

INSPECTION REPORT

**RAVENSTHORPE CHURCH OF ENGLAND
JUNIOR SCHOOL**

Dewsbury

LEA area: Kirklees

Unique reference number: 107699

Headteacher: Mr C N Lockwood

Reporting inspector: Mrs L A Furness
8245

Dates of inspection: 16th June – 22nd June 2000

Inspection number: 182177

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Community
School category:	Voluntary Controlled
Age range of pupils:	7-11
Gender of pupils:	Mixed
School address:	Myrtle Road Ravensthorpe Dewsbury West Yorkshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr K J Rawson
Date of previous inspection:	17 th June - 21 st June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs L Furness	Registered inspector	Information and communication technology	What sort of school is it?
		Equal Opportunities	How high are standards? The school's results and pupils' achievements
			How well are pupils taught?
			How well is the school led and managed?
Mrs J Farmer	Lay inspector		How high are standards? Pupils' attitudes, values and personal development
			How well does the school work in partnership with parents?
Mr M Hemmings	Team inspector	English	
		Music	
		Physical Education	
		English as an additional language	
		Special Educational Needs	
Mr T Stringer	Team inspector	Mathematics	How well does the school care for its pupils?
		Geography	
		History	
		Religious Education	
Mrs D New		Science	How good are curricular and other opportunities offered to pupils?
		Art	
		Design and technology	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ravensthorpe Church of England Junior School is larger than other primary schools having 321 pupils on roll compared with the national average of 226. Pupils come from the local area and the percentage of pupils having English as an additional language is very high. (73.8%). The percentage of pupils having special educational needs is above the national average (21.4%) and the percentage of pupils with statements of special educational needs is also above the national average (3.7%). The percentage of pupils eligible for school meals free of charge is above the national average (45.1%) However, a significant number of pupils go home for lunch and there is secure evidence to suggest that the eligibility is much higher. There are 12 classes, each of a single age and there are 3 classes in each year group. Pupils are admitted to the school in the September term following their seventh birthday. Statutory test information indicates that their attainment in English, mathematics and science is very low in comparison with the national average.

HOW GOOD THE SCHOOL IS

This is a very effective school. Very good leadership and management by the headteacher and key staff ensure that the school has a clear sense of purpose and direction. Governors and staff have high expectations of pupils in terms of attitudes, attainment and behaviour. As a result of good teaching learning is good and the vast majority of pupils respond and achieve well by working hard. Although standards are well below the national average in English and mathematics, in relation to schools that are similar, standards are above average. When considering the very low attainment on entry the pupils make good progress and the school provides very good value for money.

What the school does well

- Through very good leadership and management, the headteacher, deputy headteacher and governors have established a very effective team that is driving the school forward and providing it with a strong sense of purpose.
- There is a significant amount of very good and often outstanding teaching occurring in a number of classes in Years 5 and 6. This ensures that pupils in these classes make very good progress.
- Provision for pupils with special educational needs including those with English as an additional language is very good.
- Very good procedures are in place for checking and supporting pupils' academic performance and the information obtained from assessments is used very effectively to plan good learning experiences.
- The spiritual, moral and cultural development of pupils is very good. Pupils are taught right from wrong and to respect other peoples' feelings, values and beliefs.
- The school has very good links with parents and has effectively introduced numerous initiatives to enable parents to help and support their children with their schooling.

What could be improved

- There is a high percentage of pupils with English as an additional language and although their achievements are good, the school must continue to raise attainment in English. Pupils use of spoken English is restricted by a narrow vocabulary and therefore there is limited use of descriptive words or extended sentences in their writing and their understanding of more complex reading materials is impeded.
- Although the National Numeracy Strategy has been successfully implemented pupils require intensive work in applying their knowledge of number and developing problem solving skills.
- There are systems in place for checking and evaluating teaching and the curriculum. However, the headteacher knows that they need to be developed further in order to identify clearly strengths and

areas for improvement.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1996. The main issues identified in the previous report have been dealt with very well, resulting in very good progress being made over the last four years. Although standards in English and mathematics were identified weaknesses in the previous inspection the percentage of pupils attaining the national standard in English, mathematics and science has increased rapidly over this period of time. Standards in both information and communication technology and geography have also improved. The use of assessment is now a strength of the school as are the links with parents. The quality of teaching has improved throughout the school with more very good teaching and excellent teaching now evident. The successful implementation of the National Literacy and Numeracy Strategies has further improved provision for pupils in English and mathematics. The school has made very good improvement since the last inspection.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	E	E	E	B
mathematics	E	E	E	B
science	D	D	D	B

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

The 1999 average point scores indicate that pupils' performance is well below the national average in English and mathematics and below the national average in science. However in relation to similar schools pupils' performance is above average in all three subjects. The percentage of pupils attaining the national average has increased rapidly over the last four years and the trend in the school's average National Curriculum points score since 1996 has been broadly in line with the national trend. In mathematics and science, the percentage of pupils attaining the expected level is close to the national average but the percentage of pupils attaining the higher levels is well below the national average and this is adversely affecting the school's average points score. When pupils enter the school, standards are very low and positive attitudes to school and good work habits are not strongly established. Also many pupils are at an early stage of learning English when they start this school and this has an important bearing on the standards of attainment. When considering these factors pupils achieve well and progress is good. This is because of good teaching and the quality and use of ongoing assessments. The standards of work of pupils currently in Year 6 are below the national expectation in English and mathematics but in line with that expected in science. In religious education pupils are working at levels beyond those expected by the programme of work outlined by the Local Education Authority. Pupils are reflective and thoughtful and discuss with maturity a range of controversial issues. In information and communication technology standards are in line with the national expectation. This is due to the good programme of work that is offered to them. In art, design and technology, geography, history, music and physical education pupils' work is in line with that expected for their age. The school has set appropriate targets in English for the next two years but this years' mathematics target is not suitably

challenging and from the work seen should be achieved easily this year. The target set for next year in mathematics is more appropriate.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The majority of pupils have good attitudes towards their work and try hard to do their best. However, in two classes in Year 3, a minority of pupils are inattentive and restless, when work lacks appropriate challenge.
Behaviour, in and out of classrooms	The majority of pupils display good behaviour in and around school. Pupils are polite, well mannered and courteous to visitors.
Personal development and relationships	Pupils form good relationships with staff and fellow pupils, respecting each others' different views and opinions.
Attendance	Although the majority of pupils enjoy attending school there are many absences due to extended holidays and religious observance. This adversely affects the overall attendance figures, which is below the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	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. Teaching is at least satisfactory in 93 per cent of lessons. It is good in 40 per cent of lessons, very good in 23 per cent and excellent in 4 per cent of lessons. Teaching is less than satisfactory in 7 percent of lessons. The unsatisfactory and poor lessons are mainly due to activities that do not satisfactorily engage the pupils' interest and the teachers not having appropriate strategies to manage pupils' behaviour satisfactorily. English and mathematics teaching is good and the basic skills of literacy and numeracy are well taught throughout the school and in all subjects. The school successfully meets the learning needs of all pupils including those pupils with special educational needs and English as an additional language, enabling them to achieve very well in relation to their prior learning. Teachers' planning and lesson preparation is very good. A strong feature of teaching is the way the learning is shared with pupils at the start of the lesson and at relevant points throughout the lesson. This ensures that pupils know what is expected of them and they respond well to the high demands made of them. The use of assessment information is another strong feature of teaching. Pupils are successfully taught to persevere in their work and to give of their best at all times.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the	The curriculum meets statutory requirements and good account is taken

curriculum	of the National Literacy and Numeracy Strategies. The experiences offered for design and technology are very good.
Provision for pupils with special educational needs	The targets set, the effective support provided and the very good checking of their learning enables pupils with special educational needs to make very good progress.
Provision for pupils with English as an additional language	A significant majority of pupils are at an early stage of learning English when they start this school. They receive very effective support from the teachers and make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for spiritual moral and cultural development is very good and social and personal development is good. Pupils are taught to live and work together, help each other, and appreciate the world around them. They are also taught to look after and care for themselves, each other and their environment.
How well the school cares for its pupils	The school is a caring community that provides very effective support for all its pupils both academically and personally. It monitors their performance and assesses their work very well and makes very good use of the information from doing so to plan what they should do next.

The partnership between the parents and the school is very good. A significant number of parents have had no formal schooling and do not have English as an additional language. The school has successfully introduced numerous initiatives to educate parents in order that parents may support children with their learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and senior management team provides the school with clear educational direction. A strong team has been established. The school's values and aims are clearly evident in every aspect of its life and there is very clear commitment to improving standards.
How well the governors fulfil their responsibilities	Governors fulfil their statutory responsibilities and give good support to the headteacher and all staff. They share the strong educational direction that has been established.
The school's evaluation of its performance	The school evaluates its performance well and takes positive and effective steps to address its weaknesses. Governors are appropriately involved in this and have a good understanding of strengths and areas for development.
The strategic use of resources	The school's priorities are carefully linked to financial planning and the spending of specific grants is carefully documented. The school carefully considers value for money before any spending decisions are finalised.

There is a very good level of staffing in the school and they are well deployed. The accommodation is very good and is maintained well. Resources are good, well cared for and used effectively. High quality displays celebrate pupils' work and enhance their learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
The vast majority of parents have positive views about the school. They say that: <ul style="list-style-type: none">• their children enjoy coming to school;• it expects their children to work hard;• the school's leadership is good;• teaching is good.	Very few parents make any negative comments. However at the parents meeting, a very small number of parents requested more supervision at lunchtime.

Inspectors agree with the parents' positive views and do not support the comments regarding lunchtime supervision. Pupils are adequately supervised during the lunchtime break.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1 When compared with all schools the average point scores in the 1999 National Curriculum tests are well below the national average in English and mathematics and below the national average in science. In English and mathematics the percentage of pupils attaining the higher levels is well below the national average and in science the percentage is below the national average. However in relation to similar schools pupils' performance is above average in all three subjects. The percentage of pupils attaining the national average has increased rapidly over the last four years and the trend in the school's average National Curriculum points score since 1996 has been broadly in line with the national trend. There are slight differences in the attainment of boys and girls in all three subjects with boys attaining higher than girls which is the opposite to what is occurring nationally.
- 2 When pupils enter the school, standards of attainment are very low. Pupils do not have positive attitudes to school and good work habits are not strongly established. Many pupils are at an early stage in learning English when they start in Year 3 and the percentage of pupils having English as an additional language is very high. When considering all these factors pupils achieve well and progress is good because of the good teaching that is mainly occurring particularly in literacy and numeracy and the quality and use of assessment information. Pupils' attainment at the age of 11 is significantly better than when they were at the age of 7. The standards of work of pupils currently in Year 6 are below the national expectation in English and mathematics but in line with that expected in science.
- 3 In English, although standards in speaking, reading and writing are below the national expectation pupils achieve well in relation to their abilities and to their prior attainment on entering the school. In reading many younger pupils do not confidently use a range of strategies to determine unfamiliar words. Teachers of Years 3 and 4 pupils try hard to address this and as a result by the end of Year 4 a minority of pupils show an appropriate ability to read accurately and confidently from texts suitable for their age. Older pupils do not satisfactorily use the more advanced reading skills of inference and deduction to help them in their work and this negatively affects their performance in the national tests. Standards in writing are below average for pupils aged 11, but this shows significant improvement from the very low levels of attainment shown by pupils on entry to the school. Many pupils in Year 3 are not able to write a sequence of sentences, punctuate them accurately and spell simple words correctly. Very few pupils are able to use an interesting range of vocabulary and show an awareness of the reader in their writing. Pupils' handwriting and presentational skills are below average and by the time that they are 11 many pupils do not show a clear, legible and neat cursive style of writing. Pupils' speaking skills are below average by the time they are 11 but again are much improved from when they start at the school. Although pupils are given opportunities for discussion and there is very good emphasis on pupils using vocabulary correctly, pupils are not always able to communicate their ideas in a clear and confident manner. They do not use extended sentences in either their speaking or writing and often speak very quickly. Occasionally a minority of teachers do not provide good role models for the pupils and use an inappropriate form of speech. The listening skills of most pupils are satisfactory and as a result they are able to give relevant answers to the teachers' questions and gain a good understanding of the work that they are to do.

- 4 Pupils use their literacy skills effectively in other subjects. Teachers insist on the use of accurate subject vocabulary and constantly reinforce what pupils have learnt in their literacy lessons. Pupils label diagrams and write evaluations in design and technology and record their opinions and feelings in religious education. In history pupils successfully undertake research work using books and CD-ROM's and record their findings in note form.
- 5 Although in mathematics pupils attain standards that are below the national average they achieve well and make good progress when considering their low attainment upon entering the school. The National Numeracy Strategy has ensured that greater emphasis has been placed on mental mathematics and the range of mental strategies used by pupils has increased, as have the standards pupils attain. The setting of pupils for mathematics has a positive effect in meeting the individual needs of pupils and the majority of pupils achieve well in this subject. By the age of 11 pupils are able to convert metric measures into smaller and larger units. They are also able to convert fractions and percentages to decimals. However, their knowledge of number facts and multiplication tables is sometimes insecure and their problem-solving skills are under developed. Pupils develop a good understanding of shape, space and measures as they move through the school. They learn to handle information and present it in the form of graphs and charts, using information and communication technology when appropriate.
- 6 Pupils have opportunity to use and apply their numeracy skills well in a variety of subjects. For example, in geography they use their knowledge of co-ordinates when reading maps. In design and technology they use measuring skills when making a moving vehicle. In art, they consolidate their knowledge of shape, space, pattern and symmetry and the use of perspective in pattern and landscape work, often related to the way in which famous artists used these concepts.
- 7 In science, by the age of 11, pupils have a satisfactory knowledge of a range of scientific topics and achieve well in relation to their attainment on entry. In investigative work pupils show good levels of understanding. They are able to identify conditions that encourage bacteria and discuss and predict the best storage conditions for a variety of foods. They are developing a sound understanding of fair testing and are able to predict what might happen next. Pupils are encouraged to learn and use correct scientific vocabulary as key words are introduced and reinforced during lessons. The recording of experiments is very teacher directed because pupils have difficulty in expressing themselves in writing. However, good progress is being made in this aspect of their work. An area of improvement since the previous inspection has been in the use of other subjects to enhance studies in science. Pupils use information and communication technology effectively to amend and correct information.
- 8 In religious education pupils are working at levels beyond those expected as set out in the programme of work outlined by the Local Education Authority. At the age of 11 pupils show a good understanding of Christianity and of other religions. Pupils are reflective and thoughtful when discussing religious issues and a good level of respect is shown for the views of all concerned. Pupils are able to discuss controversial issues with maturity and sensitivity.
- 9 In information and communication technology (ICT) pupils show good achievement and attain standards that are in line with national expectation. This is an improvement from the previous inspection when ICT standards were identified as an issue of concern. From a low starting point pupils make good progress as they are introduced to a good programme of work and regular opportunities to learn new ICT skills. At the age of 11 pupils are able to present their ideas confidently, correct and amend information and to research a variety of topics using CD ROMS and the Internet.

- 10 In art, design and technology, geography, history, music and physical education standards are in line with those expected for the pupils' age and their achievements are good.
- 11 The school thoroughly analyses the attainment of different groups of pupils and uses the information well to plan future learning. Pupils with special educational needs make very good progress and achieve well because of the clear and achievable targets that are set out in their individual educational plans. Pupils with English as an additional language also make very good progress due to the very good support of specialist teachers and class teachers. There is a good awareness of the need to use precise language and to give clear explanations and instructions to pupils. The majority of teachers throughout the school are very good at using correct vocabulary themselves and encouraging pupils to do the same. They also reinforce well the work done in literacy and numeracy sessions and thereby consolidate and extend pupils' learning of the basic skills of English and mathematics.
- 12 The school sets targets for 11 year olds in English and mathematics. Although the English targets are judged to be suitably challenging the mathematics target for the year 2000 is very unchallenging. Next years target for mathematics is more appropriate. The school is on line to meet the targets set in both subjects.

Pupils' attitudes, values and personal development

- 13 The good attitudes, behaviour and personal development reported at the previous inspection have been maintained and continue to make a positive contribution to pupils' learning and achievement.
- 14 In one of the Year 3 classes and as pupils grow older, expectations of a high standard of behaviour are promoted and achieved. These pupils have a good attitude to their learning and are keen to contribute to lessons. This has a positive effect on their attainment. Pupils enjoy coming to school and approach their work with interest and enthusiasm. In the majority of classrooms and around the school behaviour is good. Often there are examples of very good and excellent behaviour, especially amongst the older pupils and amongst all pupils in assemblies, the playground and the dining hall. However, in classrooms of the younger pupils there are a few incidences of unsatisfactory behaviour which disrupts the flow of learning for other pupils and takes up too much of the teachers time. This results in pupils achieving less than that of which they are capable. Also in two classes in Year 3, a minority of pupils become inattentive and restless, when the work given to them lacks appropriate challenge. When pupils enter the school it is clear that standards of behaviour and attitudes to learning are not well developed. Much of this unsatisfactory attitude in classrooms for a minority of the new entrants continues throughout the first year of the junior school.
- 15 Personal development is good. The majority of pupils are confident, socially at ease with each other and adults and take a pride in their school. They show respect for each others' values, beliefs and feelings. Particularly good examples are seen in assemblies when equal courtesy and respect is shown for the similarities and differences between the various faiths of the pupils. Many of the older pupils show spontaneous politeness for example, by opening doors and offering chairs to adults. Most pupils willingly become involved in the daily routines of the school acting as monitors, for example by arriving early at school to get the hall prepared for assembly. They also tidy up after lessons, read to younger pupils and show concern about people in the wider world who are less fortunate than themselves. For example, pupils raise money for charity and visit a local community home.

- 16 Pupils with special educational needs respond well both in class and when receiving additional support. The majority are keen to learn, try hard with their work and concentrate on the tasks provided. Their behaviour is good and the great majority work co-operatively. Teachers work hard through activities such as 'Circle-time' to develop the social skills of the few who find this difficult. Pupils for whom English is an additional language are well integrated into school life and there is no evidence of racial harassment or other forms of oppressive behaviour towards or by these pupils.
- 17 Attendance is unsatisfactory and is below the national average. However there is no unauthorised absence in the school. Although the vast majority of pupils enjoy attending school the many absences are due to extended holidays or absence due to religious observance.

HOW WELL ARE PUPILS TAUGHT?

- 18 The quality of teaching is good and is having a positive impact on pupils' learning, achievements and standards of attainment. Teaching is at least satisfactory in 93 per cent of lessons. It is good in 40 per cent of lessons, very good in 23 per cent and excellent in 4 per cent of lessons. Teaching is less than satisfactory in 7 per cent of lessons. The very good and excellent teaching occurs in Years 5 and 6 classes. The quality of teaching has improved since the previous inspection with more very good and excellent teaching now evident. However the percentage of less than satisfactory teaching has only fallen slightly from 8.4 per cent to 7 per cent.
- 19 The teaching of English and mathematics is good. The National Literacy and Numeracy Strategies have been successfully implemented and the three-part lesson structure is being used to good effect in many other subjects. In English, the teachers plan thoroughly and are carefully following the structure of the 'literacy hour'. They place a great deal of emphasis on the teaching of basic skills and have high expectations of pupils' performance and of what they are able to achieve. In mathematics, although the introductory part of the lesson focuses on mental and oral work it is often too short or insufficiently lively and engaging. This means that in some lessons pupils are not yet learning how to solve number problems both quickly and accurately. Nevertheless, good teaching in many lessons engages the interest of the pupils well. Pupils enjoy mathematics lessons and respond with a high degree of participation as teachers successfully use a range of stimulating resources such as white boards and practical equipment.
- 20 Teaching is also good in science, design and technology, history, geography, information and communication technology, physical education and religious education. In design and technology, pupils experience a wide range of quality experiences. This builds up the pupils' skills in a systematic way enabling them to manipulate a variety of materials such as construction kits, wood, textiles, food and mouldable materials. The resources are particularly good with a modern kiln and food technology room. In art and music, teaching is satisfactory.
- 21 The teaching of pupils with special educational needs is good. Teachers know the individual needs of the pupils well and plan effectively to meet their needs. These plans are incorporated into lessons and specialist teachers effectively support all of these pupils. Tasks are broken down into small steps and carefully structured to build on what pupils can do already. During class discussions, pupils are asked specific questions matched to their abilities and tasks are carefully matched to the pupils' needs. The good teaching enables all pupils with special educational needs to take an active part in the lesson, understand what they are being taught and therefore make very good progress.

- 22 The teaching of pupils for whom English is an additional language is also good. Teachers' planning files show that they are aware of the needs of the pupils and they set sensitive targets and plan their work well. Teachers pay good attention to the use of precise language to help pupils understand the specific vocabulary used in different subjects and insist that pupils use this when responding to questions or discussing their work. However, a very small minority of teachers do not use Standard English correctly themselves and this has a negative effect on pupils' language development. The teachers employed to specifically support the pupils with English as an additional language work very closely with the class teacher and provide very effective support.
- 23 Most teachers plan their work very thoroughly with good attention to the small steps required for pupils to make progress and to achieve well. In all classes, the practice of having the pupil's learning targets on the board is having a very positive impact on pupils' progress and achievement because it focuses pupils clearly on what is expected of them in the lesson. Teachers always read the learning target to the pupils and ensure that pupils are familiar with the vocabulary that is to be used in the lesson. This methodology is very effective in helping pupils to understand what is expected of them. The majority of teachers reinforce this further in good quality marking and assessment of pupils' work. This helps pupils to understand their strengths and weaknesses and how to improve their work.
- 24 In the best lessons, what has been learned is very effectively reviewed with pupils, sometimes during the lesson to reinforce teaching points, and always at the end of the lesson to check on pupils' understanding. Frequent reminders and the good use of time limited activities then keep the pupils motivated and working hard. Teachers place great value on pupils' efforts, praising and encouraging them and spurring them on to even greater effort. In most subjects, teachers demonstrate their secure subject knowledge through well-targeted questioning in which the pupils' response is either consolidated with further explanation or extended with the imparting of new knowledge or information. An excellent example of this is seen in a Year 6 lesson about the 'Ten Commandments.' In this lesson there are very good examples of quality presentation, high work rate and mature thought. Another excellent example is seen in a Year 5 information and communication technology lesson when the class teacher is well supported by the Local Education Authority advisory teacher. Together they ensure that pupils know how to use a database and by their very clear exposition and explanations they ensure that pupils learn well and have opportunities to apply their knowledge and understanding in the context of a science activity. Many lessons end with targets being reviewed and relevant homework being set that either consolidates class work or extends this in preparation for what pupils are to do next.
- 25 In the great majority of lessons, teachers manage their classes well. However, in two classes in Year 3 where teaching is less than satisfactory, the teachers' management of pupils' behaviour is inappropriate and considerable learning time is wasted. In three lessons in mathematics in Year 3, pupils are not engaged in the lesson, and there are confusing explanations given by the class teacher, so that pupils are not able to fully understand what they are learning or to answer questions about the lesson. Pupils also become inattentive and restless when the work given to them lacks appropriate challenge. In contrast in another Year 3 class, the teacher intervenes quickly when concentration wanders. She uses praise very effectively to maintain motivation and checks out understanding regularly. Consequently the pupils are motivated and achieve well. Occasionally teaching is unsatisfactory because the teachers' explanation lasts too long and insufficient time is available to allow pupils to develop their skills as is seen in a Year 3 art lesson. Consequently pupils become restless and lose concentration and motivation.

- 26 Lessons get off to a good start because resources are always well prepared and readily available. Another very good feature is the use of other adults in the classroom, including specialist teachers and classroom assistants. All adults are involved in the planning and preparation of lessons and all have clearly defined roles. They know what they want pupils to achieve and ensure that time and resources are used well to achieve their goals.

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

- 27 The school provides a good curriculum which is broad and balanced and meets the interests, aptitudes and needs of pupils, including those with special educational needs and those for whom English is an additional language.
- 28 The curriculum meets the statutory requirements of the National Curriculum and locally agreed syllabus for religious education. Many pupils come from homes where English is an additional language and Christianity is not their religion. Parents are free to exercise their right to withdraw pupils from religious education lessons. However, teachers plan their work to ensure that a good balance is maintained between the requirements of the local agreed syllabus for religious education and the need to respect the beliefs and values that pupils bring with them to the school.
- 29 The implementation of the National Literacy Strategy is having a good effect on raising pupils' attainment in English. Basic skills are reinforced well through carefully planned work with literacy learning targets clearly identified in all subjects. Pupils for whom English is an additional language have oral skills that are less well developed. The team of specialist teachers who work with these pupils gives very good support and works well with teachers within the classroom. The school has also introduced the National Numeracy Strategy, which is making a good contribution to raising pupils' attainment in numeracy, although the mental mathematics sessions are not as effective as they could be as this part of the lesson is often too short or insufficiently lively and engaging.
- 30 The use of literacy and numeracy in other subjects is satisfactory. In science pupils use graphs and diagrams to organise data and measurements are taken in design and technology. They also practice reading co-ordinates in geography when map reading. Literacy is linked to most subjects. The use of information and communication technology in other subjects is developing. The new computer suite is having a good effect on standards of attainment and pupils use programs and the Internet to support their learning of other areas of the curriculum for example in science and in history and geography.
- 31 Planning in all subjects is very good. There are schemes of work in place for all subjects. These ensure progression in developing pupils' knowledge, understanding and skills. This is an improvement since the previous inspection when planning was incomplete in design and technology and music. The gaps in the medium and short-term plans in other subjects have also been addressed. Teachers' planning shows clear statements of what pupils are expected to learn with appropriate specific activities for different groups of pupils identified.
- 32 Pupils' with special educational needs and those with English as an additional language are given very good support and make very good progress in relation to their prior attainment. Pupils' difficulties are identified at an early stage and individual education plans contain targets

that are reviewed regularly in accordance with the Code of Practice for Special Educational Needs. As recommended in the previous report, targets are now set for both English and mathematics. Individual teachers also set personal targets for pupils to encourage good behaviour. All pupils have equality of opportunity and access to all areas of the curriculum, including swimming, a weakness mentioned in the previous report.

- 33 As well as increasing the time allocated to teaching English and mathematics, the school places a strong emphasis on developing the pupils' artistic and sporting abilities within lessons and through a wide range of extra curricular activities. Pupils enjoy participating in all competitions that take place within the local area and all staff willingly give time to enable pupils to participate.
- 34 The school enjoys very good links with the local High School. The music co-ordinator is setting up workshops for Year 6 pupils to help with their induction later in the year. However, links with the feeder infant school are not as good and are only satisfactory. There are very good relationships with the local community home where pupils visit with their work and residents visit the school for assemblies and other social events. The pupils enjoy making visits within the locality or further afield which enhances their learning in many subjects, for example history and geography.
- 35 Provision for the development of pupils' spiritual, moral, social and cultural development is very good. This very good provision has been maintained since the previous inspection. The school offers a secure, caring and welcoming environment with clearly stated aims that are followed in the daily life of the school. All members of staff provide good role models by showing respect for the individual and concern for the school as a community. The co-ordinator of personal and social education has written a good policy and each year group has a list of possible themes and books to use. This importance of pupils' personal development permeates every aspect of school life. The positive reinforcement of good attitudes and caring for others is reflected in the calm and well ordered school environment. The governing body has taken the decision not to teach sex education. However, the school nurse gives a talk to Year 6 girls if parental consent is given. The staff of the school has received training in drug awareness and part of the science curriculum focuses on helpful and harmful effects of medicines and maintaining a healthy body and life style.
- 36 Provision for pupils' spiritual development is very good. It is fostered through assemblies, the programme for religious education and in other subjects, such as English, art, music, science, history and dance, where religious issues are explored. An act of worship takes place daily, either for the whole school or within classes. Statutory requirements are met and many opportunities are provided for pupils to reflect on their own lives and the lives of others. Both Christian and Muslim prayers are said during these assemblies enabling all to participate according to their beliefs whilst valuing the beliefs of others. An awareness of the natural world and the necessity to care for the environment enable pupils to appreciate the beauty that surrounds them. This is reflected in the way they look after their own school grounds by ensuring litter is placed in the bins and that seating and the flower tubs are not damaged. Assemblies that celebrate pupils' achievements foster a strong sense of community.
- 37 The school makes very good provision for pupils' moral development. All the staff promote a strong moral code and are very good role models themselves. There are very clear guidelines for acceptable behaviour and the promotion of caring attitudes. Pupils are taught the difference between right and wrong from the earliest age and are expected to behave well and respect others. They are given opportunities to be involved in making rules for their own classrooms.

A strong feature of pupils' moral development is the way they are taught about wider moral issues through the personal and social development programme.

- 38 Provision for the development of pupils' social skills is good. Good manners and sociability are encouraged in class, in the dining hall and at play. Good relationships are a strong feature of the school. Working together in groups when carrying out science investigations or when working in pairs using a computer, helps to develop pupils' social skills. Pupils learn how charity can improve the lives of others and give money to several charities during the year, including 'Africa' and 'Help the Aged.' The majority of classes have monitors who help to keep the rooms tidy or prepare resources for lessons. Older pupils act as librarians, team captains or tuck shop assistants. However, not enough opportunities are provided to develop pupils' independence through, for example initiating new ventures, or developing their skills of evaluation by discussing sensitively each others work and how it could be improved. After-school sports and activities encourages pupils to work and play together and the school enters the majority of sporting and musical events in order to promote pupils' self esteem. Pupils in Years 5 and 6 take part in an annual residential visit and all pupils go on visits that support the curriculum.
- 39 The school makes very good provision for the development of pupils' cultural understanding. Teachers plan work in English, history, geography, art music and religious education to give pupils the opportunities to learn about other cultures and traditions. The school celebrates major religious festivals including Christmas and Eid and all enjoy the art and music that accompany these festivals. Art provides good opportunities to appreciate the works of celebrated artists such as Van Gogh and Clarice Cliff and stimulating displays celebrate the art work associated with Islamic patterns. The music programme of work is very effective in promoting pupils' cultural development by providing them with the opportunities to listen to music from all over the world. Whilst appropriate emphasis is placed on introducing world cultures, the school is very successful in promoting the dual heritage and culture which is present within the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 40 The school cares for its pupils very effectively and provision is very good. The teachers know their pupils well and they are aware of their particular needs, including those with special educational needs and those for whom English is an additional language. They monitor behaviour carefully and where necessary use a range of additional services to support pupils and their families.
- 41 The school has effective systems to deal with child protection issues with the headteacher identified as the named person with responsibility for child protection issues. The school provides a safe environment for pupils and regular detailed health and safety reviews have identified minor issues, which the school has dealt with satisfactorily. During two days of the inspection particularly hot temperatures highlighted the need to be able to open more of the windows which are either secured or exceedingly difficult to open.
- 42 These are sufficient adults on duty to supervise pupils at play at breaks and lunchtime. They have good relationships with the pupils and pupils from all backgrounds play well together. A very small minority of parents expressed concerns regarding lunchtime supervision. However, the inspection team found that pupils are adequately supervised during this period. Pupils report that a small amount of bullying does occur but when it happens it is dealt with efficiently and effectively.

- 43 Pupils are encouraged to adopt a healthy life style through the provision for health education. A good range of visitors supports pupils' well being. Staff have received training in first aid, and there are good systems in place to ensure that everyone who needs to, knows about particular medical needs and if necessary what action to take.
- 44 The personal development of pupils is promoted effectively by the school. Pupils are expected to behave well and to relate well to one another. Effective use is made of praise and reward systems. The headteacher ensures that incidents of inappropriate behaviour are followed up and dealt with fairly. The time given by staff to developing relationships with pupils, extra curricular activities and links with parents from all backgrounds contributes significantly to the promotion of good behaviour. Some pupils do show some inappropriate behaviour usually when work is uninteresting and lacking in challenge.
- 45 Attendance levels in the school are below average. There are efficient systems for recording attendance and absence. Regular attendance is actively promoted. There are class attendance awards and annual awards for full attendance. Absences from school are immediately investigated and parents are telephoned or sent a letter on the first day of unauthorised absence. The headteacher stresses to parents the importance of coming to school when children enter the school but levels continue to be affected by the extended holidays taken by some parents and religious observance days.
- 46 The monitoring of pupils' attainment and progress is very effective and has a positive effect on pupils' achievements and progress. A key issue at the last inspection was to improve the way in which teachers used assessment information. By developing a good system of pupil tracking the school has made very good progress in addressing this issue.
- 47 Very good procedures are in place for checking and supporting pupils' academic performance and the information obtained from assessments is used very effectively to plan good learning experiences. Teachers record assessment information in individual pupils' files and whole class record books. National Curriculum levels in English, mathematics and science are tracked for each pupil and two days each half-term are used for assessment purposes including the identification and recording of progress against key learning objectives, informal testing and identification of the strengths and weaknesses in pupils' attainment. Specialist support teachers and bi-lingual support assistants contribute effectively to these assessments. The English, mathematics and science co-ordinators, the headteacher and the deputy headteacher analyse national test results at age 11 and optional tests in Years 3, 4 and 5 to identify strengths and weaknesses in pupils' attainment and whole school achievement. This information is used to identify whole school, class and individual targets in these subjects and those pupils needing extra language and 'booster' support. The assessment procedures are contributing significantly to the improvement in standards seen since the previous inspection. The school recognises the need to develop procedures in the remaining subjects following the national review of the curriculum. The school has very good procedures in place for identifying, assessing and supporting pupils with special educational needs. Their progress is effectively monitored. The statements of special educational needs and individual education plans are very good, being precise and detailed and are regularly reviewed.
- 48 Teachers mark pupils' work regularly and most identify what pupils need to do to improve. This does vary from class to class and is not monitored to ensure consistency. Annual reports to parents do not sufficiently identify pupils' strengths, weaknesses or areas for improvement. The assessment of pupils' attainment and progress within individual lessons is used effectively to promote good achievement during lessons. Teachers have clear learning objectives for their

lessons identified within their planning and these are shared with pupils at the start of each lesson. Informal notes are kept to evaluate lessons and pupil progress, which in turn informs future planning.

PARTNERSHIP WITH PARENTS

- 49 Since the last inspection when partnership with parents was considered to be an area for continued development, the school has made great efforts to improve its links with parents. The school aims now include specific reference to working with parents and so successful has the school been that the partnership with parents is now very good. The majority of those parents who replied to the questionnaire and all of those who attended the parents' meeting are positive about most aspects of the school and all that it achieves. A very small number are concerned about supervision of pupils during the lunchtime period. Inspectors agree with the parents' positive views but do not support the comments regarding lunchtime supervision. Pupils are adequately supervised during the lunchtime break.
- 50 The co-ordinator with responsibility for improving parental involvement, works closely with the 'Fast Lane' workers and between them they have initiated several projects that not only encourages parents to be involved in the school, but also assists parents with their own personal education and development. For example, a project for producing healthy packed lunches, encourages parents of Year 3 pupils to attend the school with their child to receive very good information about what constitutes a healthy packed lunch as well as being able to sample and practise preparing meals. Another initiative involves information and communication technology (ICT). Every week a small group of parents work at ICT activities with a lecturer from Dewsbury College. These parents are very well motivated and try hard to succeed in learning basic ICT skills.
- 51 A few parents now work in classrooms and accompany school trips. A good number attend the parent/teacher evenings, assemblies and concerts, all of which is a vast improvement since the last inspection. However, parental help is still less effective in supporting children with their homework. Many parents have not been through a formal education system themselves, have different cultural priorities and do not have the confidence to be able to help their child in a different language to their own. However, with the help of translators and the projects put into place by the school such as the 'Cyber Bus', more parents are now becoming involved and interested in helping their child achieve their full potential. Unfortunately, there is still some way to go in ensuring all parents give a high priority to pupils achieving full and punctual attendance.
- 52 Information to parents is good. Letters are frequent, timely, informative and friendly in tone. Although parents do not wish the letters to be translated into their native tongue, preferring to rely on interpreters, the school has been willing to do this in the past. The school prospectus has been revised and now contains all the information that parents need. Curriculum workshops have had varying success but individual teachers continue to provide the information that parents require about the curriculum and homework. The annual reports, which are mainly concerned with what the class and the pupil has done during the academic year, fail to give areas for development and set targets for pupils' improvement. The majority of parents however, are satisfied with the information provided by the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 53 The school is very well led and managed. The headteacher provides strong and sensitive leadership and with the very effective support of the deputy headteacher, senior management team and governors gives a clear direction for the development and improvement of the school. The quality of education owes much to a hard working and committed team of staff and governors. The effective teamwork is a strong feature of the school and has succeeded in creating a learning environment where relationships are good and pupils feel secure and valued. There is a positive ethos that reflects the school's commitment to achieve improving educational standards and equality of opportunity for all pupils. The very good leadership is positively promoting improving standards of attainment, good achievement and effective teaching and learning.
- 54 The governing body fulfils all of its statutory obligations. Governors take their responsibilities seriously and make a good contribution to the running of the school. They are kept well informed by the headteacher and work hard in their individual and collective roles. They have a clear view of strengths and areas needing improvement and the chair of governors works very closely with the headteacher to keep all of the school's work under constant review. Governors are seen regularly in school, for example listening to pupils read and two governors are also employed as classroom assistants. This provides a very effective link with the governing body.
- 55 The main issues arising from the previous inspection have been very well addressed. Standards have improved in English, mathematics, information technology and geography. Assessment procedures are much improved and are a strength of the school. The school has worked very hard to improve links with parents through a variety of initiatives and these have been very successful. The National Literacy and numeracy Strategies have been successfully implemented and both are having a positive impact on the standards achieved in English and mathematics. However, although standards are improving in these two subjects, the school is very aware that they need to continue to work hard in these areas and will more than likely always need to do so, because the number of pupils with English as an additional language is so high.
- 56 At the present time there are satisfactory systems in place to check and evaluate teaching and the curriculum. The headteacher visits classrooms and works alongside colleagues, he views planning and pupils' work. Co-ordinators also, examine planning and pupils' work. Although a few co-ordinators, for example the numeracy and music co-ordinators, have worked in classrooms in other subjects there has been very little opportunity to work alongside colleagues. There are many discussions between all staff about strengths and areas for development in each subject area. Although checking and evaluating systems are satisfactory they are not stringent enough to effectively measure the impact of teaching on pupils' progress and to identify where teaching needs to be refined or where the curriculum needs to be adjusted. Although the staff receive positive feedback from the monitoring activities that occur, it is not sufficiently detailed to identify their strengths and key areas for improvement. The headteacher is aware of the need to develop a more formalised system of checking teaching and the curriculum. The school has suspended teacher appraisal because of teacher action but has clear plans to re-introduce teacher interviews and reviews when performance management becomes statutory in September 2000.
- 57 The headteacher makes very effective use of data to support the raising of standards and to set targets for English and mathematics. The deputy headteacher has developed a detailed file of information on pupils' test results, which enables her to track their performance over time. She and the headteacher, analyse these results to identify trends and to target groups and individual pupils. The school successfully uses this data to calculate how effective it is in adding to pupils' performance. Although the inspection team judges the targets for English to be suitably

challenging they do not find the mathematics target for the year 2000 an appropriate target. It was surpassed easily last year and the work of current Year 6 pupils suggests it will be easily achieved. The target set for mathematics next year, is more appropriate.

- 58 There is a very good level of staffing and they are effectively deployed. The school benefits from skilled specialist teachers who make a positive contribution to the quality of education being provided particularly for those pupils who have English as an additional language. The management of pupils with special educational needs is very good and all statutory requirements are met. The documentation is very clear and enables pupils' progress to be rigorously tracked. The support for pupils with English as an additional language is effectively managed by the Ethnic Minority Co-ordinator. Staff new to the school are able to settle into their routines very quickly as they receive good support from their colleagues. Each week there are year group planning meetings where issues can be identified and discussed.
- 59 The accommodation is good and all areas of the school are used well. Throughout the school there are attractive displays that help to raise the standards of pupils' work. These displays encourage pupils to present their work carefully and celebrate their successes. Standards of tidiness and cleanliness are consistently very good both inside and outside of school and this is a credit to the site manager and the cleaning staff. Outdoor facilities are very good and the large school field provides very good space for games lessons. The school benefits from having a large hall for physical education and a room for information technology lessons. There is also a good kitchen area, which is used well to promote learning in design and technology. The building is well maintained overall, apart from the windows, which are often difficult to open. Consequently rooms become very hot and stuffy and this has a detrimental effect on pupils' learning. Examples of this are seen in music and in information technology lessons. The school library is satisfactory, although it is often kept locked and consequently is not available for independent learning. Resources are good for all subjects, apart from music where resources are very good. All resources are well-maintained, annually audited and accessible to staff and pupils.
- 60 The school development plan is a useful working document and is clearly focused on relevant educational priorities. Targets are set and costed and efficient procedures are in place for checking and evaluating the extent to which these priorities are achieved. The schools' financial planning is very good and it manages its budget well. The school is careful that 'earmarked' funds are used appropriately. Accounts for these specific funds are carefully monitored by the headteacher. The provision for and The budget designated to special educational needs is used well to promote the learning of these pupils. The specialist teachers employed for the pupils who have English as an additional language are deployed well and used very effectively. Routine financial and administrative procedures are very good and the school administrator can readily provide accurate financial information to guide the headteacher and governors. The governors ensure that the principles of best value are applied well in the school's work particularly when prioritising spending decisions and their likely effect on standards and pupils' achievement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 61 In order to improve further the governors, headteacher and staff should:

Raise standards in English by

- planning for all classes to have an allocated time to further extend pupils' speaking skills;
- ensuring that all teachers provide a good role model and use Standard English correctly;

- continuing to increase pupils' vocabulary and encouraging them to use the words in extended sentences both in speaking and writing activities;
- developing a systematic approach to the teaching of higher order reading skills;
- continuing to emphasise the use of correct punctuation, spelling and grammar.

(Paragraphs: 3, 55, 63, 64, 65)

Raise standards in mathematics by:

- continuing the implementation of the National Numeracy Strategy particularly focusing on mental and oral work;
- improving the quality of teaching in two of the Year 3 classes;
- improving knowledge of number and multiplication tables;
- developing pupils' problem solving skills.

(Paragraphs: 5, 14, 19, 25, 29, 55, 71, 72, 75, 76)

Formalise checking and evaluating strategies by:

- providing the necessary training so that all with a monitoring responsibility are able to understand the extent of their role and which provides them with the skills to monitor and evaluate effectively;
- putting into place systems and procedures to check on the quality of teaching that are understood by all staff and that provides immediate feedback to them, clearly indicating strengths and targets for improvement;
- ensuring that existing monitoring procedures have a clear set of criteria against which success can be measured.

(Paragraphs: 56, 69, 78, 95)

In addition to these main key issues there are other areas, which require attention. These are:

Attendance (Paragraphs: 17 & 45)

Annual reports to parents (Paragraph: 48)

Health issue- difficulty in opening the windows in classrooms (Paragraphs: 59, 105, 107)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	82
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4%	23%	40%	26%	6%	0%	1%

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll

	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	321
Number of full-time pupils eligible for free school meals	n/a	145

FTE means full-time equivalent.

Special educational needs

	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	n/a	12
Number of pupils on the school's special educational needs register	n/a	69

English as an additional language

	No of pupils
Number of pupils with English as an additional language	237

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	33
Pupils who left the school other than at the usual time of leaving	23

Attendance

Authorised absence

	%
School data	89.4
National comparative data	94.1

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 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	44	37	81

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	32	36
	Girls	19	19	24
	Total	47	51	60
Percentage of pupils at NC level 4 or above	School	58	63	74
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	30	26
	Girls	15	15	14
	Total	37	45	40
Percentage of pupils at NC level 4 or above	School	46	56	49
	National	68	69	75

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	236
Bangladeshi	0
Chinese	0
White	76
Any other minority ethnic group	5

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	1

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: Y3– Y6

Total number of qualified teachers (FTE)	16.2
Number of pupils per qualified teacher	19.8
Average class size	26.7

Education support staff: Y3 – Y6

Total number of education support staff	5
Total aggregate hours worked per week	68

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/a
Number of pupils per qualified teacher	N/a

Total number of education support staff	N/a
Total aggregate hours worked per week	N/a

Number of pupils per FTE adult	N/a
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FTE means full-time equivalent.

Financial information

Financial year	1999
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	£
Total income	543402
Total expenditure	529498
Expenditure per pupil	1610
Balance brought forward from previous year	14666
Balance carried forward to next year	28570

Results of the survey of parents and carers

Questionnaire return rate: 31.5%

Number of questionnaires sent out	321
Number of questionnaires returned	101

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	23	0	1	0
My child is making good progress in school.	64	30	2	0	4
Behaviour in the school is good.	59	37	0	1	3
My child gets the right amount of work to do at home.	50	46	3	1	0
The teaching is good.	75	21	0	0	4
I am kept well informed about how my child is getting on.	59	27	8	1	5
I would feel comfortable about approaching the school with questions or a problem.	59	31	3	0	7
The school expects my child to work hard and achieve his or her best.	80	17	1	0	2
The school works closely with parents.	52	37	4	2	5
The school is well led and managed.	67	28	1	0	4
The school is helping my child become mature and responsible.	61	26	2	0	11
The school provides an interesting range of activities outside lessons.	51	31	4	1	13

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

ENGLISH

- 62 The results of the 1999 National Curriculum tests for 11-year olds are very low in comparison with the national average. The percentage of pupils achieving the higher levels is also well below the national average. However, in comparison with similar schools the school's results are above average. Although over the last three years standards have stayed well below the national average they have been steadily improving each year and standards have improved in English since the last inspection. The attainment of pupils currently in Year 6 is below the national expectations, but the school is on line to meet the suitably challenging targets that it has set for the current year. It is worth noting that the attainment on entry to the school of the vast majority of pupils in reading and writing is very low and a very high percentage of pupils are at an early stage of English language acquisition. This means that the pupils make good progress in English and by the time that they are 11 their attainment is significantly better when they enter the school at the age of 7. Considering the pupils' prior attainment upon entry to the school pupils' achieve well. The main reason for this improvement is the notable amount of good and very good teaching that they receive as they pass through the school and the effective implementation of the National Literacy Strategy.
- 63 The quality of teaching is good. It varies from satisfactory to very good, with the best teaching being in certain classes in Years 5 and 6. The teachers plan thoroughly and effectively following the structure of the 'literacy hour'. They place a great deal of emphasis on the teaching of basic skills and have high expectations of pupils' performance and of what they are able to achieve. Some teachers make very effective use of the introductions and the conclusions of lessons to develop pupils' speaking skills, which are still below average by the time they are 11. However, speaking skills are greatly improved from when they start at the school in Year 3. Very good examples of this is when pupils in Year 6 use role-play to discuss the similarities and differences in poetry, and in lessons in Year 5 when pupils are discussing the arguments for and against fox hunting. In these lessons the expertise of the teachers gives the pupils the opportunity and confidence to take a full part in the class discussion that very effectively develops their communication skills. However, there are not enough opportunities provided for pupils to be taught the skills of discussion and debate in order for them to successfully develop their ability to communicate their ideas in a clear and confident manner. The majority of pupils respond positively to their teachers and are very well behaved, which enables them to work hard. The listening skills of most pupils are satisfactory and as a result they are able to give relevant answers to the teachers' questions and gain a good understanding of the work that they are to do. Occasionally a minority of teachers do not provide good role models for the pupils and use an inappropriate form of speech.
- 64 The teaching of reading is good, with the guided and shared reading sessions being used effectively to develop pupils' skills so that they can achieve success. This is evident in a lesson for pupils in Year 3 when they are working in pairs, reading the text 'Spy Trail', in order to develop their ability to read with expression and understanding. The teacher shows good subject knowledge by the way that she is able to use questioning to involve all pupils and to develop their speaking skills. In this lesson the involvement of the teacher with responsibility for the ethnic minority pupils, has a positive effect on the good progress that pupils make. Although the standards in reading are still below average by the time pupils are 11 this again shows a significant improvement from when they begin school. In Year 3 many pupils are not able to use a satisfactory range of strategies to determine unfamiliar words and this hinders

their progress. As a result very few pupils show an appropriate ability to read accurately and confidently from texts suitable for their age. Their comprehension skills are impeded by their limited vocabulary. Teachers of Years 3 and 4 pupils try hard to address this and as a result by the end of Year 4 a minority of pupils show an appropriate ability to read accurately and confidently from texts suitable for their age. Few of the older pupils are able to use the more advanced reading skills of inference and deduction to help them in their work. As in the previous inspection, there are a minority of proficient readers in Year 6 but the majority do not understand more complex reading material and decoding strategies are insecure. There has been some improvement since the last inspection in the pupils' abilities to work independently but this is still underdeveloped. This is not helped by the school's central library often being locked, which means that pupils are not able to develop their library and individual research skills to the level of which they are capable.

- 65 Standards in writing are below average for pupils aged 11 but this shows significant improvement on the very low levels of attainment shown by pupils on entry to the school. Many pupils in Year 3 are not able to write a sequence of sentences and punctuate them accurately, with simple words spelled correctly. This is evident in a Year 3 lesson in which pupils used the text 'Goodnight Owl' as a stimulus for writing a letter. Very few pupils are able to use an interesting range of vocabulary and show an awareness of the reader in their writing. Pupils' use of spoken English is restricted by a narrow vocabulary and therefore there is limited use of descriptive words or extended sentences in their writing. Older pupils do not show appropriate skills in writing extended narratives and using increasingly complex sentence structures and more difficult punctuation skills. Pupils often need a great deal of adult support when writing as is seen when pupils in Year 6 are writing a poem in the style of Allan Ahlberg. A notable feature of this lesson and of many others is the very effective way that the teachers share and explain to the pupils what they are to learn. This ensures that pupils have a very clear understanding of their learning and what is expected of them. Pupils are limited in their ability to draft and edit their work and in their use of dictionaries and other reference materials to help them in their learning. Pupils' handwriting and presentational skills are below average and by the time that they are 11 many pupils do not show a clear, legible and neat cursive style of writing. The school has identified the need to provide more opportunities for pupils to write in a variety of forms across the curriculum. There is suitable use made of information and communication technology (ICT) by pupils, especially in Years 5 and 6, to word-process their stories and poems in the ICT suite.
- 66 There is very good provision for pupils with special educational needs, including those with English as an additional language, and as a result these pupils make very good progress throughout the school. A strong feature of this provision is the work of the teachers from the ethnic minority achievement team. In the first two lessons of each day members of this team are timetabled to work in partnership with class teachers in the literacy sessions. In the remaining time the teachers work in classes covering all aspects of the curriculum. It is good quality support that has a positive effect on the standards attained by the pupils. There is also an effective contribution made to pupils' learning by the bi-lingual workers in the school.
- 67 Satisfactory use is made of pupils' literacy skills in other subjects but the school is keen to develop this further. In most mathematics lessons the pupils are able to develop these skills when reading questions but there are limited opportunities for them to discuss and explain their strategies for finding solutions before writing their answers. In science lessons pupils learn how to write reports of their investigations. In lessons in most subjects the teachers emphasise the correct use of associated subject vocabulary. A good example of this is in a design and technology lesson when pupils in Year 6 learn words related to the techniques of making pinch and coil clay pots.

- 68 The National Literacy Strategy is being implemented in an effective way and is having a positive impact on the standards attained by pupils. The long and medium-term planning for English follows the framework of the National Literacy Strategy and is effective in ensuring progression and continuity of pupils' learning through the school. Since the last inspection the school has improved its procedures for assessing and monitoring individual pupils' attainment and the progress that they make as they pass through the school, and the procedures are now very good. A whole school system of assessment and record keeping has been put in place so that all pupils have individual assessment files that are used by teachers to determine pupils' levels of attainment and to set targets for improvement. The senior management team analyses the optional and statutory tests to identify areas of weakness and then set manageable improvement targets for groups and individual pupils.
- 69 The leadership of the subject is good with the co-ordinator being able to effectively advise and support her colleagues. She has given training to support the smooth implementation of the National Literacy Strategy. Her role in monitoring the quality of teaching and learning throughout the school is on an informal basis and is currently underdeveloped. The accommodation is good but the fact that the library is often locked is hindering pupils' acquisition of appropriate library and independent research skills. There is a good range of resources for English with good quality books being provided for the literacy hour lessons. This is an improvement since the previous inspection when resources were judged to be adequate. All statutory requirements are met.

MATHEMATICS

- 70 The school's average National Curriculum points score for pupils aged 11 in 1999 was well below the national average and above the average for pupils in similar schools. The percentage of pupils reaching the higher levels (level 5 and above) was well below the national average. Over the past three years results have risen more quickly than the national trend and standards in mathematics have improved since the last inspection. At the age of 11, in 1999, boys' attainment was higher than girls in mathematics, reversing what is found nationally. Pupils currently in Year 6 are reaching standards that are below the national expectation but they make good progress from the low base at which they enter the school. The school has not set ambitious targets for the year 2000. The target of 47% of pupils gaining level 4 or above was easily surpassed in 1999. The target set for 2001 is much more appropriate.
- 71 Since the last inspection the school has successfully implemented the National Numeracy Strategy and this is having a positive impact on the standards achieved in mathematics. All teachers have received training and the daily three-part lesson is used effectively in all classes. Greater emphasis has been placed on mental mathematics and the range of mental strategies has increased, as have the standards pupils attain. A weakness identified by the previous inspection was an over reliance in the use of a commercial scheme without substantial direct teaching. This is much improved and all teachers are providing an appropriate amount of direct teaching and are using the commercial scheme suitably. The setting of pupils for mathematics has a positive effect in meeting the individual needs of pupils, particularly where work is appropriately matched to the pupils' abilities. The pupils in 'booster' classes in Year 6 make good progress towards their curriculum targets and, while some pupils still have difficulties, the teaching in these smaller groups makes a positive impact upon the standards that they achieve. Although the National Numeracy Strategy has been successfully implemented pupils still require intensive work in applying their knowledge of number and developing problem solving skills.

- 72 As in the previous inspection all pupils, including those with special educational needs and those who are learning English as an additional language, make good overall progress, as they move through the school. As a result of some unsatisfactory teaching in Year 3 progress is uneven. However, it is often good and very good in Years 5 and 6 due to very good teaching.
- 73 By the age of 11, the majority of pupils convert metric measures into smaller and larger units placing the decimal point. They convert fractions and percentages to decimals. They calculate the perimeter and areas of regular and compound shapes and mean, mode and median averages. The majority of pupils understand and can explain the vocabulary of shape including: angle, perimeter, polygon, two-dimensional, obtuse and acute angles and regular and irregular shapes. More able pupils draw graphs of simple algebraic equations using the vocabulary 'axis', 'quadrant' and 'co-ordinates' with confidence. Pupils find their body weight and then use graphs of percentages and pie charts to illustrate their results. Some pupils convert measures and money from decimals to imperial measure. Pupils, who are less confident mathematicians, use equivalent and improper fractions and ratio. They add and subtract numbers including thousands and multiply three digit numbers by numbers to ten. Their knowledge of number facts and multiplication tables is sometimes insecure.
- 74 The quality of teaching is variable but good overall. Three out of four lessons observed in the Year 3 age group are unsatisfactory. The other lesson is very good. In other age groups all lessons are at least satisfactory with three out of four at least good and one out four very good or excellent.
- 75 Teachers plan their lessons well and share the lesson targets with pupils. This helps pupils understand what is expected of them. In most lessons teachers refer back to the targets as the lesson proceeds, and this ensures pupils' progress as they are constantly kept on track with their learning. Lessons get off to a good start because resources are always well prepared. The introductory part of the lesson focuses on mental and oral work but in approximately one quarter of lessons the pace is not fast enough and it is too short or insufficiently lively and engaging. This means that in some lessons pupils are not yet learning sufficiently well how to solve number problems both quickly and accurately. Nevertheless, good interactive direct teaching in many lessons engages the interest of the pupils well. Pupils enjoy mathematics lessons and respond with a high degree of participation as teachers successfully use a range of stimulating resources such as white boards and practical equipment. Marking and oral feedback are used effectively to motivate pupils and to acknowledge achievement and this helps to create an atmosphere where pupils have the confidence to ask for help. Time is well used and the majority of lessons have a brisk pace. The end of lessons are used effectively to consolidate the work covered in the lesson, and the regular setting of appropriate homework extends the pupils' learning. Opportunities are taken to develop numeracy skills in other subjects. For example, in measuring activities in design and technology and in the use of co-ordinates in geography.
- 76 Where teaching is most effective, teachers have good subject knowledge and provide challenging work for all groups of pupils. Relationships between teacher and pupils are very good and this gives pupils the confidence to try challenging tasks. During group activities or independent work, pupils are kept on task well by the teachers' regular intervention and challenging questions. In one Year 3 lesson with the less confident mathematicians, the teacher intervenes quickly when concentration wanders, praises contributions and checks out understanding regularly. Consequently the pupils are motivated and achieve well. Groups or individuals are often well supported by another teacher, classroom assistant or other adult helper who are well briefed. Less effective teaching is characterised by inadequate

management of pupils' behaviour, which means that pupils are not engaged in the lesson, and confusing explanations, so that pupils are not able to fully understand what they are learning or answer questions about it.

- 77 Procedures for assessing pupils' attainment and progress and the use made of this information are very good. Half-termly assessments are made against specific key objectives, which inform future planning. The analysis of the outcomes of statutory and non-statutory testing at the end of each year provides information for targets for future improvement and allows pupils' progress to be tracked accurately. This is an improvement since the last inspection when assessments were judged to be ineffective in helping pupils to improve and raise standards. Although information and communication technology (ICT) is used in mathematics, it is not always challenging in its mathematical content. In a Year 4 lesson using ICT to make tessellating patterns, the pupils are able to create the patterns, describe what they are doing and know the names of the shapes and angles but few pupils are able to explain what a tessellating pattern is.
- 78 The management of the subject is good. The co-ordinator has worked hard to successfully implement the National Numeracy Strategy. He has a clear overview of the subject and, together with the headteacher, has observed lessons in classrooms, reviewed pupils' work in books and viewed teachers' planning. Information from classroom observations is fed back to teachers and used to identify common issues for future whole school development. The outcomes, however, are not formally recorded which would add to the longer-term usefulness of the information. Test and assessment information is analysed very effectively and action is taken to address weaknesses through target setting, for example, in grouping by ability and providing individual support for pupils where necessary. All staff are clearly committed to raising standards. Resources are good and used well by staff. All statutory requirements are met and there has been good improvement since the previous inspection when mathematics was identified as a key issue for development. Regular planning meetings ensure the consistency of work between classes in the same age range.

SCIENCE

- 79 The results of the 1999 National curriculum tests for 11 year-olds are below the national average but above the average for similar schools. Given that the school contains a high proportion of pupils for whom English is a second language, and that attainment on entry in Year 3 is very low in comparison with the national average, pupils achieve well. Over the past three years standards of attainment in science have show steady improvement with pupils making very good progress. The attainment of the majority of pupils currently in Year 6 is in line with the national expectation. However, there are a significant minority of pupils who are attaining below the level expected for pupils of this age.
- 80 By the age of 11, pupils have a satisfactory knowledge of scientific topics such as the solar system, forces and living things. In investigative work related to microbes, pupils in Year 6 show good levels of understanding. They are able to identify conditions that encourage bacteria and discuss and predict the best storage conditions for a variety of foods. They are developing a sound understanding of fair testing and are able to anticipate outcomes. In Year 3 pupils are introduced to the conditions that help plants flourish and how they obtain nutrients through the roots. In Year 5 pupils successfully build on this knowledge. They study and name the main parts of a flower and discuss the process of pollination and the production of seeds. Teachers are very good at teaching the correct scientific vocabulary and key words are introduced and reinforced during lessons. Specialist teachers give very good support to pupils who have

English as a second language. An area of improvement since the previous inspection has been in the use of other subjects to enhance studies in science, for example the use of mathematics and information and communication technology (ICT). Pupils use graphs and diagrams to record their findings from experiments.

- 81 Pupils' attitudes to the subject are good and this has a positive effect upon their achievement. They listen to the teacher with interest and take turns when answering questions. During investigative work they share equipment and relationships are good. Behaviour during lessons is good and in classrooms where they are fully involved in investigations, there is a good working atmosphere. The majority of pupils present their work well. However, recording of investigations is predominantly teacher-led to ensure that the pupils have grasped the main facts. This leaves little time for them to show initiative or take responsibility for their own learning. The school is aware of this and takes every opportunity to build up the pupils' confidence in order to promote more independence.
- 82 Pupils with special educational needs make very good progress. They participate fully in all lessons and, where necessary, are supported by a classroom assistant. They have individual education plans, which set targets in English and mathematics that are also applicable to science. Pupils who have English as an additional language, are also very well supported in lessons by the specialist teachers. They carefully ensure that the pupils are familiar with particular scientific vocabulary for each unit of work.
- 83 The quality of teaching is good with 43 per cent being satisfactory, 28.5 per cent good and 28.5 being very good. Lessons start briskly due to the good planning and prior preparation of resources by the teachers. A typical lesson begins with direct teaching to the whole class. In the majority of lessons effective questioning enables pupils to recall previous work, which is reinforced before moving onto new learning. At times however, this focused questioning does not allow for pupils to develop their own ideas. In the best lessons pupils are given resources to handle and explore as seen in the Year 6 lesson on microbes and the Year 5 lessons on flower pollination. The pace of lessons varies. In the good lessons time and a variety of activities are used well in order to motivate pupils and maintain interest. Occasionally, teachers spend too much time talking and displaying resources, which limits the amount of time available for pupils to carry out practical activities. All teachers have a good knowledge and understanding of the subject and use the good scheme of work to support their planning. Work is progressive throughout the school as each year group builds on previous work.
- 84 The co-ordinator leads the subject well. Through close analysis of optional tests in Year 5 and the previous Year 6 statutory assessment test results, he is fully aware of the areas that need developing in order to raise standards. Pupils are tracked individually for two years prior to taking the statutory assessment tests and teachers are constantly adjusting their programmes of work to enhance learning. The school is aware that as standards improve the gap widens between the more able and the less able pupils. Effective targeting strategies have been put into place to reduce this difference. The programme of work has taken account of the new documentation for Curriculum 2000 and all areas identified for attention in the previous report have been addressed. All statutory requirements are met.
- 85 The accommodation for science is good. Large classrooms enable pupils to work in groups and a large field which contains a wild life area enables pupils to enjoy first hand experiences of plant life. Teachers also take advantage of the local park to enhance pupils learning. Resources for the subject are good. Information and communication technology is used appropriately in science, for example Year 5 pupils interrogating a database. The skills of literacy and numeracy are also developed with a good emphasis on the use of correct

vocabulary and with many opportunities presented for pupils to record their findings in graphs and charts.

ART

- 86 The majority of pupils attain satisfactory standards in art at the age of 11 and all, including those with special educational needs, and those for whom English is a second language, achieve well in relation to their prior learning. A minority of pupils attain standards that are above that expected for their age. This is similar to the situation found at the last inspection, indicating that standards have been maintained. Pupils experience a broad range of good quality art experiences across all areas of the art curriculum and their observational skills in particular improve as they move through the school. Pupils learn about a wide range of artists and their techniques. In Year 3, the pupils use a modelling material to fashion flowers for display in a frame. Year 4 pupils add to their knowledge of various artistic styles by using bold and striking colours to represent the art deco work of Clarice Cliff. In Year 5, pupils use their sketching skills to create designs representing the main features of Islamic art, whilst Year 6 pupils create their own 'dream map' made up of dot and pattern work similar to aboriginal art.
- 87 Throughout the school the pupils' work is displayed in the shared areas and this provides an interesting and pleasant environment for the pupils. It also reflects the high regard that teachers place on the pupils' work. The subject is linked to many other areas of the curriculum including English, mathematics, science, geography and history. Year 4 pupils create Grecian urns from cut up postcards of Greece. Year 5 pupils create monsters from the Greek legends using oil pastels and paint and Year 6 pupils concentrate on using line and shade in sketching their portrait of the 'Iron Man'. The good quality provision and guidance contributes well to pupils' personal development and to their spiritual, moral, social and cultural development. The school places a strong emphasis on developing the pupils' artistic skills in order to build up their self-esteem.
- 88 The quality of teaching is good. Two out of five lessons are satisfactory, One out of five is good and one out of five is very good. One lesson is unsatisfactory because the teachers' explanation lasts too long and insufficient time is made available to allow pupils to develop their skills satisfactorily. All teachers' written planning is good and they provide a range of appropriate resources to reinforce their teaching. Their knowledge and understanding of the subject is good and all use praise effectively to encourage and build the pupils' confidence. The scheme of work is good. This ensures that pupils develop skills systematically and that they widen their knowledge and understanding as they pass through the school. The majority of teachers use language well to help the pupils with their observational skills.
- 89 Subject co-ordination is satisfactory. The co-ordinator has recently left the school and the subject is being managed temporarily by the deputy headteacher who demonstrates a thorough understanding of the subject. The policy and well written scheme of work provides very good guidance for the staff, the majority of whom have good knowledge and understanding of the subject. The pupils choose a piece of artwork each term, which is kept for assessment purposes. The subject is identified in the school development plan and will be revised to take account of the new documentation for Curriculum 2000. New record keeping procedures are to be introduced so that the school is able to track effectively pupils' progression in the development of art skills. An annual audit is carried out to ensure that the subject is well resourced. Information and communication technology is used effectively to support this subject through the use of graphics packages. Skills of numeracy are also developed appropriately with pupils effectively using their knowledge of shape, space, pattern and

symmetry in their artwork. The use of perspective is emphasised in pattern and landscape work and this is often related to the way in which famous artists used these concepts.

DESIGN AND TECHNOLOGY

- 90 In design and technology, pupils attain standards that are in line with national expectations and all pupils, including those with special educational needs and those for whom English is a second language, make very good progress and achieve well.
- 91 A wide range of high quality experiences build up the pupils' skills in a systematic way enabling them to manipulate a variety of materials such as construction kits, wood, textiles, food and mouldable materials. The school is determined to provide as many opportunities as possible in order to build up pupils' self esteem and enable them to succeed in creative subjects. This is very well done through a 'carousel system' of working with two-year groups and team teaching. The resources are good with a modern kiln and food technology room.
- 92 A range of activities involving Years 5 and 6 pupils, were observed during the inspection. These activities effectively enable pupils to learn a variety of design and technology skills in a systematic way. A group of Year 6 pupils concentrate on textiles and use their skills to weave a tapestry identified with statements such as 'save the trees' or 'save the birds'. They are encouraged to choose from a wide range of materials including feathers, leaves, flowers and cones and weave them into their frame. Another group is occupied with making a clay pot from a previously sketched design. The techniques of 'pinch' and 'coil' have been taught previously and pupils are now challenged to make a pot using both procedures. Other pupils are designing and making a drink against their own agreed criteria. In Year 5 pupils are engaged in making a moving vehicle using motor or wind power. For this, they use wood, dowel, cable-clips card and glue. The finished products are to be entered into a competition. An improvement since the previous inspection is the attention given to the evaluation of pupils' work. This is evident in a Year 5 food technology lesson involving the making of a pizza. Pupils evaluate both the appearance and the taste of the pizza and then record their evaluations.
- 93 Pupils' attitudes to this subject are very good and this impacts positively on their achievements. They show enjoyment in all that they do and participate enthusiastically in discussion and in the making process. They have good collaborative skills when working in groups and share resources willingly with others. All pupils have equality of access and opportunity to the activities. Pupils with special needs and those for whom English is an additional language are given good support and are encouraged to use the correct vocabulary when evaluating their work.
- 94 The quality of teaching is good overall, with two-thirds good and one-quarter very good. The remaining lessons are satisfactory. Pupils achieve well because of the amount of good and very good teaching that is occurring. All teachers have a good knowledge and understanding of the subject and the majority are able to question the pupils effectively, building on previous learning. The learning objective of the lesson is shared with the pupils at the beginning, during and at the end of the lesson; a technique designed to help pupils evaluate their work. Planning is very good with resources prepared well in advance of the lesson. Teachers have high expectations of pupils' behaviour and work and the pupils respond by being totally involved in their work and showing pride in their finished product.
- 95 A new scheme of work was drawn up following the previous inspection and this now provides the teachers with good guidance for their planning covering all aspects of the National

Curriculum. The co-ordinator satisfactorily leads the subject giving support to colleagues as required. However, there is little monitoring of planning or of teaching. There is an action plan for development, which includes more opportunities to introduce progressive design and technology activities in Years 3 and 4 and using photographic evidence to support teacher assessments. Resources for the subject are good with money allocated to all teachers to cover their needs. There is good use of use of information and communication technology in this subject. Pupils learn to write simple procedures to control the screen 'turtle'. Literacy and numeracy skills are also used well in this subject. Pupils practise different types of writing, for example report writing and labelling diagrams. Measuring skills are used when making vehicles

GEOGRAPHY and HISTORY

- 96 Due to the school planning cycle no history lessons were seen during this inspection. Judgements are based on lesson evidence in geography, a scrutiny of past work in each subject, teachers' plans and discussions with teachers and pupils. Pupils' attainment in both history and geography is in line with that expected of pupils aged 11. They achieve well. Pupils with special educational needs and pupils with English as an additional language make good progress in both subjects. Geography was an issue of concern in the previous inspection when standards of attainment were judged to be below those expected for the pupils' age. There has been satisfactory improvement since then with standards now in line with that expected for the pupils' age.
- 97 In geography in Year 3, the pupils learn about their local area. They carry out surveys of the local shops and can record their findings on graphs and maps. However, their knowledge of the countries and places in the British Isles is often limited. In history they consider the changes in jobs available now and in of those in the past. In Year 4, as part of a settlement study based on a visit to Shipley, the pupils recognise and comment on the human and physical features. They use local and Ordnance Survey maps and first-hand observations to find out about the historical development of the village and the features of its site and location. In Year 5, the pupils carry out a fascinating comparison study of their local area with the Swat Valley in Pakistan. Two teachers and some of the pupils have visited the area. Primary and secondary sources are used to describe the features of these localities and explain their location and some of their similarities and differences. In history in Year 6, the pupils learn about the Romans in Britain and describe the main characteristics of the period and society. They study the Tudors and show appropriate recall of the main events, people and changes. They give some reasons for these changes but their use of information from different sources is limited. At the present time the pupils are studying 'environmental change' in geography and are able to explain their own views on topics such as recycling and climate change. This topic in particular makes a good contribution to social and moral development through the emphasis given to environmental issues.
- 98 Pupils are given satisfactory opportunities to develop their literacy, numeracy and information and communication technology skills (ICT) skills in history and geography. There are examples of pupils writing at length about famous people living in Tudor times. Speaking and listening skills play an important part in developing the pupils' knowledge of both subjects. Pupils in Year 5, contribute well to lively discussions about life in Pakistan in which they are able to express their own views satisfactorily and listen to those of others. Pupils use numeracy skills when reading co-ordinates in geography during map reading activities. Pupils in all age groups use web-sites and CD-Roms to research information about the topics that they are studying. The use of ICT in history was an area of weakness identified by the previous inspection. This is now much improved with ICT used regularly to enhance learning in all classes.

- 99 Pupils' attitudes to geography are good. In lessons they listen carefully to their teachers and give a variety of sensible answers to questions. They use resources carefully and show considerable interest in most history and geography topics studied. Pupils say they enjoy history lessons and are interested in learning about the past. The presentation of work in exercise books and topic books, while satisfactory, is not consistent. In a few classes, pupils take less care over the neatness of their work. Most pupils concentrate well throughout lessons, and, in general, behaviour is good.
- 100 From the evidence available teaching in geography is good but varies from unsatisfactory to very good. Good pupil progress is directly related to good and, sometimes very good teaching. Teachers plan well to ensure progression in learning and often use visual resources well. Teachers have secure subject knowledge and understanding. They vary their methods: sometimes with a high proportion of direct teaching and sometimes encouraging independent learning. In a Year 4 lesson, pupils are introduced at a brisk pace to many new features about maps such as how they came into being and why. They then go on to learn about co-ordinates on Ordnance Survey maps. In a Year 5 lesson, pupils work in pairs using photographs and small amounts of text to research information about the area being studied. The teacher uses the end of the lesson well to encourage pupils to report back on their own findings and learn from other's work. The unsatisfactory teaching in Year 3 is due to the teacher being unable to satisfactorily manage and control the class because there is insufficient challenge in the content of the lesson and pupils become bored.
- 101 Subject management is satisfactory in both history and geography and there is the same co-ordinator for both subjects. The curriculum provided is satisfactory in both subjects and follows locally produced programmes of work, which has yet to be reviewed in light of current changes in the curriculum. The programmes of work are improved upon when teachers take the basic framework and adapt it, for example, the work in Year 4 on Shipley and in Year 5 comparing Ravensthorpe with the Swat valley. The good level of resources in both subjects positively impacts on pupils' learning and these resources provide very effective motivation for them.

INFORMATION TECHNOLOGY

- 102 Information and communication technology (ICT) is a rapidly developing subject and improvement since the previous inspection has been good. At the time of the previous inspection standards were judged to be below average. However at the age of 11 pupils now reach standards that are in line with those expected nationally and they achieve well across all aspects of the National Curriculum programmes of study. This improvement is attributed to the introduction of a computer suite, where all pupils have the opportunity to regularly experience good quality ICT experiences and to the good programme of work, which effectively ensures that pupils learn ICT skills in a progressive way. Pupils with special educational needs and those pupils who have English as an additional language achieve well and make good progress in this subject.
- 103 Pupils use ICT in a wide variety of situations and all pupils have their own folders, which are saved on the computer. ICT is used well to support literacy and numeracy. In Year 3, pupils have learnt to write letters in the previous literacy session. In the ICT lesson they continue to practise this skill in a different context and learn to write e-mails to a former teacher. In Year 4, pupils use a text from a literacy lesson to practise word processing skills. In Year 5, pupils learn to interrogate a database, whilst in Year 6, pupils use their knowledge of angles and

shapes to write a simple program to control the screen turtle. However, there are occasions in mathematics lessons where the program lacks challenge. This is seen when Year 4 pupils are using ICT to make tessellating patterns. In this lesson pupils mainly practised controlling the 'mouse' as the program does not encourage a great deal of mathematical thinking and learning. In design and technology, the 'control' strand is developed well with pupils learning to write simple procedures to control the screen 'turtle'. Graphics packages are used to support the art curriculum.

- 104 The quality of teaching is good. This is an improvement since the previous inspection when teaching was generally satisfactory with some instances of unsatisfactory teaching evident. One out of four lessons is very good, one out two lessons is good and one out of four lessons is satisfactory. Teachers have high expectations of their pupils and the majority of teachers have good subject knowledge with a minority of teachers having very good knowledge. This enables them to explain confidently to pupils how to use new programs and to provide good demonstrations of new skills. The majority of teachers plan challenging activities enabling pupils to practise and improve their skills. The good provision elicits good responses from the pupils, the majority of whom work hard and co-operate very well to complete tasks. Teachers work together effectively. For example, in one lesson in Year 3, the teacher with responsibility for the ethnic minority pupils competently leads the lesson whilst the class teacher takes a supporting role. In Year 5 the classteacher is supported by the Local Education Authority advisory teacher who complements the teachers' very clear exposition and explanations by projecting an image on to the wall so that all pupils are able to clearly see what they have to do. Written planning is very good and the learning objective of the lesson is clearly identified. A very strong feature of all lessons is the way teachers share the objectives for learning with the pupils and refer to this learning throughout the session. This ensures that pupils are very aware of what is required of them.
- 105 There is no subject co-ordinator at the present time as the person who had responsibility for this subject has recently left the school. Until a new co-ordinator is appointed, the headteacher is assuming the role. There has been satisfactory monitoring of the subject and the headteacher is very aware of the strengths and the areas of development needed. He is aware that although pupils receive an appropriate amount of time each week in the computer suite they do not always have sufficient opportunities to practise their skills in the classroom. The assessment and evaluation of pupils' work is discussed at weekly planning meetings and planned further work is adjusted as a result of the findings. A new record-keeping system is to be introduced in September. Resources are good but there is still a need for more computers to be sited in the classrooms. The computer suite is a very good resource. However at times it becomes very hot and stuffy and the windows do not open easily. In these conditions it is difficult for pupils to concentrate. All statutory requirements are met.

MUSIC

- 106 By the time that they are aged 11, pupils including those with special educational needs and English as an additional language attain standards that are in line with those expected for their age and they have made good progress.
- 107 The quality of teaching is satisfactory with lesson planning building effectively on the pupils' prior knowledge. The teachers are well organised and ensure suitable resources are available for pupils to use. Teachers are more confident than in the last inspection and emphasise the correct use of musical terminology. This is evident in a Year 4 lesson, in which pupils are learning to play untuned instruments as an accompaniment to a song. They show an

appropriate ability to sing a round and to play the guiro and claves. There is effective use made of the music room, as is seen in a good quality lesson for pupils in Year 5 focusing on recognising the characteristics of African music. In another lesson for pupils in Year 3, the teacher makes good use of the music of Claude Debussy to develop pupils' knowledge and understanding of dynamics in music. However, on a very hot day, the fact that the windows in the music room cannot be opened meant that the atmosphere in the music room became stifling and this had a detrimental effect on the lesson as the pupils struggled to maintain their concentration. There is appropriate emphasis placed on developing pupils' listening skills and in developing their understanding of the main musical elements. The pupils learn to sing a range of songs from memory and in so doing demonstrate suitable rhythm and pitch.

- 108 As they pass through the school pupils learn how to use musical notation and are able to use a satisfactory musical vocabulary to talk about their musical activities. By the time that they are aged 11 most pupils can sing clearly and enthusiastically, as is seen in whole school assemblies. Most pupils show a great deal of enjoyment in their singing and when experimenting with sounds. Pupils listen attentively and are keen to follow the teachers' instructions. Pupils are willing to listen to and appreciate the musical talents and contributions of other pupils. The school has improved opportunities for pupils to be involved in activities that develop their skills of composing since the last inspection but this is still in need of further development. There is good use of music in other subjects such as in the warm up sessions in gymnastic lessons. In Year 4 history lessons in the context of the Odyssey, pupils bring in their favourite music and discuss its characteristics in terms of it being powerful enough to lure sailors to their death. Music is seen as an integral part of school life and pupils listen appreciatively to the variety of music that is played each day in assembly. Music makes a very strong contribution to pupils' spiritual, moral, social and cultural development.
- 109 The school provides pupils with a rich and varied musical environment that is enhanced by the involvement of visiting musicians who make a significant contribution to the standards achieved by the pupils. These have included performances in school of the Huddersfield University Orchestra, the Yorkshire Building Society Brass Band and the Grand Union Band, made up mainly of Chinese musicians. An Australian musician has visited the school to play a digeridoo to link with the work that pupils undertake on aboriginal art. There are extra-curricular activities for recorders. Pupils have the opportunity to sing in the Dewsbury Festival, when a school choir is put together specifically for the occasion.
- 110 There is very good leadership of the subject by a co-ordinator with good subject knowledge who is able to very effectively support and advise her colleagues. She has held music workshops to develop teachers' expertise and has an obvious commitment to raising standards further in the subject. The scheme of work that she has developed is very effective in promoting progression and continuity of pupils' learning and the activities in it enable pupils to listen to music from all over the world. Assessment procedures have been improved since the last inspection and these are now satisfactory. Resources are very good, including a variety of instruments from different cultures, enabling a wide range of musical activities to be undertaken. Accommodation is very good and includes a music room that effectively allows for a variety of individual and group musical activities to take place.

PHYSICAL EDUCATION

- 111 By the time that they are aged 11 the pupils including those with special educational needs and English as an additional language attain standards that are in line with those expected for their age and make good progress in their learning. They achieve well.

- 112 The quality of teaching is predominantly good throughout the school with examples of very good and outstanding teaching for older pupils. Only one lesson was observed in which the teaching was less than satisfactory. The teachers' subject knowledge is secure and there are high expectations of pupils' behaviour and of what they can achieve. The planning of lessons is good with clear learning objectives linked to suitably challenging activities. Teachers set good examples by dressing appropriately for physical education lessons and as a result are able to demonstrate techniques in a suitable way. A particular strength is the teaching of gymnastics. In lessons for pupils in Years 5 and 6, the teachers ensure that there is a very good balance of activities that include suitable warm up activities and opportunities for pupils to evaluate their own and others performance. This ability to evaluate performance is a significant improvement since the last inspection. In these lessons the use of music to accompany the warm up activities is a very effective way of setting the scene for the activities to follow. Teaching of the highest possible quality is seen in a gymnastics lesson for pupils in Years 6, taught by the deputy headteacher. In this excellent lesson the activities are very motivating and the imaginative teaching extremely effective in developing pupils' knowledge, understanding and skills. The teacher very effectively allows pupils to show initiative and take responsibility for their own learning. In this lesson, as in many others, the pupils' attitudes to learning are positive and their behaviour very good. They show a great deal of enjoyment in their physical education activities and respond with enthusiasm and honest endeavour.
- 113 As they pass through the school the boys and girls have equal access to a broad range of activities, which gives them confidence and many opportunities to learn from each other. Pupils are able to demonstrate the ability to move in a variety of ways in dance lessons with a suitable awareness of space. This is evident in a lesson for pupils in Year 4 in which they are enthusiastically practising and performing a range of growing movements in different directions. Pupils in Year 6 use their dance skills to good effect in a whole school assembly on the theme 'How to Save Our World'. There is good emphasis placed on the teaching of basic skills, as is seen in a lesson given by the co-ordinator in which the pupils effectively develop their hockey skills. A poor quality lesson is seen for pupils in Year 3 when the teacher's lack of ability to appropriately organise and control his class led to the pupils acting in an inappropriate fashion that bordered on being a danger to their safety. By time that they are aged 11 most pupils are able to practice, improve and refine their skills in small team game activities to a satisfactory standard. They are able to follow instructions and watch others carefully in demonstration and use it well to improve their own performance. The pupils in Year 4 are able to attend swimming lessons and a good proportion of the pupils can swim 25 metres on leaving the school.
- 114 There is good subject leadership by a co-ordinator with good subject knowledge whose support and advice to colleagues has a positive effect on standards attained. The subject curriculum is good, being broad, balanced and relevant to all the pupils. There is a good scheme of work that effectively ensures continuity and progression of pupils' learning. Assessment procedures have been improved since the last inspection and these are now satisfactory. The accommodation is very good with extensive playing fields and a large hall for pupils to develop their skills. Resources are good, in satisfactory condition and well managed. These resources have been enhanced by the school's involvement in the 'Tops' scheme. There is a good programme of extra-curricular activities, including competitive team games, that enriches the subject curriculum. These include football, rugby, netball, cross-country, athletics and rounders. The provision is enhanced by the use of outside agencies, as is seen during a games lesson for pupils in Year 6 when a coach from Yorkshire Cricket Club very effectively develops the pupils' cricket skills.

RELIGIOUS EDUCATION

- 115 By age 11 the attainment of the majority of pupils exceeds the expectations of the locally agreed syllabus. Pupils make very good progress throughout the school. The pupils with special educational needs or English as an additional language also make very good progress often because of the contributions of support staff or teaching staff in supporting or helping their understanding.
- 116 Pupils in Year 3, study religious stories and the importance of 'community' and 'water' both to their life and in religious experiences. They develop a good understanding and knowledge of these issues. For example, they find out about the life of Abraham and Isaac, Abu Talha, Daniel, Samson and Jesus and the importance of baptism to Christianity and cleansing to Islam. By the age of 11 pupils know about the religious beliefs, festivals, practices, symbols and places of worship associated with Christianity, Judaism, Islam, Hinduism and Sikhism. Pupils know a number of different parables and understand why Jesus used them to illustrate the moral points he wanted them to understand. Furthermore, they have grown in their understanding of the beliefs that form a central part of all religions, for example faith, creation and death. They sensitively give their own views why people have differing viewpoints about whether issues are right or wrong. They have an appropriate understanding of the key events in the life of Mohammed, know about the five pillars of Islam and the pilgrimage to Mecca. Visitors to the school talking about their beliefs enhance pupils' knowledge and understanding. For example, a Hindu visitor recently spoke to the Year 6 pupils about her faith. All pupils sustain concentration for long periods in this subject and behave well.
- 117 Pupils make good use of their literacy skills when finding out more about the various religions that they study and by writing about their feelings. For example, a Year 3 class listened well to the story of Jonah and the whale and responded verbally to questions about the moral of the story. They then develop their writing skills by writing a 'sorry' card using vocabulary introduced to them by the teacher.
- 118 Religious education and assemblies make good contributions to pupils' spiritual, moral, social, cultural and personal development. In a project aimed at developing pupils' spiritual and social development groups of Year 6 pupils visit a local home for people with age-related disabilities. The pupils are prepared for the experience and make their own preparations by baking cakes and designing and writing invitation cards and letters. The pupils have just started making an organic garden in the grounds of the house. The pupils speak enthusiastically about these visits and what they learn from them.
- 119 The quality of teaching is good. Teachers have a secure knowledge and understanding of the subject and this assists them in planning series of lessons that are linked by a common theme. Expectations are appropriately high and rightly focussed on pupils making thoughtful and respectful contributions to discussions. A good example of quality presentation, high work rate and mature thought is seen in a lesson about the Ten Commandments. Pupils are managed well and time and resources are used most effectively.
- 120 Subject management is very good. The co-ordinator regularly attends courses, takes part in area working groups and supports staff to update their knowledge and expertise. A policy and detailed scheme of work, based on the locally agreed syllabus for religious education, provides clear guidance to all teachers about what to teach and how to teach it. A good range of structured opportunities for pupils to learn about Christianity and other major religions is provided. Assessment procedures are currently being improved and developed. When time

allows, the co-ordinator observes in classrooms, and reviews teachers' planning and pupils' work to ensure full implementation of the scheme of work and maintenance of standards. She has worked hard to build up a good bank of resources for every religion taught. There is limited evidence of information technology being used in this subject. However, standards and provision have improved since the previous inspection.