit for pupils in Year 6 introduces them to a variety of outdoor pursuits.

28. The school is staffed by a dedicated and enthusiastic team of teachers and support staff. The new headteacher has ensured that they are now effectively deployed to meet the demands of the curriculum and to support pupils' learning needs. Lunchtime supervisors provide a good standard of care at midday and know the pupils well. The caretaker and his team ensure a high standard of cleanliness at all times. The quality and adequacy of the accommodation for teaching the curriculum are satisfactory, although the Foundation Stage requires safe storage space in which to keep larger pieces of apparatus. The staff present attractive displays throughout the building and this creates a very pleasant and stimulating environment. The resources in all subjects are at least satisfactory, and in English, mathematics, information and communication technology, history and music, they are good.

Care, guidance and support

The school has made good improvements in this area of its work since the last inspection. It now provides **good** support, advice and guidance for all pupils. As a result, they are happy, feel valued and are able to learn and achieve well.

Main strengths and weaknesses

- Induction arrangements are good.
- There are good procedures to ensure that pupils work in a healthy and safe environment.
- Pupils have very strong, trusting relationships with adults in school.
- They have easy access to well-informed advice, support and guidance to help them do well.
- The school has very strong arrangements to seek, value and act on pupils' views.

Commentary

29. New children to the school are gradually and sensitively inducted. There are good links with pre-school groups, especially Trinity Playgroup. New children therefore settle in quickly to the school's learning routines.
30. The school's designated officer for child protection is trained well, as is another member of staff. There are good arrangements to inform staff about the school's child protection policy and procedures. General risk assessments are carried out, as required. The caretaker is well involved in resolving premises issues. A number of staff are trained to administer first aid. The school works effectively with external agencies to promote health and safety. For example, a road safety officer leads activities in school regularly.
31. This school has a strong family ethos and very good relationships at all levels. Staff work well together to support all pupils in their learning. Much information is held about pupils and is used well to set targets and give them good advice, support and guidance. Where necessary, the school engages support specialists to meet particular needs. For example, a specialist teacher frequently works with pupils for whom English is a second language. This is a good example of the school's inclusive approach to learning.
32. There are many opportunities for pupils to make their views known to staff and become involved in the school. The school council is well established and a very good vehicle for developing pupils as young citizens. It is pleasing to see that the school has adopted so many of its suggestions; for instance, regarding fundraising activities and environmental improvements. At the pupils' request, Year 6 is to be given basic first aid training shortly.
33. The school has systems in place which quickly identify the needs of pupils who have particular difficulties. It has access to a range of support agencies and will seek their guidance or involve them in supporting individuals. Teaching assistants are well briefed and help pupils to

overcome problems within lessons. Because of this, pupils with SEN and EAL are able to enjoy lessons and make good progress.

Partnership with parents, other schools and the community

The school has a **good** partnership with parents and **very good** community links, including other schools and colleges. These factors make a significant contribution to learning and achievement. The school has maintained its links with parents and made good improvement to community links since the last inspection.

Main strengths and weaknesses

- There are strong procedures to ensure parental satisfaction and to deal with any concerns and complaints.
- There are good arrangements to involve parents through seeking, valuing and acting on their views.
- Parents receive good written information.
- The school has established many links in the wider community that enrich learning.

Commentary

34. The headteacher and staff are always happy to meet with parents to discuss any individual concerns or problems. The school's open door policy also enables parents to make suggestions and give their views at any time. The school has responded positively by providing training courses; for example, in literacy and to show parents how to help with their children's learning.
35. The school provides good information for parents about its policies and provisions, and pupils' standards and progress. The prospectus is very detailed and there is a helpful booklet about the nursery. There is also a good deal of information for parents about forthcoming work in each class. Pupils' annual reports give a clear picture of how well they are doing, together with future learning targets.
36. Parents make a sound contribution to their children's learning at school and at home. Many parent helpers give their time generously by supporting lessons, listening to readers and helping with school trips.
37. Wider community links include St Andrew's Church, St Swithin's Community Centre, Wakefield Rugby League FC, Leeds Metropolitan University and Wakefield College. The police and fire services also make a very good contribution to pupils' learning, as do other visitors, such as the Life Education bus. The school's link with a mosque supports pupils' cultural development very well.
38. There are very good educational links with City High School. For example, its Year 7 is involved in a paired reading scheme with pupils from Years 1, 2 and 3. There are good mechanisms in place for the transfer of pupils to secondary schools. The school puts a lot back into the community. For example, pupils always make a harvest collection for distribution.
39. The special educational needs co-ordinator and teachers meet with parents when setting targets on individual education plans. Records are maintained of review meetings with parents.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. Governors run the school well. The headteacher's leadership is **good**. She knows what the school does well, where its weaknesses are and how to

improve them. Other key staff are committed to supporting pupils' learning through a rich and varied curriculum. The school is managed **effectively**.

Main strengths and weaknesses

- The headteacher's clarity of vision, sense of purpose and high aspirations for the school are very good.
- Governors' knowledge of the school's strengths and weaknesses has improved since the last inspection.
- The leadership and management of the Foundation Stage is very good.
- Teaching is monitored well in English. However, the monitoring of teaching and assessment in the other subjects is insufficiently developed.
- The school manages its finances well, ensuring that it gets the best value for money when committing resources or spending school funds.

Commentary

40. The headteacher knows what the school does well, where its weaknesses are and how to improve them, and has established an ethos of striving to improve. The leadership and management have been successful in establishing a productive climate for learning and promoting inclusion. The staff work well together to raise standards. Continuing professional development for staff is good. The school's self-evaluation and its use in improving standards are good. This has given clear educational direction to the work of the school. Monitoring reports show that the school is self-critical and evaluative of its practices. The new headteacher has instigated an analysis of performance data, including National Curriculum and other non-statutory tests where co-ordinators are held accountable for test results in their areas. Where there has been relatively less successful results, the school is quick to take action.
41. All teaching staff have been trained in the use of the current code of practice and keep careful track of the progress of pupils with SEN and EAL. Records are regularly updated by the special needs co-ordinator and are readily accessible and used by support staff. Teaching assistants are suitably trained and deployed. Leadership and management of SEN and EAL are good.
42. The governors are knowledgeable and committed to the needs of the school and its pupils. With the help of regular reports from the headteacher, they monitor the school's strengths and weaknesses well. They ensure that statutory requirements are met and effectively challenge senior managers to account for weaknesses and plan for success.
43. Curriculum co-ordinators evaluate their subjects satisfactorily and areas for development are included in the school's improvement plan, so that priorities can be established over the long and short term. Effective monitoring is clearly defined by the headteacher and governors. It is aimed at helping the school to know how well the teachers teach and how well the pupils are learning. However, although co-ordinators monitor teaching well in English, this is insufficiently developed in the other subjects. Monitoring has not picked up the lack of assessment in the foundation subjects.
44. Financial planning is good and the budget is used well. The strategic use of resources is good.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	565,369
Total expenditure	552,957
Expenditure per pupil	2,502

Balances (£)	
Balance from previous year	23,122
Balance carried forward to the next	12,412

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

45. Provision in the Foundation Stage is good. All children achieve well from a well-below-expected level of attainment on entry. They make good gains in learning and most achieve the Early Learning Goals in a number of areas. No overall judgement about provision was made in the last inspection so it is not possible to judge improvement.
46. Children make good progress and achieve well as a result of the good provision brought about by good leadership and management and good teaching. Good learning opportunities are provided for the children, firmly based on the areas of learning. Good assessment procedures are used well to track children's progress. All staff form an effective team and work with strong commitment and expertise to ensure that children have a good start to their school life. Children enter the nursery part time at the age of three. They begin full-time education in the term in which they are five.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- By the end of the reception class, most children have met some of the expected levels in this area of learning.
- Achievement is good.
- Teaching and learning are good.
- Children have good attitudes and behave well.
- Children are given very good opportunities to develop their independence and to become members of the wider school community.

Commentary

47. Children start school with a wide range of personal, social and emotional skills which overall are well below average. They make good progress in this area of learning and some are on course to achieve the Early Learning Goals by the time they start Year 1. This is because the quality of teaching and learning in this area is good. Adults form very positive relationships with these young children and interact well with them. They encourage them through praise and this successfully develops their confidence. A good range of activities is planned to ensure that the children's curiosity is stimulated. Teachers establish firm routines, which help children to feel secure and to settle quickly into school life. The new children in the nursery experience difficulty in making their own choice of activity, but older children in the reception class demonstrate the good progress that is made in personal development as they enthusiastically select and involve themselves in activities for extended periods of time. They confidently talk to adults and include other children in their play. Children have good attitudes to all the areas of learning and behave well.
48. Reception children are well included in the life of the school and are gaining a strong understanding of themselves as part of a wider community. They show confidence and enjoyment as they join with older children in a wide range of activities. Parents and staff work in partnership to enhance their learning.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Attainment is as expected by the start of Year 1.
- Children achieve well in relation to their prior attainment because of the good teaching of basic skills.
- The classrooms are a rich learning environment, with good learning resources, where children have plenty of opportunity to develop their speaking, listening, reading and writing skills.
- Activities are well organised and well planned to meet individual needs.
- Adults talk to children with respect, encouraging them to express themselves.

Commentary

49. Children enter the Foundation Stage with well below expected attainment. They achieve well and a significant minority are on course to achieve the Early Learning Goals by the time they leave the reception class. All children, including those with special educational needs, make good gains in learning because of the good teaching and the well-planned curriculum.
50. A wide range of activities is provided for the children, so they make good progress. Many come into the nursery with poor language skills but make very good progress, and by the time they go up into the reception class they hold books correctly and handle them carefully. Most children have embarked on a reading scheme and begun to recognise a few words. Many have begun to use talk to create imaginary situations. Some children are encouraged to dress up as policemen and nurses. They were able to express themselves clearly, with good support from the adult helper, who effectively encouraged them to 'look after' their peers and any adults who were available to be treated. Their speaking and listening skills are developing well. The teacher encourages speech by clapping positive answers with the whole class.
51. Children are given good opportunities to develop their writing skills and during the school day are often to be found making use of the pencils and crayons that are easily accessible to them. Children use a range of marks, symbols and familiar letters to communicate meaning. They make good progress because focused activities in this area are well planned to meet individual needs and children of all abilities are well supported. For example, more-able children were holding their pencils correctly and copying unfamiliar words accurately. Many knew how to write their own names. However, most are attaining low standards in terms of recognising simple words and few can write independently.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children are developing a good basic knowledge of number.
- Most reach the Early Learning Goals in this area.
- Teaching is good overall and children achieve well.
- Assessment is used well to plan activities that are suited to different individual needs.

Commentary

52. On admission to the nursery, children have skills well below expectations, although most are on course to have achieved the Early Learning Goals when they leave the reception class. They make good progress overall because teachers plan interesting activities that help to

develop both mathematical and language skills. These young children are well understood. Most show an interest in numbers and counting, know the number names and can use them accurately. Some can use number language. They recognise numbers from one to five, counting on their fingers. By the time they are ready to leave the reception class, most children successfully count to 20 and recognise numbers from one to nine. They clearly understand the concept of 'how many' and count an appropriate number with confidence. More-able children have begun simple addition as they practically add 'one more.'

53. Staff use a good range of resources which help the children to acquire new skills. They make learning interesting by linking skills they wish the children to learn to fun topics and themes, for instance, with the 'human sum' counting game. Group activities are well planned to meet the children's widely varying needs. Pupils' understanding is well developed through the use of all available senses and experiences. Pupils with EAL are provided with the appropriate technical vocabulary.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The school uses its grounds well to develop children's understanding of the world.
- There is a good range of resources.
- Teaching and learning are good.

Commentary

54. Children are on course to achieve the goals set for their learning by the end of the reception year. They achieve well because the quality of teaching and learning is good. Teachers have a good understanding of this age group. They plan activities that stimulate the children's interest and use a good range of resources to help them achieve well. Children are developing an understanding of the difference between past and present. Their knowledge and understanding of the wider world are effectively enhanced by a good number of visitors to the nursery and reception classes. Children use a wide range of construction toys. They are given frequent opportunity to use the class computer and can perform simple functions.

PHYSICAL DEVELOPMENT

55. It was not possible to make an overall judgement of provision or standards as it was not possible to observe any physical education lessons. However, children demonstrate satisfactory skills when handling small tools, such as scissors and pencils.

CREATIVE DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weakness

- Teaching and learning are good.
- Children are provided with good resources and a broad range of experiences.
- Children have good attitudes to learning.

Commentary

56. Children enter the nursery with very underdeveloped creative skills. By the time they are ready to leave the reception class, they make good gains in learning and many achieve the Early

Learning Goals because of the good learning opportunities provided for them. Creativity and self-expression are valued by the staff and children are given plenty of opportunity to develop their creative skills. For example, they play animatedly in the role-play area. They confidently use a range of paints, crayons and pencils as they produce pictures from direct observation. They have successfully produced sunflowers in the style of Van Gogh. They take pleasure in confidently mixing their own colours when painting; one child excitedly exclaiming, 'Look! I've made green!'

57. Through careful planning and good organisation, teachers ensure that all children have the opportunity to take part in a broad range of activities. Children are encouraged to work independently, but adults also intervene appropriately when needed. Because they enjoy the variety of work available and are well supported by adults, the children are helped to make good progress.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

The provision for English is **good**.

Main strengths and weaknesses

- Good teaching and the effective use of classroom assistants help pupils make good progress.
- The more able need more challenge in their work.
- Good leadership and management monitor and check teaching and learning.
- Appropriate action is raising standards in writing.
- Good marking identifies what pupils need to do to improve their writing. This is stronger in some classes than others.
- There is not sufficient opportunity for pupils to use their literacy skills in some other subjects.

Commentary

58. Pupils enter the school with well below average levels of attainment and make good progress in speaking, listening, reading and writing. Standards are above average in Year 2 and average in Year 6. Pupils with SEN and EAL are well supported and achieve well. Though standards in writing are improving, the school is less successful in achieving the higher results seen in similar schools. This is because more-able pupils are not sufficiently challenged in some lessons and do not have sufficient opportunity to use their literacy skills in some other subjects. Pupils' achievement is best in Years 2 and 6, where the quality of teaching is consistently good or better.
59. Pupils' speaking and listening skills are above average by Year 2. Opportunities for role-play and discussion have been improved since the previous inspection and teachers provide suitable opportunities for pupils to express themselves. They regularly introduce and reinforce vocabulary specifically relating to the subject, explaining the meaning of unfamiliar words when necessary. They have appropriate questioning techniques and listen carefully, clarifying what pupils intend to say so that they are sure they understand. As a result, pupils are confident in speaking about things that interest them. Listening skills are good. Most pupils listen carefully to adults and to the views of each other in class, in groups and when working with a partner. In a Year 6 lesson on the use of 'connectives', more-able pupils confidently justified their use of certain words.
60. Pupils have low levels of reading skills on entry to the school. By the end of Year 6, average and above average pupils read confidently and fluently. This is because teachers pay close attention to the teaching of basic reading strategies. Below average pupils and pupils with EAL make good progress in their reading because of the good support from teaching assistants. In

Year 2, less-able pupils recognise letters and words in simple texts and their reading is generally accurate. The most-able pupils read fluently and accurately, observe sentence and paragraph breaks, recognise speech and read with good expression. In Year 6, most pupils read confidently from a variety of books, although few are familiar with a range of different authors. They know that books can be used as a source of information, and a small number are regular users of the local library. Pupils' reading skills are enhanced through regular sessions to visit the school library.

61. Standards in writing are average in Years 2 and 6 and have been maintained since the previous inspection. Spelling and handwriting are systematically developed as pupils go through the school. More-able pupils in Year 2 write for different purposes: diaries, dialogue and poetry. Their use of full stops and capital letters is generally correct. Average and below average pupils are less consistent in their use of punctuation, and below average pupils have inconsistent shape and orientation in their handwriting. In Year 6, pupils write in many genres and make effective use of punctuation, interesting words and descriptive phrases to liven up their writing. Pupils with SEN and EAL achieve well, but more-capable pupils are sometimes insufficiently challenged.
62. Teaching overall is good and sometimes very good. Pupils are confident, keen to learn and listen carefully because of well-managed lessons and the good relationships they have with adults. For example, Year 1 pupils were very responsive in a question and answer session as they constructed sentences from flash cards. Teaching assistants offered support and advice, making sure that pupils with special needs were involved. Consequently, all pupils, including those with EAL, made good progress in the use of full stops and capital letters.
63. Teachers have good subject knowledge and give clear explanations. In a Year 2 lesson, pupils' understanding of the links between characters and speech were well developed. This was because a focused discussion of the text and a range of teaching and learning strategies were used to sustain pupils' interest.
64. There are times when the pace of the lesson is too slow or the independent activity is not sufficiently challenging for the more able. In a Year 5 lesson, the balance between the different elements of the Literacy Hour was inappropriate. There were periods when the pupils, though very well behaved, were not involved in the lesson. Although the class exercise was of good quality, the pupils had little time to practise and consolidate their skills in writing complex sentences. In a Year 4 lesson, pupils with SEN and those of average ability made good progress in their understanding and use of information text. This was because the independent activities were well matched to their abilities and they had good support from teaching assistants. However, the activity for the more able did not provide sufficient challenge to extend their already good knowledge of information texts.
65. Teaching is very good where the pace is brisk. In a Year 6 lesson, all pupils made good progress in their understanding of persuasive text. This was because there were clear explanations and a variety of teaching and learning styles, and pupils had time to practise, consolidate and extend their writing skills. As two Year 6 pupils remarked, 'Miss makes it fun – there are always different ways to learn.'
66. Teachers know their pupils well and in their marking all provide advice on how writing can be improved. Marking is particularly effective in Years 2 and 6.
67. Leadership and management are good. The subject manager leads by example in her teaching. She has monitored and evaluated teaching and learning, and the action taken has successfully raised standards by the end of Year 2. The school development plan correctly identified improving standards in writing as a priority and inspection evidence indicates that standards are rising in the upper primary school. The co-ordinator checks pupils' progress and identifies the needs of individuals. Individual target sheets are in place and pupils fully understand what they need to do to improve the quality of their work.

Language and literacy across the curriculum

68. There are examples where teachers make good use of pupils' work in other subjects to develop and improve writing skills in a meaningful context. For example, in Year 4, a history visit provided the opportunity for pupils to use persuasive writing to create a pamphlet. Work in design and technology stimulated Year 1 pupils to write instructions on how to make an Egyptian doll.
69. Pupils use their information and communication technology (ICT) skills for research purposes and word processing. For example, Year 6 pupils used ICT to produce a school newsletter written in journalistic style. By the end of Year 6 pupils have used their literacy skills to record experiments in science, tabulate data in numeracy, devise questionnaires and write reports of visits in history. However, there are generally insufficient planned opportunities for pupils to develop their writing skills in other subjects.

MATHEMATICS

Provision for mathematics is **good**.

Main strengths and weaknesses

- Pupils now achieve well throughout the school.
- Teaching is good overall.
- The National Numeracy Strategy has been well implemented, especially the oral/mental starter to lessons.

Commentary

70. Inspection evidence indicates that pupils in Year 2 are reaching the national average overall, with a significant proportion on target to reach above the national average by the end of the year. Pupils have a secure understanding of how to use addition and subtraction, and enjoy learning tables to rhymes and music. During the inspection, Year 2 pupils enjoyed solving problems they had written themselves on their computers, using facts they had found when reading "Charlie and the Chocolate Factory". They were all completely absorbed in the task, listening carefully while their teacher explained how to change a problem into a sum. Pupils with average and above average capabilities are achieving well in this class and are attaining at, and sometimes above, the expected level.
71. The school has worked hard to help every pupil to achieve his or her own personal best. By the end of the present year, for pupils in Year 6, standards are on course to reach the national average. This is very good improvement since the Year 6 result in national tests in 2003 was well below that expected nationally. This was because the cohort contained a high number of pupils with special educational needs and a significant number had joined the school part-way through their primary education. In past years, many pupils had not made sufficient progress between Years 2 and 6 to reach the average standard. However, during the inspection, pupils in Years 2 to 6 were seen to be achieving well and a greater proportion of pupils in Year 6 are now expected to reach the expected levels by the end of the year. This is largely because of the careful tracking of each individual's progress that informs the next steps in learning. The pupils in Year 6 have also benefited from having the same very good teacher for the past two years.
72. The quality of teaching has improved since the previous inspection and is now at least good throughout the school. It is well supported by teaching assistants who make a valuable contribution to pupils' achievement. Generally speaking, the pace of lessons is brisk,

expectations are high and the pupils are very well managed. The teachers make good use of praise and encouragement, which helps boost pupils' self-esteem and encourages effort. Teachers have worked hard to raise standards in mathematics and this is now beginning to bear fruit.

73. The key to this effectiveness are:

- High expectations of what all pupils can achieve.
- Rigorous planning to enable them to do this.
- Work that is usually well matched to each pupil's prior learning.
- A strong focus on mental computation in most lessons.
- Very good relationships, providing an effective climate for learning.
- Good support for pupils with SEN and EAL.
- Teachers provide interesting tasks which most pupils enjoy.

74. The school now has effective systems in place to check pupils' progress and to identify any areas of particular weakness in the subject. The analysis of work and the identification of the reasons for the low attainment have enabled staff to devise approaches that are raising standards in all lessons.

75. The National Strategy for teaching mathematics has been instrumental in establishing good systems and continuity across classes. Every teacher shares the secure knowledge and understanding of what is required and how the school is organised to deliver mathematics well. Support is available at all levels to help teachers meet their personal objectives and help their pupils to achieve the targets set for them. An example of action taken is the constant development of mathematical language throughout the school. .

76. The management of the subject is good. Since her appointment, the headteacher has supported the co-ordinator very well. Their level of knowledge and understanding of teaching enables them to support colleagues. There has been a good programme of mentoring of teaching and learning which has led to an improvement in the standard of teaching. The school is now in a good position to sustain the improvements already made and to move forward even further.

Mathematics across the curriculum

77. There is effective use of mathematics across the curriculum. Understanding in mathematics is used well in science and in design and technology. In geography, pupils use coordinates in map work and in history, they compare historical periods by using time lines.

78. The challenging targets agreed for the summer of 2004 will need a considerable effort to be made by teachers, pupils and parents, but everyone is confident that they can be achieved.

SCIENCE

Provision for science is **good**.

Main strengths and weaknesses

- Achievement is good across the school, reflecting good progress from year to year.
- The school very effectively develops pupils' skills of scientific investigation and their understanding of scientific method.
- Pupils' very good attitudes have a positive effect on achievement.
- Science contributes very well to pupils' understanding of a healthy lifestyle.

Commentary

79. Pupils develop a good understanding of science as they progress through the school. In Years 1 and 2, they acquire a sound understanding of a wide range of topics. Standards are as expected, overall, by the end of Year 2. The school has set very challenging targets for Year 6 this year. However, pupils in Year 6 are working very hard and inspection evidence indicates that they have a good chance of reaching those targets if the present rate of progress can be maintained.
80. Good teaching and learning ensure that pupils are enthusiastic about their work and learn well. Teachers plan lessons well and are careful to meet the needs of pupils with different abilities. Teachers explain things carefully so that pupils can begin their experiments with confidence. Pupils enjoy the subject and work hard because teachers make learning interesting. They respond well to challenging activities presented to them and the majority achieve well in lessons. This was very well illustrated in a Year 2 lesson where pupils were challenged to create an electrical circuit and make a bulb light up. They were all thrilled and delighted when they were successful and this helped to build their self-esteem.
81. Teachers now give good attention to developing learning through investigation. Pupils work very well together with a partner or in small groups. They carry out their experiments carefully and discuss their results with developing understanding. In science lessons, teachers give pupils many opportunities for discussion, making sure that those with SEN or EAL are given opportunities to contribute. For example, in a Year 6 lesson, pupils discussed what would constitute a fair test and how best to record their findings. Teachers are developing the use of scientific vocabulary well and making effective use of mathematical skills to support learning. Pupils often present their results in the form of charts, tables and graphs. However, many do not take enough care in the way they present their work. Science plays an important part in the school's development of pupils' personal, social and health education. They now know the importance of healthy eating and a sensible diet. Year 6 pupils were keen to point out how certain foods are very good for health.
82. The subject is led and managed satisfactorily. The curriculum is now planned to meet the requirements of the National Curriculum. Information and communication technology is beginning to be used in science lessons, although the co-ordinator is aware of the need to develop the use of computers more. There has been increased development of investigative work, which has enhanced pupils' interest in the subject. Assessment is satisfactory. Resources are satisfactory and well stored. The school is now in a good position to improve further.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The school benefits from an ICT suite with an interactive whiteboard.
- There is good subject leadership by the co-ordinator.
- The contribution the subject makes to the way pupils work with each other is very good.
- Teachers are now confident in their subject knowledge.
- Assessment is insufficiently developed.

Commentary

83. All pupils take part in lessons in the new suite at least twice per week; computers are available for research and to enhance the presentation of work in other subjects. This is having a positive effect in raising standards, which now reach national expectations at Year 2 and 6. Achievement is good. Standards have been maintained since the last inspection. .

84. Pupils in Year 2 were challenged to decide what was wrong with a long piece of writing the teacher had prepared. They soon realised there were missing capital letters and full stops. Once in the ICT suite, pupils worked very well together in pairs identifying the mistakes and taking delight in correcting them. Their progress was good. Year 6 pupils worked conscientiously on preparing a PowerPoint presentation. They worked with confidence, pooling their knowledge and helping each other. Overall standards of work are in line with expectations and achievement is good.
85. Teaching is good. Since the previous inspection, teachers have received training and now teach the subject with confidence. Lessons are well planned and teachers are developing good skills in the use of the interactive whiteboard to make their explanations clear. Teachers achieve a good balance between formal instructions and giving pupils time to practise skills. They make lessons interesting and tasks challenging, with the result that pupils enjoy lessons. Their enthusiasm for the subject is good and most maintain a good level of concentration when working at a computer.
86. The subject co-ordinator has considerable expertise and is very enthusiastic. She uses her knowledge well, supporting staff and helping them to gain confidence. Assessment is insufficiently developed.

Information and communication technology across the curriculum

87. ICT is still not used sufficiently across the curriculum to have a strong impact on pupils' achievements and the standards they reach in other subjects.

HUMANITIES

88. In humanities, a sample of pupils' work in **history** and **geography** was analysed. Only one lesson was seen in geography. It is therefore not possible to form an overall judgement about provision in these subjects. Examples of pupils' written work and teachers' planning indicate that coverage is adequate and that standards are in line with national expectations.
89. In both subjects, teachers make use of the local area and an appropriate range of visits and visitors to support pupils' learning. Links with other subjects are better developed in history.
90. In geography, by Year 2, pupils have carried out local traffic surveys and compared their locality with a distant location. In a Year 2 lesson, good use was made of videos and aerial photographs as pupils compared their own locality with a Scottish island location. Their speaking and listening skills were developed well, but there was a missed opportunity to develop the writing skills of the more-able pupils. Visits to Whitby and Scarborough further develop pupils' understanding of place and man's response to different environments. They also study distant locations and physical environments, such as mountains. Year 6 pupils responded sensitively in their writing as they described the mountain environment.
91. In history, good use was made of writing frames as Year 2 pupils compared modern and Tudor houses in their study of Guy Fawkes. A Year 4 visit to a local historic house provided a stimulus for pupils' written work on characterisation. A visiting artist supported Year 3 work on the Romans and Year 6 work on the Ancient Greeks. Good use was made of historical objects to develop pupils' enquiry skills, and the use of drama helped to bring the subject alive. The Year 3 pupils made 'Roman' plates and used their word-processing skills to write a report. Pupils in Year 6 made 'Greek' vases and clay theatre masks. The visit made a valuable contribution to pupils' spiritual and cultural development.
92. Leadership and management are good in history and satisfactory in geography. Recent staff development has made teaching and learning in history much more interactive and focused on enquiry skills. Teachers are beginning to use their work in history to effectively develop pupils'

literacy skills. Both subjects have a policy which supports teachers' planning. This is an improvement since the previous inspection. Both subject leaders monitor teaching and learning appropriately, although assessment does not inform what is taught next.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Planning appropriately includes a variety of multicultural experiences.
- There is no assessment policy and consequently assessment does not help set teaching objectives.
- There is lack of challenge for the more-able pupils.

Commentary

93. From the evidence available in books, discussions with pupils and the two lessons seen, it is evident that standards in religious education meet expectations and achievement is satisfactory by the end of Years 2 and 6. Overall, standards have been maintained since the previous inspection. The subject is taught in accordance with the Locally Agreed Syllabus.
94. Pupils in Year 2 are only just beginning to explore and consider their own activities and compare them with simple moral codes. Most understand moral concepts, for example, of the responsibilities of friendship, and can talk generally about caring for others, but very few can express their ideas in any religious sense. Although they know that a Hindu festival is called Divali and that it is a festival of light, the religious significance of the festival is understood by very few. By Year 6, pupils are attaining standards in line with the expectations of the county Agreed Syllabus for this age. More-able pupils understand that every religion has leaders and can argue why this is important and why religious symbolism is more important to some religious groups than to others, and recognise the significance of festivals to the Jews. Pupils of average ability know the purpose of the Shabbat and the significance of a Bar Mitzvah' for a Jewish boy. Pupils with SEN and EAL are achieving satisfactorily.
95. Teaching and learning were satisfactory in one of the two lessons seen in Years 5 and 6 and very good in the other. From the lessons seen, it is clear that teachers' knowledge and understanding are variable. Where they are very good, pupils make considerable progress in their understanding. However, where the teacher's knowledge of the subject is less secure, it has a negative effect on pupils' achievement.
96. The management of the subject is satisfactory. However, there is no assessment policy for staff to use when assessing pupils' attainments or to ensure that lesson planning is systematic and makes progressive demands on pupils. Some teachers have insufficient knowledge of the subject to enable them to use the Agreed Syllabus to the pupils' best advantage, although the co-ordinator has begun to monitor teaching and learning to improve teaching skills.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

97. These subjects were sampled. Few lessons were seen so it is not possible to give an overall judgement on provision. Pupils' books and displays around the school were examined and discussions held with both teachers and pupils.
98. In **art and design**, a review of teachers' planning and discussions with the subject co-ordinator indicate that the topics chosen cover the National Curriculum requirements. There has been good improvement since the last inspection. Topics are now well organised and pupils really enjoy tackling the tasks.
99. From the time pupils start school, they are encouraged to experiment with paint and colour, to explore pattern, to work from observation and imagination, and to respond to examples of art in the world around them. Colourful displays of pupils' work are hung throughout the school. Year

2 pupils have created some effective landscape paintings in the style of Lowry. Year 6 pupils show an eye for detail with their very effective Greek clay masks. There is good development of practical skills in several classes, although this depends largely on the subject expertise of the teacher. In some classes, more-able pupils are not sufficiently challenged. Pupils with SEN achieve well overall.

100. The subject co-ordinator plans the art curriculum well. However, there is no whole-school overview to monitor pupils' progress, and assessment is informal and not used effectively to inform teachers what to teach next.
101. One lesson in **design and technology** was observed. From this lesson, an analysis of work on display, a scrutiny of books and discussions with pupils, it is evident that overall standards are similar to those expected nationally and pupils achieve well. Standards have been maintained since the last inspection. Pupils are taught the full design process, and making skills are being developed appropriately. However, systems for the assessment of pupils' progress are insufficiently established to improve achievement.
102. Design briefs in books and models on display show that pupils are given a wide range of opportunities to improve and develop their designs before proceeding to make their models. For example, Year 6 thought carefully about how to improve their stitching before finishing the clothes for their soft toys. Pupils were eager to share their work with others and were keen to explain how they had developed their earliest ideas through to completion. Year 2 pupils had enjoyed a visit to a local baker, who had taught them how to bake bread. Pupils take pride in their work and this helps boost their self-esteem.
103. Teachers' planning and evaluations show that work follows national guidelines closely. Design and technology often figures high on the list of special subjects in the monthly "creativity days" which the school has developed to help balance the curriculum. Pupils say they look forward to these opportunities, which are beginning to raise standards and to extend their designing and making skills. Increasing use is now made of the pupils' improving skills in ICT. For example, pupils in Year 4 used computers with confidence to help them make the books they had written. The leadership and management of the subject are satisfactory.
104. Because of timetable constraints, it was only possible to see one lesson in **music** and a hymn practice. It is therefore not possible to make an overall judgement on teaching or provision. In a Year 4 lesson, pupils made satisfactory progress in composition as they created their own singing game. They modified known singing games, demonstrating an understanding rhythm and beat. During a whole-school hymn practice, pupils made satisfactory progress in learning a new hymn. Good explanations helped them to pick up the rhythm and beat, and appropriately match the words to the melody.
105. Teachers' planning is appropriate and there is a suitable range of resources. Visiting teachers provide opportunities for pupils to learn to play brass, woodwind and percussion instruments. There is no structured assessment in place and some teachers do not have enough subject expertise.
106. In **physical education**, no overall judgement can be made on the quality of teaching and learning or on standards, as only two lessons were observed during the inspection. However, all aspects of the subject are taught, including swimming. The school follows national guidelines for its planning. In Years 2 and 4, standards seen are in line with expectations and similar to those seen at the last inspection. A suitable range of after-school activities provides pupils with the opportunity for netball, football, table tennis and games aerobics. Pupils in Years 5 and 6 can experience archery, canoeing, climbing and abseiling during a residential visit.
107. In the two lessons seen, teaching was very good. Both lessons stressed health and safety issues. Well-led discussions developed pupils' understanding of the benefits of exercise and

the need to 'warm up' and 'cool down.' Year 2 pupils enjoyed a varied range of activities with a 'parachute.' Very good relationships and a sense of fun were at the heart of the lesson. Pupils listened very carefully to clear instructions and therefore knew exactly what to do to work as a team. Their awareness of the needs of others and use of space were developed well as they negotiated their way around, under and over the parachute. Good support from a teaching assistant helped all pupils to make good progress. In a Year 4 gymnastic lesson, good attention to the development of the skills of jumping and landing helped pupils make good progress in developing a sequence of movements. Demonstration was used well to illustrate good practice.

108. Leadership and management are satisfactory. The subject now has a co-ordinator and a policy, which is an improvement since the previous inspection. Teachers' planning is scrutinised and lessons have been observed. The assessment of basic physical education skills takes place, though teachers do not check pupils' standards against those that are expected.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Commentary

109. All pupils are taught about citizenship in religious education, history, geography, science and personal, social and health education. However, schemes of work do not make clear how pupils' skills of participation and responsible action can be developed in some of these subjects. Much of this takes place through PSHE, which is taught as a separate subject. It is also supplemented by work in assemblies. Although only one PSHE lesson was seen, it is possible to make a judgement about the impact of this provision by talking to the pupils and examining their level of understanding. The programme for personal, social and health education is good. It is used well to support pupils' understanding of themselves, relationships and the world around them. Many moral and social issues are explored through class discussions. There are good arrangements for pupils to work collaboratively and to share equipment; for example, when they enjoy sharing computers and helping each other. There are good opportunities for them to take responsibility, for instance, by acting as monitors, looking after younger children and raising funds to help others. The residential experience for older pupils successfully extends their social skills and presents them with new challenges.
110. There is also good emphasis on healthy eating initiatives. Teachers try hard to boost pupils' self-esteem and give them more confidence. All these factors are having a positive influence on learning and pupils' personal development, which the school considers to be at the heart of its work.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

Overall standards achieved	4
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
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	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	2

The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	3

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