

INSPECTION REPORT

Westmoor Junior School

Dewsbury

LEA area: Kirklees

Unique reference number: 107613

Headteacher: Mrs K Piatkowski

Reporting inspector: Mrs P Kime
No: 25350

Dates of inspection: 5 - 9 February 2001

Inspection number: 187649

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Church Lane Dewsbury West Yorkshire
Postcode:	WF13 4EW
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Appropriate authority:	The governing body
Name of chair of governors:	Mr I Booth
Date of previous inspection:	February 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
25350	Mrs P Kime Registered inspector	Mathematics Music	What sort of school is it? The school's results and achievements How well are the pupils taught? How well is the school led and managed? What should the school do to improve further?
1234	Mrs T Bradley Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
29426	Mr D Grimwood Team inspector	Information and communication technology Geography History Physical education	How well does the school care for its pupils?
19041	Mr R Linstead Team Inspector	English Equal opportunities English as an additional language	How good are the curricular and other opportunities offered to pupils?
28200	Mr P Stevens Team inspector	Science Art and design Design and technology Religious education Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Westmoor Junior School serves a predominantly socially and economically disadvantaged community. At 45 per cent, the proportion of pupils entitled to free school meals is well above average. At present there are 284 girls and boys, taught in 11 classes. A significant minority of the pupils (15 per cent) come from outside the school's catchment area. Around a fifth of the school's pupils come or go during a typical year. Nearly all the pupils are drawn from two local infant schools. Their attainment on entry, taken overall, is well below average. The school has identified 79 pupils, more than a quarter, as having special educational needs. This is above the national average. Forty-five of these pupils have significant learning difficulties, eleven of them (an above average proportion) carrying statements of special educational needs. Around a third of the pupils with special educational needs have behavioural difficulties. Sixteen per cent of the pupils, almost all Punjabi speakers, have English as an additional language; they are all competent English speakers. At the time of the inspection, a relief teacher was teaching one of the three Year 6 classes.

HOW GOOD THE SCHOOL IS

Westmoor Junior School is an effective school. The head teacher has led the school from failure to success. Teaching is now good and pupils are learning well. Standards are below the national average but higher than those achieved in most similar schools. Pupils have good attitudes to learning and their behaviour is satisfactory. The school gives good value for money.

What the school does well

- Standards achieved in mathematics and science, in the National Curriculum tests (SATs) for eleven-year-olds, were well above the average for similar schools.
- Pupils attain above average standards in art and design.
- Teaching is good. As a result, pupils make good progress in their learning.
- The provision for pupils' moral and social development is good. Pupils respond well to this. They have good attitudes to learning, they behave well in lessons and relationships are good.
- The staff are committed, they are led and managed well by the head teacher and senior staff and there is a strong focus on pupils achieving as well as they can.
- The staff create a good atmosphere and an attractive environment for pupils to learn in.

What could be improved

- Standards in English, information technology are below the national average and standards in religious education are not high enough.
- The planning for the school's development and further improvement is unsatisfactory.
- The school does not do enough to help parents to become partners in their children's education.
- Attendance rates are well below the national average.
- Too many pupils are excluded. Now that the pupils do behave themselves this is an inappropriate sanction to achieve and maintain acceptable standards of behaviour.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has been turned round since its last full inspection in 1996. It is now a school in which pupils learn effectively. In 1999 Her Majesty's Chief Inspector of Schools judged that the school no

longer required special measures. Since then, it has made good progress. Standards have risen and there is a much higher proportion of teaching of high quality. All but one of the key issues for action from 1999 have been tackled and progress on them has been at least satisfactory. Work remains to be done on planning the school's future development. The staff are committed to improvement and there is every indication that they and the governors have the capacity to take the school forward successfully.

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
	1998	1999	2000	2000
English	E	E	E	D
Mathematics	E	C	C	A
science	E*	E	B	A

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

- Taking all three subjects together, the eleven-year-olds achieved standards below the national average in the National Curriculum tests (SATs). However, compared with those of similar schools, their results were well above the average standard.
- Standards in the present Year 6 are similar to the standards achieved last year in mathematics and a bit higher than those in English. In science, standards are not as high as the SATs indicate. Pupils have good scientific knowledge but their experimental skills are less good. In view of their low level of attainment when they start the school, pupils do well to achieve these standards
- The school has set appropriate targets for the 2001 English SATs but the target for mathematics is a little low for the present Year 6.
- In the year from 1999, when the school came out of special measures, to 2000, standards rose at a faster rate at Westmoor than nationally. There is a clear trend of improvement. Since 1997 standards have improved from a low base. The improvement has been most marked in science and mathematics. In English, reading standards have not improved as much as they should have.
- Standards in information and communication technology (ICT) are improving rapidly but, at the top of the school, they are below the standard expected for the pupils' age.
- Standards in religious education are well below what they should be and in music they are below average.
- In art and design, standards are above average.
- Westmoor Junior School's pupils achieve well; all groups of pupils are making good overall progress during their time at the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; pupils enjoy school and want to learn. They generally try hard in lessons.
Behaviour, in and out of classrooms	Satisfactory overall; the vast majority of pupils are well behaved in lessons and around the school. A few, who have significant behavioural difficulties, try to control themselves but sometimes behave unacceptably.

Personal development and relationships	Satisfactory; pupils willingly accept the responsibilities they are given. Relationships between teachers and pupils are good. For the most part relationships amongst pupils are good. Pupils are friendly and co-operative and there is a good degree of racial harmony. A few pupils find it hard to maintain good relations with their classmates and are occasionally aggressive. There are too many exclusions.
Attendance	Unsatisfactory because attendance rates are well 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.

- Teaching was at least satisfactory in 94 per cent of the 69 lessons seen. It was better than satisfactory in 64 per cent of the lessons, being good in 35 per cent, very good in 25 per cent and excellent in four per cent. Four of the lessons seen, six per cent of the total, fell below a satisfactory standard; in one of them the teaching was poor.
- There is a high proportion of teaching of high quality but the quality of teaching varies too much, from excellent to poor. It is considerably less good in Year 4 than in the other years.
- Literacy and numeracy skills are taught well but the teaching of religious education is not effective enough.
- For the most part, teachers manage their pupils very well, successfully maintaining good order and discipline in lessons so that all pupils, including those with behavioural difficulties, can and do learn.
- Common strengths in the successful teaching include; good planning of interesting lessons, high expectations of what pupils can achieve and good use of support staff and the resources for teaching and learning.
- Weaknesses seen at times in both ineffective and satisfactory teaching include; the use of time so lessons are slower paced or the planned work is not covered effectively, teachers giving a disproportionate amount of time to dealing with misbehaviour, not matching work precisely to pupils' abilities and learning needs, not giving pupils enough opportunity to contribute in lessons and missing opportunities to deepen pupils' understanding and extend their learning.
- Pupils are making good overall progress. They want to achieve and they generally try hard in lessons. They learn at a good rate.
- The school meets the learning needs of all groups of pupils well, except on the few occasions when the teaching is not good enough.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory; the curriculum meets statutory requirements and a suitable emphasis is placed on literacy and numeracy skills. Teachers make the work meaningful to pupils and all pupils have equal access to what the school offers. The provision for personal, social and health education is good.
Provision for pupils with special educational needs	Good; good plans are drawn up to tackle these pupils' individual needs and the pupils are supported well in lessons. They make good progress towards their learning targets.
Provision for pupils with English as an additional language	Good; these pupils are competent at English. They are fully involved in all aspects of school life and they progress in their learning at as good a rate as their classmates.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall; provision for moral and social development is good, for spiritual and cultural development it is satisfactory. The staff set a good example for pupils.
How well the school cares for its pupils	Satisfactory overall; the school is a safe place. Pupils benefit from good support and guidance and sufficient check is kept on their progress. Not enough is done to improve attendance. Now that satisfactory standards of behaviour have been established, it is time to review the methods used to maintain them and to reduce the number of times pupils are excluded from school.

The school does not do enough to enable parents to become partners in their children's education and contribute to their learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall; the head teacher has led the school's improvement. She has placed the emphasis on pupils achieving, established order and appointed effective teachers. The deputy head teacher makes a strong contribution to school improvement but the contribution of subject leaders varies.
How well the governors fulfil their responsibilities	Satisfactory; key governors are committed to the school and aware of its main strengths and weaknesses. The governing body is not sufficiently involved in planning the school's future development.
The school's evaluation of its performance	Satisfactory; pupils' test results are studied to determine how well they have done and the school's 'value added'. Senior staff check the quality of teaching and some of this monitoring is of a good quality. The head teacher and senior staff have identified what needs to be improved and subject leaders have laid plans to develop their subjects. However, progress on whole-school planning has been slow and the different plans have not yet been brought together into a single, coherent management plan to guide the school's work.
The strategic use of resources	Satisfactory; the available funds are spent appropriately and the principles of best value are applied. Day-to-day administration is good.

The school has sufficient staff and resources for teaching and learning. The accommodation is very good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The teaching is good and the school has high expectations of their children. Their children like school and are making good progress. They feel comfortable approaching the staff. Most parents think the school is helping their children become mature and responsible. 	<ul style="list-style-type: none"> The amount of homework their children get; The information they receive about their children's progress; The standard of pupils' behaviour; How closely the school works with parents.

Around a quarter of the inspection questionnaires were returned. They show that the majority of parents have a positive view of the teaching and their children's learning.

The inspectors' judgements endorse all the parents' positive views. There are shortcomings in most of the matters that concern a significant minority of parents. However, pupils' behaviour is now satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

2000 National Curriculum test (SATs) results

1 The eleven-year-olds attained higher standards overall than the average for similar schools. In English their results were below the average for similar schools, but, in mathematics and science, they obtained results that were well above the similar schools' average. Similar schools are those across the country in which between 35 and 50 per cent of pupils are known to be eligible for free school meals.

2 The results can also be compared with the national average. In this comparison, Westmoor Junior School's pupils' results, taken overall, were below average. They were brought down by poor standards in English, particularly in reading. The English results were well below average. The mathematics results were in line with the average and the science results were above average.

Trends in SATs results

3 Standards have risen since the last full inspection in 1996. The test results for the last five years show a rate of improvement that has been more rapid than that seen nationally. This was necessary since the starting point in 1996 was very low. The improvement in science test results has been very good and the mathematics results have caught up to the national average. The weakness in English is persistent. The school's test results in English have improved but only in line with the national rate so they remain well below the national average; they need to catch up.

4 The school came out of special measures in 1999. That year the test results were well below average in English and science and average in mathematics. In 2000, mathematics standards were maintained and there was a big improvement in the science results. The school's results in English improved a little more they did nationally.

5 The difference between boys' and girls' results is similar to that seen nationally.

6 The school sets targets for pupils' test results. In 2000 the targets were exceeded; in mathematics by a considerable margin. The targets for 2001 are appropriate in English but a little low in mathematics.

The standards seen on inspection and pupils' achievements

7 The standards pupils attain, by the time they leave the school, represent a good achievement in view of their low level of attainment on entry to the school.

8 There are differences between the picture of standards given by the SATs results and the standards seen on inspection.

9 English standards in the present Year 6 are a little higher than those attained in the 2000 SATs. Taken overall, they are below the expectation for pupils of this age, standards in writing, speaking and listening being below expectations but reading standards being well below them.

10 Mathematics standards in the present Year 6 are in line with what is expected for the pupils' age and are, therefore, similar to those attained in the 2000 SATs. In Year 6, standards are highest in number. Pupils have a sound understanding of number and shape, space and measures but their work in handling data and their ability to apply their knowledge and undertake mathematical investigations are not quite as good.

11 In science, standards in Year 6 are in line with expectations; pupils have a solid body of scientific knowledge but their ability to plan and conduct scientific experiments is below the standard expected.

12 Standards in information and communication technology (ICT), are below the level expected for the pupils' age in Year 6. However, improvements have been made in this subject; standards are rising rapidly and pupils are achieving well from their starting point.

13 Standards in religious education are well below what is expected in Year 6. Pupils have limited knowledge of Christianity and less of other major world faiths. They cannot recall enough of the work they have covered. Their achievement in this subject is not good enough.

14 In the other subjects of the National Curriculum, standards are satisfactory overall. The work seen in art and design was of a high standard for the pupils' age. In music, standards are not high enough, although some aspects of the work are satisfactory. Teachers do not know enough about this subject to teach it well. The standards of work in design and technology, geography, history and physical education are average. However, pupils' achievements in some aspects of history, geography and religious education are inhibited by their low standards in English.

15 Pupils are now doing well as a result of improved teaching. The 'setting' arrangements in mathematics, whereby pupils are taught with others who are working at a similar level, make a good contribution to pupils' achievement. For instance, in Year 6, work is pitched at a demanding level for the top set whilst pupils in the bottom set, most of whom have special educational needs, work on mastering basic mathematical ideas and number facts. Pupils for whom English is an additional language are spread across the attainment levels in all years, in both English and mathematics. They are doing as well as their classmates. Pupils with special educational needs are supported well and they make good progress towards their learning targets. All groups of pupils do equally well overall, in relation to their starting point. However, progress is not even. Pupils do best in Year 3 and Year 6. In Year 4, progress slows for many because the quality of teaching is less good. Pupils with behavioural difficulties have individual plans to address these difficulties and they achieve sufficient self-control so that, most of the time, they are able to learn.

Pupils' attitudes, values and personal development

16 Pupils' good attitudes have been maintained since the inspection by Her Majesty's Inspectors of Schools (HMI) in 1999. Most pupils have positive attitudes to school; they enjoy school, they want to learn and they respond well to good teaching and demanding work. In 1999, HMI reported much improved behaviour and, contrary to some parents' perceptions, this has been maintained. The vast majority of pupils behave well in lessons and, taking all factors into account, behaviour in school is now satisfactory. This is a significant achievement in view of the number of pupils who have behavioural difficulties. Improved attitudes and behaviour have a good effect on pupils' learning and the standards they achieve. There is now a good atmosphere in school, lessons can now focus on pupils' learning and pupils apply themselves well to their work.

17 Pupils come to school with a positive approach and a willingness to contribute. For example, at the start of the day, the youngest talk amiably with their friends and greet their class teachers. In a Year 6 personal, social and health education lesson, pupils took every opportunity to contribute and expressed their personal views sensibly.

18 Behaviour is less good, though still satisfactory, outside classrooms. A few pupils have serious behavioural problems and several are immature. They respond well to particularly skilled teachers but they find it hard to concentrate for any length of time and they lack self-discipline. Occasionally they are disorderly when moving around the school unsupervised.

19 The pupils know right from wrong. All those who were interviewed consider the school's rules to be fair; they think there are sometimes serious lapses in self-discipline that put others at

risk but that poor behaviour is dealt with appropriately. Since the last full inspection in 1996, serious behaviour problems have been addressed. The school has taken a very firm line to establish order and an atmosphere in which pupils can learn. Pupils, including those who have been excluded, confirm that all pupils know that the head teacher and staff will not tolerate violent or abusive behaviour in or out of classrooms. They understand the impact of their behaviour on others and know that bullying, sexism and racism are unacceptable. However, despite the improvements in behaviour, there are frequent instances of pupils being excluded. The rate of exclusions is falling but is still too high.

20 Pupils' personal development is satisfactory. They accept opportunities to take part in after school activities, and these contribute positively to their personal development. Many of the older pupils enjoy sessions in the community study centre that is based at the school. They have very good relationships with the adults from the centre and are enabled to extend their learning and achievement whilst having fun. Pupils are enthusiastic members of sports clubs such as those for football, rugby, rounders, aerobics and line dancing. They learn to accept rules and be members of a team. This has a positive effect on how they work and play together away from the sports field. Year 6 and Year 3 pupils are paired up for reading based activities once a week. The older pupils support their younger partners well, for example, when choosing their preferred methods for planning a piece of writing. These lessons play an important role in establishing good relationships between the year groups and supporting collaboration both in and out of the classroom.

21 Pupils are willing to help their teachers in the classroom and around the school. They volunteer to carry out small monitoring duties. For example, the youngest pupils, in Year 3, helpfully and carefully distributed work folders needed in a geography lesson. A strength in the personal development of pupils is the quality of their relationships with their teachers and other adults in the school. These relationships play an important part in helping pupils to grow in confidence. Where respectful relationships are strongest, pupils know they can approach their teachers, secure in the knowledge that they are their friends and have their best interests at heart. Respectful relationships begin in Year 3, where pupils are encouraged and well rewarded for their hard work and mature behaviour.

22 Pupils' rates of attendance are unsatisfactory. They are well below the national average. A small number of pupils are persistent poor attenders, some pupils are absent for long periods and too many pupils are absent without good reason (unauthorised absence).

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

23 The quality of teaching is good overall; this is the main reason why pupils are now making good progress in their learning and gaining ground from their low starting point. However, there is too much variation in the quality of teaching. The teaching seen on inspection varied from poor to excellent. In 94 per cent of the 69 lessons observed, teaching was at least satisfactory. It was at least good in 64 per cent of the lessons. It was good in 35 per cent, very good in 25 per cent and excellent in four per cent. In four of the lessons, 6 per cent of the total, the quality of teaching fell below a satisfactory standard.

24 Teaching is most effective in Years 3 and 6, at the beginning and end of the school, so pupils get a good start and they make rapid progress in the year leading up to their SATs. In 82 per cent of the lessons seen in these two years the teaching was good or better and in around 40 per cent it was very good or excellent. This contrasts sharply with Year 4, where teaching was very good in only one of the 17 lessons observed and there was much less good teaching than in the rest of the school. In this Year, ten per cent of the teaching was not good enough.

25 There has been considerable staff turnover. Seven of the 11 class teachers, including the deputy head teacher, have been appointed since the last full inspection. All but one of them were appointed in the last two years, since the inspection by HMI. The changes have strengthened the teaching team. In 1999, HMI reported that teaching was considerably improved. Since then, there

has been a good improvement in the quality of teaching. This accounts for pupils' improved rate of progress and the higher standards they are now achieving.

26 Most of the teaching has many more strengths than weaknesses. Nevertheless the inconsistency of teaching quality shows in most aspects of lessons and no features of teaching are consistently good in all classes. For the most part, the effective teaching features a sharp focus, good match of work to pupils' needs so that all are challenged, very good management of pupils' behaviour and good use of time to achieve as much learning as possible in each lesson. In the less effective teaching these features are not as strong, and at times some are not good enough, so pupils do not make such good progress.

27 Although pupils' rate of progress varies according to the quality of teaching, all groups of pupils, including those with special educational needs and those for whom English is an additional language, make equally good progress overall during their time at the school.

28 Teachers create a positive atmosphere and they encourage pupils and praise their efforts and achievements. In almost all classes, they maintain good order and a focus on learning and pupils get on with their work. This is a very good achievement since several pupils have behavioural difficulties. Relationships between teachers and pupils are good. In the best taught lessons, teachers have very good relationships with the pupils, and pupils know that their teachers want them to understand the work and get on well. The teachers push lessons along at a rapid pace so that pupils have to concentrate and apply themselves to the work in hand. These factors combine to promote a very good learning atmosphere and a commitment to achievement on the pupils' part. Consequently, in such lessons, teachers rarely have to give time over to managing pupils' behaviour. Teaching of this quality was seen in a Year 6 mathematics lesson with the bottom of the three sets. The teacher showed respect for the pupils and a sensitive awareness of their individual learning needs and what each pupil found difficult. She put a strong emphasis on achievement and was willing the pupils to succeed. They responded excellently. They all worked very hard with a determination to achieve and they believed in their ability to do so. They were totally involved all through the lesson.

29 When teaching is not effective, teachers manage their pupils less well. Although they maintain reasonable order and discipline, they have to devote a lot of lesson time to doing so and, at times, managing pupils' behaviour becomes a major feature of a lesson. This slows pupils' learning because time is lost and concentration on the work cannot be sustained.

30 Teachers plan lessons with work generally pitched at the right level for their pupils. This good planning is aided by the whole-school plans for work that have recently been adopted in many subjects and by the detailed guidance for implementing the National Literacy and Numeracy Strategies. In the most effective lessons teachers expect a lot of all the pupils. For example, in Year 6, some work is pitched beyond the level expected for most pupils of this age. The pupils rise to the challenge and work with enthusiasm and determination.

31 However, at times insufficient attention is given to tailoring work to meet the needs of different group of pupils in 'setted' classes and all the pupils in a set undertake the same work. In more effective lessons, they all cover the same core work but tasks are then matched to different groups' levels of attainment, so that all are appropriately challenged and therefore make good gains in their learning. A few lessons, mainly in Year 4, are highly structured and work is taught in a methodical step-by-step manner but at a rather slow pace. Most pupils learn progressively as a result of such teaching. However, the more able pupils are not challenged and they have few opportunities to show what they are capable of.

32 Teaching of the basic skills of literacy and numeracy is generally good. Most of the teachers have a good knowledge of the National Strategies for Literacy and Numeracy and implement them effectively. As a result, pupils are now progressing at a good rate in mathematics and English.

33 Teachers' good planning is rooted in a clear view of what they want pupils to learn in each lesson. In almost all lessons these learning objectives are shared with the pupils and this motivates them. In the best lessons, pupils' learning is checked continually and the teachers help them to judge how much they have learned so they know how well they are doing. For instance, in a Year 3 lesson, the teacher asked pupils if they thought they had achieved the learning objective and what they still needed to work on. The school has a potentially very valuable system of setting learning targets for pupils. This could make a good contribution to raising standards by motivating pupils and focusing their efforts and underpinning the match of work to pupils' different learning needs. However, the system it is not implemented consistently or fully effectively. At best, new targets are set at frequent intervals and pupils write them in their exercise books for easy reference, but the mathematics targets are the same for all pupils in a set. At worst, some pupils in a year group have no targets in their books.

34 In the more effective lessons, teachers question pupils well, finding out how well they have grasped the work, taking them further on and extending their learning. They take every opportunity to push learning on. In less effective lessons, teachers miss opportunities to do this. For instance, in a music lesson, pupils sang along to a recording of a song but the teacher did little to help them to improve the quality of their singing.

35 The quality of teachers' marking of pupils' work varies. Some is very good; it identifies what pupils have understood and where they are having difficulty and helps them to learn from their mistakes. However, in some classes, although teachers mark pupils' work, their comments tend to be generally encouraging but not specific enough to help pupils to know how to improve.

36 There are strengths in the use of support staff and resources. Pupils with special educational needs make good progress toward their learning targets because they are supported well in lessons. The most effective teachers brief support staff very well so they can make a very positive contribution to pupils' progress. In many lessons, overhead projectors are used well as teachers explain new work and give demonstrations to the whole class. This is successful in keeping pupils' attention. In a Year 5 mathematics lesson, on the difficult concepts of converting between decimals, fractions and percentages, the overhead projector was used well to check and reinforce learning, at all stages of the lesson. For instance, pupils demonstrated how they would use calculators to help them to check their answers.

37 In most subjects, teaching is good and pupils are enabled to learn well. However, the teachers' knowledge of music is limited and none of them can provide a piano accompaniment to pupils' singing. They are very dependent on using a commercial plan of work and detailed plans for lessons. This means that though teaching is often satisfactory, aspects of the subject are rarely taken to a suitably high level. The teaching of religious education is not effective because, despite individual lessons being taught satisfactorily and sometimes well, pupils retain little of what they have been taught.

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

The curriculum: the learning opportunities the school provides

38 The school provides a satisfactory curriculum that meets all the requirements of the law. It covers all the subjects of the National Curriculum and religious education and places suitable emphasis on developing the key skills of literacy and numeracy. This has been effective in raising standards of mathematics and, to a lesser extent, English.

39 The planning of the curriculum has improved since the HMI inspection in 1999. The school has recently adopted nationally recognised whole-school plans of work for most subjects. This ensures that, for the most part, pupils cover all the work they should and that it is pitched at the right level for their age.

40 The arrangements to ensure that all pupils have equal access to the curriculum and an equal chance to achieve are good. Teachers of classes containing pupils of the same age plan together. This effectively ensures that pupils cover the same work. Pupils are 'setted', according to their levels of attainment, for mathematics all through the school and for English in Year 6. All sets cover the same core work but the lower attainers get more practice of basic skills whilst the more able are challenged well. Consequently all pupils make good progress whatever their starting point. Pupils with special educational needs benefit from good support in lessons. They work mostly with the rest of the class with support staff giving them extra help. They always join in the whole-class teaching parts of literacy and numeracy. Good individual education plans indicate the extra help these pupils will receive and guide teachers and support staff in providing it. For the most part, particularly able pupils are identified and are set sufficiently hard work. Occasionally this does not happen because of weaknesses in the teaching. Teachers make the curriculum interesting and meaningful for pupils and link subjects effectively; for example, by getting pupils to use their drawing skills to record new learning in design and technology and history.

41 The improving standards in English and mathematics show the effectiveness of the school's use of the National Literacy and Numeracy Strategies. The Numeracy Strategy is having a greater effect. This is for two reasons. First, teachers have found it easier to bridge the gaps in pupils' earlier learning in mathematics than in English in which many pupils' language is limited. Secondly, despite the school's efforts to improve pupils' reading, many parents do not support their children's reading at home. The effectiveness of the school's provision for literacy is improving now that English is being led and managed very well. Pupils have opportunities to use their literacy and numeracy skills in other subjects. For example, they write accounts of historical events and use their measuring skills in science and design and technology. However, such work has not yet been planned systematically.

42 Pupils undertake a good range of work in art and this contributes to them achieving above average standards. Classes are organised to make use of teachers' skills. For example, one teacher takes most of the information and communication technology (ICT) lessons in Year 4 and, in Year 5, the subject leader takes all the classes for physical education. These arrangements have a positive effect on pupils' achievement. There are weaknesses in the curriculum in some subjects. In science and mathematics, less attention is paid to investigative work than to extending pupils' knowledge. In music, the school's provision is limited by the lack of expertise on the staff and this is holding back standards. Little work is done on using ICT to make things happen by controlling events or modelling, for instance by using remote control toys and simulation games. However, there are sound plans to fill these gaps.

43 The curriculum is enriched by educational visits and visitors. For instance, local excursions give pupils first hand experience that makes a good contribution to their understanding of history and geography and artists and musicians visit the school. The provision of activities outside lessons is satisfactory, but rather narrow in range. There is a good range of sporting activities but few musical ones. The Year 6 pupils benefit from the opportunity to attend the community study centre after school. Nearly all pupils participate in some extra-curricular activities during their time at the school.

The provision for pupils' personal – including spiritual, moral, social and cultural – development

44 The school provides well for pupils' personal development. The spiritual, moral, social and cultural education provided by the school is good. This represents improvement since the previous inspection. Moreover, each of these aspects has improved in its own right.

45 Spiritual education is satisfactory, but is still the area that would benefit most from further development. Religious education makes the largest contribution through the curriculum including topics such as 'loving your neighbour', which lead to purposeful reflection. Pupils also learn to empathise with spiritual experiences such as those described in the biblical account of Paul's

conversion. Teachers help pupils to appreciate beauty in religious and other artefacts, as well as in the work of famous artists such as Van Gogh. They also introduce them to a range of literature in which authors write about a sense of wonder. Assemblies rarely go beyond reflection on moral and social issues. There are few opportunities to sense beauty in music and science.

46 Moral education is good. The school has successfully improved behaviour and whole school strategies are helping most pupils to distinguish between right and wrong for themselves. This includes full attention to pupils' needs in situations involving bullying. The school appropriately uses assembly time to praise pupils for their good behaviour. Teachers hold good discussions with pupils in a variety of contexts so that they work out for themselves the moral issues arising from such acts as lying and intolerance of other people's backgrounds and lifestyles.

47 Social education is good. Teachers expect pupils to work collaboratively in a variety of subjects when it is appropriate. One good example is 'paired reading', in which older pupils help a younger friend. Clubs and residential visits provide opportunities for pupils to learn how to live successfully with one another. Pupils also learn to contribute to the wider community through fund raising. An important development in the school is the introduction of a School Council, which is making good use of the pupils' increased maturity.

48 Cultural education is satisfactory. For multi-cultural education, the school welcomes a few visitors such as a parent to talk about Mendhi patterns, and an Indian dance group. Such experiences broaden pupils' thinking about cultures other than their own. The school recently took the opportunity to celebrate both Christmas and Eid, which brought out the similarities as well as recognising the differences in their associated customs. Teaching pupils about music is unsatisfactory, although one ensemble visits the school. However, teachers successfully work on appreciation of literature and art, as well as drama through a theatre visit.

49 The provision for pupils' personal, social and health education (PSHE) and citizenship has recently been strengthened and is now good. All classes now have weekly PSHE lessons. Pupils value these sessions which give them opportunities to speak, to be heard and, at times to set the agenda. For example, pupils in a Year 6 class had a lively and thoughtful discussion on anger. They saw how it easily leads to violence. By the end of the lesson, they all understood how to meet anger in non-violent ways. The recently established School Council is giving pupils an introduction to the responsibility of being a member of a community (citizenship). Health education is also provided through the science and physical education curriculum. Suitable attention is given to sex education and to teaching about the dangers of drug misuse.

Links with the community

50 The school has satisfactory links with the community. These contribute to pupils' learning and to their personal development. Pupils make visits out into the area and members of the community visit the school. There are useful links with the local church and the Muslim community. The vicar leads some acts of collective worship (assemblies) and members of the Muslim community discuss their traditions and the impact these have on their everyday lives. The school works closely with external agencies such as the education welfare service, the local authority's behaviour support unit and social services. The school maintains good links with its feeder infant schools and the secondary school to which most pupils transfer. Pupils meet their new teachers and the transition from one stage of education to another is smoothed.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

51 Taken overall, this aspect of the school's provision is satisfactory. Staff support pupils well and encourage their personal development. Proper attention is paid to health and safety matters. Pupils' attainment is checked to see how much progress they have made. The school is not

effective in promoting good attendance and there is too much dependence on exclusion as a strategy to secure acceptable behaviour and harmonious relationships.

52 The 1996 inspection report raised concerns about pupils' safety. The school is now a safe place for pupils. In 1996 and 1999, there were key issues for action relating to the assessment of pupils' progress. There has been satisfactory improvement on these issues but more remains to be done to make full use of assessment to guide the planning of work and to check that pupils are progressing as they should.

Pupils' welfare and safety and the support and guidance offered to pupils

53 Staff have a good level of concern for the pupils' well-being. The school is conscious of the personal welfare problems experienced by some pupils and the arrangements for child protection are satisfactory. Teachers are up to date on child protection matters and know the correct procedures to follow but training has not yet been provided for non-teaching staff. Emergency aid procedures are sound. Staff take good care of pupils who are hurt or unwell, careful records are kept of accidents sustained in school and parents are properly informed.

54 The school meets its legal responsibilities regarding health and safety matters through regular safety checks and fire drills and the grounds are kept clean and free from dangerous litter. The stone steps linking the playgrounds are still in place. Staff train pupils to use them carefully and sensibly and they generally do so.

55 The school promotes healthy eating through the wide variety of menus produced by the school's kitchen staff and by encouraging pupils to eat fruit and vegetables and discouraging the eating of sweets in school.

56 Staff know their pupils well. They are sensitive to any difficulties or problems they may have and they support their personal development effectively. Until very recently, this has generally been through informal arrangements but new developments have put the support and guidance of pupils on a more organised basis. All classes now have a weekly session of personal, social and health education and a School Council has been established. This is welcomed by pupils and provides a forum for them to contribute more fully to school life and make suggestions for improvement. Overall, the support and guidance offered to pupils make a positive contribution to their academic achievement and personal development.

57 The provision of a community study centre on the school's premises supports Year 6 pupils' learning. They can stay and work or pursue their own projects after school.

58 The school has worked hard to develop its pastoral care for pupils and has taken robust action to establish acceptable standards of behaviour and relationships. In 1996, inspectors reported that 'incidents of low-level disruption' were having a negative effect on teaching and learning and that 'occasionally these incidents boil over into serious confrontational behaviour with a risk of harm to other pupils'. Improving pupils' behaviour was a key issue for action. The steps taken by the school were effective in overcoming these problems and in 1999 HMI reported good improvement on this issue. Pupils now know and accept the standards the school sets; there is no evidence of bullying or harassment. The policies and procedures that were used to achieve this improvement are no longer appropriate in the present situation. They result in too high a rate of exclusions.

The assessment and monitoring of pupils' academic performance, personal development and attendance

59 Taken overall, the school's arrangements for assessing pupils' academic achievement and their progress are satisfactory and so is its use of assessment information. Statutory requirements are met; additionally, pupils' reading is tested regularly and teachers generally check how well

pupils have learned each block of work in mathematics and science. There are some strengths in the analysis of SATs results but shortcomings in the way the school keeps track of pupils' progress as they move up through school and there is little systematic assessment of pupils' attainment and their rate of progress other than in English, mathematics and science.

60 The school checks on the progress pupils make between entering and leaving the school, by comparing their SATs results from the end of Key Stage 1 tests, at seven years of age, with what they achieve in the end of Key Stage 2 tests, at eleven years of age. They therefore know that pupils gain ground and are attaining better standards for their age when they leave than they were on entry to the school. In the last full inspection report, in 1996, a key issue for action was to evaluate and monitor test results with a view to raising pupils' achievements. Satisfactory progress has been made on this and the improved standards in mathematics and science show that the action taken by the school has been effective. The SATs results are analysed in two ways. First, to identify areas of strength and weakness, so that more emphasis can be put on the aspects of work in which the pupils tend to achieve less well. Secondly, to compare the attainments and learning gains of boys and girls. This is valuable but more thorough analysis could help the school be clearer about how effective it is in enabling all pupils to do as well as they can. For instance, the results of pupils who have at some time been excluded from school, those for whom English is an additional language and those who are 'looked after' by the local authority are not compared with the school's average.

61 Tests are used effectively to help teachers to decide in which mathematics sets to place pupils and 'setting' is having a positive effect on pupils' rate of learning, as it makes it easier for teachers to match work to pupils' learning needs and to stretch the higher attainers. Furthermore, English assessments are used to ensure that additional support is directed to those most in need of it. In some other subjects, pupils' progress is checked at the end of each block of work but, as they move through the school their progress is not checked frequently enough against the standards expected for their age, the successive levels of the National Curriculum. This means that the school is not in a position to identify pupils who are underachieving and take action to help them to catch up. However, in some classes, teachers assess pupils' learning very well and adapt their future lesson plans to take account of how well pupils have got on.

62 In the 1999 HMI report assessment was again a key issue for action. This time, the school was asked to incorporate assessment opportunities into whole-school plans of work (schemes of work). It has begun to address this issue. It has adopted nationally recognised whole-school plans that have appropriate assessment opportunities and systems built in. This means that teachers have a fair idea of their pupils' levels of attainment. This is a very recent development, however, and work remains to be done to ensure that the system is used effectively and consistently in all subjects and all classes. At present, there is little systematic assessment of the standards pupils attain and their rate of progress in several subjects and few records of what pupils know and of what they can do. In English and mathematics, the use of the National Literacy and Numeracy Strategies ensures that sufficient check is kept on how well pupils are doing.

63 The progress of pupils with special educational needs is assessed satisfactorily. These pupils' progress towards the targets set in their individual education plans is reviewed regularly, suitable work is planned for them and they benefit from good support in lessons.

64 Pupils' personal development is monitored effectively, though staff rely, for the most part, on informal communication and procedures. For pupils with identified behavioural problems, there is more systematic monitoring. Their progress is checked regularly and effectively against the behavioural targets set in their individual education plans.

65 The school monitors pupils' attendance thoroughly. There is a clear analysis of attendance levels, which identifies unsatisfactory attendance of individuals and year groups. When there are concerns about the continual absence of any pupils, the school confers with its education welfare officer. However, the school does not do enough to promote attendance. There are two weaknesses in this aspect of its work. Firstly, the information obtained by analysis of patterns of

absence is not used effectively to support improving attendance. Secondly, parents are not required to explain their children's absence from school until three days have elapsed. This is too long.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

66 The school does not do enough to help parents to become partners in their children's education and contribute effectively to their learning. Nevertheless, parents are generally satisfied with what the school provides. They think the teaching is good, expectations are high, their children are making good progress and they like school. A significant proportion of parents express concern about other aspects of the school, some of which is justified, for example, the concerns about homework. Nevertheless, the school's partnership with parents, though unsatisfactory, has improved since the last full inspection in 1996.

67 The quality and range of information provided for parents, taken overall, are satisfactory. The friendly letters and very well presented newsletters and prospectus give parents good information about school life. The annual reports to parents on their children's progress meet the requirements of the law and let parents know what work their children have covered. However, parents seldom receive advance information about what their children are going to study and the reports do not set targets for pupils' learning. This means that parents do not get the information they would need to make a full contribution to supporting their children's learning. The governing body's annual report to parents omits some information that is required by law: the progress it has made in addressing the issues for action in the last inspection report and the school's facilities for or plans to accommodate physically disabled pupils.

68 The school has made some efforts to inform and involve parents. For instance, it has arranged coffee mornings and workshops on the National Literacy and Numeracy Strategies. Few parents have attended them. Parents of pupils with special educational needs are properly consulted and invited to reviews of their children's progress but many do not attend them. There is an appropriate home-school agreement but slightly fewer than half the parents have signed up to it. The vacancies for two parent governors are indicative of the weakness of the school's partnership with parents.

69 Parents are not strongly involved in supporting their children's learning, either in school or at home. Parents are welcome as voluntary helpers in classrooms but few are actively involved. The home-school reading partnership is weak, despite the pressing need to raise reading standards. Only in Year 3 is there an established routine that encourages pupils to read regularly at home. Teachers set homework but do not use homework diaries sufficiently to communicate with parents and to help them to support their children. In general, there are few regular opportunities for communication between teachers and parents and to keep up a flow of information about how pupils are getting on. This contributes to the situation where the school's records of information about pupils, such as current addresses, changes of carers and telephone numbers for emergency contacts are not up to date. Informal links with parents are strongest in the Year 3 classes, where parents often bring their children to school and therefore have regular contact with the school and their children's teachers.

HOW WELL IS THE SCHOOL LED AND MANAGED?

70 The leadership and management of the school are satisfactory overall. The head teacher has been instrumental in leading the school out of special measures and the senior staff are committed to continued improvement. Pupils now enjoy school; it is a place where effective teaching and learning take place and standards are much improved. This represents a good improvement, achieved during a time of much upheaval in staffing. However, there are weaknesses in the systems for identifying what needs to be done next to further improve the school and planning how to achieve it, and in the governors' involvement in this process.

Furthermore, the contribution of the subject leaders varies, with some making little difference to standards in their subjects.

The contributions of the head teacher, key staff and the governing body

71 The head teacher took over not long before the last full inspection. She has remained at the helm since then. During this time, effective action has been taken to tackle nearly all the key issues from 1996 and 1999 and, as a result, the school has improved greatly. This good improvement has been achieved mainly by implementing action plans to address the key issues for action identified by the previous inspections. The head teacher has set establishing standards of behaviour and the raising of pupils' achievement as the school's main focuses and has achieved a good measure of success in improving both. She has appointed good teachers and a deputy head teacher who is making a strong contribution to the leadership and management of the school. The head teacher knows the main areas in which the school still needs to improve. However, she has not yet planned precisely what is to be done to bring about further improvement.

72 Key staff, the deputy head teacher, curriculum leader and the special educational needs co-ordinator, form a senior management team along with the head teacher. They are clear about their responsibilities, they have a reasonable overview of the school and they play a significant role in managing staff and identifying their training needs.

73 All the teachers carry responsibility for leading and co-ordinating at least one subject or aspect of the school. Many of these responsibilities have recently been reallocated to take account of staff preferences and changes. The effectiveness of subject leadership varies considerably. Nearly all the co-ordinators have plans of action for their subjects but these are not always sufficiently focused on standards of achievement. Some subject leaders, who are fairly new to their roles, have good plans to develop their subjects but have not yet had time to make a difference to standards. Subject action plans have yet to be incorporated into the school's plan for its future development. In English and mathematics, they have guided the successful implementation of the National Literacy and Numeracy Strategies and have monitored the quality of teaching. Nevertheless, progress on the key issue for action from 1999, regarding making clear the subject co-ordinators' role, has been rather slow. Furthermore, subject leaders have few planned opportunities to find out about standards and the effectiveness of teaching and learning in their subjects. Consequently, some, though they want to develop their subjects, are poorly placed to do so.

74 The performance and effectiveness of the school are monitored adequately by key staff. They analyse SATs results to see how much ground pupils have gained and to determine where improvement is needed. They check the quality of teaching by observing lessons and following this up with written reports to teachers. Some of these reports are of a good quality, giving clear guidance and practical suggestions as to how to overcome weaknesses. However, others are too general to help teachers to become more effective. Furthermore, the school's records show that few observations have been undertaken where teaching is known to have weaknesses. A one-year plan for developing the school was put in place in 1999 to run alongside the post-inspection action plan. It identified some priorities for this year but only in broad outline. At present, the school's management staff know, in general terms, what still needs to be improved but the plans to guide the school's work and development are insufficient to ensure that educational priorities and matters needing improvement receive proper and timely attention and an appropriate share of the budget. There has been too much delay and this is an unsatisfactory state of affairs. It has the potential to undermine what has been achieved; it makes the task of linking spending plans to educational priorities more difficult than need be and it has means the governing body is not fully involved in development planning. In the 1999 HMI report, there was a key issue for action for the head teacher and senior management team 'to analyse current whole-school procedures and practices, in order to establish long-term strategies for school development'. Insufficient progress has been made on this issue.

75 The governing body fulfils its responsibilities satisfactorily despite the many recent changes and the four remaining vacancies, two for parent governors and two for local authority representatives. Both the chair and vice-chair are new to their roles. Key governors bring valuable skills and experience and they are committed to the school and to ensuring that it provides the best for all its pupils. They are aware of the school's strengths and weaknesses and have the capacity to make a strong contribution to the school's future development. However, governors are not as involved as they should be in determining the direction for the school's future development and, together with the staff, laying plans to fulfil this. This is partly because of the absence of an adequate school development plan.

76 The management of provision for pupils with special educational needs is now being undertaken very well by a temporary special educational needs co-ordinator. Considerable improvements have been brought about by the systematic implementation of a detailed action plan, but this has not been incorporated into the school's overall development planning. Good plans are in hand to provide further training for teachers and support staff. Further improvement now hinges on greater parental involvement.

The adequacy of staffing, accommodation and learning resources

Staffing

77 There are sufficient, suitably qualified and experienced teachers and a good number of support staff. Teachers with strengths, such as those in information and communication technology (ICT), physical education and special educational needs, have been given leadership responsibility and are having a positive effect on pupils' learning. The teachers do not have sufficient knowledge and understanding of music and this leads to unsatisfactory standards in this subject, by the top of the school.

78 The teachers undertake further training to develop their subject knowledge and teaching skills. They are all benefiting from training in ICT. This is improving their confidence and standards in this subject are now rising rapidly. Support staff also benefit from additional training. They are fully aware of their roles and responsibilities and they make a good contribution to pupils' learning, especially for those with special educational needs.

Accommodation

79 The accommodation is very good. It is more than adequate to teach the National Curriculum and religious education effectively. The indoor accommodation is spacious, well decorated and comfortable. In addition to the classrooms, there are large, attractive shared spaces, which form the central area of each year group block of classrooms. These offer very good areas for work with large groups of pupils. The hall is of a good size and is therefore used for a good number of activities. The separate computer suite and the large, comfortable and well-stocked library are assets that benefit pupils' learning. Staff make the internal environment attractive, stimulating and conducive to learning, by very good displays of information and pupils' work. They take care to celebrate pupils' work and set up lively informative displays. This helps to create a welcoming, learning environment. The outdoor facilities are very good. There are separate pitches for football, rugby and netball and the grounds are attractive.

Resources

80 For the most part, the school's resources for teaching and learning are adequate and the deficiencies identified in the 1996 inspection report in English, geography, design and technology and religious education have largely been rectified. The resources for ICT have been much improved by the creation of the computer suite that accommodates a good number of suitable computers. This is benefiting pupils' learning. However, there are not enough computer programs to enable ICT to be used as fully as it should be to support learning in other subjects. Resources

for English are good. There is a good supply of books in each classroom in addition to the well-stocked library. The outdoor facilities constitute a good resource for physical education but at times the development of pupils' games skills is hindered because there are insufficient suitable balls. The school supplements its own resources effectively with those provided on loan locally for geography, history and religious education. For example, pupils' study of Britain in the 1940s is brought to life by a display a good selection of objects from the period.

The school's use of its resources

81 The school makes satisfactory use of its resources to promote teaching and learning.

82 Funds are targeted to appropriate educational priorities. For instance, teachers have significantly improved the teaching and learning resources for English, mathematics and information technology and this has made a significant contribution to rising standards in these subjects. However, the system for allocating funding to priorities is weak. Governors agree the budget each year, regularly receive sufficient information about spending and monitor this properly. However, the budget is set following the pattern of previous years and the suggested budget provided by the local education authority. Financial planning is not adequately underpinned by a management plan for the school. This means that governors are not as involved as they should be in planning how to allocate funds to help the school to achieve specific educational targets. Furthermore, it makes it hard for staff and governors to evaluate the impact of financial decisions on the standards pupils achieve, though this has begun.

83 The school makes satisfactory use of additional funding, such as that for pupils with special educational needs and the special regeneration budget (SRB). For example, most of the SRB funding has been used to set up an information and communication suite and the remainder to fund a development worker to give extra support to lower attaining pupils.

84 Financial control is good. The administrative staff make an important contribution to the smooth day-to-day running of the school and to the good atmosphere for learning. The latest audit report judged nearly all the school's financial procedures to be of good quality. The school has fully addressed all the recommendations of the audit.

85 Staff are deployed effectively and support staff for pupils with special educational needs are managed well and enabled to make a good contribution to these pupils' progress.

86 With the support of the local education authority, the school applies the principles of best value satisfactorily. For instance, senior staff compare the school's results in the National Curriculum tests (SATs) with those achieved at other schools in Kirklees and nationally. Competitive tenders are sought before spending decisions are made.

87 Use of the accommodation is satisfactory but there is scope to make more use of the shared areas outside classrooms.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

88 In order to raise and secure standards and improve the quality of education, the head teacher, staff and governors should:

(i) raise standards of attainment in English, information and communication technology and religious education to bring them up to average:

* in English by

- continuing and developing the use of the National Literacy Strategy;
- improving the arrangements to support and extend pupils' personal reading and their development of more advanced reading skills;
- providing a systematic and progressive, programme of activities, including drama, to enrich pupils' language, increase their vocabulary and improve their speaking and listening skills;
- improving the quality, fluency and accuracy of pupils' writing;
(Paragraphs 9, 89-100)

in information and communication technology by

- sustaining the rapid rate of improvement;
- building on the recent improvements and continuing to implement the good plans to develop the subject;
(Paragraphs 12, 150, 151, 154)

in religious education by

- organising the curriculum so that pupils study each aspect of the work frequently enough to build effectively on what they have previously learned;
- devising a manageable system to keep track of pupils' attainment and their learning;
(Paragraphs 13, 37, 171-173)

(ii) improve the planning for the school's future development by formulating a coherent management plan to guide the school's future development; this should:

- be determined in consultation with the governing body;
- include a clear indication of the main priorities and what is to be done, when, and by whom, in order to achieve them, and the funds allocated to priorities;
- include an outline of planned long-term developments;
- be kept under review and regularly updated;
(Paragraphs 70-75, 82)

(iii) * improve the partnership with parents by:

- doing more to help parents to help their children to meet the targets for their learning;
- strengthening the home-school reading partnership;
- securing more parental support for the home-school agreement;
- taking steps to fill the vacancies for parent governors;
(Paragraphs 66-69)

(iv) improve attendance rates;
(Paragraphs 22, 65)

(v) review the behaviour and discipline policy and procedures and ensure that a range of appropriate sanctions is agreed so that exclusions are reduced to an acceptable level.
(Paragraphs 19, 51, 58)

*** The school has already recognised the need to tackle these weaknesses.**

In addition to these key issues for action, the following less significant weaknesses should be considered for inclusion in the action plan:

- raising standards in music; (Paragraphs 14, 37, 156-161)
- increasing the amount of good and better teaching in Year 4 to match that in the rest of the school; (Paragraphs 24, 29, 31)
- devising manageable systems to keep better track of pupils' progress as they move through the school; (Paragraphs 52, 59-62)
- ensuring that the governing body's annual report to parents meets all statutory requirements. (Paragraph 67)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	69
Number of discussions with staff, governors, other adults and pupils	44

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4.3	25	35	30	4.3	1.4	0

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	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	278
Number of full-time pupils known to be eligible for free school meals	127
Special educational needs	Y3– Y6
Number of pupils with statements of special educational needs	11
Number of pupils on the school's special educational needs register	79
English as an additional language	No of pupils
Number of pupils with English as an additional language	46
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	39
Pupils who left the school other than at the usual time of leaving	22

Attendance

Authorised absence

	%
School data	5.7
National comparative data	5.2

Unauthorised absence

	%
School data	2.3
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
	2000	32	34	66

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	22	29
	Girls	24	26	33
	Total	39	28	62
Percentage of pupils at NC level 4 or above	School	59	73	94
	National	75	72	85

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	22	22
	Girls	15	27	23
	Total	29	49	45
Percentage of pupils at NC level 4 or above	School	44	74	68
	National	70	72	80

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	0
Black – other	0
Indian	3
Pakistani	43
Bangladeshi	0
Chinese	0
White	229
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	
Black – African heritage		
Black – other		
Indian	1	
Pakistani	7	
Bangladeshi		
Chinese		
White	95	1
Other minority ethnic groups	0	

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

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	22.9
Average class size	25

Education support staff: Y3 – Y6

Total number of education support staff	10
Total aggregate hours worked per week	196

Financial information

Financial year	1999-2000
	£
Total income	493,957
Total expenditure	482,061
Expenditure per pupil	1,678
Balance brought forward from previous year	0
Balance carried forward to next year	11,896

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	284
Number of questionnaires returned	72

Percentage of responses in each category

My child likes school.

My child is making good progress in school.

Behaviour in the school is good.

My child gets the right amount of work to do at home.

The teaching is good.

I am kept well informed about how my child is getting on.

I would feel comfortable about approaching the school with questions or a problem.

The school expects my child to work hard and achieve his or her best.

The school works closely with parents.

The school is well led and managed.

The school is helping my child become mature and responsible.

The school provides an interesting range of activities outside lessons.

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	47	46	3	3	1
My child is making good progress in school.	56	37	1	1	4
Behaviour in the school is good.	39	36	19	3	4
My child gets the right amount of work to do at home.	31	36	26	3	4
The teaching is good.	48	46	4	0	1
I am kept well informed about how my child is getting on.	36	37	19	4	4
I would feel comfortable about approaching the school with questions or a problem.	49	41	1	4	4
The school expects my child to work hard and achieve his or her best.	63	33	1	1	1
The school works closely with parents.	41	34	16	4	4
The school is well led and managed.	40	41	15	1	3
The school is helping my child become mature and responsible.	49	31	13	4	3
The school provides an interesting range of activities outside lessons.	39	37	9	6	10

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

ENGLISH

89 Standards are not yet high enough. They are held back by pupils' limited vocabulary and poor reading. In the 2000 National Curriculum tests (SATs), last year's leavers attained standards, that were well below the national average and below the average for similar schools. The present Year 6 pupils are on course to achieve slightly better results. Their standards are below the expectation for their age in writing, speaking and listening but well below expectations in reading. These standards are similar to those reported by HMI in 1999. Pupils gain ground and their achievement is satisfactory in view of their well below average standards in all aspects of English when they start the school.

90 The 2000 SATs results showed that fewer than two-thirds of pupils and fewer than half the boys reached the standard expected for their ages. Few pupils reached standards above those expected for their ages. More than a third were two or more years behind. The difference between boys' and girls' results reflects the national picture. There is clearly still a long way to go to narrow the gap between the standards achieved at Westmoor Junior School and those achieved in most schools. However, there are signs that standards are likely to improve. The standards pupils are attaining now do not yet reflect the recent improvements in teaching and learning and the leadership and management of the subject since the (HMI) inspection in 1999. Teachers are implementing the National Literacy Strategy effectively. All classes now have a daily 'literacy hour' and in most classes pupils, including those with special educational needs or for whom English is an additional language, are making good gains in their learning.

91 Standards have been affected by several factors. Pupils had fallen behind in previous years when poor behaviour often held up lessons and delayed progress. The quality of teaching was previously significantly less good than it is now and in recent years there had been a lot of changes of teachers.

92 Pupils nearly always listen well in lessons. However, standards of speech by eleven are below those in most primary schools. Pupils speak confidently, but many have difficulty expressing themselves and explaining what they mean, often because of their limited vocabulary. For example, many Year 5 pupils do not know what 'contrast' means. A Year 6 pupil knew why and how libraries used numbers to organise books, but found it hard to describe and explain. Similarly, lower attaining pupils find it difficult to say much about the books they are reading. Staff recognise that pupils' speaking and listening skills are poor when they start the school. Teachers therefore introduce and explain new ideas clearly and simply. They also lead class discussions vigorously and enthusiastically. As a result, pupils of all abilities learn new words both from the teacher and from each other. They also spark each other off and want to give their views. For example, a Year 6 class discussed anger and how to deal with it. The teacher created very good opportunities for them to voice their ideas. Nearly all pupils joined in a full and frank discussion. At the same time they learned more about right and wrong. Pupils contribute to discussions on books and writers in the first part of their literacy lessons. This is because teachers have good questioning skills and use interesting material. Many Year 6 pupils also know when to use both formal and friendly, everyday English; they talk confidently to adults and they communicate effectively when talking to younger pupils in their weekly paired reading work. Despite these positive features, the school does not do enough to provide a systematic and progressive programme of planned activities to enrich pupils' language, extend their vocabulary and provide opportunities for purposeful talk. In some lessons, opportunities for pupils to express and justify their views are missed.

93 Reading standards are well below expectations and pupils' progress in reading is unsatisfactory. Pupils are not achieving the standards they should. Throughout the school many more pupils are behind in reading than are attaining or exceeding the standard expected for their

age. The few pupils who are reading well for their age when they start in Year 3 make steady progress and are achieving higher standards than those expected for their age in Year 6. This is often because they have support from home to back up the work they do at school and their families have encouraged them to keep reading by themselves at home. Many other pupils often do not read as much or as often as they should. This is usually because they have difficulty in making sense of new books. Less able pupils get stuck when they do not remember words, letter sounds and patterns. Other pupils recognise many words and know how to tackle new ones but their understanding of what they read is poor, because they do not pick up all the clues about meaning as they read. Slow progress in reading means that most pupils are not able to make enough use of reading much as a means of learning by themselves. It also means that personal reading does not enrich the written and spoken language of many pupils enough.

94 Teachers are responding to these problems. They have put measures in place aimed at improving pupils' progress. For example, Year 6 pupils have had training in helping younger pupils to read. All Year 3 pupils now have a weekly reading practice with a Year 6 pupil. One eleven-year-old described how she acted as teacher when helping her five-year-old brother to learn to read. The subject leader has successfully involved over a third of the pupils in a school reading competition. This is increasing these pupils' interest and the amount of reading they are doing. Six groups of pupils in Years 3 and 4 have extra reading practice three times a week. Some older pupils get extra help from adult volunteers after school. Teachers match the reading material used in class well to pupils' understanding and skills. Pupils' ability to get meaning from the written word is improving as these skills are now being taught in the daily 'literacy hours'.

95 These measures, though potentially valuable, have not yet had a marked impact on standards. A significant factor in this is the weakness of the home-school reading partnership that could be used to reinforce the reading habit and give pupils extra practice. Only in Year 3 has a regular routine of pupils reading at home been established and few parents are involved in reading with pupils in school. The Year 3 teachers have introduced home-school reading diaries, but these go home only once a week. In other years, little is done to promote such a partnership and few records are kept of how often pupils read and what they are reading. Parents say, 'Children do not bring reading books home'.

96 The majority of pupils in Year in Year 6 have reasonable reference skills. They know how to use dictionaries, indexes, glossaries and encyclopaedias. However, the lower attainers are still unsure how to find books on a particular subject in a library. Weekly library lessons are improving pupils' skills in finding information. Pupils read through their own writing to check and improve accuracy but less able pupils do not always do this carefully enough to spot mistakes.

97 Writing standards have improved rapidly in the last two years, though they have not yet reached the national average. There are several reasons for the improvement. The school gives pupils a good sense of themselves as writers. Nearly all therefore take a pride in their work and want to improve it. Consequently, pupils' presentation of their work, a key issue for action in the 1999 HMI inspection report, has improved to a satisfactory standard. Teachers are also skilled at developing pupils' enthusiasm for writing. They set pupils challenging tasks. For example, Year 6 pupils had to write in the style of a Greek myth. The teacher also wanted them to improve their use of descriptive language. She wrote their phrases on the board, getting the whole class to keep suggesting improvements. Skilled questioning and drafting soon filled the board with powerful, imaginative language. The hero 'drew his sharp and pointed sword, as he smelt the foul breath of the monster'. He saw the 'fiery eyes of shimmering golden snakes, and creatures with ruby red and emerald green feathers.' Pupils saw how it was done and worked with enthusiasm. Many carried on writing at the end of the lesson.

98 Standards of spelling and punctuation reflect pupils' slow reading development and are not high enough. Pupils commonly forget to use rules in their day to day writing that they apply correctly in tests and practices. Most pupils write more slowly than expected for their ages. This is because they do not have the words and spellings do not flow. Learning then tends to slow down in subjects such as science when pupils have to order and record new learning in writing. The

school works hard to take pupils through these difficulties. All pupils now have two or three individual targets for improvement in their exercise books and a personal spelling list. Teachers regularly check progress against these.

99 Pupils undertake writing in an appropriate range of forms such as stories, drama script, reports, poems and book reviews. They know how to match the style of their writing to purpose, for example when writing to instruct or to persuade.

100 Pupils use their literacy skills in other subjects. For example, they produce persuasive writing in history and write about their musical compositions. However, such work is not planned systematically to help develop pupils' reading and writing skills. Pupils' learning in some subjects is hindered by their low skills of literacy. Pupils undertake some word processing and are beginning to learn to draft and edit work on the computer. Nevertheless, there is scope to develop the use of information and communication technology skills in English.

101 The quality of teaching and learning, taken overall, is good. During the inspection it ranged from satisfactory to excellent. However, in Year 4, the teaching is not so good as in the other years; it is satisfactory. Most of the teachers have good knowledge of how to develop pupils' speech and writing skills. Lessons are well prepared and planned so as to meet the needs of pupils of all abilities. Teachers manage their pupils and organise activities very well. Careful timing, stimulating resources and good use of support staff also help pupils to keep concentrating.

102 In the very good and excellent lessons, exciting teaching enlivens all pupils' learning. For example, in a Year 3 lesson on 'The Sleeping Beauty', pupils quickly learned how to describe good and bad characters. This was because the teacher kept asking more of them and played the part of the bad fairy.

103 In the good lessons, lively introductions get the whole class looking, listening, speaking and thinking. Challenging questioning leads pupils to detailed understanding of books and language. Pupils then work hard at individual tasks. Because teachers have got them really interested, they continue to learn in reviews of work at the end of each lesson

104 Lessons are less effective when pupils have to spend too long just sitting and listening. Then they tend to lose interest and become restless. They waste time in group work and do less than they are capable of.

105 English is now being led and managed well. The subject leader's energy and determination have already succeeded in improving the quality of teaching and learning and the effect is being seen in improved standards of writing. The school is fully aware of the urgent need now to improve reading, because too many pupils leave the school without a strong enough foundation in English for their secondary school work.

MATHEMATICS

106 Last year's leavers attained standards that were broadly in line with the national average in the National Curriculum tests (SATs) at the end of Key Stage 2. Their results were well above the average for similar schools. The present Year 6 pupils are set to achieve similar overall results. This constitutes good achievement in view of pupils' low level of attainment when they start the school. Standards have improved as a result of improved teaching methods and greater staff stability along with the early introduction of the National Numeracy Strategy.

107 The improvement in standards since the last full inspection has been good. In 1996, inspectors reported below average standards and in the SATs that year pupils' results were well below the national average. There was a dramatic rise in standards in 1999 to bring them up to the national average and they held up in 2000.

108 Pupils are now achieving well, building at a good rate on what they have already learned. Their rate of progress is generally good and standards are rising. However, for many pupils, progress slows in Year 4, where, although some very good teaching occurs and most of the teaching is satisfactory, some is not good enough. All pupils make rapid progress in Year 6, because there is a lot of high quality teaching. Throughout the school, pupils are now 'set' (taught with others who are working at a similar level) for mathematics lessons and work is generally matched to their level of attainment. This means that the underachievement identified at the last full inspection has been overcome. Nevertheless, there is scope, in some lessons, to tailor work more precisely to meet the needs of different pupils in the same set. Pupils with special educational needs get the support they need and they make good progress in the light of their learning difficulties. In the most effective lessons support staff are very well briefed and therefore provide well focused intensive support for these pupils.

109 Teachers emphasise teaching about number and, as a result, pupils make good progress in this aspect of mathematics. Pupils in Year 6 know about factors and multiples and explain what they are. The majority understand percentages and their relationship with fractions; they know that 40 per cent is equal to $40/100$ and they reduce this to $2/5$. They have a clear understanding of fractions and know what the numerator and denominator represent. They use the four rules (addition, subtraction, multiplication and division) correctly and select the right methods to solve problems. The higher attainers, around a third of the year group, confidently work out complex problems involving several steps and two mathematical processes. However, a small minority of pupils in this set are unsure how to check their answers, for example, how to use addition to confirm the accuracy of subtraction. Most pupils in this set, with support, identify which of the information given is needed to solve a problem and what is a 'red herring'. The lower attainers in Year 6, most of whom have identified special educational needs, are taught very well. Even so, they are at least two years behind the standard expected for most pupils of their age.

110 Pupils make good progress in learning about shape, space and measures and the Year 6 pupils are working at the right level. The majority know the properties of shapes such as a rhombus, parallelogram and quadrilateral and they use the correct mathematical words to describe them. A good number of Year 6 pupils understand area and the higher attainers calculate the areas of irregular shapes. Most pupils in Year 6 draw angles accurately but some do not fully understand the difference between acute and obtuse angles. The higher attainers know that the angles of a triangle add up to 180 degrees. Pupils use co-ordinates correctly to draw shapes in specified places on grids. The higher attainers explain how to translate shapes to another position; 'the x co-ordinates change by 2 and the y co-ordinates by 3'.

111 Standards in handling data are not as high. Most of the Year 6 pupils will do well to achieve the standard expected for their age by the end of the year. Most of these pupils understand information presented in charts and diagrams but only the higher attainers produce graphs at the expected level. Examination of pupils' work in all years shows that work in this aspect of mathematics does not always build effectively on what pupils have already learned.

112 Pupils make the best progress in learning about how the number system works and developing their ability to calculate. The National Numeracy Strategy is being implemented effectively. In all classes, pupils have a daily mathematics lesson based on appropriate work drawn from the National Numeracy Strategy framework for teaching mathematics. The format of the 'numeracy hour' is followed closely so pupils have suitable opportunities for mental work. Pupils make less good progress in their ability to use and apply their mathematical knowledge and in data handling than in the other aspects of the subject. This reflects limitations in the mathematics curriculum. Pupils undertake little data handling and in some classes there was hardly any such work in pupils' books. Some interesting investigative work was seen but, for the most part, pupils have few planned opportunities to undertake mathematical investigations, except in relation to number. Pupils use their numeracy skills in other subjects, for example, measuring in science and design and technology. However, mathematical work outside the 'numeracy hours' and in other subjects, has not yet been planned systematically. Furthermore, the use of information and communication technology (ICT) in the subject is not planned. ICT is not used

enough. For instance, there are few examples of pupils using computer programs to produce graphs.

113 The quality of teaching and learning is good overall. Teachers have benefited from training and from useful observation of their lessons by senior staff. They usually have high expectations of what their pupils can achieve. For example, in Year 6, much of the work for the top set is pitched at National Curriculum Level 5, which is beyond the standard usually expected of pupils their age. All the teachers start lessons with mental and oral work. In the most effective lessons this is conducted at a brisk pace that keeps pupils alert so they work productively and have lots of practice at mental calculation. In these lessons pupils are taught effective mental strategies and have the chance to try them out and decide which work best for them. This enables them to learn at a good rate. All teachers reinforce their teaching through classroom displays. The best of these are very good and are used by teachers in lessons. They include useful number facts, such as multiplication tables, vocabulary for pupils to learn, displays of pupils' recent work and stimulating mathematical problems to challenge pupils' thinking. The best teaching is based on very good lesson-by-lesson assessment of what pupils have learned. For example, in a Year 6 lesson, the teacher explained, 'this is the bit we struggled with yesterday'. The pupils responded with a very good level of concentration and determination to understand and achieve. In these successful lessons, teachers are very clear what they want pupils to learn. They share these 'learning objectives' with the pupils and, at the end of lessons, they check up with them on how much they have learned. This is very effective in motivating pupils because they see how well they are getting on and they know why they are doing the work. The most effective teachers present new work very clearly, so that pupils grasp the key points and they ensure that all pupils experience success.

114 A common strength of teaching is the effective use of resources. In many classes, overhead projectors are used well in whole-class teaching sessions, instead of 'chalk and talk'. This means teachers can keep a close eye on the pupils whilst explaining work and demonstrating how to do tasks and pupils' attention is held because they have a clear focus during teaching sessions. In a Year 5 lesson, the correct use of a calculator was demonstrated effectively on the overhead projector. There were sufficient calculators for all the pupils and the task set helped them to understand the relationship between fractions and decimals.

115 When the teaching, though satisfactory, is not so successful and when it is not good enough, teachers fail to enthuse the pupils about the work and lessons move along at a laborious pace. Less is expected of pupils' in terms of the level of the work, the standard of presentation and the amount they should produce. Work is not always sufficiently well matched to pupils' different learning needs because all the pupils in a set undertake the same work. The monitoring of teaching, though useful, has not identified this weakness. In some lessons teachers do not pay sufficient attention to ensuring that pupils understand what they are doing. This means that, although pupils work conscientiously, they make little progress in their learning.

116 There is scope to make more effective use of assessment of pupils' attainment and their rate of progress to be sure that all pupils learn as well as they can all through the school. Pupils' test results in the SATs are analysed so the staff know how much they have gained during their time at the school. Pupils are tested at the end of each unit of work but these assessments are not matched to the different levels of the National Curriculum and teachers do not regularly check pupils' attainment against these levels. This makes it harder than it need be for staff to judge how pupils are progressing through the levels in all aspects of the subject. The school has a potentially very valuable system of setting targets for pupils' attainment in mathematics but it is used inconsistently and, in some classes, not at all. In only a few classes is the system used effectively, pupils writing targets in their books at regular intervals and noting when they achieve them. Even in these classes, targets are not specific to individual pupils' learning needs but the same for all pupils in a set. This has not been picked up even though teachers' work is monitored. The quality and usefulness of teachers' marking varies considerably. The best marking focuses on how well pupils have met the learning objectives, indicates how pupils could improve their work and helps them to learn from their mistakes.

117 The subject leader was absent from school during the inspection so discussions about the leadership and management of mathematics were held with the head teacher. It is clear, from the sustained improvement in standards and the effective implementation of the National Numeracy Strategy, that the subject is led and managed well.

SCIENCE

118 In the National Curriculum tests (SATs), last year's leavers attained standards that were above the national average and well above the average for similar schools. More pupils than average reached a standard above that expected for most pupils their age. The present Year 6 pupils' attainment shows that, taking all aspects of the subject into account, they are set to achieve average standards. They have a solid body of scientific knowledge but their experimental skills are below the standard expected. These standards represent a good achievement in view of pupils' low level of attainment when they start school. SATs results show that standards have improved over the last four years. Standards are now higher than in 1999 when the SATs results were well below average.

119 Pupils are now achieving well and building effectively on what they have already learned. Pupils, including those with special educational needs and those for whom English is an additional language, make equally good progress from their starting points. Pupils make good progress in learning new knowledge and understanding it; their progress in developing the skills to use their knowledge in experimental and investigative work is satisfactory.

120 Pupils in Year 6 have a sound knowledge of changes, such as evaporation and condensation in the water cycle. They explain why some changes in substances caused by heating them are irreversible. Pupils have an equally sound knowledge of physical processes and forces. They know how to set up different electrical circuits and they understand what is meant by electrical conduction. They explain the apparent motion of the sun; they understand the forces of gravity and magnetism and they explain what is happening when the pitch of notes is altered on musical instruments. Pupils' knowledge of living things is not as secure. They have a sound knowledge of the important organs of human bodies and plants and their functions, but know less about the relationships between different creatures. They understand that living things have to be classified, but are not sure about how they adapt to their environment. Pupils learn few skills of independent scientific enquiry. For example, they cannot devise a test to compare the strengths of different types of paper. Although they know what constitutes a fair test, they cannot work out how to apply a fair test to such an investigation. Consequently their ability to communicate their experimental findings is limited. They depend on a format or framework prescribed by the teacher. Pupils do not understand why they need certain information to test out a hypothesis, and they cannot comment on how rigorous they have been in their investigations. These limitations in their ability to carry out practical work explain the difference between the SATs results and the standards seen on inspection.

121 The quality of teaching and learning is good. This is a major contributory factor to the improvement in standards over the last four years. Teachers plan lessons carefully and prepare learning resources well. This ensures that pupils settle to work quickly and quietly and focus on what they are trying to learn. This means they know what they are doing. Teachers start lessons briskly. They often hold lively revision sessions to reinforce previous work. They then demonstrate clearly what is involved in an experiment and help pupils to produce good reports of their experimental findings, albeit using a set framework. They do this in a way that interests pupils, so that they pay careful attention to instructions. This is important when they are undertaking experiments involving more than one process, such as dissolving and evaporating solutions and understanding saturation.

122 Teachers expectations of pupils' experimental work are not as high as they could be. They do not expect pupils to set up investigations independently. This is a major reason why pupils learn little about the skills of scientific enquiry. Furthermore, because the opportunities for pupils to

write systematic personal reports on their experiments are limited, teachers are missing the chance to develop pupils' literacy skills.

123 The use of time and of the resources for teaching and learning varies between classes but is generally satisfactory. Occasionally, pupils are not given enough time to achieve what is expected in the lesson and are therefore unable to meet the learning objective. On these occasions they do not benefit as much as they could from the imaginative resources that teachers prepare. Support staff are used well. They give good guidance to pupils with special educational needs, helping them through the steps of complex tasks so that they are able to succeed like their classmates.

124 The quality and usefulness of teachers' marking vary. Where it is supportive, pupils respond with more accurate English and good presentation. In some classes marking does little to help pupils to know how to improve.

125 There was some use of information and communications technology (ICT) but, in general, ICT is not used as much as it should be in science. Pupils do not make enough use of it to support and develop work in science or to present experimental findings.

126 The improvements that have taken place in standards of attainment reflect the strong commitment of the co-ordinator and staff to improving the quality of science teaching and raising standards. The school makes frequent and detailed assessments of pupils' progress. However, these assessments are not closely linked to the levels of the National Curriculum and they are not yet used sufficiently to determine what is taught.

ART AND DESIGN

127 Standards are above average. The Year 6 pupils, at the top of the school, are attaining above the level expected for their age. This is a good achievement. Pupils, including those with special educational needs and those for whom English is an additional language, are making good progress in their learning from a below average starting point at seven years of age. Many pupils with special educational needs achieve very well and produce work, of very good quality. Standards have improved since the last full inspection in 1996, when they were in line with expectations.

128 Pupils use colour and tone successfully to match their completion of half-photographs of faces, and to create a good three-dimensional effect through the use of shading techniques. They develop mature patience when working in three-dimensions in that they learn to proceed step by step. For example, when making clay heads, they first made two-dimensional representations. Having used these to help themselves to produce very good work in three dimensions, they painstakingly mixed colours to obtain the exact tone for skin and other features. In Year 3, pupils' textured and painted representations of sunflowers in the style of Van Gogh are good and sometimes very good. Pupils progress very well from their standards on entry, when their drawings are immature and show a lack of control. In Year 4, pupils make good progress in using their studies of artists such as Lowry to create their own pictures. They have mature control of mark-making media and, in some instances, an advanced sense of perspective. These standards show an improvement from the previous inspection.

129 The quality of teaching and learning is good. The teaching helps pupils to produce work that is always at least in line with expectations and some that is of a very high standard. Teachers take great care to ensure that pupils with special educational needs make the most of their abilities in art and they are careful to praise these pupils' achievements, thus boosting their self-esteem and confidence. For instance, in one lesson, the teacher used the good work produced by a pupil with special educational needs as an example for the rest of the class. The standard of work this approach generates is sometimes amongst the highest in the class.

130 Teachers have a good knowledge of techniques, which they use to prepare pupils to undertake their art projects. They set up their lessons well, laying out the equipment in advance so that pupils do not waste any time and can make the most of their enthusiasm to get on with their work. Most of the teachers have high expectations of what their pupils can achieve. Pupils respond well to this. They make a concentrated effort to observe carefully and to develop their own individual response. However, when teachers' expectations are less high, pupils do not take as much care with their work and show less patience. Most pupils show respect for teachers' knowledge by being wholly attentive throughout demonstrations and instructions, and there is a good rapport between them which sustains the pupils during their activities. Many teachers make good use of examples of artists' work to stimulate art of high quality. They move about the classroom, continually assessing the quality of pupils' work in order to help them avoid mistakes such as joining clay inappropriately, or to praise them for their effort. Teachers develop pupils' appreciation of quality by asking them to assess one another's work constructively.

131 The subject leader keeps a good check on the standards of pupils' work and is developing a portfolio of work of high quality as a reference for teachers and as a guide for assessing pupils' work. The breadth of techniques in two dimensions is limited because the resources are not easily accessible.

132 This subject makes a good contribution to pupils' cultural and spiritual development. They are introduced to a range of works of art and helped to appreciate their beauty.

DESIGN AND TECHNOLOGY

133 It was possible to see only two lessons. Judgements are therefore based on these lessons, examination of pupils' work, much of it on display around the school, and teachers' planning and discussions with staff and pupils.

134 Standards are average. The Year 6 pupils are attaining standards in line with the national expectation for their age. Pupils do well to achieve these standards. Pupils, including those with special educational needs and those for whom English is an additional language, learn at an equally good rate. Standards have been maintained since the last full inspection in 1996.

135 By the time they are eleven pupils know how to undertake a design and make project. They have therefore learnt to work step by step. This begins from Year 3, where pupils soon learn to plan well-balanced designs for Egyptian strings of beads in two dimensions. They then skilfully transfer their ideas to three dimensions using hands and tools. This work contributes to pupils' mathematics by their having to ensure that their designs are symmetrical. In Year 6, when designing and making a shelter, for example, pupils write and draw satisfactory plans, sometimes with good detail and illustrations. They choose their own resources, and try out a first version before making the finished article. The work contributes well to the development of pupils' literacy through giving them opportunities for detailed writing. Their finished shelters are individual and well thought out. They finally learn to consider how good their product is, so that they can find ways to improve it. Pupils learn to carry out these steps for themselves. This particularly benefits those with special educational needs and those with English as a second language. Pupils have achieved well by learning how to be less dependent on teachers. However, standards of work are not sustained throughout the school. Much of the pupils' work in Year 4 and some in Year 5 tends to lack sophistication and is below average in quality.

136 The quality of teaching and learning is satisfactory. Teachers organise projects in a way which evidently helps pupils to enjoy their work. In one good lesson, the teacher took time to put across detailed knowledge about the processes involved in making bread. She employed a good strategy in expecting pupils to make notes to consolidate what they needed to know before proceeding with their work. The lesson contributed well to pupils' scientific understanding of changes and to their mathematics by their having to consider proportions of ingredients. Such a lesson interests pupils and challenges them to think. The most successful teaching and learning

have occurred where teachers are confident to give pupils the opportunity and time to develop independence.

137 Procedures are beginning to develop for assessing pupils' progress. When they are fully in place the results will be used to influence planning and classroom practice. The school will then be in a position to monitor pupils' work to ensure that it is always of a high standard. Improvement is taking place slowly because the teaching is not monitored. The current breadth of pupils' experiences is too narrow, so that pupils have very limited access to hard materials and associated tools like saws. Consequently they are not learning to design and make strong structures in wood, for example. This limits pupils' opportunities to measure accurately. Pupils rarely use computers to plan and communicate about their design projects.

138 The school has maintained the satisfactory standards seen at the previous inspection. However, the current patience and control of pupils, together with the commitment of the staff, give it the potential to raise them higher.

GEOGRAPHY

139 Standards are average. The Year 6 pupils are attaining broadly in line with the level expected for their age. Pupils are achieving well in view of their standards initially. Although they are hindered by below average skills of literacy, pupils, including those with special educational needs and those for whom English is an additional language, are making good progress in their learning. There has been a good improvement in standards since the last full inspection when standards were below expectations and pupils were not achieving well enough.

140 Pupils develop skills in geographical skills, such as mapping, and a sound understanding of places and mankind's impact on the environment. The Year 6 pupils undertake useful fieldwork. They visit a local river and make notes and draw sketches of various features. Back at school they use these well to produce a sequence of sketch maps of good quality. These pupils use atlases to find the location of major rivers and use their knowledge of maps to predict the nature of the country through which they flow and the possible use to which mankind might put them. They have a good knowledge of how mankind has shaped and affected the environment. They are particularly knowledgeable about the causes, effects and solutions for pollution. The Year 4 pupils identify factors that determine the location of settlements. They study a village in Burkina Faso and compare and contrast with their own village. They produce maps of their village. Most of the pupils indicate features by pictures but the higher attainers use symbols and provide a key to explain them. In Year 3 pupils use their enquiry skills effectively, using travel agents' brochures to find out about the climate of different countries.

141 The quality of teaching and the curriculum have improved since the last full inspection. At that time, there was a lack of confidence among teachers, shortcomings in the teaching and inconsistent implementation of the National Curriculum. The improvement in standards can be traced to two changes. Firstly, the recent adoption of a nationally recognised whole-school plan for work, that covers all the requirements of the National Curriculum. Secondly, an improvement in the resources for teaching and learning.

142 The quality of teaching and learning is now good. The whole-school plans provide much guidance for teachers and, as a result, they have gained confidence. They follow the new curricular plans conscientiously and they plan lessons carefully, providing suitable work for groups of pupils working at different levels. Teachers use support staff efficiently to assist pupils, particularly those with special educational needs. This is effective in enabling these pupils to make progress. In the most effective lessons, the work covers several elements of the geography curriculum. For example, a Year 3 about how the weather affects human activity also involved pupils in geographical enquiry and developed their understanding of the differences between places. This improved planning of lessons, combined with better use of resources, helps to make the work interesting and meaningful to pupils and they are clear about what they are learning.

When pupils were required to decide what to take on holiday to a particular place they were delighted to find they had all been given a cardboard cut-out suitcase with a label attached on which they could list the items they would pack and their reasons for including them. Where some lack of confidence still exists, it has been addressed by teachers of pupils in the same year group sharing their expertise. For example, the subject leader and a teacher with good knowledge of information and communication technology (ICT) swap classes for these subjects. Teachers make good use of fieldwork to give pupils firsthand experience and make learning relevant for them. Teachers generally use resources, such as large scale Ordnance Survey maps and photographs, well. For instance, such resources were used effectively to support Year 5 pupils' learning, after fieldwork in the local area. Teachers use questioning well both to assess the extent of pupils' learning in whole class 'plenary sessions' at the end of lessons, and to challenge and extend pupils' thinking.

143 There is some use of ICT, for example, Year 6 pupils have used CD-ROMs to research the formation and nature of rivers. Links have been established with a school in Canada and there are plans for pupils to exchange e-mails. However, at present, ICT is not used sufficiently to develop and support work in geography.

HISTORY

144 Standards of attainment in history are broadly in line with national expectations. Pupils, including those with special educational needs and those for whom English is not their first language, achieve well and make good progress in their learning, though in some aspects of the subject, they are hindered by below average skills of literacy. Standards have been maintained since the last full inspection in 1996.

145 Pupils have a good knowledge of the historical periods they are currently studying and their ability to compare different periods is satisfactory. Pupils in Year 6 have a good knowledge of life in Britain in Victorian times. They name well-known Victorians: Elizabeth Fry, Brunel, Edward Jenner and knew why they were famous. They compare aspects of different jobs in Victorian times and have a fair degree of empathy with those who undertook them. For example, they imagined themselves as chimney sweeps and, in this role, wrote advice to others, suggesting how they might survive in the job. Nearly all these pupils explain changes that have taken place since Victorian times and most could discuss the changes, some at quite a sophisticated level. Pupils in Year 5 reveal their knowledge of the Spanish Armada in their lively and detailed written accounts of the events. Their writing about religious change in the Tudor period shows a sound understanding of this challenging subject. Pupils develop a sound understanding of chronology by using 'timelines' to show when different historical events happened. For instance, the younger pupils have produced timelines of 'My life so far' and the older ones have created timelines of 'Victorian Firsts'.

146 The quality of teaching and learning in history is good overall and pupils make gains in their learning at a good rate. Pupils' attitudes to history are generally good. Pupils throughout the school speak enthusiastically about their work. They are productive in lessons and generally present their work with some care. Teachers plan the work carefully and provide varied work for pupils of different abilities. For example, in one Year 6 lesson pupils were divided into two groups and both groups produced booklets. The lower attainers work was based on the goods and prices in Victorian shops, whilst the higher attainers undertook a harder task, producing persuasive writing on the working conditions encountered by children in factories. Pupils respond positively to interesting stimuli, such as a video about the Spanish Armada, and, as a result, produce lively work. Teachers provide appropriate opportunities for pupils to develop their research skills with books but they do not provide enough opportunities for pupils to use information and communication technology (ICT). Teachers have good knowledge and understanding of the subject. This enables them to engage and extend pupils' interest and knowledge effectively. For example, in a lesson on using historical objects (artefacts) to find out about the past, pupils designed picture stones similar to those of the Vikings. The teacher improved the quality of their

work by telling them about the range of colours the Vikings had been able to use. Teachers make good use of displays to extend and pupils' learning and to celebrate their work. Lively and eye-catching examples were displays on Vikings using almost life size figures and ancient Egyptians using a range of photographs and artefacts.

147 The quality of marking of pupils' work and the standards set for the presentation of work vary between teachers. The most effective marking is encouraging and offers suggestions for improvement or further study. However, some marking is sparse and some offers excessive praise for mediocre work without offering any suggestions for improvement. Some teachers encourage pupils to take a pride in their work by presenting it in eye-catching folders. Others however, accept collections of papers held together with paperclips.

148 Since the last full inspection, the planning of the history curriculum and the way the work is organised have been improved. There is better guidance for teachers. The school has also adopted a nationally recognised whole-school plan for the work. This ensures that the National Curriculum for history is appropriately covered. Changes in the arrangement of classes have enabled the school to change its planning cycle. This has resulted in better coverage of the National Curriculum for history.

149 History is used to support learning in other areas of the curriculum most particularly literacy and art. For instance, pupils produce paintings of Viking ships and detailed sketches of the facades of homes drawn from written descriptions. Resources are generally adequate to support work covered and for some aspects of the work, such as the study of invaders and settlers, they are good. The school has a good collection of photographs and information relating to the local area and this is backed up by field visits to these places. The school's resources are backed up by good resources from the local loan service and interesting displays of artefacts like those from Britain in the 1940s help to bring the subject to life. This idea is occasionally extended by actors playing the role of, for example, a Roman or a Viking, who visit the school and describe what their life is like.

INFORMATION AND COMMUNICATION TECHNOLOGY

150 The standards attained by the Year 6 pupils are below what is expected for their age. However, there have recently been several significant improvements. The subject is now being led and managed well and standards are rising rapidly. Pupils, including those with special educational needs and those for whom English is an additional language, are now learning at a good rate. They are achieving well in view of their low starting point. Standards were well below average in 1996 and pupils were not achieving well enough. Improvement since then has been good and there is every indication that standards are set to continue improving and should soon meet expectations.

151 Pupils in Year 6 have had limited opportunities to use computers until recently; this accounts for their below average standards of achievement. They describe some ways that computers affect our lives. Some pupils, with their own computers, have used e-mail. Few have done so on a regular basis but they are nevertheless able to discuss its advantages and disadvantages compared to postal deliveries. Pupils in Years 5 and 6 now have their own e-mail addresses but there are no plans to use these before the summer term. These pupils use CD-ROMs for research but are not yet routinely using the Internet. They undertake some word processing. In one well taught lessons pupils in Year 6 worked at an appropriate level for their age in word processing. They succeeded in combining text and pictures. Pupils achieve lower standards in the modelling and controlling aspects of information and communication technology (ICT) because they undertake little of this kind of work. In most years pupils' skills in these elements of the subject are weak.

152 Standards are higher, in relation to the pupils' age, in Year 5. These pupils are making particularly good progress because they are all taught by the subject leader. Many of these pupils

know how to use a spreadsheet. They used one to plan a birthday party to a fixed budget and asked relevant 'what if?' questions. These pupils have begun to use the Internet to aid their learning, for example, about the relative movements of bodies in our solar system. They are beginning to use word processing to help them draft and redraft written work. The Year 4 pupils use a spellchecker confidently and the higher attainers spot the limitations in its use.

153 The quality of teaching and learning is good and this is leading to rapidly improving standards. This is a great improvement since the last full inspection in 1996, when teaching was judged to be poor. Most teachers now have good subject knowledge and are confident with computers, as a result of good 'in-house' support and training. Only occasionally does a teacher's lack of technical knowledge hinder pupils' progress. Teachers, particularly those of older pupils, use praise and encouragement well to build pupils' confidence and self-esteem and to sustain their concentration. They use good class management skills to rebuke pupils whose attention lapses without disturbing the progress of others. They make good use of the resources in the computer suite, where the computers are linked so that the teacher can assess the progress of all the pupils and is able to demonstrate, using step-by-step instructions, to all the groups in the class simultaneously. For example, pupils in Year 6, as part of their work to produce a multimedia autobiography, were shown how to insert a picture and text on to a selected page. Pupils respond well to this good teaching. They have generally positive attitudes to ICT and in lessons they work hard, co-operate well in pairs, take turns and help each other. This positive approach helps their learning. Occasionally younger pupils, including some with special educational needs, do not sustain concentration. This hinders their learning and disturbs their classmates.

154 The promising position in ICT is directly the result of the effective management of the subject over the last few terms. The subject leader is very well qualified and knowledgeable and has the full support of the head teacher and governors. This has enabled him to take action to remedy many of the deficiencies identified in the 1996 inspection report and good plans are in place to continue to develop the subject and improve standards. A nationally recognised whole-school plan for work has recently been introduced. This ensures that pupils cover all the requirements of the National Curriculum in ICT. Timetables are organised effectively to take advantage of teachers' subject knowledge. For example, all the Year 5 pupils are taught ICT by the subject leader. The resources for teaching and learning are much improved. The school has directed funds to equipping the computer suite. This now contains sufficient personal computers of good quality for a full class and all classes have regular lessons in the suite. However, computers are not available in the classrooms. This limits pupils' ability to use ICT as an integral part of their work in other subjects. ICT is not used as much as it should be in other subjects. For instance, relatively little word processing is undertaken and there is little use of ICT for data handling in mathematics and science.

MUSIC

155 It was possible to see only two lessons. Judgements are therefore based on these lessons, the singing in assemblies, scrutiny of pupils' work and teachers' planning, and discussions with staff.

156 Pupils do not achieve high enough standards by the time they leave the school; their attainment is below that expected of eleven-year-olds. They make satisfactory progress in some aspects of the subject but, taking all factors into account, their rate of learning overall is unsatisfactory.

157 In 1996, inspectors reported a poorer picture and there has been some improvement since as a result of pupils' better behaviour. The 1999 HMI report noted that there were 'good examples of work in music'. The present situation is similar to that reported by HMI, consequently, because standards are below expectations, improvement since then has been unsatisfactory.

158 Too few lessons were seen to form a valid overall judgement on the quality of teaching. Nevertheless, the standards seen indicate weaknesses in teaching. Teachers have limited

knowledge and understanding of this subject. The school attempts to overcome this weakness by using a highly structured, commercial, whole-school plan of work and backing this up with detailed lesson plans. This is successful in supporting teachers in work about music and in teaching the basics of composition and ensuring that all pupils undertake a range of work in music. The lessons seen provided opportunities for performing, composing and listening to music. However, there are no systematic procedures to check on the standards pupils achieve and their rate of progress.

159 The teachers' lack of knowledge is revealed in pupils' musical performance, which is not good enough. Most of the teachers do not have the knowledge and skills in the subject to take work to the level expected of the older pupils. None of the teachers are able to provide a piano accompaniment to pupils' singing. This depends on the good will of a member of the non-teaching staff, who accompanies hymn singing once a week. In lessons, pupils sing along with recorded songs but their singing is not up to the standard usual for their age. Teachers make only perfunctory attempts to improve the quality of pupils' singing. For instance, in one lesson, pupils were asked to hum a note echoing the one their teacher hummed. They were all able to do this but few could go on to hold the note in their heads and repeat it without the teacher's model. However, this was not pursued to help pupils to improve their sense of pitch. On the occasions when pupils sing in assembly, their accompanied singing is reasonably tuneful. The hymns and religious songs selected are rather easy for the age group and pupils have to be jollied along to join in and produce a reasonable sound.

160 Pupils enjoy experimenting with sounds. In Year 4, they were very enthusiastic about finding out all the different sounds they could produce with a piece of paper and came up with some original suggestions in response to the teacher's encouragement. Composition work in the later years of the school is at an appropriate standard. Displayed work shows that the Year 6 pupils have produced diagrams (graphic scores) that record the various sounds they used to make a piece of music. They have used appropriate symbols that suggest the quality and volume of different sounds. Pupils are familiar with how musical notes are written (staff notation). In Year 5 most understand about different types of melodies and most recognise them when they hear them and identify some of them on a simple score. However, the lower attainers are unable to play repeating rhythmic patterns on a keyboard.

161 In 1996 there was no subject leader for music. This weakness has now been remedied, but the leadership and management of the subject are unsatisfactory at present. The subject leader recognises the weaknesses in standards and teachers' knowledge of the subject but, as yet, had done little to tackle them.

162 Music makes a good contribution to pupils' cultural development as the planned work includes listening to a wide range of music from different periods and cultures. For example, in one lesson the music used included Arabic music and jazz.

163 Pupils have the opportunity to learn to play an instrument and the few who take these lessons achieve good standards.

PHYSICAL EDUCATION

164 Standards are average. Pupils in Year 6 are attaining the standards expected for their age. Standards in swimming are above average, because pupils achieve the expected standard a year early. Most pupils, throughout the school, including those with special educational needs and those for whom English is an additional language, achieve well and are learning at a good rate. This represents good improvement since the last inspection, when standards of attainment were judged to be below national levels and pupils were not achieving well enough. This improvement has been brought about by a combination of effective management of the subject and a considerable improvement in the quality of teaching.

165 Pupils are taught a wide range of invasion, striking and net games and they make good progress in developing the skills to play them. The Year 6 pupils have satisfactory games skills. In

volleyball their push shot skills are good but they are not so confident with the 'dig' technique. Many pupils, in the other years, have good games skills. For example, Year 5 pupils have very good movement off the ball when playing benchball. Year 3 pupils practising basketball skills developed their dribbling and movement and many showed a good technique, using the fingers to push the ball rather than slapping it. Pupils are taught swimming in Year 5. Last year, 85 per cent of the Year 5 pupils achieved the standard expected of most pupils by the end of the key stage. Year 4 pupils performed well in a gymnastics lesson. They worked in small groups and performed sequences of synchronised movements of a good quality.

166 The quality of teaching and learning is good. This is a significant improvement since the last full inspection when two-thirds of the physical education lessons were judged unsatisfactory. Teaching is now underpinned by a good whole-school plan for the work. This combines elements from two nationally recognised schemes of work. Teachers follow the whole-school plan and they plan each lesson carefully. They are clear what the pupils should learn and they share these learning objectives with the pupils, in some cases, even displaying them in the hall for pupils to refer to during the lesson. Pupils respond well to this improved teaching. They are motivated and interested in the work and they concentrate and behave well in lessons.

167 Teachers emphasise the importance of physical education by dressing appropriately for lessons and pupils follow this good example. Teachers start lessons with warming up and end them with warming down activities. They explain the reasons for these and stress the effect and importance of exercise for the body. However, the quality of warming up activities varies. Some of these sessions are good but others are perfunctory, doing little to raise pulse rates. Warming down sessions are consistently of a good quality. Some are conducted with appropriate accompanying music. This is not only beneficial for the body but also has a positive effect on pupils' learning as it leaves them in a suitably calm state for the beginning of the next lesson.

168 Teachers use demonstration well. For example, in a Year 5 gymnastics lesson the teacher demonstrated jumps with different degrees of turn, making sure the pupils know what to not do as well as how to execute the jumps correctly and safely. Teachers also make good use of demonstrations by pupils to challenge and extend the others' work and to make teaching points.

169 Teachers use praise well and this has the effect of encouraging pupils to extend their learning and building their self-esteem and confidence. This, combined with good support, has a particularly positive effect on those pupils who have special educational needs; they gain confidence and make good progress. The teachers have good class management skills and this means that pupils keep their attention on the task in hand. Pupils have positive attitudes to physical education. This is seen in their good behaviour and willing participation in lessons and in their enthusiastic attendance at the good range of extra-curricular sporting activities. For instance, younger girls performed movements of good quality and sustained high levels of vigorous activity at the aerobics club.

170 The curriculum is enriched by the involvement of outside agencies and some parents. For example, members of a local Rugby Club provide coaching and the Football Association funds the development of football through small-sided games. The school's good range of sporting activities provides pupils with good opportunities to practise and extend their skills in competitive situations. The accommodation is very good and includes extensive outdoor facilities. At present, there are few systematic checks on the standards pupils attain and their rate of learning. However, the subject leader has good plans in hand to deal with this shortcoming.

RELIGIOUS EDUCATION

171 By the time pupils reach the age of eleven, their standards of attainment are well below the expectations of the Agreed Syllabus for religious education that applies to all local schools. Pupils are taught the right things but they do not come back to topics often enough, so they remember little of what has been covered. Pupils are not achieving the standards they should. In some

aspects of the work, the present Year 6 pupils are working at the level expected of seven-year-olds. Standards are now lower in Year 6 than those reported at the last full inspection, in 1996.

172 A representative sample, over 20 per cent, of the Year 6 pupils were interviewed during the inspection. These pupils ask thoughtful questions about Jesus and God, and they are interested to know the answers. Their knowledge of Christian beliefs and teachings is very limited, and they recall very little about other faiths. Pupils know about some features and objects found in Christian churches, such as the cross, candles, and the font. They understand their functions and symbolism. However, they have very little knowledge about the part religion plays in different people's lifestyles. Year 6 pupils also know little about prayer and other forms of worship in spite of the fact that Year 3 pupils demonstrate that they understand the purpose of worship and prayer. Pupils in Year 5 grasp the significance of the Torah for Jews. They know it is a holy book and should be treated with respect. However, by Year 6, this knowledge and understanding has not been retained.

173 The quality of teaching seen in lessons during the inspection varied from poor to very good. However, taken overall, the quality of teaching and learning is unsatisfactory, as indicated by the low standards at the top of the school. Even though the work planned is appropriate, pupils do not gain in their learning at the rate they should. There are several reasons for this. The way the curriculum is planned and organised means that teachers do not provide frequent enough opportunities for pupils to revisit aspects of religion. This means they do not remember what they have learned. Lessons do not provide enough time for pupils to consolidate their learning, and their writing becomes superficial or is copied. Pupils have few opportunities to express what they know and understand and there are no arrangements for assessing pupils' achievements. Consequently it is difficult for teachers to judge pupils' attainment and how well they are learning and then plan work to meet their needs.

174 Progress is evident in the demands made of pupils, and the depth and presentation of their written work develop satisfactorily between Years 3 and 6. Occasionally the work teachers set is imaginative. In Year 3, for example, teachers use Rosh Hashanah as a time for pupils to consider which of their actions need forgiveness. In Year 6, teachers expect pupils to make up advertisements for the post of a rabbi. This successfully develops pupils' awareness of the role of such a religious leader and the attributes they would need. Teachers vary in their expectations of pupils' thinking. They do not always make full use of pupils' ability to question and comment. However, pupils in Year 6 show that they can take an interest in and ask questions about significant people in the Bible, such as Paul, when given the opportunity and time to do so.

175 Some of the work in religious education makes a good contribution to pupils' spiritual development, but it does so infrequently. For example, occasionally pupils consider the purpose of prayer and gain insight into difficult religious ideas through studying myths. Pupils' moral and social development is promoted effectively by work that requires them to reflect on their relationships with other people. The study of other faiths helps pupils to be interested in and tolerant of other cultures and their practices.

176 The subject leader is aware of the weaknesses in religious education and has satisfactory plans to address some of them. For instance, making more use of information and communication technology (ICT) for pupils to express themselves and developing a more imaginative approach to the subject through greater use of drama.