

INSPECTION REPORT

STANLEY GROVE PRIMARY SCHOOL

Stanley, Wakefield

LEA area: Wakefield

Unique reference number: 108162

Headteacher: Mrs D Hollas

Reporting inspector: Mr M G Carter
20714

Dates of inspection: 8-11 October 2001

Inspection number: 194491

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Junior and Infant with Nursery

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Aberford Road
Stanley
Wakefield

Postcode: WF3 4NT

Telephone number: 01924 303805

Fax number:

Appropriate authority: The Governing Body

Name of chair of governors: Mrs Webster

Date of previous inspection: 14 April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20714	M Carter	Registered inspector	The Foundation Stage Mathematics Science	How high are standards? How well are pupils taught? How well is the school led and managed?
19320	B Attaway	Lay inspector		Attitudes, values and personal development, How well does the school care for its pupils? How well does the school work in partnership with parents?
27545	A Scott	Team inspector	English Physical education Design and technology Religious education	How good are the curricular and other opportunities?
	L Read		Information and communication technology Geography Art and design English as an additional language Special educational needs	
30441	M Pritchard	Team inspector	Music History Equal opportunities.	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	13
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	14
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	16
HOW WELL IS THE SCHOOL LED AND MANAGED?	17
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	19
PART C: SCHOOL DATA AND INDICATORS	20
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS	24

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school serves a largely residential area to the north-east of Wakefield. It has a part-time nursery class combined with a reception class in a Foundation Stage unit. Three-year-old children are admitted at the beginning of each term. The overall attainment of children on entry to the nursery is slightly below average. A baseline assessment is made of the children's attainment when they become reception pupils and the results show their attainment is mainly average, though in a few aspects, a little below average, compared with the local picture. The pupils leave the school for secondary education at the age of eleven. Being a smaller school than the average for its type, there are 139 pupils of whom 47 per cent are boys, and there is a full time equivalent of 20 children in the Foundation Stage. The large majority of the pupils are white and of UK heritage. Four pupils are of Asian or east European heritage; they speak English at least satisfactorily. Seven pupils are currently known to be eligible for free school meals and this is less than average. Twenty-six pupils are entered on the school's register of special educational needs of which three have a statement. Both these figures are slightly lower than average.

HOW GOOD THE SCHOOL IS

This is a good school. Improvements have been strongly promoted by the headteacher and have effectively raised standards. The pupils achieve at least satisfactory standards overall and there has been a good proportion of high attainment in English, mathematics and science in national tests. Because of good teaching generally, the pupils make better than the nationally expected progress. The school building is being enlarged and improved. The cost of education for each pupil is about average and because they learn well, good value is achieved.

What the school does well

- The results in National Curriculum tests are often above average in English and mathematics, with a good amount of high attainment.
- The quality of teaching is good overall.
- The leadership of the headteacher is effective.
- Improvement since the last inspection has been good.
- The provision made and the standards achieved in music and in art and design are good.
- There is very effective provision made for pupils in the Foundation Stage.
- The pupils' attitudes to the school and their learning are good and this is encouraged by the teachers and by the parents' very positive views of the school.

What could be improved

- The pupils' capability and the school's provision for information and communication technology.
- Consistency in the role of subject coordinator.
- The use of assessment for learning.
- The school's accommodation.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since its last inspection in April 1997, the school's results in National Curriculum tests have improved at least in line with the national trend and now usually indicate a good proportion of pupils achieving above average attainment. All of the key issues identified in the last report have had attention and most have been effectively improved. The teaching has improved, particularly in the effectiveness of class management techniques but also in the expectations that teachers have of the pupils' standards. Curriculum policies and the time allocated for subjects are now generally satisfactory. However, the issue concerning information and communication technology has not had sufficient work and standards have hardly improved, although the school has a sound plan to make improvements after new hardware has been brought into use and training has been completed. Overall, improvement has been good since the last inspection.

STANDARDS

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

Performance in:	compared with					
	all schools				similar schools	
	1998	1999	2000	2001	2000	2001
English	A	A*	B	A	C	A
mathematics	E	A	C	A	D	B
science	B	A*	C	C	D	D

Key

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

The table indicates the standards achieved by eleven-year-old pupils and takes account of the proportions of pupils achieving above or below the expected standards. It shows that in 1999, standards in English and science were in the top five per cent of schools nationally. It also indicates considerable variation from one year to the next. The results for 2001 were much improved and showed that nearly all the pupils achieved the expected standards. The proportion of pupils joining the school part way through a key stage and the number of pupils with special educational needs vary from year to year and these largely account for the annual variations in performance. The current standards of pupils in Year 6 are generally lower than 2001, reflecting a comparatively large number of pupils in that year group with special educational needs. Despite this variation, the long-term trend in the school's average National Curriculum points for English, mathematics, and science is broadly in line with the national trend. Taking account of the progress in each year group, the school sets realistic targets for performance, which have been met so far. At the end of the Foundation Stage, standards are generally average, although in communication, language and literacy, creative development and personal and social development, they are good. At the end of Key Stage 1, the standards achieved in the National Curriculum tests for 2001 were lower than those for 2000, when they were well above average in reading and writing and in the top five per cent of schools nationally in mathematics. The majority of pupils enter the school with attainment that is average or below average for the local area, yet by the age of eleven, standards are often above average. The pupils generally make good progress in lessons and learn well. There are particular strengths in the pupils' achievements in music and in art and design.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The pupils are generally enthusiastic about their learning and take part well in all that is offered.
Behaviour, in and out of classrooms	Good. Much improved since the last inspection. The school is very orderly. Nearly all of the pupils behave well.
Personal development and relationships	Good. Duties such as helping the younger pupils enable them to become responsible and build good relationships.
Attendance	Good. The absence rate is lower than average and pupils are generally punctual.

Because the lessons often involve interesting activities and there is strong support from the pupils' homes, the pupils are well motivated and take part in both the many enriching experiences offered in lesson time and the wide range of extra-curricular activities. The pupils' behaviour has improved and there are no exclusions. Any aggressive behaviour is dealt with very quickly and there were no instances of bullying or racism. There is a good number of responsibilities given to pupils who generally respond well in becoming mature and helpful to others.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall and considerably improved since the last inspection. There is now no unsatisfactory teaching and discipline is maintained well. Higher-attaining pupils are adequately challenged but occasionally, expectations of these pupils are not high enough. The teaching of basic skills in literacy and numeracy starts early in the Foundation Stage and is continued effectively throughout the school, helping the pupils to acquire these skills well. Throughout the school, the teaching uses effective methods that interest and involve all the pupils. The teachers use resources and time well in order to help to make lessons active and interesting. The pupils' learning is enhanced by the work of classroom assistants, especially for the learning of those with special educational needs. The teachers' use of information from on-going assessments could be better in order to promote learning at a challenging level for all groups of abilities, especially in some non-core subjects. Lesson planning is generally satisfactory and is appropriately derived from extensive long and medium-term plans. However, the pupils' development of skills and understanding is not well promoted in some non-core subjects, because this planning is not rigorously monitored.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory, except for information and communication technology. In the Foundation Stage, the experiences offered are well planned and balanced. There is good enrichment through extra-curricular and other activities.
Provision for pupils with special educational needs	Good. Provision follows national guidance fully and the pupils' needs are quickly identified.
Provision for pupils with English as an additional language	There is no formal procedure for the identification of any needs although currently teachers meet the few additional needs adequately.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The pupils often show good care and concern for others and the provision for their moral and social development is good, while that for their spiritual and cultural development is satisfactory.
How well the school cares for its pupils	Procedures for promoting good behaviour and the pupil's welfare, are good, especially for pupils with special educational needs.

The parents' views of the school are generally very good and parents provide good support for their children's learning in a number of ways. Reports could help parents to know more about what their child needs to learn next. Throughout the school, the schemes of work for subjects are good and offer a range of learning but the monitoring of planning does not ensure progression in the pupils' skills and understanding. The curriculum for information and communication technology is not taught in full, although there are sound plans to remedy this. There is satisfactory provision for child protection although more training is needed to keep staff knowledge up-to-date.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership and has instituted a number of systems to promote improvements well. Some subject coordinators are not yet sufficiently effective in raising standards.
How well the governors fulfil their responsibilities	Governors ensure statutory obligations are met and have a good understanding of the strengths and weaknesses of the school. This largely stems from the headteacher's evaluations.
The school's evaluation of its performance	There is a rigorous system employed to evaluate results in the National Curriculum and other tests. This helps in the identification of appropriate targets for performance in each class.
The strategic use of resources	Grants are used appropriately for their intended purpose. The development plan has resources allocated to enable the improvements.

Class sizes are relatively small and there are sufficient teachers and a good number of support assistants. The accommodation is currently undergoing much building work, which occasionally affects the pupils' learning. However, this work is managed to reduce disruption and the plans for improvements indicate that the accommodation will be considerably improved on completion of this work. Resources for learning are satisfactory overall. Those for information and communication technology are not in full use yet. In some subjects, the quality of resources is good. The role of subject coordinator is insufficiently well defined or effective in evaluating the main strengths and weaknesses in the non-core subjects. There is a strong commitment to improvement and raising standards. The school applies the principles of best value to its larger purchases.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The children like school.• The teaching is good.• The pupils are encouraged to work hard.• The school is well led and managed.	<ul style="list-style-type: none">• The amount of homework.• Information about the children's progress.

The inspection evidence supports the parents' very positive views, in particular those concerning the pupils' happiness and good attitudes to their learning. The teaching is good overall and the pupils work conscientiously, much of their work being neat. The pupils sustain concentration well. The school is well led by the headteacher. Homework is generally supportive of the pupils' learning at school and of reasonable quantity overall, although there are variations in the way that it is set. The information given to parents about the pupils' progress is helpful, particularly when talking with teachers, but reports give little information about how well the children are progressing in comparison to others and about what they need to learn next. However, there are plans for parents to know more about the curriculum to be taught. Targets are set for performance in National Curriculum levels and for personal objectives, but these seldom give details of what needs to be learnt next.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Overall standards in the school are good and test results are mainly above average. The standard of current work at the end of each key stage is satisfactory; there are more eleven-year-olds with special educational needs this year than last year. There is annual variation in standards due to the proportion of pupils with special educational needs, the number of pupils who enter or leave the school, and the relative small size of year groups. Standards are also affected by the quality of teaching, which has improved considerably since the last inspection. The trend in standards, as shown in the National Curriculum test results, is positive and broadly in line with the national trend.
2. Results of the National Curriculum tests for eleven-year-olds show that in 2000 standards in English were above the national average and similar to the average for schools having the same proportions of pupils known to be entitled to free school meals. The 2000 results also showed that the progress made through Key Stage 2 was above average. The results for 2001, which became available at the time of the inspection, were well above average and an improvement on 2000, showing a high proportion of pupils, 45 per cent, with attainment above that expected. The 2000 end of Year 2 results, were well above average in reading and writing. In 2001, these results were not as high, but nevertheless were above average in reading and average in writing, because there was a greater proportion of pupils, 20 per cent, who did not achieve the expected standards in writing as well as there being fewer pupils with high attainment.
3. In mathematics, the tests for 2000 showed that standards were close to the national average for eleven-year-olds, but this was below the average for schools having similar proportions of pupils known to be entitled to free school meals. The results for the eleven-year-olds in 2001 were improved, rising to well above average, and indicated fewer pupils with low attainment and more with high attainment. The results for seven-year-olds in 2000 were in the top 5 per cent of schools nationally for mathematics, with a very large proportion having high standards. In 2001, the results for seven-year-olds fell to average; the proportion with high attainment was particularly reduced. Nevertheless, 65 per cent achieved the expected level and a further 30 per cent exceeded it.
4. In science, standards of the eleven-year-olds were average in 2000. In 2001, they were also average; although more pupils attained the expected national level than in 2000, fewer exceeded expectations. Teachers assess the standards of the seven-year-olds; these were assessed as above average in 2000 and 2001 when nearly all the pupils achieved the expected level. In art and design and in music the standards are above average in both key stages and these subjects are strengths of the school, having improved since the last inspection. This achievement is notable since the school has concentrated on developing English and mathematics. The performance of pupils in the choir and orchestra is of a high standard and reflects the good degree of musicality and skill that the pupils attain. The enrichment of visits to a local gallery has created a strong interest in art and the pupils show good skills and visual opinions.
5. In geography and physical education in Key Stage 1, the pupils' standards are satisfactory but in information and communication technology, they are unsatisfactory because the whole curriculum is not taught and the pupils have gained too few skills. Standards in this subject are also weak in Key Stage 2. The school is aware that there has not been sufficient provision and there are advanced plans to overcome this weakness. Standards in religious education, physical education, and geography are satisfactory in Key Stage 2. There was insufficient evidence to judge standards in design and technology and in history in either key stage and in religious education at Key Stage 1.
6. Generally, the attainment of children on entry to the nursery is slightly below average. Few children have high attainment. However, they make good progress in the Foundation Stage and by the time they join Year 1, a good majority of the pupils achieve the appropriate Early Learning Goals for all the areas of learning. Standards at this stage are often good in communication, language and literacy, creative development and personal and social development. They are good in mathematical development and satisfactory in physical development and in their knowledge and understanding of the world. The statutory baseline assessment, which is done about halfway through the Foundation Stage, reflects the learning that has occurred so far. This strong progress is the result of careful planning and teaching.
7. Pupils with special educational needs make good progress throughout the school. This is because their needs are carefully assessed and they receive appropriate help and support as well as small group teaching by withdrawal. This progress allows some pupils to eventually come off the register of special educational needs. In Key Stage 1 there are occasions when lessons have too little difference in the work set for pupils of

lower attainment and here their progress is slower. The pupils of Years 5 and 6 are formed into groups by their prior attainment for the teaching of English and mathematics. This strategy has enabled work to be more closely set to their level of attainment and consequently, they are all challenged appropriately.

8. Throughout the school, the pupils that are more able mainly have appropriate challenges set. Learning for all groups of pupils is at least satisfactory and, in Key Stage 2, it is often good. Learning is good in the Foundation Stage and in Key Stage 2 and satisfactory in Key Stage 1. The pattern for pupils for whom English is an additional language is similar, although the school does not specifically track this group because there are few such pupils and they all speak English well.
9. Appropriate targets are set for the performance of year groups in English and mathematics when the pupils are seven or eleven. The attainment of pupils is used to identify the targets and consequently the targets vary year by year. So far, the targets have been met or exceeded well. The school also monitors the performance of girls and boys. From the National Curriculum test results, the performance of girls is better than that of the boys at the end of Key Stage 1. At the end of Key Stage 2, this picture is reversed and boys do better in English, mathematics, and science. The school has identified no obvious explanation for this unusual pattern.

Pupils' attitudes, values and personal development

10. The pupils have good attitudes to school. They have improved since the last inspection. When lesson pace is good, the pupils respond to questions and tasks with vivacity, resulting in good learning. They arrive punctually and are very enthusiastic about extra-curricular activities such as the technology club and school orchestra. Three-year-old pupils, who had recently joined the nursery, were eager to be there, left their parents with confidence, selected an activity, and settled down. Parents describe the school as having a *feel-good factor where pupils are happy to learn*.
11. Behaviour is good, compared to satisfactory at the last inspection; this supports the parents' views. The review of the behaviour and discipline policy has made a significant contribution to improving the management of pupils, which was a key issue at the last inspection. The policy uses a stepped approach and is wide ranging with clear guidelines for all members of staff; pupils' views were included in the formulation of the policy. When teaching lacks pace or challenge, there are sometimes incidents of less good behaviour; which reduces the quality of learning for other pupils. Bullying of any kind is rare and any instances are dealt with promptly. There have been no exclusions in the last reporting year. The school enjoyed an excellent relationship with their former education welfare officer; a replacement has been appointed recently.
12. The school views attitudes and behaviour as interwoven and this is reflected in the welcome visitors receive; pupils enjoy talking about their school life. At playtime, large balls are confined to the large open-fronted shed and pupils responded well to this by ensuring that the balls remained within that area; this enabled younger pupils to play in an environment that suited them. Assembly is used to discuss values and feelings, for example, *why were the dinner ladies upset*.
13. Relationships between pupils are good and the school promotes effective links between older and younger ones by ensuring two older pupils share lunch tables with the younger children. In class groups, the pupils share and discuss tasks; in an art and design lesson, Year 3 pupils were evaluating the three different ways in which clay could be smoothed and they came to joint conclusions. The pupils treat as equal those who are disadvantaged, for example, caring for one such pupil at lunchtime.
14. Parents believe there is a limited opportunity for girls to take part in competitive sport. Boys and girls are encouraged join extra-curricular football and several girls were seen doing so. Other girls said they would prefer to play netball; the school is seeking expert tuition to enable netball to become an additional activity.
15. The pupils' personal development is good. In the Foundation Stage, expectations are higher and the pupils respond very well, leading to very good personal development; they know they are expected to tidy up. For example, two children were seen sweeping up spilt sand. In the older classes, there are monitors, for example, for tidying books and watering plants. Year 6 pupils operate a fruit tuck shop each day and have a major input into how the profits are spent; half must go to charity and the other half to play equipment. A recent purchase has been the trolley for small playground items. The annual residential week for older pupils enables them to develop skills and independence in unfamiliar surroundings. However, there were few instances of pupils taking initiative and more opportunities for this are needed.
16. The school makes a good attempt to overcome the lack of male teachers. Two male dancers who visited recently have provided male role models. Governors, members of the clergy and police regularly provide other male role models. A male helper gives support on the residential week.

17. Attendance is good and above the national average; this is in line with the previous inspection. There were no unauthorised absences. Registers should be returned to the school office and not retained in classrooms; this could be a health and safety issue in the event of an incident.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. The quality of teaching is good overall. One lesson was excellent; 5 were very good; 15 were good and 13 were satisfactory. Teaching has improved considerably since the last inspection. Teachers now reflect upon the effectiveness of their lessons and usually their plans endeavour to provide learning to match all the pupils' needs. Only in a very small minority of lessons do teachers not manage the pupils well. This is when the teacher does not use the systems available to train the pupils into good habits of behaviour, such as waiting their turn to talk to the class or answer a question. Teachers' expectations have also improved and now the learning and the tasks that teachers set for them usually challenge the pupils. There is no unsatisfactory teaching.
19. Two teachers together with support staff carry out teaching in the Foundation Stage. It is good overall with some very good teaching. Some aspects of teaching are particularly strong, such as the way that the pupils are managed and the resources deployed. Teaching of literacy and numeracy for these young children is good and helps them to gain skills quickly as well as preparing them well for the next stage of learning. The planning, assessment, and recording are very good, very detailed, and successfully aid each child to improve. However, the assessment process is very time consuming. There is a clear difference made between formal lessons where groups of children are taught, using appropriate methods for the age group, and free play sessions in which the children have many rich opportunities to choose from. The teaching during the free play periods is sensitive and purposeful.
20. The teaching of basic skills is good. The teachers' technical skills in teaching phonics and number are good. The lessons are usually timed well and have a lively pace. Resources are well used and often carefully prepared. Adult help is deployed well and makes a significant contribution to the pupils' learning, although it could be used more often in recording what the pupils have learnt through their responses to teachers' questions.
21. While expectations have improved and mostly the pupils are challenged appropriately, there are still occasions when the work is not accurately matched to the pupils' past learning. This is when teachers have not used assessment information to help them decide the next best learning for groups of pupils. For example, where two of the year groups are taught together there is sometimes insufficient difference in the levels of work set. In science, for example, the understanding of fair testing required of Year 6 pupils is little different from that required of Year 5 pupils. Homework is used appropriately to help the pupils consolidate their learning.
22. In Key Stage 2, the pupils' learning is good. They quickly acquire new skills and knowledge and make good efforts to improve their work. They retain good interest in the subjects and concentrate well. They can also be quite independent. The pupils are keen to learn and this is encouraged well by the teachers who make learning interesting and use lively methods. For example, in a lesson helping the pupils to learn about dissolving, they experimented with a number of powders to see which ones dissolved and which left sediment. In Key Stage 1, the pupils' learning is satisfactory and sometimes good. They too have good interest and concentration. They learn phonics and other literacy and numeracy skills satisfactorily and work at a sound pace. While there has been much discussion about effective teaching, more could be done to share the best practice.
23. The teaching of pupils who have special educational needs or who may be experiencing learning difficulty is good throughout the school and enables them to make good gains in learning. The requirements of individual education plans are built into daily activities. Designated support staff provide targeted, unobtrusive support to meet individual and group needs. This ensures that all pupils are fully integrated into the life of the school community and that all develop good levels of self-confidence. Teaching is also good for those pupils who speak English as an additional language. Teachers check that all pupils understand new vocabulary and can use specific terminology in the correct context. They quickly respond to this but are seldom encouraged to use the literacy and numeracy skills they have learnt in order to support their work in other subjects.

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

24. The school's planned curriculum is broad and the quality of learning experienced by pupils is satisfactory or better, in the main, particularly in the core subjects and in non-core subjects except in design and technology and in information and communication technology. The teachers rightly place greatest emphasis on English and mathematics. This is especially so because the school wishes to give more opportunities to improve pupils' reading and writing skills outside the literacy hour. This means, however, that there is less time to devote to other subjects. Whilst subjects like science, music, art and design and physical education continue to receive sufficient time, other subjects have less time than average. Pupils only study two simple aspects of design and technology, for example, each year, and this is barely enough. Of more concern is the absence of time on most timetables for information and communication technology. This lack of opportunity is having a direct impact on standards in these subjects. The school does not at present meet statutory requirements in this subject because it does not teach all parts of the curriculum.
25. There are good schemes of work for each subject. This ensures a good structure to the curriculum. However, the situation is complicated by the mixed year classes for subjects such as geography, history and design and technology. Although pupils learn sufficient knowledge, the planning is not precise enough to ensure that pupils build up skills and understanding, such as mapping and research in a systematic way. The provision for lower attaining pupils in most subjects is quite well defined and effectively guided by support staff. Provision is less clear-cut for the higher attaining pupils. Teachers have higher expectations of these pupils' work but do not always teach aspects of the higher levels of the National Curriculum.
26. Teachers succeed in enriching the curriculum through visits to places of interest, such as a recycling centre, Jodrell Bank, and Scarborough. Visitors sometimes also bring their expertise to share with pupils. Recent visitors have included a street dancer and a dentist who discussed oral hygiene. Planning sometimes misses opportunities to connect the learning in different subjects, for example, with literacy and numeracy skills in the non-core subjects. There are opportunities for pupils to discuss their progress, for example, in physical education lessons but teachers do not consider how best to exploit these occasions to develop pupils' speaking skills. Information and communication technology is seldom used to enhance learning in other subjects, although there are plans for this as new hardware and software are introduced.
27. There is good provision for pupil's personal and social education. The teachers make sure that the pupils know about health matters mainly through the science curriculum. Some planned topics focus on healthy living and the nutritional value of different foods. Teachers stress the importance of warming-up before exercise in games or gymnastics, and about safety issues when moving apparatus around the hall. Sex education follows the governors' policy. Teachers address issues as they arise but sex education is more direct in Year 6, helped by the support of the school nurse. The school now allocates separate time for class discussions about personal issues. Teachers create an atmosphere that is very conducive so that pupils talk openly about their feelings or concerns.
28. The school has satisfactory links with the community. There are numerous visits throughout the year by local organisations, such as the RSPCA, Red Cross, and Groundwork Trust. Pupils take advantage of local facilities, for example, the local library, canal, and Wakefield Opera House. Pupils adopt a different charity to support each year and they support a local hospice. Occasionally, local firms sponsor particular school needs. For example, a building society provided funds to buy new chairs. The school works closely with the local secondary school, with visits by staff and pupils.
29. The provision for pupils with special educational needs is good. Teachers ensure that the work planned is matched to their requirements through their individual education plans of learning. There is good support from trained classroom assistants to meet these identified needs. The school recognises its responsibility to ensure equal access and opportunities for pupils of all backgrounds and cultures. Pupils who speak English as an additional language are fully integrated in all aspects of school life.
30. The provision for pupils' spiritual, moral, social and cultural development is good overall. It continues to be a strength of the school as it was at the time of the previous inspection.
31. In developing the pupils' spiritual awareness, the school consistently aims to celebrate the special things in life and the unique value of each individual. Pupils are encouraged to be thoughtful and understanding about different values and beliefs, and a Hindu parent has talked to their child's class about the different celebrations of the Hindu religion. *Candle Time* is used effectively in classes as an opportunity for the pupils to explore their feelings and emotions and to think about the needs of others. In one very good lesson observed, the teacher asked the class to think about the positive aspects of school life, and the pupils' responses included, *I have a lot of friends* and, *it is peaceful and kind*. Assemblies regularly and successfully celebrate pupils' achievements, however small, and relate individual talent to larger values, meanings, and purposes through some effective acts of collective worship. However, some assemblies provide little time for reflection or prayer. Work in religious education, including visits by the local vicar, helps to develop the

pupils' spiritual awareness and understanding of religious beliefs and major world faiths. Overall, provision for the pupils' spiritual development is satisfactory.

32. Provision for the pupils' moral development is good. Pupils have a clear understanding of the difference between right and wrong and this is reinforced by the school's behaviour code, which focuses on celebrating positive behaviour. The emphasis is placed on rewarding what is good, but pupils have a healthy respect for the penalties of unacceptable conduct. A *special mentions* book, kept in the hall, is completed weekly by the staff, and the names of pupils from every class who have achieved well in any area of school life is entered for all to see. Expectations of pupil behaviour are clearly and simply displayed in all classrooms and displays asking the question, *what sort of school do we want* reinforce that school's very positive ethos. *Candle time*, a quiet time for personal development, provides a good forum for pupils to discuss moral issues. Adults in school exemplify good moral standards, and older pupils, model good self-discipline and have learned to appreciate the calm and orderly community that it helps to secure.
33. Social development is well provided for. Stories are used effectively to teach pupils about care, concern, and empathy. Pupils work together well in lessons and give each other supportive and helpful advice. There are good opportunities for pupils to learn social conventions through contact with visitors and the many discussions that take place as part of the school's teaching and learning strategies. In these discussions, pupils are good at speaking and putting forward their own ideas and feelings, and at listening to the suggestions of others. Within the classroom, pupils have defined roles of responsibility, and pupils from Years 5 and 6, not only run the school's fruit shop, but also select the charity to which donations from the shop's profits are sent. The older pupils also help at lunchtime by sitting with the younger pupils at the dining tables, and giving out reward stickers.
34. The school makes satisfactory provision for the pupils' cultural development. The school successfully promotes the cultural traditions of the local community, but does not fully explore or celebrate the differing cultural heritages of a minority of pupils in school. More could be done to raise the pupils' awareness of Britain as a multicultural society.
35. There is at present no Internet access for pupils to link with others around the world, although the school has plans to incorporate this in the current information and communications technology action plan. The opportunity for a member of staff to visit a school in South Africa, funded partly by the school, has been the focus of a very good interactive display in the hall. The pupils are invited to suggest answers to questions such as *what should the teacher take with her* and, *what questions should she ask the children of South Africa*. Examples of poetry and stories from other countries are displayed in the school and this multicultural approach is effectively developed in the music and art curriculum.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. Support and guidance for pupils is good, as at the last inspection. Staff and non-teaching staff know the children well and are aware of their individual needs; parents describe the school as *like a small community* and *like a family*. Discussion with a group of Year 2 pupils confirmed that they feel comfortable in discussing problems with staff and know they will be listened to. The school acknowledges that their understanding of some pupils' cultures, values, and customs needs updating.
37. Child protection arrangements are satisfactory. At the last inspection, no member of staff was trained in the procedures; this has now been undertaken and the coordinator is waiting for further training to update the procedures. Plans are also in place for a second member of staff to be trained. Staff are familiar with the procedures and this has been reinforced by the recent review of the policy.
38. Health and safety checks are carried out regularly; fire extinguishers showed they have been checked in the last twelve months. Lunchtime supervisors have received appropriate training, supplemented by a useful booklet about their caring role. The area surrounding building work is secure. Healthy living is reinforced daily through the fruit tuck-shop and is further supported in all years through the good quality growth and development programme.
39. Monitoring and promotion of good attendance is satisfactory; the school compares attendance levels with similar local schools. At the parents' meeting, it was clear that they have a good knowledge of absence procedures. Good attendance is promoted by ensuring pupils like school. The little absence there is concerns just a few pupils and this is monitored on an individual basis by the headteacher. Arrangements need to be in place to ensure that the non-arrival of a pupil, without a known reason, is checked to ensure their safety.

40. A review of the behaviour and discipline policy has led to a stepped approach to managing behavioural problems and provides a very good background for monitoring and promoting good behaviour. Improvement in class management, together with higher expectations, has lifted standards of behaviour. Praise is seen as an important tool in combating instances of poor behaviour. Success is celebrated and parents are informed of good, as well as poor, behaviour. Positives are praised, for both behavioural and academic achievements; the headteacher sees good work as *being proud of what you do*. Rewards are now an integral part of the behaviour and discipline policy. Pupils enjoy the star system used at lunchtime; children on the table with the most stars in a week receive a fruit voucher to use in the tuck shop.
41. A group of Year 2 pupils had a clear understanding of bullying; they could identify physical and verbal bullying and knew why it was wrong. The school seeks to prevent bullying through fairness and non-confrontation. When instances do occur, children have to write about what they have done and the school keeps in close contact with parents. Bullying has been discussed at classroom assistants' meetings.
42. Pupils with special education needs receive good support. Pupils that are more able receive differentiated work and some of these pupils took part in the summer mathematics school run by the local secondary school.
43. The varying approaches in each class to behaviour management, together with the opportunity for pupils to devise their own class rules, have already enabled them to understand how rules and expectations change as they mature and begin to take responsibility for their own actions. Year 6 pupils are allowed to remain in school during morning break and have set their own sanctions. A document "Self-evaluation and school improvement" has been prepared recently; this includes defined strategies for promoting children's personal development and self-evaluation. When fully in place, there should be wider opportunities for pupils to develop and mature as they move through the school.
44. The school has good systems for assessing pupils' progress. There are regular formal tests in English, mathematics and science in all classes. Teachers also assess how well pupils have achieved in all other subjects, usually by evaluating a standard piece of work and grading it along national guidelines. Teachers record this information efficiently so that they have a clear view of how pupils develop from year to year. They use this information to give pupils targets in their next tests and particularly those at the end of Years 2 and 6. This is a sensible practice but pupils are not always aware soon enough of their targets. For example, although the school has set targets for the current Year 6 pupils, teachers have not yet shared them with pupils or parents.
45. Teachers do not, however, monitor pupils' progress so effectively in the shorter term. They do not take enough account of progress in lessons to adjust their planning to make allowances for fast or slow learning pupils, for example. This can lead to occasionally inconsistent expectations shown in teachers' planning. In an English lesson, all pupils were expected to understand an extract from the *Song of Hiawatha*, but the very difficult vocabulary meant that only higher attaining pupils could appreciate it.
46. Pupils set targets for their own improvement and this is useful. Such targets may include sensible aims, such as improving handwriting and knowing the eight times table. However, many aims refer to personal development and most of them are too broad to be effective. Teachers do not set clear and realistic targets for individual curricular objectives. Teachers are not specific about which areas of development pupils need to concentrate on in order to make consistently good progress and here more use could be made of marking.
47. The coordinator for special educational needs maintains detailed records and all procedures for identification and review are in line with those recommended in the national code of practice. There is very good support for pupils with special educational needs throughout the school in terms of sensitivity and consistency of management from non-teaching personnel and voluntary helpers.
48. Pupils who are learning English as an additional language have good support in academic and personal development. Newly arrived pupils are helped to settle in quickly by friendly staff and pupils. However, there are no formal procedures in place. For example, there is no *buddy* system in place to match newly arrived pupils with others speaking the same language or with those who have experienced similar circumstances in travelling from other countries or cities. Although there is a suitable selection of multicultural books, there is no system for ensuring that each new pupil's language or customs are represented or their language needs quickly identified.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. Parents consider standards are high and that they have risen significantly due to the school's focus on teaching and learning; they believe they have a *remarkable deal*. There was especial praise for the nursery.
50. The school constantly reviews its partnership with parents; this is good practice. The quality of information the school provides is good, compared to satisfactory at the last inspection; this confirms the parents' views. Newsletters keep parents well informed about what their child is, and will be, doing in school, together with news of forthcoming events. Communications are reinforced through the school's open door policy that enables parents to discuss any problems or concerns at an early stage; parents of nursery pupils were seen making good use of this policy. The Foundation Stage develops a good partnership with parents by having a parent representative from each colour group. These parents act as a communication link and exchange ideas with the teachers regularly. Many parents attended the recent numeracy evening and found it very useful and informative; a literacy evening has been held previously. Good use is made of questionnaires to gain parental views.
51. Parents and grandparents are invited to help in school and many do so, giving good support to pupils' reading, baking, computing and helping with display work; expectations are explained before they start. Minority ethnic parents have supported religious education lessons. A series of meetings are being held currently to formulate guidelines for helpers and this will enable parental help to be more focused and effective. Shared reading takes place in the Foundation Stage every week and, on a rota basis, enables parents to spend time in class with their children and to have an understanding on how their children are taught.
52. The majority of parents have signed the home-school agreement. It states that parents will *encourage and support my child in their learning and monitor their progress*. There is no clear reciprocal statement from the school in either the agreement or in its aims and objectives on how parents will be enabled to support their child at home. There are informal class meetings at the start of the school year. Two consultation evenings are attended by 80 per cent of parents, but there is no official procedure for following up the 20 per cent of parents who do not attend.
53. Homework is set across the school. Setting of homework in higher years follows a regular known pattern. In lower years, there is no regular pattern and parents may not always know when homework has been set. This arrangement requires review. A homework club offers pupils the opportunity to complete homework alongside colleagues, with supporting help from staff if necessary. Ten pupils from Years 3 to 5 were observed making good use of this opportunity.
54. Pupils' annual reports are satisfactory, as at the last inspection; they give a clear picture of what the individual pupil has done and indications of achievement. Suggestions for improvement are rare and this aspect should be improved. Targets for each pupil are issued to parents in the second half of the autumn term and discussed further in February. Inclusion in the annual reports of how well the targets had been met, as well as areas for further improvement, would bring all the available information together to provide more precise understanding of the levels achieved. The school provides good information for parents of pupils with special educational needs. They receive a copy of their child's individual education plan and are invited to discuss the contents with the teachers. Inviting parents to the review meetings could further extend this contact so that they could be actively involved in deciding the next steps.
55. The Friends of Stanley Grove is an active group that has a good impact on pupils' education. The school listens to parents' suggestions and usually there is a target set for parent's fund-raising. For example, the refurbishment of the learning resource centre to provide a computer suite was financed with a substantial donation from the Friends combined with matched school funding. They have also provided equipment for the Foundation Stage area and physical education apparatus. They are now beginning to target the local business community and have had one success with the donation of a computer. To make themselves more prominent within the community, and to raise further funds, they are to begin bag packing in a local supermarket. Most of the core group are parents of younger children and form a good base from which long term educational benefits can continue to be derived.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The headteacher provides good leadership and has used a number of strategies to bring about improvements in standards and the school's provision for education. The school has continued to operate successfully amidst an extensive building and remodelling programme. The headteacher has managed this and other improvements well. There has been a good deal of success in dealing with issues raised in the last report, except on one concerning information and communication technology, where standards and provision have hardly improved. However, there is a good set of plans and, for example, a new suite of computers has

just been commissioned although there was not time to bring them into use prior to the inspection. Nevertheless, overall standards are rising and the school's improvement has been good. For example, the level of expectations teachers have of their pupils' attainment has risen and there is now often a good proportion of pupils attaining highly with good challenge in most lessons. There is very little disruptive behaviour because teachers manage discipline generally well. Curriculum policies and planning are now often of good quality and effective in providing guidance for teachers.

57. There is a new structure of senior teachers and the senior management team works effectively to evaluate the school's needs and support the school development plan. Performance management strategies have been implemented very well and have helped to gain greater clarity about effective teaching and learning through target setting. The school has gained the *Investors in People* status. There is a clear impetus to raise standards and a good commitment to improvement. The school is lively with a good climate to promote learning and generally good relationships. There is a very clear educational direction, which is also modelled by the headteacher when teaching.
58. The monitoring and evaluation of the school's performance is good although the role played by coordinators of the non-core subjects is not yet effective in identifying each subject's key strengths and weaknesses because, for several, the monitoring work is limited in scope or lacks rigour. However, coordinators write action plans for their subject and these are considered as a priority for the school development plan. The headteacher monitors the quality of teaching by visiting lessons both for formal observations and to work beside teachers. Evaluations stemming from these and the school's performance management procedures help the school to identify trends in provision and training needs of staff. The analysis of test results is also helpful and detailed in providing information about weaker areas. The governing body too plays a role in monitoring and uses the reports from the headteacher as the main source to identify financial priorities. They have few other strategic means by which to evaluate the school's main strengths and weaknesses and the effectiveness of financial decisions. However, there is a good level of awareness of the statutory requirements, which are met fully.
59. The school has very inclusive attitudes and these are implicit in its egalitarian aims, which are well reflected in everyday life at school, for example, in the way that new pupils are helped and the acceptance of other's difficulties. However, some aspects are not well monitored, for example, the impact of withdrawal teaching groups or whether assemblies adequately contain collective worship. The school has no means of ensuring that it meets requirements for collective worship regularly, nor does it check what learning is missed by some pupils who are withdrawn from lessons for more than one reason.
60. Management and coordination for pupils with special educational needs is effective and includes an established system of identification, planning and monitoring. The special educational needs coordinator maintains a useful overview of provision and learning. She meets with class teachers at regular intervals to review pupils' progress and to set new targets for learning. However, she has many other responsibilities in school and her non-teaching time is often split between them. This has resulted in some short postponements of reviews and too little time for paperwork. There is no specific time allocation that recognises the importance and workload of the coordinator's role. The governor for special educational needs ensures that the school's policy of full inclusion for these pupils is successfully carried out.
61. Those pupils for whom English is an additional language often join the school part way through their education. Teachers interview pupils and parents to ascertain the level of English language acquisition and make the necessary provision to ensure that they have full access to the curriculum. They are made to feel welcome through good informal practices. For example, two newly arrived pupils were invited to read a story in their mother tongue during assembly. There is a good selection of books in school that include characters from a wide range of countries and cultures around the world and the curriculum includes a sound emphasis on cultural education. However, there are no formal systems in place to ensure that this good provision is maintained and no records kept of discussions or additional provision made. The acting deputy headteacher takes responsibility for overseeing provision and for checking learning and attainment. However, there is no formal role for this area and it does not appear on any job description.
62. Financial planning is good and maintains the same level as at the last inspection. The school has made good use of the Audit Commission's diagnostic software and this suggested a few minor adjustments. The budget is linked to the school development plan and spending per pupil is in line with the national average. Only seven pupils were in reception at the start of the school year, resulting in a reduction in this year's budget, two further intakes in January and at Easter, will increase the number to twenty-eight pupils. As a result, after consultation with the local education authority, the governors set a negative budget for 2001/2002. There is experience amongst the governors in handling substantial budgets in industry; their close monitoring will continue and should ensure this exceptional situation is dealt with satisfactorily.

63. The school consults parent governors and the core group of Friends of Stanley Grove on major spending decisions. As part of the school's continuing aim to develop partnership with parents, consultation procedures should be widened to include all parents. Day-to-day financial administration is carried out meticulously by the school secretary, always seeking best value for money. Since taking on extra responsibilities she has tightened financial control; she gives half-termly feedback to the finance committee.
64. The school has a good number of teaching and support staff. Numbers of pupils in classes are relatively small, although they vary from class to class. Teachers are suitably qualified and have some good expertise, especially in music and art. There is a good number of support staff to help lower attaining pupils and those with special educational needs progress well. They have the skills to work sympathetically with pupils, guiding them rather than directing them. All staff benefit from regular training which, recently, has focused on key areas, such as literacy, numeracy and information and communication technology. There has also been useful training in first aid, pastoral care and administration. However, teachers do not regularly update their knowledge and skills in subjects such as religious education and geography.
65. The school's learning resources are satisfactory. The new room which houses a library and a computer suite will be an asset to the school when it is fully operational. However, the accommodation is currently unsatisfactory for the effective delivery of the full curriculum. Three classrooms and the learning resource centre open directly onto the hall. Two of the classrooms have had suspended ceilings installed, which have improved dramatically the acoustic quality, but has increased temperatures on occasions to unacceptable levels; the school is planning to install blinds and is seeking air conditioning. A mobile classroom has been condemned, has a leaking roof and does not provide an appropriate environment for children. There is a lack of space to support special education needs pupils in withdrawal situations.
66. The current building work has made day-to-day life difficult, but the school has coped well. There have been a few instances when staff time has been used to solve related problems, for example, concerning the delivery of equipment to the building site at the start of school. Work on the Foundation Stage Unit was behind schedule, resulting in it being closed for the first two days of the autumn term. Building noise is said to be a problem on occasions. When completed, the extension should provide improved staff facilities and raise morale. The new toilet block will improve conditions and the environment for pupils.
67. A new classroom has been completed recently and now enables all Year 2 pupils to benefit from being taught in one room. The area outside the Foundation Unit has been developed and provides a very stimulating and attractive area for the younger pupils. The wildlife area is an underused facility that could add breadth to the curriculum. The Friends of Stanley Grove are to target this area in their forthcoming fundraising events. Pupils are to suggest ideas to enable it to be developed into a quiet area linked to the curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

*Areas which the school has already identified or planned for are starred.

- In order to raise standards of attainment in information and communication technology * the governors, headteacher and the subject coordinator should;
 - implement plans to teach the whole National Curriculum programme of study to all the pupils (paragraphs 5, 24,115) and
 - promote greater use of information and communication technology in other subjects. (paragraphs 26, 88, 84, 119)

- In order to make further improvements in the pupils' learning, the school's management should give greater clarity and rigour to the coordinator's role to;
 - promote the sharing of the best teaching in each subject,* (paragraphs 22, 25)
 - enable the monitoring and evaluation of standards in subjects where this is not common practice * (paragraphs 58) and
 - promote progression in the acquisition of skills and understanding across the curriculum. (paragraphs 25, 64, 82)

- In addition, responsibility should be allocated to;
 - formalise procedures for pupils for whom English is an additional language, (paragraphs 48, 61)
 - monitor assemblies to ensure appropriate collective worship is held daily (paragraphs 31, 134) and
 - keep parents informed about homework.* (paragraphs 53)

- The headteacher and appropriate coordinators should promote better use of on-going assessments to;
 - help teachers to set work for pupils that is accurately matched to their past attainment, (paragraphs 45,21, 82)
 - use the marking of pupils' work and classroom assistants more fully to this end.* (paragraphs 83, 20)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	47
Number of discussions with staff, governors, other adults and pupils	37

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	5	22	19	0	0	0
Percentage	2	11	47	40	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	20	139
Number of full-time pupils known to be eligible for free school meals	0	7

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	26

English as an additional language

	No of pupils
Number of pupils with English as an additional language	8

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data	5.5
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	9	10	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	9
	Girls	9	9	10
	Total	17	17	19
Percentage of pupils at NC level 2 or above	School	89 (88)	89 (76)	100 (94)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	9	9
	Girls	9	10	9
	Total	17	19	18
Percentage of pupils at NC level 2 or above	School	89 (82)	100 (94)	95 (94)
	National	84 (82)	88 (86)	88 (87)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	11	7	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	9	11
	Girls	5	5	6
	Total	16	14	17
Percentage of pupils at NC level 4 or above	School	89 (96)	78 (96)	94 (96)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	10	11
	Girls	5	5	6
	Total	16	15	17
Percentage of pupils at NC level 4 or above	School	89 (96)	83 (96)	94 (96)
	National	70 (68)	72 (69)	79(75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	3
Pakistani	0
Bangladeshi	0
Chinese	1
White	155
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	17
Average class size	22.6

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	98

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20
Total number of education support staff	1
Total aggregate hours worked per week	28
Number of pupils per FTE adult	10

FTE means full-time equivalent.

Financial information

Financial year	2000/1
	£
Total income	394104
Total expenditure	374638
Expenditure per pupil	2178
Balance brought forward from previous year	-7186
Balance carried forward to next year	12280

Recruitment of teachers

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	159
Number of questionnaires returned	36

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	31	2	0	0
My child is making good progress in school.	52	43	3	0	2
Behaviour in the school is good.	39	54	0	2	5
My child gets the right amount of work to do at home.	33	43	10	0	14
The teaching is good.	57	38	0	0	5
I am kept well informed about how my child is getting on.	45	40	10	0	5
I would feel comfortable about approaching the school with questions or a problem.	67	28	5	0	0
The school expects my child to work hard and achieve his or her best.	64	29	0	0	7
The school works closely with parents.	48	43	7	0	2
The school is well led and managed.	57	38	0	0	5
The school is helping my child become mature and responsible.	54	44	0	0	2
The school provides an interesting range of activities outside lessons.	38	38	5	0	19

Other issues raised by parents

Generally parents are supportive of the school and consider standards high. They feel that music is a strength of the school. There are mixed views about how well the most able pupils are challenged. The school is thought to provide a very strong "feel-good" factor and pupils learn to be mutually supportive. Parents were concerned to see the building work finished as soon as possible.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

68. Children are admitted to the Foundation Stage three times a year from the age of three. Their attainment is generally slightly below average. These children are of nursery and of reception class age and are organised into groups largely according to their age. The older reception age children attend on a full-time basis as they near their fifth birthday. The younger children attend for mornings or afternoons. These groups are taught in a separate part of the school with an area for outdoor activities in which the children increase their knowledge of other areas of learning through physical activity. There are also two main rooms, one for more formal group lessons and one for children to choose from a wide range of activities. There are two well-qualified teachers as well as a nursery nurse and an assistant. The curriculum is well designed to provide activities that help the large majority of the children to achieve the nationally agreed Early Learning Goals before they leave the Foundation Stage.

Personal, social and emotional development

69. At an early age and through a range of activities the children are taught to be aware of each other. With a good proportion of adult help, they are encouraged to think about each other, to cooperate and to help each other. This is within a climate that is very calm, secure, and friendly. All the adults help the children to have good self-esteem and to value each other. As well as the formal lessons in which there are clear expectations of behaviour given, the children also benefit from lengthy sessions alone or in small groups with an adult. Part of this time is for assessment purposes but nonetheless it supports their emotional well being and aids their sense of self as a valued part of a community. Consequently, the children soon begin to relate to each other and the older children collaborate well talking with each other and listening well to others' views. Occasionally in their play, the older children initiate activities, sometimes drawing others in. The younger children quickly learn the routines and are able to tidy up. The older pupils help in this and, for example, show newer pupils where the aprons are kept. Because of the good models of social behaviour by the older reception children, the younger nursery children make the fastest progress. The good teaching has led to attainment that is generally good, and a majority of the current reception children are close to meeting the appropriate Early Learning Goal. However, the baseline assessments made previously indicate slightly lower than average standards in some years.

Communication, language and literacy

70. The children make good progress in all aspects of this area of learning and by the end of the Foundation Stage the large majority of the children meet the Early Learning Goals. They take part in conversation and most are confident and able to express their views in both formal lessons and play activities, taking turns to speak in an orderly way. The teaching is good and sensitive to the children's various levels of competence. They enjoy listening to the teachers and each other and reply to questions using the words and phrases they have been taught. The younger nursery age pupils are less competent often using single word replies but they soon gain confidence and a wider vocabulary. A good number of opportunities are provided to encourage the children's spoken language, although some of the younger pupils need more to encourage discussion. From an early age the children are taught to recognise letters and the sounds they make. They are beginning to use this knowledge to identify the first sounds of words and to attempt to write words. The teachers' planning is meticulous and detailed assessments chart each pupil's progress towards each part of the appropriate Early Learning Goal. Only the youngest of the reception age pupils are not yet able to write their own name.

Mathematical development

71. Attainment is satisfactory overall and often good. It has improved since the last inspection. Although the baseline assessment of autumn 2000 indicates slightly lower than average standards, the current children's past work shows that they make good progress. In numeracy lessons, the reception children count well to 20 with a good understanding of numbers and can formulate simple sums, such as $7+1=8$. The younger children only appreciate such sums when they are shown by the staff how to write them. They can, however, compare, sort and match numbers to a set of objects and the room has many interesting aids and activities to develop their sense of number. The children are all on course to meet the appropriate Early Learning Goal and about 7 out of 10 are likely to meet it soon. The teaching is good, with very good planning and shows a very good understanding of the children's needs and common misconceptions. However, in lessons that are more formal there could be more opportunities for the nursery and reception children to try using newly learnt phrases such as *make a set of 5 eyebrows*. A wide range of activities designed to promote better

understanding is provided both in formal lessons and informal choices. Resources are used well and the children respond by showing interest and behaving well.

Knowledge and understanding of the world

72. The pupils often enter the nursery with relatively low levels of prior general experience. The opportunities provided in the Foundation Stage are good and they gain satisfactory standards by the end of this stage. Teaching is satisfactory and helps the pupils to progress well. The activities provided in the free activity area and outside are varied and help the children to gain curiosity and to explore new tools, media, and equipment. They also learn about aspects of the world through games and formal lessons, which involve facets of real life, for example, through the use of a role play hospital area and through videos, such as stories about farming. The staff enhance these activities by occasional sensitive intervention in the children's play to extend their knowledge and understanding. The two computers are also used to good effect with a range of programs that extend the children's knowledge as well as giving them opportunities to gain skills such as the use of a mouse. There are many opportunities to make things using construction kits, and junk modelling and these are well supported by the teachers and support assistants who specifically help the children to gain skills, such as those of joining materials. In the free activity area, much choice is allowed but the children are not always guided to have plans to make the best use of their time.

Physical development

73. The nursery and reception children are progressing appropriately towards the relevant Early Learning Goals and attainment is similar to that for most children of their age. A large majority is already independent in dressing and preparation for physical activities. In a lesson taught in the hall, the children listened and carried out instructions well. This was because the explanations were very clear and detailed. The teaching is intense and in contrast to the children's activity on other occasions, for example, when they freely use wheeled toys in the outside area. The provision offered by the outside area is interesting and varied, but contains no climbing frame or apparatus for children to extend the use of all their body parts. There are advanced plans to improve provision in this area. There is much to engage the children and involve them in a variety of interesting physical activities to support their development in this area of learning and others. In another outdoor lesson about two-thirds of the pupils were able to copy the teacher's movements and walk like soldiers marching. A small number of the youngest children have restricted coordination and cannot fully control their movements. However, by the end of the Foundation Stage, the reception children have satisfactory attainment due to the good teaching they have received.

Creative development

74. The children's singing is good and they enjoy this and other activities such as painting. Teachers have clear expectations and lead the children well. In one lesson, the children were practising a song for harvest. The teacher explained phrases such as *a bunch of carrots* and led the singing well. Consequently, the children quickly learnt the words and sang the song well. Opportunities are provided to try a range of musical instruments. The children experiment with the instruments sensibly, listening to the different sounds they make, occasionally inviting their peers to listen too. The children are introduced to poetry and rhymes with which they join in enthusiastically and quickly learn. A range of media is introduced and sometimes techniques are specifically taught to small groups of children. The planning is careful to allow all the pupils a chance to gain such skills. The pupils are also allowed to paint and draw freely. Provision has improved since the last inspection and teaching is good for both nursery and reception children. In an activity outside, a small group of pupils made interesting patterns using a number of natural materials such as cones and stones. An adult assistant who modelled some ways of making attractive patterns helped them. They recorded their compositions by drawing and some could write the names of the materials. The majority of the children have good attainment and are on course to meet the appropriate Early Learning Goal.

ENGLISH

75. Current standards in English are in line with national expectations by the end of Year 2 and Year 6. Over recent years, standards have usually been above or well above the national average. The standards of the current pupils in Year 6 are lower than at the time of the last inspection, when they were good, because there is currently a higher proportion of pupils with special educational needs. Current standards in Year 2 are satisfactory.
76. The pupils have satisfactory speaking and listening skills by age of seven. Teachers often present new learning in an interesting way and this encourages pupils to concentrate and listen carefully. They understand new ideas reasonably clearly and they carry out what is expected of them when completing

independent tasks. The lower attaining pupils tend to have a shorter concentration span and this limits the scope of their listening. Most pupils speak clearly but a significant minority use words and phrases, instead of developing their ideas or suggestions into sentences. Higher attaining pupils speak with confidence, detail and clear articulation.

77. By the age of eleven, the pupils continue to have satisfactory speaking and listening skills, with skills in listening being the stronger. Pupils are interested in most of the activities and enjoy discussion. They appreciate other pupils' thoughts and understand procedures expected of them in classes. For example, in a science lesson, the pupils' listened carefully to the teachers' instructions and this meant that they could carry out an experiment quickly and efficiently. The pupils speak with some confidence but not always with enough precision and here the teachers could seek pupils' opinions more and give them more opportunities to debate issues. The weekly session of *candle time* is beginning to help pupils to speak about personal issues but this has had too little time to effect improvements. Lower attaining pupils, including those with special educational needs, have less confidence and lack a breadth of vocabulary.
78. The pupils have satisfactory reading skills by the age of seven. Their reading of simple texts is quite accurate and they are beginning to use some expression. They know how to use initial letters and blends of letters to sound out new words but are not yet confident about tackling long new words. Lower attaining pupils know how to decipher consonants and vowels and use pictures to aid understanding, but are not yet competent readers. By contrast, pupils that are more able can read new words with ease, as well as reading with good expression. These pupils, for example, are able to read books by a range of authors.
79. By the age of eleven, pupils have satisfactory reading skills. They enjoy reading exciting modern writing, such as the Harry Potter series, but they do not have a wide range of reading. For example, they do not normally read non-fiction books for pleasure. The pupils are quite confident readers, yet they are not always fluent. They have no difficulty in reading new words but sometimes need to pause to check their accuracy before pronouncing them. They read with reasonable expression but not always a lot of interest. However, they clearly understand what they are reading. Lower attaining pupils do not enjoy reading much because they lack confidence in breaking down unfamiliar words, for example, *pavement*. Pupils that are more able show more confidence and understand the text more readily.
80. The pupils have satisfactory writing skills by the age of seven. They write comfortably in sentences and are able to sequence them into simple narrative. These are essentially lists of actions but pupils are beginning to extend their sentences with the occasional conjunctions. Spelling is sound and mistakes are often understandable. For example, some pupils wrote *sor* for *saw* or *reed* instead of *read*. The pupils consistently use simple punctuation such as full stops. Their handwriting is good. Most letters are formed correctly and they join their letters neatly. Lower attaining pupils, including those with special educational needs, can write in simple sentences but their spelling is weak. Sometimes, they reverse the order of letters in words, for example, *htey* for *they*. Higher attaining pupils are more able to write in different ways, such as lists of instructions and poetry, and they spell well.
81. By the age of eleven, the pupils have satisfactory skills in writing. The structure of their writing is good. They can provide a suitable plot to a story and they can write about factual matters in the right style. Their spelling and handwriting are good. However, the pupils' range of writing and expression is somewhat limited. For example, they do not write enough poetry or technical information. Too often, teachers give pupils worksheets to record their work, rather than encouraging them to write for themselves. The pupils' expression is often familiar and safe, rather than adventurous. For example, one pupil described *Sir Toby Belch*, a character in *Twelfth Night*, as *a fat man who likes Maria*. Higher attaining pupils use writing devices that are more sophisticated. One described a spider on a dewy web as *delicate but deadly; jewelled but masterful*.
82. The quality of teaching is satisfactory with some good examples. Teachers develop good relationships with their pupils so that the pupils feel relaxed and valued. They make the aims of the lessons sufficiently clear so that the pupils understand exactly what they are to learn. They organise resources and groups of pupils efficiently. As a result, the lessons flow well. They plan well for pupils with special educational needs and ensure that they receive extra adult support to help explain any new learning. However, teachers' planning does not always consider the pupils' past learning. Teachers do not systematically check how well pupils have learned from day to day and so do not always set challenging enough work. Higher attaining pupils in Year 6, for example, spend too long on grammatical activity and not enough on independent writing. Sometimes, the level of challenge is misplaced. For example, lower attaining pupils in Year 6 struggled when asked to change active sentences into passive ones. The teaching of pupils with special educational needs is good, but the challenge for others is not always well matched to past learning.

83. Teachers have good expectations of attitudes and behaviour. They encourage the pupils to concentrate by using interesting resources and involving the pupils. In a Year 3 lesson, the teachers showed a play-script on a screen for a brief time in order to refresh the pupils' memories and encourage them to think hard about the key features, such as the stage directions. The pupils had to read very quickly. Sometimes though, teachers are not firm enough with the behaviour of a small number of pupils and minor misbehaviour disturbs the flow of a small minority of lessons. Occasionally, teaching lacks enthusiasm, for example, where there is a concentration on grammatical tasks. The teachers often ask the pupils questions that make them think and reflect before answering. They appreciate the pupils' efforts and always show this with praise. This is not so apparent in the marking of written work. Marking lacks consistency and, where it is weaker, the pupils lack clear guidance on how to improve.
84. The school makes English a clear priority and provides time for reading and writing for all pupils in addition to literacy lessons. This is good practice. However, teachers do not systematically plan to develop literacy skills through other subjects. Reference books and computers are seldom used to support writing tasks. The targeted learning for lower attaining pupils and those with special educational needs is effective. The supply of reading books is adequate but not broad or varied enough to inspire all the pupils. The school could make more use of drama and literature to give pupils a broad experience of language. It has established good methods of checking pupils' progress from year to year, measured against national guidelines.

MATHEMATICS

85. The standards achieved by the current pupils are in line with the national picture in Key Stage 1 and Key Stage 2. In 2000, 78 per cent of the eleven-year-olds achieved the expected standards or above and in 2001 this figure increased to 95 per cent. In both these years, nearly a third of the eleven-year-olds achieved a high level. This is a good result against the norm, especially considering the slightly below average standard of attainment on entry to the nursery. The results for seven-year-olds in 2001 also indicated about a third of pupils with high attainment and nearly all the remainder achieving the expected standard. This was a fall from the extremely high standards shown in the tests for seven-year-olds in 2000. The girls' performance is slightly better than that of boys at the end of Key Stage 1 but at the end of Key Stage 2, the boys do better. Although there has been fluctuation in the intervening years, the 2001 results represent a sound improvement on those in the last report.
86. The current standard of attainment in Year 2 is satisfactory and shows a typical range of achievement. For example, pupils that are more able can calculate in numbers over 100, with sums such as $63+54$. They have begun to use decimals notation to record money and capacity. They have a reasonable understanding of place value but have not used numbers over 1000. These pupils have do not yet have a firm grasp of the identifying features of a number of two-dimensional shapes. Lower attaining seven-year-olds can say and calculate simple number sentences, such as $8+2$. All the pupils have a good understanding of the commutative properties of addition and most can count in twos and tens well. The pupils of Year 6 are taught a good range of strategies to calculate numbers mentally and they have good knowledge of number features, for example, the particular patterns within the 9 times table. A good majority can identify the place value of numerals in decimals, for example, the value of the 3 in 0.34. High attaining pupils use this understanding to work out problems such as 6300 divided by 90 and to round larger number such as 25490.
87. The pupils are usually keen to answer the teachers' questions and join in well with class discussions. More often than not behaviour is good in lessons. The teachers often make their expectations of the pupils' behaviour very clear and this helps the pupils to know what is acceptable. The pupils concentrate well and persevere with tasks especially in Key Stage 2. They are able to collaborate well, sharing ideas and resources. When the teaching is very good or better the pupils remain very well motivated throughout the lesson. They confidently use the skills they are learning to solve new problems. In lessons where the teaching is satisfactory, the pupils remain keen to answer the teachers' questions but forget to abide by the class rules about interruption and consequently the lessons can be noisy.
88. The quality of teaching is good in Key Stage 2 and satisfactory in Key Stage 1. Teachers mark the pupils' work accurately and in Key Stage 2 this helps the pupils to improve, whereas in Key Stage 1 there are seldom comments on their work. There is still a degree of under-expectation of the higher attaining pupils and the monitoring of planning has not yet identified this. However, the oldest pupils are taught in groups chosen by ability and here the ablest pupils are challenged well. Although there are programs available for classroom use, information and communication technology is seldom used to support learning in mathematics. Teachers have adopted the methods of the National Numeracy Strategy well and lessons are consistently planned in an appropriate format and, for example, always start with an effective mental session.

89. Audits of the subject have helped the coordinator to know about standards and staff training needs. There is now an appropriate set of assessments carried out which use both teachers' assessments and nationally recommended tests. The results of these help in identifying pupils for teaching groups of different ability and the level of each child's attainment. The results of these are carefully analysed and help the coordinator to know about overall standards and appropriate targets to set. Assessments are based upon the key objectives laid down in the National Numeracy Strategy framework. The coordinator also learns of the priorities in the subject through a questionnaire to teachers. Some time is allowed each week for the coordinator to collect and use such information. The teachers' medium-term planning is checked for coverage of the appropriate key objectives. The coordinator has reviewed pupils' work but has not taken part in lesson observations in order to assess the quality of teaching in the subject. One governor has oversight of aspects of the subject but is relatively new to this subject and has not yet had training in fulfilling this role. The school has correctly identified the need for more able pupils to extend their learning further but has not yet planned the curriculum beyond the level appropriate for the age group. The school uses some aspects of the subject to support learning in other subjects, for example, by using graphs in science, but this is relatively rare.

SCIENCE

90. Attainment in Key Stage 2 is typical of most schools. The pupils learn well in lessons because the teaching is good overall. Attainment in Key Stage 1 is satisfactory and teaching and learning are sound. Throughout the school, the pupils gain a good understanding of scientific methods and experimentation. In the National Curriculum tests for 2000 the performance of the eleven-year-olds was better than at the time of the last inspection and the results for 2001 indicate further improvements because all the pupils achieved the expected standard and a satisfactory number had high standards. The results of the teachers' assessments for seven-year-olds in 2000 and in 2001 were above average.
91. In a lesson with pupils of Year 5 and 6, they were investigating those substances that dissolve and a majority of the pupils had a reasonable notion of making the tests fair, but a number were not rigorous about this and, for example, continued stirring longer than others. The lesson lacked sufficient rigour and challenge for the older high attaining pupils because the pupils' past learning had not been sufficiently accounted for in the planning. However, in a similar lesson with pupils of Year 4 and 5, the teacher discussed the number of stirs explicitly and the pupils were quickly able to explain the factors that made the test a fair one and the need to control the variables. The past work of pupils of Year 3 shows a good amount of investigation through which they have learned many aspects of the subject and appropriate vocabulary. The pupils of this year have good attainment overall as shown in a lesson, in which the pupils learnt to compare the strength of magnets. The work of Year 6 pupils is neat and continues the picture of learning through experimentation and observation. However, the work of the higher attaining pupils is little above average for their age currently.
92. In Key Stage 1, the attainment of the current pupils is average for their age. The emphasis on experimentation is prevalent and through this means, the Year 2 pupils have learnt, for example, about electricity, materials, and healthy eating. Their work soundly meets the expectations of seven-year-olds nationally.
93. The coordinator is well trained for the role and encourages good collaboration in the planning of work, often monitoring the planning. However, there are few means by which a firm knowledge of the school's standards and the strengths and weaknesses in the subject may be gained. The school promotes an attitude that science should entail enjoyment for all. The curriculum is organised on a two-yearly programme of topics to ensure that no aspects are left out or repeated unnecessarily in the classes containing pupils from two year groups. There is a strong emphasis on experimentation and much of the rest of the programmes of study are taught through this means.
94. Assessments are made of each pupil's attainment at the end of each year in order to track their progress. Although there has been some moderation of assessments made by teachers this has not been recent and teachers need confirmation of their judgements about the pupils' levels of attainment. There are sufficient resources to teach the full programmes of study but there has been little consideration of what is needed in addition to teach those pupils likely to achieve high levels in Year 6. However, the school is rightly investigating the proportion of pupils with potential for high attainment.

ART AND DESIGN

95. Attainment is good and above the national expectations for pupils aged seven and eleven. This subject is a strength of the school.

96. In Years 1 and 2, pupils gain experience in using a range of materials including paint, crayon, clay, and collage materials. They successfully learn to blend and mix primary colours to make shades and tones. Some younger pupils had created their own colour book that included shades entitled *plum purple*, *muddy purple* and *fizzy purple*. They create patterns to achieve optical effects and use a variety of different printing techniques. Observational drawing and sketching is of a very high standard. Some Year 1 pupils had looked carefully at fruit and recorded their work in a variety of media, including pencil, pastel and paint. The detailed and knowledgeable use of colour is very good. Year 2 pupils had worked with an artist to make some very interesting sculptures of sandwiches. They chose to use a wide variety of materials, including wood, felt, sponge, corrugated plastic and paper. Creative painting, colour mixing and collage techniques resulted in work that is so life-like that the viewer is invited to touch to check its origins. Skills in portrait drawing and painting develop well through both years. By the end of Year 2, pupils have gained confidence and skills in a range of art techniques and have been successfully introduced to the work of several well known artists and sculptors.
97. In Years 3 to 6, the pupils broaden the scope of their work. They show a good awareness of colour, line, tone, shape, form and space, recording their ideas in a variety of media. They link colours to emotions and produce some original paintings. They have a well-developed knowledge of composition, scale, depth, and perspective. In one lesson, older pupils refined their skills in observational drawing by creating the illusion of depth using tone and line. Their developing still-life work demonstrates a high level of skill. Portraits of Henry VIII show very good research on the subject through the attention to detail, especially in the costume and fabrics of the times. Pupils use the technique of line block printing to create repeating patterns on fabric. Their designs show good attention to the cultural influences they have studied. Landscapes and seascapes made from torn paper are of a high standard and include a three-dimensional effect. Textile work includes rug making, weaving, and sewing. In a visit to the local art gallery, pupils made life-size sculptures of their friends, sitting in a casual pose. Using paper and bags, they paid great attention to proportion, ensuring that all measurements matched the life model. They are now working on the finish, considering visual and tactile elements to create the desired effect. Throughout the school, the pupils make effective use of their sketchbooks or papers to record information, make preparatory sketches, and experiment with painting or drawing techniques.
98. All the pupils, including those with special educational needs, make good progress as they proceed through the school. They respond positively to opportunities for developing their work and imagination. The pupils are eager to learn, listen well to teachers and respond thoughtfully to suggestions for improvement. The pupils work amicably together, often collaborating on group projects. They concentrate for increasingly long periods of time as they move up through the school. This reflects their enjoyment of the subject and a growing ability to sustain effort. They show pride in their work and are keen to improve their standards of attainment.
99. The teaching of art is good throughout school and sometimes very good. Teachers deliver their lessons with flair, providing opportunities for artistic boldness and enterprise. Teachers ensure a sustained focus and include tasks that develop specific skills. In a lesson for older pupils, they were given 'one minute' sketch tasks where they had one target, such as shading in the dark parts or highlighting where the light reflects. This provided very good pace to the lesson and extended pupils' observational skills. Another interesting technique that teachers use is that of appraisal time. The pupils walk around the room viewing the work completed. They offer evaluations and constructive criticism in a very mature way. Comments are thoughtfully received and considered.
100. A knowledgeable coordinator very well manages the subject. Planning is thorough and ensures continuity in the development of skills as pupils move through the school. The range of experiences is very wide, employing an exciting variety of processes and materials. The pupils have some opportunities to try out graphics programs on the computer but these are very limited and more extensive, imaginative use of information and communication technology is needed in the subject. Displays of work in classes and corridors are eye-catching. They successfully celebrate the pupils' talents and stimulate interest. Art has a high profile within the school and, every term, pupils visit each other's classes to view and appraise completed work. The teachers make very good use of the local gallery and the expertise of visiting artists to enhance learning. The curriculum for art makes a good contribution to pupils' cultural development. They study a variety of works from around the world and from different periods in history. However, the choice of artist is left at the teacher's discretion. Curriculum planning does not, at present, ensure a continued good balance of representation from all countries and cultures. There have been good improvements in the teaching and learning of art and design since the last inspection, largely driven by the expertise of the coordinator and the enthusiasm of the staff.

DESIGN AND TECHNOLOGY

101. It is not possible to judge how well pupils achieve in design and technology. There was very little pupils' work from the present and previous years on which to make valid evaluations. The amount of time that pupils spend on the subject is unclear. The school portfolio shows that pupils complete two pieces of work each year. Because there are sometimes pupils from more than one year group in the same class, it is not clear

that skills are progressively taught. For example, a lower attaining pupil in Year 4 may be given the same work as a higher attaining pupil in Year 5.

102. In Years 1 and 2, the pupils can design a simple object, like a coach for Cinderella. They can cut out card to represent this, colour it and attach cardboard wheels with a paper fastener. They can label parts of a vehicle and list instructions about how to make the print of a tyre. They make finger puppets, stitching felt with wool and adding simple comments about their end product. This work meets the expectations for Year 2, but it is not representative of their range of abilities. The pupils in Years 3 and 4 have made templates to cut out features for packaging, but there is little evidence that they plan and evaluate their work effectively. In Years 5 and 6, the pupils design a simple container for a chocolate cream egg, write down the process, and add comments about their success. They make puppets out of textiles and card but the designs are relatively immature. There is little evidence of a wide range of materials and tools or of learning by experimenting.
103. The school has a good scheme of work, which meets the requirements of the curriculum. Sometimes the subject is combined with art and design, as in the design of clay pots. There are no clear plans to develop the subject and staff have had little training recently. The coordinator has a reasonable view of the strengths and weaknesses of the subject but does not monitor how well teachers teach and pupils learn. The overall picture is a weaker one than at the time of the last inspection, when pupils' attainment was judged to be above average. However, the after-school technology club is very popular. Pupils have thoroughly enjoyed and benefited from various challenges. Recently, pupils gained enthusiasm for the subject when they designed containers to protect eggs from breaking if dropped.

GEOGRAPHY

104. Only two geography lessons were seen during the inspection. However, further evidence was gathered from speaking to pupils, teachers, and the subject coordinator. Teachers' planning and work previously completed by the pupils were scrutinised. Standards in the subject are in line with those expected nationally for pupils aged seven and eleven.
105. From their studies, pupils in Years 1 and 2 know about the geographical features of their locality. They contrast features of Stanley with an imaginary island of Struay, focusing on shops, roads, houses, and water systems. Following a survey of vehicles on the island, pupils conclude that there are sufficient to meet needs and the import of more could cause congestion and pollution. This demonstrates a good awareness of environmental issues and of how people's actions can change an area. Pupils use correct terminology when describing geographical features such as landscape, mountains, or hills. They use fieldwork skills well when surveying Stanley Marsh. Pupils are confident in their mapping work and identify the best route to take from Wakefield to Scarborough on a basic road map.
106. In Years 3 to 6, the pupils build on their earlier knowledge and skills through an interesting study programme. In the mixed Year 3 and 4 class, the pupils show a good understanding of places. They pose questions and use research to find the answers. In their study of Stanley and Ripon, pupils identify major landmarks, such as the cathedral and canal. They produce interesting fact files on the two areas and make a 'tourist information guide'. Mapping skills develop well as pupils use the atlas to locate major countries and cities around the world. They use a physical relief map and key to discover why people would want to visit different parts of the world, finding mountainous areas, beaches or lakes. Older pupils make comparisons between life in India and in Britain. They give good explanations of climate and weather and how these factors affect people's lives. Pupils use different sources of information to study transport, religion, languages, foods, and arts of the regions. By the end of Year 6, pupils work confidently on world maps, marking the equator and tropics. They draw on physical features such as plains and develop a key so that others can read the information. Pupils' skills in literacy, science, and mathematics are very well consolidated through the subject. They produce graphs and charts to illustrate their findings, such as percentage populations. When they study marshland, pupils categorise the living things they find. The older pupils extend their writing skills as they produce reports, for example about the Ganges, or write instructions on how to make a curry. There is no evidence of information and communication technology skills in use to support learning.
107. From the evidence available, the overall quality of teaching is at least satisfactory. Teachers make learning meaningful, for example, by following Barney Bear's travelling adventures or including local studies and fieldwork. Some attractive displays in classes raise the profile of the subject and provide a useful reference point for pupils' studies. Planning and completed work shows that correct geographical terminology is used and activities are well matched to the differing needs of the pupils. Marking is variable in quality. Some teachers write helpful comments but this is not always the case.

108. The scheme of work covers all of the programmes of study in the National Curriculum. The two-year rolling programme caters for the needs of pupils in mixed age classes by ensuring that different topic areas are covered. However, it does not indicate how skills are to be systematically developed across each of these year groups in each class.
109. Teaching and learning supports the cultural development of pupils well as they study different societies and ways of life. A good range of visits in the local area helps pupils to develop a sense of national heritage. The school has made improvements since the last inspection by providing a better range of resources.

HISTORY

110. During the inspection, no lessons were seen and judgements about standards and teaching cannot be made. Judgements about progress are based on discussions with pupils and teachers, scrutiny of pupils' work in their history books, work on display, and an examination of teachers' planning.
111. Overall, the pupils make satisfactory progress throughout the school. In Key Stage 1, they are aware of the differences between past and present, for example, by looking at how food has changed over the ages to become the convenience foods of today, and by undertaking a study of the history of transport through the ages. Pupils have an understanding and factual knowledge of some major events and the influence of people throughout history by studying such topics as the Great Fire of London, the Gunpowder Plot, and the life of Florence Nightingale. Pupils can describe these events as having occurred in the past, and they can recall that Florence Nightingale is famous for the beginnings of nursing.
112. In Key Stage 2, the pupils develop a deeper understanding of different historical periods. A visit to Clarke Hall is undertaken; here, the pupils are able to dress in costume from the Tudor period and carry out role-play situations of the life and times of this age. The pupils have positive attitudes to history and are keen to discuss the events and times they have studied. They make satisfactory links between the past and the present and recall facts about some of the periods they have studied, for example, the names of the Tudor kings and the names and misfortunes of the wives of Henry VIII. Pupils with special educational needs make satisfactory progress.
113. Since the last inspection, schemes of work have been developed, incorporating the national guidance. History is planned to be a focus of the school development plan later in the year. The coordinator is aware that the subject needs development, particularly the need to monitor planning and progress to ensure that pupils' skills, as well as knowledge, are systematically improved. Also, there are insufficient opportunities provided for the coordinator to monitor effectively the quality of teaching and learning throughout the school in order to ensure the appropriate standards are achieved.

INFORMATION AND COMMUNICATION TECHNOLOGY

114. During the inspection there was just one lesson of information and communication technology and teaching cannot be judged. Hardly any completed pupils' work was available. Evidence was gathered through discussions with teachers, the subject coordinator and with pupils of different age groups. Attainment for seven and eleven year olds is below expectations. Many pupils have experience of using computers outside school and this assists in their appreciation and understanding of the importance of technology. Within school, however, parts of the National Curriculum are not taught and there are significant gaps in the pupils' knowledge, skills and understanding. Progress is therefore unsatisfactory throughout school. This largely reflects the situation reported at the time of the last inspection. Initiatives designed to address the key issues identified then have not yet been effective. The limited number of computers available is a significant factor in the lack of improvement to date. This has restricted opportunities for pupils to practise and consolidate their skills. The subject is rightly a priority in the school development plan and much-needed targets are set for improvements in teaching and learning.
115. In Years 1 and 2, the pupils learn how to load the main menu and find the correct program. With help, they enter and save their work and close down the system safely. Pupils use the keyboard to type, using the cursor to position the text accurately. They experience a modelling program to investigate and solve problems. Occasionally, they use computers to support their learning in other subjects, notably in mathematics and English. They use on-screen prompts successfully to follow instructions.
116. In a discussion with some Year 6 pupils, they described a basic range of learning and applications in the subject. They use skills in word processing to record their work and print it. They cut and paste text and change font size and colour confidently. Some recall using a graphics program to draw line pictures. Pupils

programme a floor robot to perform a simple task but do not have the skills to input a more detailed series of instructions. Their skills in using simulation programs are developed to some extent as they embark on an adventure to *Space Mission Mada*. There is no evidence of pupils using databases or spreadsheets to store, analyse and present information. They have no experience of multimedia work. When asked, pupils talk about the uses of information and communications technology in the wider world and consider the effectiveness of computer assisted methods against traditional ones. However, much of this knowledge comes from experiences at home. Pupils know about the Internet and sending mail electronically but have no practical experience of these as part of their schoolwork. The pupils can use calculators, listening centres, and a digital camera. They have opportunities to make audio recordings. The annual residential visit to a specialist centre for the older pupils provides some good experiences in video recording, using the Internet and satellite navigation systems. The use of information and communication technology is not effectively applied to support learning in other subjects except in the nursery and reception class, where it is used well.

117. No teaching was seen in Years 3 to 6 and therefore a judgement cannot be made. In the one lesson in Year 2, teaching was good. Learning objectives were clear and shared with the class at the beginning of the session. The teacher checked progress through careful questioning and worked very hard to ensure that pupils had the best involvement possible in the circumstances. However, with just one computer to a class of 21, much of the time was spent on explanation and demonstration with individuals having short tasks to complete. As a result, 'hands-on' time was extremely restricted and learning was just satisfactory.
118. The school is aware of the main weaknesses in the subject and the coordinator has been working hard over the last year to secure funding and produce an action that will begin to rectify matters. A new computer suite is now in place and is ready for use soon. Intensive teacher training is planned for the autumn and spring terms. The basic selection of software needs to be extended to enable full coverage of the National Curriculum programmes of study. The action plan is focused on improving pupils' progress but is vague in parts. Teachers need to think carefully about assessing learning and then targeting specific areas of the curriculum to fill in gaps and move pupils on at a fast pace. A full review of the use of computers in other subjects is urgently needed to enable pupils to apply their skills in meaningful and worthwhile projects.

MUSIC

119. During the inspection, there were few opportunities to observe music lessons. However, the lessons observed, schemes of work, teachers' planning, and pupils performing provided sufficient evidence for judgements to be made. By the end of both key stages, attainment exceeds national expectations, and pupils of all abilities make good progress. Provision and standards have improved since the last inspection and the subject is a strength of the school.
120. By the end of Key Stage 1, most pupils can confidently sing a range of songs from memory and can listen carefully to sounds and pieces of music. They recognise pitch and tempo and understand how the timbre of music reflects its mood. When performing they sing well with an awareness of each other and with sensitivity for the audience. When playing untuned percussion instruments, they effectively use symbols representing sounds to design repeating patterns, which they perform with good skill and an awareness of rhythm.
121. By the end of Key Stage 2, pupils confidently perform as soloists, in small groups, in whole classes and in the school orchestra. They can identify changes in the character and mood of the music. They are able to recognise high and low sounds, the dynamics of loud and quiet sounds and different tempos. When listening to music, they can identify its country of origin as well as the instruments used. They understand the need to rehearse musical pieces in preparation for performance, and frequently perform with others, for example, when playing for assembly and in the school orchestra.
122. Pupils with special educational needs make good progress throughout the school. Teachers know the pupils well, and sound planning and the effective use of support staff ensure good provision.
123. The quality of teaching is never less than satisfactory and is sometimes very good. Where it is very good, the teacher has a secure knowledge and understanding of the subject and the pupils are managed very well. In Year 1, where the whole class played untuned percussion instruments, the teacher's enthusiasm and high expectations resulted in all the pupils using complex musical rhythms, involving crotchets and quavers, to a high standard of performance, with support staff being used effectively. However, in a Year 4 and 5 class, where the teaching was satisfactory, although the lesson was well planned and resources were available, the lesson was dominated by the teacher, pupil participation was limited and the lesson lacked pace. The quality of teaching is enhanced by the weekly involvement of peripatetic music teachers who take lessons in a wide range of orchestral instruments, and the school orchestra, where adults play with the pupils, performing to a high standard.

124. The curriculum is broad, balanced and planned to promote continuity and progression. It introduces pupils to a wide range of music, and non-specialist teachers have sufficient confidence to explore a variety of musical experiences with the pupils. Systems are in place to record pupils' attainment. Class assemblies and celebration assemblies provide good opportunities for pupils to perform and demonstrate their skills.
125. The curriculum coordinator provides good, enthusiastic leadership in this subject. Teachers' planning is monitored, but procedures are not yet in place to monitor teaching within the classroom. Music makes a significant contribution to the spiritual development of pupils by enhancing the ethos during acts of worship. Hymn singing is tuneful and the pupils are enthusiastic in their performances.

PHYSICAL EDUCATION

126. The pupils reach satisfactory standards at the end of Year 2 and Year 6. This is a similar picture to the findings of the last inspection. Pupils have sound control and coordination and perform satisfactorily in many areas of the sport. It is not clear, however, how successful pupils are in swimming, since the school does not keep sufficient records.
127. By the age of seven, pupils have reasonable throwing and catching skills. They do not yet have the full control to make sure they are mostly successful. For example, they may be able to throw a bean bag through a hoop but not with enough accuracy for a partner to catch it on the other side. They know how to position their hands when receiving a ball. They appreciate the need for cooperation in a team game, although some pupils ignore this by being selfish or silly, on occasions. By the age of eleven, pupils' passing and receiving skills are quite accurate. They can pass balls to partners even when marked by opposing players. Pupils increasingly understand the need to find space so that they may receive a pass. They can shoot a ball reasonably accurately into a hoop, although they do not know how to hold the ball effectively when shooting. Pupils can reflect on their skills to judge success, but do not yet consider their weaknesses enough to progress quickly. In gymnastics, pupils can move their bodies expressively to music on the floor and over apparatus. Before and after activities, older pupils move large apparatus carefully, with due regard for their own and others' safety. Pupils receive swimming lessons for two terms in their final year. The school is remiss in not knowing how well these pupils learn.
128. There is some good teaching but, overall, it is satisfactory. This is due in part to the modest expectations of teachers of their pupils, but also to the staffing arrangements. A part-time teacher teaches the majority of lessons. The expertise and knowledge of teachers generally are satisfactory but not strong. The brief warm-up sessions and some inadequate demonstration of new techniques evidenced this. The pupils do not acquire new skills quickly. Teachers tend to create a positive atmosphere in lessons and so pupils are eager to take part. Teachers also explain activities clearly so that pupils can act without fuss or delay. They usually organise pupils well in groups which keep the lesson flowing. Occasionally, teachers give pupils too much choice of apparatus leading to bottlenecks at favourite equipment. Teaching is good when teachers ensure that pupils know the specific skills or techniques they are to learn.
129. Teachers involve pupils well in their own learning. Teachers are good at assessing how well pupils learn in lessons. They praise pupils sensitively for good work and then encourage them to perform so that other pupils are aware of good techniques. Teachers give some opportunities for pupils to evaluate their own actions and so learn from experience. Sometimes, though, teachers spend too long organising activities or talking to the pupils and this slows the pace of lessons. When this happens, pupils tend to lose concentration or behave less well. Although teachers are able to teach basic skills in games, there are no opportunities for proper team games, because there are no pitches marked out on the playground or on the field. Outdoor education is provided for Year 6 pupils during the annual residential visit at an activity centre. Teachers do not take advantage of the school grounds for such activities as orienteering.

RELIGIOUS EDUCATION

130. By the age of eleven, the pupils have satisfactory standards. There was insufficient evidence of pupils' work during the inspection to judge pupils' attainment and teaching in Key Stage 1. The overall level of attainment is similar to the findings of the last inspection. Pupils have a satisfactory understanding of Christianity and other major faiths. However, pupils do not record enough of their knowledge in writing or illustration.
131. By the time they are seven, pupils begin to understand what it means to belong to a religious family. They appreciate that Christianity and Hinduism, for example, have different values. They know that Hindus regard cows as sacred, whilst Christians do not. They also know that all religions have common sins such as

stealing and lying, and that respect for others is important. As they progress through the school, pupils learn about the scriptures in some depth. They know numerous parables from the Bible and learn to appreciate what they signify. For example, pupils in Years 5 and 6 know that the parable of the sower refers to the spreading of God's word among people. Pupils are able to rewrite such stories in their own words in reasonable detail. Pupils know about the different festivals in religions such as Yom Kippur and Easter. This is reinforced by their taking part in Harvest Festival and Nativity celebrations.

132. In Key Stage 2, the teaching is good. Teachers provide a warm and comfortable atmosphere in their classrooms, which makes pupils feel valued and special. Teachers encourage pupils to relate to each other and develop sincere values. For example, pupils in Year 1 were asked to tell a partner how, as a friend, they could help them. Teachers sometimes use these opportunities to improve pupils' speaking skills. They seek pupils' opinions as to why, for example, there are class rules. Teachers often plan lessons well, building on previous learning, although not always allowing for the different abilities of pupils. When possible, teachers or support staff support lower attaining pupils but they do not provide work to fully challenge higher attaining pupils. In less successful lessons, discussion can be protracted. As a result pupils lose interest and take little part. Teachers ensure that pupils produce enough written work in class, although they do not insist enough on the quality of writing.
133. The school promotes religious education satisfactorily but not strongly in school life. There are daily assemblies for all pupils and there are now opportunities for each class to benefit from *candle time*. This is a time when pupils can reflect upon and talk about their own feelings and learn to appreciate other people's values. In one class, pupils were very interested in learning from another pupil how important the Hadj is to Muslims. The local vicar leads assemblies regularly and pupils visit the church. Pupils have enjoyed meeting a Hindu visitor but there are no visits to other places of worship. The themes of assemblies are seldom linked to the Bible. Prayers are said but the pupils rarely have the chance to pause to reflect on the message of an assembly and how it affects their lives.
134. The school does not have a clear overview of the subject. There is a good curriculum, but the coordinator does not have the time to monitor the provision or how well the pupils learn. As a result, there is not enough impetus to develop the subject throughout the school. The improvement of resources is seen as a priority, for example, but there are no current plans to improve them.