

INSPECTION REPORT

GREENMOUNT PRIMARY SCHOOL

Beeston

LEA area: Leeds

Unique reference number: 107949

Head teacher: Ms J A Wilde

Reporting inspector: Mrs P Kime
25350

Dates of inspection: 17 – 21 January 2000

Inspection number: 191421

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Lodge Lane Beeston Leeds
Postcode:	LS11 6BA
Telephone number:	0113 2760771
Appropriate authority:	The governing body
Name of chair of governors:	Mrs L Gration
Date of previous inspection:	20 January 1997

INFORMATION ABOUT THE INSPECTION TEAM

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			The school's results and achievements
			How well are pupils taught
			Leadership and management
R Motherdale	Lay inspector		Pupils' attitudes, values and personal development
			Attendance
			Links with the community
			Welfare, health and safety, child protection
			Partnership with parents
L Garner	Team inspector	Design and technology	Curriculum
		Religious education	Efficiency
		English as a second language	
A Scott	Team inspector	Mathematics	Assessment and monitoring
		Music	Staffing
		Equal opportunities	
M Heyes	Team inspector	Geography	Pupils' spiritual, moral, social and cultural development
		History	Monitoring of personal development and attendance
			Personal support and guidance
J Haves	Team inspector	Science	
		Information technology	
		Art	
		Special educational needs	
S Jones	Team inspector	Physical education	Accommodation
		Areas of learning for children under five	Resources

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Greenmount is a large primary school, serving a socially and economically disadvantaged community. At the time of the inspection there were 299 full-time pupils taught in 12 classes. There were a further 57 children attending the nursery part-time. Almost all pupils who start in the Nursery move on to the Reception classes. Their attainment when they start the nursery, taken overall, is well below average with extremely limited language and literacy skills in English. Around 60 per cent of the pupils are entitled to free school meals; this is nearly three times the national average. There are 101 pupils on the school's register of special educational needs. Twelve of them carry statements of special educational need. Both these figures are above the national average. For around two-thirds of the pupils, English is an additional language. More than a quarter of the pupils either start at the school part way through their primary education or leave before completing it.

HOW GOOD THE SCHOOL IS

The school provides an acceptable standard of education for its pupils. By the time pupils leave the school, their achievements are adequate, bearing in mind the high proportion who start with very little English and the many who have special educational needs. The quality of teaching and the way the school is led and managed are satisfactory. The school provides satisfactory value for money.

What the school does well

- Children under five get a good start. They make good progress because they are taught well.
- The school provides well for pupils with special educational needs and they make good progress.
- The head teacher and staff create a positive, welcoming and caring atmosphere. The school is a racially harmonious community, where relationships are very good.
- The pupils have good attitudes to work and are well-behaved.
- There are good procedures to check how well pupils are learning and to encourage good behaviour.
- The school has good relations with the pupils' parents.
- The bi-lingual support staff are used well.

What could be improved

- The standards pupils achieve in English, mathematics, science and information technology, by the time they leave the school.
- Standards in religious education: they are too low because pupils are not taught enough about religions.
- Rates of attendance are too low.
- The governing body does not provide sufficient oversight of the work of the school.
- The school does not do enough to make sure that all pupils of the same age have the chance to cover the same work.

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 made satisfactory progress since it was last inspected in January 1997. All the key issues for action in the last report have been addressed, but there is still room for improvement in the planning of what is taught and the work of the governing body. There has also been improvement in some matters that were not key issues. Standards achieved in the national tests (SATs) for eleven year olds have improved in mathematics and science. The improvement in science is good. However, standards have slipped back in English. The quality of teaching has improved. The provision for children under five has improved significantly.

STANDARDS

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

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

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

Children are now making good progress in the Nursery and the Reception classes, from a low starting point. In 1999 the seven year olds achieved very low standards in the SATs tests, compared with the national average. Their results were in the lowest five per cent nationally. They were well below average when compared with similar schools nationally, where more than 50 per cent of pupils are entitled to free school meals. The table above shows that, although standards are low, pupils gain ground by the end of Key Stage 2. The standards seen on inspection, in Year 6, were well below national expectations in English and mathematics and below expectations in science. These pupils are set to meet the school's Key Stage 2 SATs targets. Standards in information technology (working with computers) are below national expectations and standards in religious education are poor. Pupils make good progress in design and technology and physical education and satisfactory overall progress in all the remaining subjects, except music, where the standards achieved, by the end of Key Stage 2, are unsatisfactory. Since the last inspection, the Key Stage 2 SATs, results have improved faster than the national rate in science. In mathematics they have kept up with the national rate of improvement but the English results have fallen, because standards of writing are not good enough. Since many pupils start school with very little English and a high proportion of the English speakers have significant special educational needs, the inspectors judge that pupils achieve acceptable standards overall.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good: pupils work hard in lessons and take an interest in school activities.
Behaviour, in and out of classrooms	Good: the vast majority of pupils are well-behaved in class and around the school. They know what is expected of them and they respect the standards the school sets for their behaviour.
Personal development and relationships	Very good overall: relationships between staff and pupils and amongst pupils are very good. The different ethnic groups get on well together making the school a harmonious, racially mixed community in which everyone is valued and respected. The staff help pupils to develop a very good understanding of how their behaviour affects others.
Attendance	Poor: too many pupils miss out on their education because they are not sent to school regularly.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Satisfactory	Satisfactory

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

The teaching is satisfactory overall. During the inspection, all the teaching seen was at least satisfactory and just over 60 per cent was good or better; 10 per cent was very good. No unsatisfactory teaching was seen. Nevertheless, the inspectors consider the teaching of religious education to be unsatisfactory because teachers give too little time to the subject. For children under five in the Nursery and the Reception classes, over 70 per cent of the teaching seen was good or better and just over a quarter was very good. Throughout the school, teachers manage the pupils well, so that they behave well in lessons, and they have very good relationships with their pupils. Teachers make good use of the support staff to help pupils with special educational needs and those for whom English is an additional language. This ensures that the needs of all pupils are met and they are able to progress in their learning. The teaching of English is now good overall; it is better in the literacy hours than in other English work. The teaching of mathematics is satisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall: all subjects of the National Curriculum are taught and the school is using the National Literacy and Numeracy strategies. Extra-curricular provision is good. Insufficient attention is given to religious education and standards are therefore low. The planning and organisation of work in the topics that pupils study is not rigorous enough. Consequently, the staff cannot be sure that all pupils of the same age have equal opportunities to cover the same work. Provision for personal and social education is good.
Provision for pupils with special educational needs	Good: These pupils' individual work plans provide good guidance for teachers and let parents know how they can help their children to learn. Good support staff make a strong contribution to the pupils' good progress. Pupils with behavioural difficulties are supported well.
Provision for pupils with English as an additional language	Good support from bi-lingual staff enables these pupils to acquire sufficient English to make satisfactory progress. Children who enter the school with very little English now benefit from concentrated bi-lingual support early on.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school provides well for pupils' moral and social development. The provision for their spiritual and cultural development is satisfactory. The quality of this provision is reduced because religious education plays too small a part.
How well the school cares for its pupils	Pastoral care is good with very good child protection arrangements. Pupils' academic achievements, their progress, behaviour and development are monitored well. Attendance is monitored well. The school goes to considerable lengths to investigate non-attendance and encourage attendance, but this has not yet raised attendance to a satisfactory level.

The school establishes good relationships with parents and maintains them well. Parents have confidence in the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Satisfactory: there is a strong commitment to raising standards but the arrangements to bring this about are not yet robust enough. There is not enough check that pupils cover the work that is planned and some subject leaders have too little impact on pupils' achievements.
How well the governors fulfil their responsibilities	Unsatisfactory: The governing body does not provide sufficient oversight of the work of the school. It is not sufficiently well informed about the school or involved enough in planning for its future development. Some governors take little part in the work of the governing body.
The school's evaluation of its performance	The senior staff check teaching and the pupils' standards of work. They know what needs to be improved. Their evaluations of the school's work are not yet focused enough to pinpoint exactly what does and does not work well. Equally they do not show whether changes lead to pupils doing better.
The strategic use of resources	Satisfactory overall: Good use is made of the support staff for pupils with special educational needs and those for whom English is an additional language. The school applies the principles of best value appropriately.

Staffing, accommodation and resources are satisfactory overall. There is a generous number of teachers but work in music suffers because there is no musician. Resources are good in several of the non-core subjects of the National Curriculum but they are unsatisfactory in music.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • They think the teaching is good. • They find the school approachable. • They think the school expects their children to work hard. • They think behaviour in the school is good. • They think the school is well led and managed. 	<ul style="list-style-type: none"> • Many parents would like their children to get more homework. • A few parents are not happy with the range of activities outside lessons.

The inspectors' judgements support several of the parents' and carers' views. However, the inspectors judge the teaching and the leadership and management of the school to be satisfactory. Pupils receive an appropriate amount of homework. Nevertheless there is scope for the school to take advantage of many parents' desire for more homework, as it pushes to raise standards. The range of activities provided outside lessons is good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1 In the 1999 end of key stage tests for eleven year olds, at the end of Key Stage 2, the Year 6 pupils' results were well below the national average in all three subjects tested, English, mathematics and science. The results look better when compared with those achieved by pupils in similar schools, where over 50 per cent of pupils are entitled to free school meals. This comparison shows Greenmount's pupils' results to be below average. However, the comparison does not take account of the high proportion of pupils for whom English is an additional language or the high incidence of significant special educational needs among the English speaking pupils. In view of these factors, the pupils' levels of achievement were adequate.

2 Improving standards in mathematics and science were key issues for action in the last inspection report. This has been achieved. Over the past four years, the standards achieved in these subjects, in the Key Stage 2 tests, have risen steadily. Standards in science have improved faster than the national rate and, in mathematics, the rate of improvement has kept up with the national trend. However, since the last inspection, standards in English have fallen and the gap between the standards achieved nationally and those at Greenmount has widened. This is because standards in writing have been very poor. The proportion of pupils reaching the level expected for their age in reading, in the 1999 tests, was close to the national average. The school's progress in raising standards has been good in science and satisfactory in mathematics but unsatisfactory in English.

3 In the 1999 end of Key stage 1 tests, for seven year olds, in reading, writing and mathematics, pupils results were in the lowest five per cent of schools nationally. They were very low when compared with the results achieved by pupils in similar schools. As in Key Stage 2, the comparison does not allow for the high percentage of Greenmount's pupils for whom English is an additional language. Nevertheless, there are signs that standards, by the end of Key Stage 1, could be higher. For example, the standards of reading now being achieved by Year 1 pupils are only slightly behind what is expected for pupils of their age. Year 2 pupils' achievement in science was assessed by their teachers. The proportion of pupils achieving the level expected for their age, Level 2, was judged to be very low compared with the national average but the number achieving better than the expected level, Level 3, though small, was broadly in line with the national average.

4 In English and mathematics, the standards seen on inspection reflect the 1999 test results. They are well below national expectations in the top years of both key stages, Years 2 and 6. In science, standards are below expectations in both these years. The Year 6 pupils are set to meet the school's targets in the national tests and to achieve similar overall results to those of 1999. The targets are appropriate as the school judges this to be a lower attaining year group overall.

5 In English, the Year 2 pupils listen attentively and make relevant contributions in class discussions. They read simple books accurately and they have a reasonable understanding of what they read but their phonic knowledge and skills are below average. The standard of their writing is well below average. It is too low. The Year 6 pupils have difficulty expressing their ideas in words and their understanding of what they read is weak. Writing standards are low, with a particular weakness in spelling. The teaching in the literacy hours is now good and pupils are making good progress in Key Stage 1 and satisfactory progress in Key Stage 2 and their overall achievement is satisfactory in the light of what they have learned previously.

6 In mathematics the standards of pupils' work are low. Pupils in both key stages have an

unsatisfactory understanding of number. Year 2 pupils are gaining confidence and they understand tens and units but they do not remember addition and subtraction facts up to 10. The Year 6 pupils can add and subtract two digit numbers but they do not “know their tables”. In both key stages, pupils’ ability to use and apply their mathematical knowledge and their knowledge and understanding of shape, space and measures are weaker than their number work.

7 In science, the Year 2 pupils have begun work about electrical circuits, but for most, their knowledge and understanding of how circuits work is insecure. The Year 6 pupils conduct scientific experiments, for instance about light, and they record their findings. However, many of them do not understand that only one variable should be changed at a time, if a test is to be fair.

8 Pupils’ standards in information technology are below national expectations by the end of both key stages. However, pupils are now making satisfactory progress in their learning. The unsatisfactory standards are the result of their limited previous experience combined with significant recent technical problems, beyond the school’s control, which have limited pupils’ opportunities for work in this subject.

9 Standards in religious education are poor at the end of both key stages and pupils’ learning is unsatisfactory. Standards are well below the expected standards in the locally Agreed Syllabus and pupils make poor progress in gaining religious knowledge and understanding. Pupils in Year 2 have very little religious knowledge. For example, few of them recall any stories about Jesus. By Year 6, some of the pupils who follow Islam have learned about their own faith outside school. However, for all the pupils, knowledge of Christianity is very limited. Some of these pupils do not know the significance of the Christian symbol of the cross.

10 Pupils’ rate of learning and the progress they make are good, in both key stages, in physical education and in design and technology. In music, their achievements are satisfactory in Key Stage 1 but unsatisfactory by the end of Key Stage 2. In history, pupils’ achievements are poor in Key Stage 1 but satisfactory by the end of Key Stage 2. In art and geography, standards of achievement are satisfactory by the end of both key stages.

11 Pupils with special educational needs achieve well in the light of their learning difficulties and their previous achievements. They make good progress towards the targets set for them in their individual plans of work. Their learning is supported well by non-teaching staff who help them to join in class lessons.

12 The pupils for whom English is an additional language, the majority, achieve acceptable standards, taking into account their very limited knowledge of English when they start school. They benefit from good support from the bi-lingual staff.

13 Few of the pupils are higher attainers. In general they progress less well in their learning than the majority of pupils. This is largely because they are not often enough given demanding enough work in the Key Stage 2 mixed age classes.

14 Children who are not yet five are now learning well in the Nursery and the Reception classes as a result of good teaching and a well-planned curriculum. When they start in the Nursery their levels of attainment are well below what is usually seen in children of their age and their language and literacy skills in English are extremely limited. They achieve well in the Nursery and the Reception classes and make good progress. By the time they are five they have begun to catch up. Even so, their standards are below what is expected for their age. Their listening skills are close to those expected at their age but their speaking and reading skills are below expectations and their writing is well below expectations for five year olds. The standards of their mathematical work and their knowledge and understanding of

the world are below expectations by five. However, their physical development and all aspects of their creative development meet the expectations for five year olds. The provision for the under fives personal and social development is very good. They make very good progress in this area of learning and, by the time they are five, they achieve beyond the standard expected for their age.

15 Overall, pupils achievements are adequate, bearing in mind the high proportion who start school with very little English, the many who have special educational needs and the high rate of pupil mobility. There are signs that standards are beginning to rise. For example, standards achieved by five and early in Key Stage 1 are improving in response to more focused work in the Nursery and the effective implementation of the National Literacy and Numeracy Strategies. Nevertheless, much remains to be done to narrow the gap between the standards achieved by Greenmount's pupils, by the time they leave the school, and the national average.

Pupils' attitudes, values and personal development

16 Pupils respond very well to the school, with good attitudes to learning. Overall their behaviour is good and their personal development and relationships are very good. Pupils' attendance at school is poor; it is very low in comparison with other schools.

17 Pupils have positive attitudes to learning. They are enthusiastic to come into school. They are eager to discuss the coming day's work with their teachers. They prepare for their lessons quickly and they work hard. Children in the nursery cannot wait to hurry to their first activities and they enjoy completing their registration tasks. Pupils take a pride in their work and their achievements. Throughout the inspection, eager and confident pupils called to show the inspectors examples of their work, such as a rap and poetry.

18 Overall pupils' behaviour is good and there have been no recent exclusions. Pupils generally respond well to the school and class rules. They know what is expected of them and usually meet these expectations. Occasionally, incidents occur that threaten to disturb the school's orderly and friendly atmosphere. Such instances are dealt with well by the staff who all take a consistent and positive approach to managing pupils' behaviour. The consistency of the way staff intervene and mediate and make clear what behaviour is appropriate in school is very effective in promoting good behaviour.

19 Pupils' personal development is very good. Staff help pupils to develop a very good understanding of the effect of their behaviour on others, by their approach to discipline and by discussing these matters with pupils. Pupils respond well to opportunities to take a degree of responsibility. A significant number of pupils enjoy attending clubs both after and before school, and the discipline involved in attending these clubs, and remembering, for example, to bring the kit for sports clubs, has a positive impact on pupils' personal development.

20 Relationships between pupils and teachers and other staff and amongst pupils are very good and this has a positive effect on pupils' learning. The staff value all the pupils and their contribution to the school. Pupils are kind to each other and confident in the knowledge that they have someone to talk to about any worries. They show respect for the staff and other pupils and for each other's work and they co-operate well in lessons. The school is a harmonious community in which the different ethnic groups get on well together.

21 Pupil's attendance at the school is almost as poor as at the previous inspection, although there was been a slight improvement in the last school year. The rate of unauthorised absence remains well above the national average. Too many pupils are not sent to school regularly. Additionally some pupils are taken on extended family holidays abroad, during the school term. This practice has persisted since the previous inspection. However, pupils are now removed from the school roll after six

weeks absence. Pupils' rates of progress and their achievements suffer as a result of their poor attendance. Younger pupils lose much of their command of English while absent on extended holidays. When they return they struggle to catch up with their classmates.

HOW WELL ARE PUPILS TAUGHT?

22 The quality of teaching is satisfactory overall. It enables pupils to make adequate progress in their learning during their time at the school. For children under five, teaching is good and for pupils in Key Stages 1 and 2, the five to eleven year olds, it is satisfactory.

23 During the inspection, all the teaching seen was at least satisfactory, with just over 60 per cent being good or better and 10 per cent being very good. Most of the very good teaching was observed in lessons for children under five, where more than a quarter of the teaching was of this high quality.

24 The quality of teaching has improved since the last inspection, when only two percent was very good and 15 per cent was unsatisfactory. The weaknesses identified in the previous report have largely been eradicated. Parents are justifiably confident in the quality of teaching.

25 Staff who teach the children under five have a good understanding of these young children's needs and what they should be taught. They plan well together. In lessons they use time efficiently and support staff are deployed very well to help the children get on. In the Nursery, the ways the children are organised and the staff are used have recently been changed. There is now a good system where each member of staff takes responsibility for working with a small group of children. There is more direct teaching and staff assess the children's progress well. They have very high expectations of what the children are capable of and they constantly move them on in their learning, questioning and challenging them well to help them learn and understand. The high expectations for the under fives are a key factor in the success of the teaching of these children. For example, Reception pupils are already learning to recognise the letters of the alphabet and to know the sounds they make. The strengths in teaching, the improved approach in the Nursery and the very good use of support staff are having a very positive effect on the children' progress. They are now learning well and beginning to catch up so that, by the time they are five, the gap between their standards and those achieved nationally has narrowed.

26 In Key Stages 1 and 2, teaching varies both between year groups and between different classes catering for pupils of the same age. For example, it is more consistently good across the subjects, in Year 1 than in Year 2; in English, pupils get through more work in one of the classes for Year 3 and 4 pupils than in the others. Expectations of what the pupils can achieve are satisfactory, in Key Stages 1 and 2, in the light of their previous attainment but they do not match the very high expectations for the under fives. The Key Stage 2 classes contain pupils from two school years. In several lessons in this key stage teachers did not expect enough of the older pupils and the higher attainers; this slows the pupils' overall rate of learning.

27 The quality of teaching also varies between subjects. English, science, design and technology, and physical education are taught best. In English this is the result of the effective introduction of the National Literacy Strategy. However, the good teaching in literacy hours has not yet led to improved standards at the top of the school. This is largely because, in Key Stage 2, the teaching of reading and writing, outside of the literacy hours, is less good than the teaching in the dedicated hours. The improvements in science teaching are the result of good work by the subject leader. The good teaching has a direct effect on standards; they are rising steadily each year and the gap between the standards achieved at Greenmount and national standards is narrowing. In physical education and design and technology, the good teaching enables pupils to make good progress.

28 Weaknesses in teaching are usually related more closely to particular subjects than to general teaching skills. The teaching of religious education is unsatisfactory in both key stages. The religious education teaching in each separate lesson is generally satisfactory and, on inspection, some very good teaching was seen. However, teachers do not give enough time to the subject to enable pupils to cover the syllabus. This weakness is exacerbated because, in too many lessons, that are time-tabled as religious education, the subject is not the main focus of the lesson. These weaknesses mean that, by the time they leave the school, most pupils' religious knowledge is poor.

29 The teaching in the other subjects is satisfactory overall. In mathematics, the effectiveness of teaching is limited because teachers concentrate heavily on number work at the expense of other aspects of the subject and they rarely make full use of homework. The quality of teaching is more consistent across all the subjects in Key Stage 1 than Key Stage 2. During the inspection, in the non-core subjects, there was a much higher proportion of good teaching with the five to seven year olds than with the older pupils.

30 There are some common strengths in teaching throughout the school. Teachers manage their pupils well. They expect them to behave themselves in lessons and they maintain very good relationships with pupils whilst keeping good order and keeping pupils' attention on the work in hand and getting them to work purposefully. Lessons move along at a satisfactory pace and, in literacy and numeracy hours, time is used effectively. This is particularly so in the part of the literacy hour when pupils work independently in groups, while the teacher works with one group at a time. However, there is seldom the sense of urgency in lessons or the drive for rapid progress that would be needed to enable these pupils to approach the standards expected nationally. The work set for pupils with special educational needs is based on their good individual work plans. In both key stages, teachers use non-teaching staff well to support pupils with special educational needs and those for whom English is an additional language. This enables them to learn effectively.

31 When teaching is good, teachers set a good pace and expect the pupils to work quickly. For example, a mathematics lesson for lower attaining Year 5 and 6 pupils began with an introductory session to help them understand the process of multiplying by ten. Then pupils were then given a time limit in which to do several calculations. They responded enthusiastically to this challenge and worked hard. They made good progress in the lesson because their good rate of work meant they had plenty of practice to reinforce what they had just learned.

32 Throughout the school the use of homework to reinforce pupils' learning is satisfactory. Most homework is in English and, for many pupils, learning is aided by reading regularly at home. In science, homework is used effectively as part of a revision programme for Year 6 pupils before they take the national tests. This has a positive effect on the standards pupils achieve. A significant minority of parents think their children do not get the right amount of homework. Most of them would like more. There is scope for the school to take advantage of parents' desire for more homework in its drive to raise standards.

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

33 The school provides a satisfactory curriculum. It meets the requirement to teach all subjects of the National Curriculum and the National Literacy and Numeracy Strategies are being used. The literacy hours are generally taught well and standards in English are beginning to rise in Key Stage 1. However, the curriculum for religious education is unsatisfactory. It is based on the locally Agreed Syllabus but too little of the syllabus is covered. This results in low standards.

34 The curriculum for children who are not yet five is good. Work is planned well so that children have

a good range of opportunities which cover all the areas of learning in the nationally recommended programme for children of this age, the desirable learning outcomes. The children are now progressing well and they make a smooth transition to the National Curriculum programmes of study as soon as they are ready to benefit from this work.

35 Curricular planning was a key issue for action in the last inspection report and it has improved. Most of the work in English and mathematics is planned according to the national guidance for implementing the National Literacy and Numeracy Strategies. Most of the work in other subjects is taught through topics. There are whole-school plans for the topics. These are planned on a two yearly cycle to accommodate mixed age classes. Most of the topics consist mainly of science, with less attention being paid to other subjects, such as history and geography. Pupils' achievements are satisfactory overall in these subjects. However, they do not always achieve as well as they could because they do not come back to aspects of work often enough to build fully effectively on what they have learned previously. Strengths of this approach are that the work in each subject is planned by the appropriate subject leader and teachers of classes containing pupils of the same age plan together in teams. In science, teachers also use national guidance on teaching the National Curriculum. However there are important weaknesses in this system. It is rare for all the planned work to be covered and pupils of the same age, in different classes, cover different amounts of the work. This means that all pupils do not have equal access to the curriculum. The school monitors what has been taught but has not taken action to ensure that these weaknesses are dealt with.

36 The arrangements for pupils with special educational needs are good. The school pays good attention to the national Code of Practice for special needs and the pupils make good progress toward the targets set for them. This represents an improvement since the last inspection when these pupils' progress was judged to be satisfactory and the requirements of the Code of Practice were not fully met. Pupils with special educational needs have the same opportunities as the other pupils and they are included fully in school life. These pupils have good quality individual work plans, which help staff cater well for them and let parents and carers know how they can help their children to learn. The non-teaching staff support these pupils well and make a strong contribution to their progress.

37 The school provides well for pupils for whom English is an additional language. In the Nursery, children with the least competence in English are targeted for concentrated support from the bi-lingual nursery nurse, who helps them to use what they know about their own language to help them learn English. Pupils continue to benefit from the work of bi-lingual support staff throughout the school. As a result, they acquire sufficient English to make satisfactory progress in their learning and achieve acceptable standards.

38 The school provides well for pupils' personal, social and health education. This provision contributes well to the pupils' good attitudes and behaviour. A satisfactory sex education policy is in place. Year 6 pupils are offered a programme in the summer term, which gives them an opportunity to discuss issues as well as to obtain information. Drug misuse is dealt with appropriately by the class teachers, who decide when and how to tackle the subject with their own pupils.

39 The provision of activities outside lessons is good and these extra-curricular activities make a good contribution to many pupils' social development. Pupils are able to take part in a range of clubs covering activities such as dance, drama, keep fit and sport. A particular strength is the provision of homework clubs to support pupils' learning.

40 The school has developed good links with the community and it makes good use of local facilities, like the leisure centre and the library. Links with the community enhance the curriculum by providing a variety of stimulating and planned opportunities to promote pupils' learning and they make a good contribution to the quality of education provided. For example during the inspection, nursery children enjoyed a visit by the local fireman, who brought a fire engine to school and talked to the children about the dangers of playing with matches. Pupils benefit from visits to local places of

interest, such as museums and art galleries and from close links with Leeds School of Music. Many pupils benefit from community sports' coaching programmes. The school maintains good links with other local primary schools and recent initiatives, such as "Excellence in the City" support good links with local secondary schools. Surrounding businesses are generous in their contribution of raffle prizes for events organised to raise funds for additional resources.

41 Overall, the school's provision for pupils' personal development, including that for their spiritual, moral, social and cultural development is good. The position reported at the time of the last inspection has been maintained.

42 The school makes satisfactory provision for pupils' spiritual development. The quality of collective worship in assemblies is satisfactory and statutory requirements are met. This is an improvement since the last inspection when the arrangements were judged not to meet statutory requirements. All the teachers attend assemblies and this makes a positive contribution to the sense of them being important occasions. The example of staff helps pupils to develop the values of tolerance and respect for others and their beliefs. Nevertheless, the quality of provision for this aspect of pupils' development is diminished because pupils have too few opportunities to learn about religions. However, there are pockets of good practice. For example, in one lesson, pupils in a Year 5 and 6 class became very involved in a discussion about the similarities and differences in the way Christians and Muslims pray. Their thoughtful contributions and the way they listened to each other showed their capacity to reflect on these matters and their respect for different faiths. There is a good range of books about the lives of children of different faiths and about how children feel about events in their lives and how they might deal with issues such as racism. However, in most of the assemblies observed, little opportunity was provided for pupils to reflect on the subject matter and how it might relate to their own lives.

43 The school's provision for pupils' moral development and their understanding of the difference between right and wrong is good. Staff are good role models for the pupils. There are clear expectations for pupils' behaviour, which are set in the Nursery and carried through to the top classes. Appropriate school and class rules being displayed and staff apply them consistently. Staff take a positive approach to promoting good behaviour. They are skilled at helping pupils to consider incidents from others' points of view, to think about the effects of their own behaviour and to learn lessons for the future. The result of this good provision is that pupils know where they stand and the school is a well-ordered community in which everyone is respected and valued and pupils are able to get on with their work. Teachers give timely reminders about thoughtful behaviour and assemblies effectively reinforce moral principles. For example, the story of 'Oscar' a small bird who didn't listen to his parents' advice and injured himself trying to fly to soon.

44 The provision for pupils' social development is good. Social awareness and good relationships are fostered both in lessons, during playtimes, and at lunchtimes. The adults in school set a good example of teamwork and respectful relationships with each other and the pupils and they contribute positively to the sense of the school as a community. The teachers provide good opportunities for pupils to co-operate, to work collaboratively and to take account of the views and opinions of others. For example, in a Year 2 art lesson, pupils discussed their work with each other and with staff and listened sensibly to how it could be improved. Pupils respond well to this good provision. They show a sensitive awareness of the needs of others and they are helpful. Pupils' social development is also enhanced by a the good extra-curricular provision, including sporting activities, through which many learn what it means to be a member of a team. Older pupils in Key Stage 2 also have the opportunity to benefit from residential educational visits. A minor weakness in the provision is the absence of any formal system to allow pupils to raise issues about the school with staff.

45 The school's provision for pupils' cultural development is satisfactory overall. Visits to places

of interest in the locality, such as the Henry Moore Sculpture Gallery and the Leeds Armouries, help pupils to develop an understanding of local and national culture. Pupils study the work of famous artists such as of Lowry, Picasso and Van Gogh, but the cultural range of artists studied is narrow. The curriculum is enriched by the provision for the expressive arts, for instance Asian music and dance and the drama club but musical activities are under represented. Display around the school and library books reflect the school's respect for different cultures. Nevertheless provision for pupils' cultural development is seldom planned sufficiently systematically and there are few artefacts from other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46 The school cares for its pupils well. The support and guidance offered to pupils was recognised as a strength in the last inspection report and the good quality of this aspect of the school's work has been maintained. Pastoral care is good overall with very good arrangements for child protection. There are good procedures for checking pupils' attendance, behaviour, academic progress and personal development. The school has good systems to encourage better attendance and to promote good behaviour.

47 The school's arrangements for ensuring pupils' welfare are very good. Several staff have child protection training and all are fully aware of the school's procedures. Staff are vigilant. They note any concerns and good liaison is maintained with the area child protection committee and with the social services department. Health and safety procedures are supported well by a daily examination of the school site and by good levels of supervision of pupils by staff. There are good procedures to ensure pupils' safety and the emergency aid arrangements are good; there are two trained first aiders. The school is active in promoting a healthy eating programme.

48 The school's procedures for assessing pupils' progress and their levels of attainment are good and teachers make satisfactory use of the results of these assessments. Developing effective assessment procedures was a key issue for action in the last inspection report. The staff have worked hard and sufficient improvement has been made. Many of the systems have been established recently. They have therefore yet to have an effect on standards.

49 Assessment of pupils' standards in English and mathematics is now good. There are regular tests in these subjects and teachers set targets for groups of pupils and they keep careful records to track individual pupils' progress. Teachers know their pupils well and usually set suitable work for them. There are good examples of teachers adapting the lessons they have planned, in response to the pupils' grasp of the work. In some subjects, such as mathematics, teachers record their judgements of pupils' progress on their weekly planning sheets. However, on occasions, the information gained from assessment of pupils' attainment is not used effectively to match work sufficiently closely to pupils' levels of attainment. For example, in one mathematics lesson, the teacher did not realise how good some pupils' understanding of fractions was, so set them problems that were too simple. Pupils' reading is tested regularly but there are still pupils whose "reading books" are too easy for them. These situations occur more often in the mixed age classes in Key Stage 2. Pupils' performance in the national end of key stage tests is analysed; weaknesses are identified and action is taken aimed at remedying them. For example, writing has been identified as a weakness in the pupils' performance in the Key Stage 2 tests. Consequently, additional time has been allocated to writing in all the Key Stage 2 classes. The school maintains helpful portfolios of work in some subjects, such as mathematics. These help teachers to match pupils' work to the National Curriculum levels.

50 Although the school's assessment of pupils' progress is good overall and assessment is good in most of the core subjects, there are some weaknesses. There is little systematic assessment in the National Curriculum foundation subjects and in information technology and religious education the

position is unsatisfactory.

51 For children under five, all aspects of assessment are at least good. Staff observe the children closely. They keep good records of what each child has learned. They use these records and their day to day judgements about how well children are getting on very well to set clear targets for the children and to plan the next steps in their work. Recent assessments of what children know and what they can do when they start in the Reception classes have been used well. Changes have been made in the Nursery which are leading to improvements in children's achievements by the time they are five.

52 The progress of pupils with special educational needs is assessed and monitored well. These pupils are recognised early, their individual needs are identified carefully and appropriate, specific targets are set for them.

53 The school has good procedures to support and guide pupils and to encourage good behaviour and attendance. These have a positive effect on pupils' achievements but little effect on attendance levels. Staff are committed to all the pupils' well being and they have very good relationships with them. Pupils therefore feel secure and confident to turn to staff when they need help. Pupils are encouraged and supported well in lessons. There is a good level racial harmony in the school and, during the inspection, no incidents of bullying or excessively rough play were seen. Teachers have high expectations of pupils' behaviour and good standards of behaviour are achieved. This ensures an orderly school where pupils can get on in lessons. Teachers monitor pupils' personal development well and any concerns are dealt with effectively. Pupils are helped to recognise their own potential and encouraged to achieve. This builds up their confidence and helps equip them with the personal skills to cope with school life. Pupils with special educational needs are supported well in lessons. This is a significant factor in their good progress towards the targets for their learning. Pupils for whom English is an additional language are supported well by bi-lingual staff who help them build on their knowledge of their mother tongue to develop competence in English.

54 The school works hard to encourage pupils' attendance but has been handicapped by the lack of an education welfare officer. The deputy head teacher monitors attendance well and follows up unexplained absences rigorously. The school is aware of the poor attendance rates and the importance of regular and punctual attendance is stressed. However, the school's efforts have had little impact. Too many pupils are still not sent to school regularly and this has a negative effect on their learning and achievement.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

55 The school has established a good partnership with parents and they have confidence in it. They consider the teaching to be good and think their children are expected to work hard. Parents value the school's approachability and the good care it takes of their children. Relationships between staff and parents are good, with mutual respect that pupils notice. This supports pupils' good behaviour. Parents appreciate the work of the bi-lingual support staff with their children. These staff are also valued by parents for the role they play in the school's initial contacts with parents and in helping them to understand information from the school, such as reports on their children's progress and newsletters. The school's links with parents are very effective in securing their support for the school's work, supporting its ethos of racial harmony and upholding the standards it sets for pupils.

56 The quality of information provided for parents is good overall and the school goes to considerable lengths to include all parents by ensuring that translations are available when necessary. For example, the school's good prospectus is published in three languages. Regular newsletters keep parents well informed about school life. Annual reports on pupils' progress are good overall and parents are satisfied with them. They provide good information about pupils' progress in the National

Curriculum core subjects and staff take good account of parents' comments when they plan work for pupils. However, reports sometimes fail to report separately on information technology. Information from the governing body is not up to date. The most recent annual report to parents on the work of the governing body covered the 1996-97 school year. The parents of pupils with special educational needs are well informed and involved. They have the opportunity to help frame the targets for their children's learning and they are given helpful advice about how to help their children at home.

57 Pupils are set an appropriate amount of homework. Parents are expected to ensure that it is done and many do so. For many pupils, homework makes a positive contribution to their progress. The home reading system is generally used well, especially with the younger pupils. Nevertheless, many parents would like their children to get more homework. There is scope for the school to capitalise on this as it drives to push up standards.

58 Few parents are directly involved in the school's day to day work. Many have heavy domestic responsibilities and also lack confidence in their ability to make a contribution. In the Nursery, parents are encouraged to stay with their children until they are settled down. This makes a positive contribution to the establishment of good relationships with parents and to their confidence in the school's care for them. Parents contribute to the school's work by their very good support of the annual fund raising Fayre organised by staff. The school provides a room for parents to attend classes to further their own education. This brings several parents into the school, promoting their awareness of its work.

HOW WELL IS THE SCHOOL LED AND MANAGED?

59 The leadership and management of the school are satisfactory overall. Staff with management responsibilities make a sound contribution to the positive, welcoming and purposeful atmosphere in the school, which underpins pupils' learning. There are strengths in the staff's commitment to improving standards and some appropriate changes have been introduced to this end. However, there are weaknesses in the role played by the governing body and in the arrangements for key staff to effect improvements.

60 The head teacher has a good knowledge of the community and the pupils and has gained the confidence of parents. She is strongly committed to raising the standards achieved by the pupils at Greenmount. However, as yet, this commitment has not been translated into sufficiently effective systems to enable all staff to make a full contribution to improving pupils' learning. The head teacher and her deputy have a good awareness of where improvements are needed, as a result of analysing pupils' performance in a range of tests. They have made some changes aimed at improving matters. For instance, an analysis of what children know and what they can do when they start in the Reception classes has led to appropriate changes in the Nursery. As a result, children now make good progress in the Nursery and the Reception classes. They make up ground from a low starting point and are better prepared to start working on the National Curriculum in Key Stage 1. However, some other recent initiatives, such as providing additional time for writing in Key Stage 2, though they address identified weaknesses and have the potential to raise standards, are as yet unproven; their effectiveness has not been evaluated.

61 The school's management structure is based on two sets of leaders. There are team leaders for teams of staff who teach classes containing pupils of the same age, for example, the five to seven year olds in Key Stage 1 or pupils in the Year 3 and 4 classes. Additionally, most of the teachers carry responsibility for leading work in one or more subjects. The way these two groups work is not fully effective. There is a lack of clarity about their roles and responsibilities and not a sharp enough focus on securing the desired improvements in the standards pupils achieve.

62 The team leaders facilitate communication between teachers and the senior management team and they lead joint planning for subjects other than English and mathematics. However, there is not sufficient check that what has been planned is covered in all classes. Pupils make satisfactory overall progress in these subjects. Nevertheless, because of this weakness, situations arise where some pupils lose out because teachers in the same team cover different amounts of the planned work with their classes. Furthermore the team leaders do not have responsibility for securing improvements in the standards achieved by pupils.

63 The effectiveness of the subject leaders varies considerably. Science has been a recent, focus for development, because raising standards of attainment in science was identified as a key issue for action in the last inspection report. The science subject leader has been very effective in improving the quality of teaching and raising standards. The result of this is seen in the narrowing gap between the national results and those achieved by Greenmount's pupils, at the end of Key Stage 2. This shows what the school can achieve when priority is given to a subject and a determined effort is made to raise standards. However, the head teacher has not enabled all subject leaders to be so effective; some are poorly placed to know about the standards in their subjects or to influence work in them throughout the school.

64 The monitoring of the school's work by senior staff is good. The quality of teaching and the implementation of the National Literacy and Numeracy strategies have been monitored well and teachers have received good feedback on their work. These staff have a good knowledge of the standards of pupils' work and a clear view of where improvements are needed. The school has satisfactory plans to tackle these weaknesses. However, monitoring of the coverage of the planned curriculum and pupils' access to it is insufficiently linked to planning and is therefore not effective.

65 The last inspection report identified weaknesses in the governing body. A key issue for action was to "seek to ensure that there is a full complement of governors who both provide support and work with the school in its strategic planning and management". In the three years since then, significant improvements have been made in the composition and work of the governing body. There is now a full complement of governors and the new appointments have included an experienced chair. The governing body fulfils most of its statutory responsibilities, such as oversight of the budget and publication of an annual report on its work, for parents. However, much remains to be done if the governing body is to fulfil its wider roles of involvement in setting the direction for school development and improvement and calling the school to account for the standards pupils achieve. At present the governing body is not sufficiently well informed about the work of the school or involved in planning its development. Many governors do not play a full role in the work of the governing body; the governing body has yet to harness the interest and commitment of all its members. Because several governors rarely attend meetings, a few carry a heavy load. The governing body remains too dependent on the head teacher.

66 The school benefits from a generous number of appropriately qualified and experienced teachers and support staff and class sizes, especially for pupils under seven, are small. The staff are committed and hard working and there is a good blend of experience and youth which ensures both continuity and fresh ideas. However, rates of staff turnover and absence are high and this has had a detrimental effect on school life and pupils' achievements. The school has recognised this and has satisfactory plans in hand to improve matters. Work in music suffers because there is no subject specialist.

67 The school's programme of further training for teachers is closely linked to its development plan for improvement. Recent training has concentrated on English, mathematics and science and several staff do not have recent training in other subjects, although this is needed, for example, in music. The school has a good induction programme for newly qualified teachers.

68 The accommodation is sufficient for the effective teaching of the curriculum. It is clean, safe and inviting. The indoor accommodation in the main building is good, with several additional areas outside the classrooms. The classrooms are of a suitable size and the cabins are spacious. The purpose built Nursery accommodation is good. Its outdoor play facilities, which include a covered area, are good. Children under five in the Reception classes do not have access to a suitable outdoor play area. This does not adversely affect their physical development but it limits opportunities for it limits the opportunities for imaginative play and therefore affects the children's progress in language development. Problems identified in the last inspection about the size of the hall and the limited playground space still remain. Outdoor play areas are adequate but far from ideal for games in physical education. The largest hard surfaced area is sloping and the grassed area is too small for a football pitch. Football matches have to be played on pitches in the local park.

69 Learning resources are satisfactory overall. They are good in science, equipment for physical education, art, religious education and design and technology. Resources for mathematics and English are satisfactory. There are sufficient library books. However, the library classification system is too simple and it restricts the development of pupils' information retrieval skills. The range of books and materials to support the implementation of the National Literacy and Numeracy Strategies is adequate and pupils are beginning to benefit from these initiatives. There is a good supply of bi-lingual reading material. Resources for music are unsatisfactory and this limits pupils' achievement in the subject. The resources for teaching children who are not yet five are very good in the nursery and good in Reception, except for the provision for outdoor play. The school has updated its computers and is resolving problems with the networking of the system to enable pupils use information technology in all subjects.

70 The resources available to the school are satisfactorily managed. The local education authority provides the school with useful financial prediction, based on the expected number of pupils on roll. This helps the school to make realistic plans for the future. The school's development plan is properly costed and its forward planning ensures that funds are directed towards its priorities. For instance, funds are allocated for staff training in teaching information technology and there has been considerable investment in "big books" and multiple copies of books to support work in the literacy hours. Budget monitoring is satisfactory and governors are suitably involved. The school's day-to-day financial administration is well managed by the school clerks. No auditor's report has been produced since the last inspection.

71 The teachers are deployed appropriately. Two senior teachers do not have responsibility for classes. However, they work alongside teachers in the literacy and numeracy hours and teach groups of pupils for some English and mathematics lessons. This is particularly effective in the case of the deputy head teacher. His good teaching provides a good example to his colleagues. The other teacher without a class spends some of her time teaching English to small groups of Year 2 pupils, as part of the local authority's "Literacy pledge" scheme. The effectiveness of this work has not yet been evaluated. The school does not know if these pupils achieve any better in English than those of similar prior attainment who are not involved in this scheme.

72 The school attracts considerable additional funding, up to six per cent of its total budget, because of the high proportion of pupils for whom English is an additional language and the many with special educational needs. These funds are properly directed to meeting these pupils needs. The support staff for these pupils are used well. Consequently, pupils with special educational needs make good progress and those for whom English is an additional language are enabled to acquire enough English to benefit from the school's curriculum and make adequate progress in their learning.

73 The school has satisfactory systems in place to provide best value in its work. These include competitive tendering systems for major purchases and wide consultation with staff before changes, for example, in the curriculum.

74 The well-maintained accommodation is used effectively. The shared work areas next to the classrooms are particularly well used by support staff with groups of pupils and for practical work, for instance in design and technology.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

75 In order to raise standards, the head teacher, staff and governors should:

- Raise standards of achievement in English, mathematics, science, information technology, and religious education by:

In English,

- improving the planning for teaching writing and providing better opportunities for pupils to undertake personal and imaginative writing;
- ensuring that teachers utilise opportunities for pupils to develop and use their writing skills in other subjects;
- introducing a coherent and systematic approach to the teaching of spelling;
- providing more direct teaching of reading in Key Stage 2;
(Paragraphs 5, 27, 92, 99, 102, 105 and 109)

In mathematics,

- continuing to implement the National Numeracy Strategy and to develop pupils' skills in mental mathematics;
- giving more attention to teaching pupils about shape, space and measures, and data handling;
(Paragraphs 6, 113, 114 and 117)

In science,

- improving the way the curriculum is planned to ensure that pupils are taught about every aspect of science each year;
- providing harder work for higher attaining pupils and for the older pupils in mixed age classes;
(Paragraphs 124 and 126)

In information technology,

- building on pupils' limited previous experience in the subject and implementing the planned programme of work;
- providing more opportunities for pupils to use their information technology skill in other subjects;
(Paragraphs 8, 154, 157 and 158)

In religious education,

- allocating more time to the subject in order to cover all the required work;
- ensuring that teachers are clear about what they should teach in religious education lessons.
(Paragraphs 9, 174 and 181)

- Improve pupils' attendance rates by:
 - continuing and building on recent improvements in the school's monitoring of attendance and its pursuit of non-attenders;
 - celebrating good and improved attendance on a more frequent basis.
(Paragraphs 21 and 54)

- Ensure that the governing body has proper oversight of the work of the school and is involved in planning for its future development.
(Paragraph 65)

- Ensure that all pupils have equal access to the curriculum by:
 - improving the planning and organisation of work in the subjects taught through topics;
 - ensuring that teachers of pupils of the same age, in different classes, cover the same work;
 - strengthening the systems for checking that pupils are taught what is planned.
(Paragraphs 35, 62 and 64)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	90
Number of discussions with staff, governors, other adults and pupils	

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	10	51	39	0	0	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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	29	299
Number of full-time pupils eligible for free school meals		190

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	12
Number of pupils on the school's special educational needs register	2	99

English as an additional language	No of pupils
Number of pupils with English as an additional language	225

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	47
Pupils who left the school other than at the usual time of leaving	50

Attendance

Authorised absence

	%
School data	10.5
National comparative data	5.4

Unauthorised absence

	%
School data	1.5
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	27	14	41

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	12	12
	Girls	7	6	7
	Total	22	18	19
Percentage of pupils at NC level 2 or above	School	54%	44%	46%
	National	82% (80%)	83% (81%)	87% (85%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	12	17
	Girls	7	8	8
	Total	20	20	25
Percentage of pupils at NC level 2 or above	School	49%	49%	61%
	National	82% (81%)	86% (85%)	87% (86%)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	23	30	53

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	8	15
	Girls	14	13	17
	Total	24	21	32
Percentage of pupils at NC level 4 or above	School	45%	40%	60%
	National	70% (65%)	69% (59%)	78% (69%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	7	13
	Girls	15	18	19
	Total	20	25	32
Percentage of pupils at NC level 4 or above	School	38%	47%	60%
	National	68% (65%)	69% (65%)	75% (72%)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	0
Black – other	2
Indian	1
Pakistani	124
Bangladeshi	60
Chinese	0
White	104
Any other minority ethnic group	4

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YN – Y6

Total number of qualified teachers (FTE)	15
Number of pupils per qualified teacher	20.26
Average class size	25.3

Education support staff: YN – Y6

Total number of education support staff	12
Total aggregate hours worked per week	352.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	29

Total number of education support staff	3
Total aggregate hours worked per week	97.5

Number of pupils per FTE adult	7.25
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FTE means full-time equivalent.

Financial information

Financial year	1998-99
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	£
Total income	775,317
Total expenditure	728,061
Expenditure per pupil	2131.95
Balance brought forward from previous year	5,950
Balance carried forward to next year	35,206

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	333
Number of questionnaires returned	225

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	25	3	0	0
My child is making good progress in school.	54	41	1	1	3
Behaviour in the school is good.	51	43	4	2	0
My child gets the right amount of work to do at home.	38	37	13	9	4
The teaching is good.	65	31	1	0	2
I am kept well informed about how my child is getting on.	53	39	5	4	0
I would feel comfortable about approaching the school with questions or a problem.	65	30	0	1	3
The school expects my child to work hard and achieve his or her best.	64	32	2	1	0
The school works closely with parents.	53	39	4	1	2
The school is well led and managed.	59	35	2	1	4
The school is helping my child become mature and responsible.	50	43	5	0	2
The school provides an interesting range of activities outside lessons.	49	33	9	1	7

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

76 Children who are not yet five are taught in the nursery and the two Reception classes. The Nursery children attend part-time, either mornings or afternoons. In Reception, attendance is full-time. At the time of the inspection, there were 86 children under five, 57 in the Nursery and 29 in the Reception classes. Three year olds are admitted to the Nursery once a year, in September and almost all of them move on to the Reception classes. At the time of the inspection the teacher in charge of the Nursery and one of the Reception teachers were absent due to ill health. Their classes were taught well by temporary supply teachers.

77 The children's level of attainment on entry to the Nursery, taken overall, is well below average for their age and most have extremely limited language and literacy skills in English. For many English is an additional language and a significant minority of these pupils know no English.

78 The provision for children under five has recently improved and they now progress well in their learning. By the time they are five, they have begun to catch up. Their achievements, by five, are good in view of their low starting point. Nevertheless, they do not make the national targets for five year olds, the desirable learning outcomes, in language and literacy and mathematics and in their knowledge and understanding of the world. However, their creative and physical development meets expectations and their personal and social development is better than expected by five.

79 Staff's assessments of what each child can do, when they start the Nursery, are good. They pinpoint language skills as the main area of weakness for these children. Consequently, improvements have been made in the Nursery. There is now a more focused and systematic approach to teaching early literacy skills and the bi-lingual assistant works systematically and intensively with those children who speak very little English. She helps them to gain confidence in speaking and to build on their knowledge of their mother tongue as they learn the new language. There are now better planned opportunities for children in the Nursery to explore number and shape. These changes are having a significant positive impact on the children's learning and on what they achieve.

80 The provision for children's personal and social education is very good. As a result, by the time they are five, children's achievement in this area of learning exceeds the expectations for their age. Particular strengths are the regard they have for each other, the respect they show for each other's feelings and their good standards of behaviour. All the staff have very high expectations and they work hard to raise the children's self-esteem. They provide excellent role models for the children and they are consistent in their approach and their expectations of the children's behaviour. They provide very good opportunities for the children to develop social skills, an appropriate degree of independence and good personal relationships. The classrooms are organised well to enable children to be as independent as possible. The children learn to make sensible choices and to tidy up behind themselves. The bi-lingual support staff encourage racial harmony effectively. They help the children for whom English is an additional language to gain confidence and relate well to each other and to adults. All the children learn to share willingly and to behave responsibly. For example, they work sensibly and safely on the large gymnastic equipment.

81 The teaching of language and literacy is good in the Nursery and the Reception classes and very good support is given to children for whom English is an additional language. Staff promote the children's language development skilfully in sessions of direct teaching and through play activities. Consequently the children's speaking and listening skills develop well between the ages of three and five. By the time they are five, their listening skills are close to the national expectations for five year

olds. However, in spite of the good quality provision and teaching, their speaking skills are below expectations in fluency, the range of their vocabulary and their ability to express their ideas and communicate in English. Children in the Nursery develop their language by sharing stories and discussing activities in English and in several mother tongues. For example, when visitors from the local fire service visited school staff interpreted the information they gave. This enabled all the children to benefit from the visit. In one of the Reception classes the teacher used a glove puppet very effectively. She encouraged the children to talk to the puppet and they composed and asked questions. Many of these children talk confidently in their imaginative play and chatter to each other in their mother tongues. Higher attaining children express their understanding of a good range of work, with the help of interpreters. Early reading skills are weak and a significant minority of children do not achieve national expectations by the time they are five. All the children recognise their own names by the age of five. The children enjoy books and most can tell a story from pictures. The higher attainers identify the letters of the alphabet and know the sounds some of them make. Some try to build words using these sounds and they read repetitive phrases independently. The children's writing skills, by five years of age, are very limited. Only a few of the children can write their full names independently, using upper and lower case letters correctly. Few of the older children try to write on their own. However, the improvements in the nursery are having a positive impact. Some three year olds are beginning to form the letters in their name and have control over the marks they produce when making patterns. These children enjoy pretending to write. For example, when playing at hospitals, they note the patient's temperature on a clipboard and explain what their marks mean. Though attainment in reading and writing is well below expectations for their age overall, these children make very good progress from entering the Nursery to five years of age in relation to their extremely limited language skills when they start school.

82 The quality provision for mathematics and the quality of teaching are good. The children are now benefiting from numeracy sessions, based on the National Numeracy Strategy programmes. Children make very good progress in mathematics and the majority achieve the standard expected of five year olds in counting and sorting. Some children can add on one more to a set of objects and draw pictures to show their "sums". Number formation is slow to develop and a significant minority of children need a lot of help to count objects and to record their work. By five, most of the children are beginning to recognise basic shapes. Overall their attainment, by five, is below that expected for their age.

83 The provision for children to develop their knowledge and understanding of the world and the teaching of this area of learning are good. This area of learning lays the foundations for later study of science, information technology, design and technology, history and geography. These children are from very diverse cultural backgrounds and they are encouraged to share their experiences of travel, through talking about their holidays and family outings. Bi-lingual support staff help to interpret for those children with little English, helping them to contribute and to learn. The children are very interested in the world around them but their observational skills are limited and they need considerable support to express their thoughts about the things they see. For example, when exploring the subject of 'air', children were amazed when a beaker half-full of cotton wool was plunged twice into a tank of water. On one occasion the cotton wool got wet but next time it stayed dry. A few children, after being given a lot of clues, suggested that the difference was because of the air in the beaker, but only one child had observed the changed angle of the beaker on entry to the water. Children are aware that members of their families are older and younger than them and can say what they do at different times of the school day. Their abilities to explore and select materials and to use tools to construct models, is appropriate for their age and many of them use these to fasten pieces of material together. The children use computers confidently and they are developing early keyboard skills to follow programs. Visits and visitors are used well to widen the children's experience. Children in the nursery have been for a trip on a 'bendy-bus' and enjoyed a visit from the local fire service as part of their project on transport. Overall, children's attainment is below that expected, by the age of five. However, many achieve in the

practical aspects of this area of learning.

84 The provision for physical development is very good in the nursery. These children develop their physical skills through guided play and exploration both indoors and out, using the good range of wheeled vehicles and outdoor structures. The quality of teaching is good. These children are confident in movement; they have good balance and a good awareness of space. Provision in the Reception classes is less good. These children do not have their own access to outdoor play equipment. However, they use the school hall on a regular basis. They handle small apparatus safely and have good co-ordination when using bean-bags and quoits. They manipulate tools and paintbrushes adequately for their age but many find it hard to control pencils when trying to draw letters and numbers. Overall, most children achieve desirable learning outcomes in physical development by the age of five.

85 Creative and aesthetic development is provided for well. Teaching is good and the children undertake a good range of work. Children benefit from the staff's enthusiastic teaching of singing and the exploration of sound. By the age of five they sing with older children and keep in rhythm and tune. They know the difference between loud and soft sounds and name some percussion instruments. All the children have easy access to paints and are encouraged to express themselves in colour and design. They paint confidently and are beginning to mix colours. They use a wide range of media to explore shape and texture. Their drawings show good progress in their appreciation of content and the proportion of their own bodies. They enjoy making models in playdough and can create simple designs using a range of shapes and textures. Overall children achieve desirable learning outcomes by the age of five.

86 The quality of teaching, for children who are not yet five, is good overall. Seven out of every ten lessons seen on inspection were taught well. Teaching was very good in a quarter of the lessons. The staff who teach these young children have a good understanding of their needs and what they should be taught. They have very high expectations of what the children are capable of achieving. They use a good range of teaching strategies to help the children learn. Work is well planned and teachers and support staff work well together to ensure that all the children make progress. The staff are constantly seeking to move the children on in their learning. They check what children have learned well and they question them well to help them understand their work. Staff use time in lessons well and the support staff are used well. They make a very positive contribution to pupils' good progress. Staff in the Nursery now work effectively, with small groups of children. There is an appropriate amount of direct teaching in Nursery and Reception. There is now good liaison between staff in the different classes. This has led to several of the changes in the Nursery.

87 All staff regularly observe and record children's progress. They identify what each child needs to learn next and use this information well to plan suitable work and to set targets for children. This means that there is a good sense of purpose and direction in their teaching. There is a very good dialogue between parents and staff both in the Nursery and the Reception; this is facilitated by the bilingual assistants. Parents are encouraged to help their children with reading at home. The curriculum for children under five is very well resourced and the lack of outdoor play facilities for children in reception does not impede their physical development. However it does limit the opportunities for language development through play.

88 The last inspection report stated that children's attainment, by the age of five, was below expectations in all areas of learning. This is still the case in language and literacy, mathematics and knowledge and understanding of the world. However, children now achieve the national expectations for five year olds in all other areas of learning and exceed them in personal and social development. This improvement since the last inspection reflects the school's commitment to good behaviour and the raising of children's self-esteem. The very good relationships between adults and children enable children to grow in confidence and the many opportunities for independence in activities promote their

personal development. The improved planning of literacy and numeracy work in the nursery has improved since the last inspection. It addresses the major areas of low attainment on entry.

ENGLISH

89 The vast majority of children enter the school with extremely limited English compared with most children of their age. For over two-thirds, English is not their first language and those who have English as their first language have very low levels of literacy when they start in the Nursery. The pupils make adequate progress and, by the time they leave the school, at the age of eleven, their levels of attainment compare more favourably with national expectations, but are nevertheless well below average.

90 In the 1999 national tests for eleven year olds, at the end of Key Stage 2, Greenmount's pupils' results were well below the national average. Less than half the pupils achieved the standard expected for their age, Level 4, and none achieved a higher level. About a sixth of the pupils only achieved the level expected of seven year olds. The results look better when compared with schools where a similar percentage of pupils are entitled to free school meals. In this comparison, the pupils' results were below average. There is no national information available to compare the results with those achieved by pupils in other schools with an equally high percentage of pupils for whom English is an additional language. However, the inspectors judge the test results to be acceptable, in view of this factor.

91 Pupils gain some ground in Key Stage 2, in relation to national standards. This is evident from a comparison of the Key Stage 1 and Key Stage 2 test results. In the 1999 national tests for seven year olds, at the end of Key Stage 1, Greenmount's pupils' results were very low in both reading and writing, in the lowest five per cent of schools nationally. When compared with similar schools, the results were well below the national average. By the end of Key Stage 2, they are below average compared with similar schools.

92 Over the last four years, standards of reading in the Key Stage 1 tests, though still very low, have risen more quickly than the national rate of improvement. However, in writing standards have fallen significantly. The trend in the school's Key Stage 2 results, over the last four years, shows a decline and, since 1997, the gap between the school's standards and those achieved nationally has widened. The school's records show that this is because of very poor standards of writing. Standards in the reading tests are much better and, in the 1999 tests, reading standards were close to the national average.

93 The standards seen on inspection indicate that overall standards in English are well below what is expected in Years 2 and 6, the final year of each Key Stage. In both key stages, standards in speaking and listening and in reading are better than writing. The teachers do not expect many more pupils than last year to achieve national expectations for their age. This is in line with inspection findings. Nevertheless, fewer pupils in Year 2 have very poor standards in writing than last year.

94 Standards in speaking and listening are below expectations in Year 2 and Year 6, the top years in each key stage.

95 Pupils in Year 2 listen attentively to their teachers and contribute relevant comments in discussions. In a lesson during the inspection, groups of pupils read poems aloud to their classmates. They spoke audibly and fairly clearly and kept together well. The higher attainers read confidently and maintained a strong sense of rhythm in their choral speaking.

96 Most of the Year 6 pupils have difficulty expressing their ideas clearly in words and, by this age, the lower attainers struggle to develop ideas and explain things. Throughout the school most

pupils have a limited vocabulary. Pupils for whom English is an additional language, the majority, generally speak fluently and are confident to contribute but they have a weak grasp of English grammar. These two weaknesses also hinder the pupils' progress in reading and writing as they do not always fully understand what they read and they have difficulty choosing appropriate words to communicate their ideas in writing.

97 Standards in reading are also below average in Years 2 and 6. However, there are signs of improving standards in Key Stage 1. Improvements have been made to the provision for developing children's language and literacy skills in the Nursery and the Reception classes and, consequently, the reading standards of pupils in Year 1 are only slightly behind what is expected at their age.

98 The Year 2 pupils read simple books accurately and they remember what happens in the stories they read. They recognise rhyming words such as "bed" and "head". However, when reading they tend to rely on remembering words. For the majority, their knowledge of phonics and their ability to work out words they do not recognise on sight is not up to the standards expected for their age. The higher attainers are already reading fluently and accurately at the level expected by the end of the year. Throughout Key Stage 1, pupils develop good reading habits and many read regularly at home. This good practice is not maintained for all pupils as they move up the school, so for some progress is slowed as they spend little time on personal reading.

99 Most of the Year 6 pupils are working at a level below what would be expected for their age. They can decipher the words in their books but their limited understanding of what they read holds them back. Few of these pupils can "read between the lines" and they rarely refer back to the text to justify what they think. The higher attaining pupils, who include some for whom English is an additional language, are now reading at the level expected for their age. Most of the Year 6 pupils can use reference books effectively. They use indexes in books to locate particular information. However, their information retrieval skills are below the expected standards for their age. This is largely because the school library classification system is too simple.

100 Standards in writing are well below national expectations in Years 2 and 6 and in both key stages the content of most pupils' writing is at a low level for their age.

101 The majority of the Year 2 pupils understand what a sentence is but, in their writing, they frequently do not begin their sentences with capital letters or separate them with full stops. The majority of these pupils compose three or four sentences but they show little development of ideas. Only the higher attainers' writing shows imagination, for example, their letters from Goldilocks to the three bears. The lower attainers have difficulty composing correct sentences. Spelling is a common weakness; average attainers are unable to spell common words, such as "came", "two" and "some" correctly. However, standards in writing are beginning to rise in Key Stage 1. The pupils now in Year 1 are already able to make sentences with word cards, copy them accurately and end them with full stops.

102 The Year 6 pupils' handwriting is slightly below the standards expected; many have not developed a fluent joined style. However, spelling, punctuation and the organisation and structure of their written pieces is poorer. Many of the pupils, even the average attainers, cannot yet spell words they use a lot, like "together", "friend", "went" and "beautiful". In spite of the weakness in spelling throughout the school, there is no whole-school programme for teaching spelling. The vast majority of these pupils punctuate sentences with full stops and are beginning to use question marks and inverted commas (speech marks) but few have mastered the use of commas within sentences. Few pupils produce lively written pieces in which words are chosen carefully, such as one pupil's description of Scrooge as "a very sly and strict person". The lower attainers seldom produce good quality, expressive work, except when writing about their own experiences, such as watching a football match or visiting

The National Coal Mining Museum with the school. There is no coherent plan for the development and use of pupils' writing skills in other subjects. Pupils' word-processing skills are under-developed.

103 At the time of the previous inspection, standards in English were reported as "in line with national averages". Pupils' results in the national end of Key Stage 2 tests in 1997 were lower than the national average. Since 1997 standards have fallen and the widening gap between the school's results and those achieved nationally means that progress in this subject has been unsatisfactory.

104 However, pupils are now making good overall progress in English in Key Stage 1 and satisfactory progress in Key Stage 2. Pupils with special educational needs, around a third of the school's roll, are making good progress towards their targets. Pupils for whom English is an additional language are supported well by bi-lingual staff who recognise and value the pupils' knowledge of their mother tongues. They build on this knowledge about language as they help the pupils acquire competence in English. This good support enables the pupils to make sound progress and keep up with their classmates.

105 The school has a satisfactory strategy to promote literacy. All teachers are implementing the National Literacy Strategy and benefits can be seen, particularly in Key Stage 1. The national strategy is less effective in Key Stage 2 for three main reasons. Firstly, although the teaching in the literacy hours is good overall, on occasions, when the classes contain pupils from two school years, the work set for the older pupils and the higher attainers is not sufficiently more demanding. Secondly, as pupils move up the school, teachers generally spend less time on the direct teaching of reading, phonics and spelling, which the pupils still need. Thirdly, pupils have few opportunities, in the literacy hours, to write at length. They learn about a good range of types and styles of writing and they undertake English exercises but they have too few opportunities to practice using what they have learned and to undertake personal and imaginative writing. The subject leader has identified this as a major factor in pupils' disappointing performance in the writing part of the English tests in 1999. Additional time is now being devoted to writing, throughout Key Stage 2, and the Year 5 and 6 pupils are set into smaller groups for this work.

106 Teaching is good overall and the literacy hours are taught well. All the teaching seen during the inspection was at least satisfactory and in almost seven out of every ten lessons teaching was good. The subject co-ordinator teaches in several classes and the teachers are benefiting from this good example. Teachers are familiar with the requirements of the national programme. In most sessions, the group work part of the lesson is managed better than the full class part, where the pace is sometimes slower and the presentation of the work, though sound, does not truly inspire pupils. When pupils are set to work in groups they are given work that is closely related to what has just been taught. For example, in a Year 3 and 4 lesson on the use of dictionaries, all the groups worked on activities related to alphabetical order but at different levels of difficulty so all pupils were challenged but could succeed. Pupils try hard at these group tasks, they co-operate well and work with a good degree of independence. Teachers use this time effectively to work intensively with small groups of pupils, questioning them well and leading them on to better understanding of their work. Class sessions at the end of lessons are usually used well to reinforce the main points of the lesson but occasionally they are too rushed. In the recently introduced oracy lessons the direct teaching is good but pupils do not get enough opportunities to speak and practice what has been taught.

107 Throughout the school, teachers have very good relationships with their pupils. They are sensitive to them and give them the confidence to try. Pupils respond positively to teachers' interest in them and they apply themselves to work well. Their good behaviour has a positive effect on their progress. Teachers manage pupils well so lessons concentrate on the work in hand. Teachers use the support staff well to help groups of pupils and to support those with special educational needs and those for whom English is an additional language. This enables these pupils to make at least sound

progress. Teachers of classes containing pupils of the same age plan together. This ensures pupils cover the same work but the quality of teaching and, therefore, what pupils gain from the work, varies between classes. Much of the marking of pupils' work is good but its effectiveness is diminished by the lack of opportunities for pupils to practice what they have learned.

108 When the English teaching is at its best, teachers let pupils know how they are getting on. They mark work very well and, in lessons, they tell pupils how well they are doing in lessons. An example of this was seen in a Year 5 and 6 lesson with the aim of teaching pupils to read more expressively. The pupils' reading improved during the lesson as a result. Early in Key Stage 2, teachers succeed in motivating pupils with a desire to succeed and belief in their own ability. This results in them trying very hard and concentrating intensely on their work.

109 The management and leadership of English are now good. The subject leader is strongly committed to raising standards and staff fully support this drive. Weaknesses in pupils' work have been identified by good analysis of a range of test results and the teaching and curriculum have been adapted in order to address the weaknesses. For example, oracy lessons are now taught in all the Key Stage 1 and 2 classes in an attempt to improve pupils' speaking skills. The implementation of the National Literacy Strategy is being monitored closely and teachers are told what they are doing well and what they could do better. Initiatives with the potential to raise standards have recently been introduced. However, there is not enough clear guidance for teachers to ensure that new initiatives achieve what is intended. The effectiveness of such initiatives has yet to be rigorously evaluated. For example, for some time some Year 2 pupils have received additional teaching in small groups. Their rate of learning is recorded but not compared with that of the pupils who do not have this extra teaching. The arrangements for reading in Key Stage 2 result in pupils, who are established as readers, receiving insufficient guidance to ensure they continue to progress well. This is a contributory factor to so few pupils achieving above the expected level at the end of this key stage.

110 The English curriculum is enhanced by good extra-curricular provision. There is a drama club and a homework club for pupils in Key Stage 2.

MATHEMATICS

111 The standards achieved in mathematics, by the eleven year olds, at the end of Key Stage 2, have risen over the last four years and the improvement in standards over this period has kept pace with the national rate of improvement. Nevertheless, the results of the 1999 national end of Key Stage 2 tests (SATs) show that the pupils' attainment was well below the national average and below the average achieved by pupils in similar schools. These comparisons do not take account of the high proportion of pupils for whom English is an additional language. However, in view of this factor, pupils' achievements, by the time they leave the school, are acceptable, although their progress is slow. The results of the national tests for seven year olds, at the end of Key Stage 1, were very low, in the lowest five per cent of schools nationally. These results were well below the average achieved by pupils in similar schools. The percentage of pupils achieving higher than the level expected for their age was below the national average. The results of the end of Key Stage 1 tests have varied year by year but over the last four years they have declined slightly.

112 Raising standards of attainment in mathematics was a key issue for action in the last inspection report and the school has made satisfactory progress on this issue.

113 The standards seen on inspection indicate that pupils' attainment, by the end of both key stages, is well below what is expected at their age. The school has recently adopted the National Numeracy Scheme. This has given a strong structure to work in mathematics and there is potential for standards to rise, but it has not yet had any significant impact on standards. Standards of numeracy remain low.

114 Pupils in Key Stage 2 have an unsatisfactory grasp of number. Most of the pupils in Year 6, the final year in this key stage, understand that the position of a digit in a number indicates its value. They use this knowledge with numbers up to thousands. They add and subtract two digit numbers accurately and they multiply by 10 and 100, understanding the rule of adding noughts to numbers. However, only the higher attaining pupils “know their tables” and are able to use decimals. Pupils understand the concept of fractions and can reduce, for example, large numbers by a half or a quarter, but most have only a basic awareness of the equivalence of fractions. For example, they do not fully understand that three divided by six equals one half. Higher attainers knowledge and understanding of number, including fractions, is at the level expected for their age. They identify square numbers and they order sets of numbers, such as $2\frac{1}{8}$, $3\frac{1}{4}$, and $1\frac{1}{8}$, correctly and they understand percentages. Lower attainers are hindered in all aspects of mathematics by their weak number skills. Most of the Year 6 pupils are beginning to acquire some mental mathematics skills, such as doubling numbers like 40, and then redoubling them, but they lack mental agility and they do not apply these skills effectively to solving mathematical problems. Pupils’ knowledge about shape, space and measurement data handling, and their skills at measurement are poor. Many are working at the level usually expected of pupils by the end of Year 4. They can identify two- dimensional shapes by counting sides and angles. They can make reasonable estimates of length and then check their accuracy, measuring in centimetres and millimetres. Higher attaining pupils achieve better standards in these aspects of mathematics and are generally working around the level expected for their age. They measure angles accurately and draw and interpret line graphs.

115 Pupils in Key Stage 1 also have an unsatisfactory understanding of number, but there are signs that standards are now beginning to rise in this key stage. Pupils are more confident in what they know. They understand tens and units and the importance of the position of each digit in numbers up to 100. They add one and two digit numbers and round numbers up to the nearest 10. They place numbers in the correct order according to size as, for example, with hours of the day. They are starting to understand the concept of equations and can find the missing number in such problems as $4 + ? = 7$. Their skills at mental mathematics are unsatisfactory. They cannot, remember addition facts up to 10 and they need help to solve simple mental problems. They can measure everyday items using centimetres and they can produce simple block graphs of their findings. The rates of learning of average and higher attaining pupils are broadly similar but the lower attainers make slower progress.

116 The quality of teaching is satisfactory overall and some good teaching was seen during the inspection. Teachers plan their lessons well, and allow for pupils in their classes being at different stages in their learning. They have good relationships with their pupils, and they establish a purposeful atmosphere in the classrooms. They generally explain new work clearly and use resources well to help pupils understand new ideas. For example, one teacher use a flip chart diagrams well to highlight work on the value of fractions. Teachers use the special needs and bi-lingual support staff well to ensure that pupils understand new work and have help when problem solving. Teachers’ expectations of what the pupils can do are satisfactory overall and pupils are enabled to make adequate progress. However, there are some occasions when teachers do not expect high enough standards from their pupils and do not provide sufficiently challenging and stimulating work and pupils’ progress consequently slows. This happens when teachers do not take enough account of what pupils have already learned when they plan their next lessons. For example, in one class, most pupils finished their very easy written task within ten minutes, and then were allowed to play games. Sometimes the pace of lessons slows as teachers spend too long going over new concepts instead of letting pupils get down to their work and helping those who find it difficult.

117 The leadership and management of mathematics are now good. The adoption of the National Numeracy Strategy has given direction to work in the subject and there are good plans for its future development. However, at present, work concentrates heavily on number at the expense of other

aspects of the subject and of pupils having opportunities to use and apply their knowledge, particularly in other subjects. There is not enough use of information technology in mathematics. Teaching in the numeracy lessons has been monitored well and teachers have been told what they are doing well and what could be improved.

SCIENCE

118 The standards achieved in science, by eleven year olds at the end of Key Stage 2, are rising. The results achieved in the 1999 national end of Key Stage 2 tests (SATs) have improved steadily for the last four years. This improvement has been at a faster rate than that seen nationally, so Greenmount's pupils are catching up. Even so, the test results in 1999 were well below the national average and below those achieved by pupils in similar schools. Very few pupils achieved above the level expected for their age.

119 Raising standards of attainment in science was a key issue for action in the last inspection report and these results show that the school has made good progress on this issue.

120 The standards achieved by seven year olds, at the end of Key Stage 1, are assessed by their teachers. In 1999, these assessments showed that the proportion of pupils reaching the level expected for their age, Level 2, was very low compared with the national average. However, the proportion reaching a higher level, Level 3, was broadly in line with the national average.

121 The standards seen on inspection show that pupils achieve below the national expectations for their age in both key stages. Coverage of the science curriculum is organised on a two year cycle of work. Consequently, there was no evidence of what pupils had done in some aspects of the work. Judgements are based on the work seen.

122 In Key Stage 1, pupils develop an understanding of scientific enquiry. Year 2 pupils, in their last year in this key stage, study sound. They can distinguish between soft and loud sounds, identify different sources and are aware that sound has a purpose. Their understanding of how sound travels from source to the ear is insecure. These pupils conduct simple experiments about sound and record their results accurately. They learn about electric circuits but their understanding is limited. Only the higher attaining pupils understand how a simple electrical circuit works. They draw accurate diagrams of circuits and identify errors in circuit diagrams and they know which materials are likely to conduct electricity.

123 The eleven year olds, in the last year of Key Stage 2, learn about how to conduct scientific experiments. For example, when studying friction, they test different surfaces and record the progress made by a model car travelling down a slope. They record their findings accurately. However, most of the pupils do not have a clear understanding of what a fair test is. Only the higher attainers understand why it is important to vary only one thing at a time in their experiments. The Year 6 pupils have studied electricity and most of them know about the functions of insulators and circuit breakers. Higher attainers explain how parallel circuits work. In their work on light, the pupils have learned about the sun and the planets and reflections and shadows. They identify different light sources and know how light enters the eye. The higher attainers have a sound understanding of the scientific principles behind their work and they understand why an image is reversed through a camera lens. Lower attainers undertake the same work as their classmates but they understand it less well. They find it hard to explain the science behind their work.

124 In Key Stage 2, the work of pupils in the mixed age classes does not take sufficient account of their different ages and levels of attainment. For example, in Years 5 and 6, there is sometimes little to distinguish between the work of higher attainers pupils in the two age groups, other than neatness and

accuracy. Higher attainers understand the work better but are rarely set harder work. Consequently the progress of the older and higher attaining pupils, though satisfactory overall, is not as good as it could be.

125 The quality of teaching is good overall in both key stages. It has improved since the last inspection. Teachers have good relationships with their pupils, which promote a positive response from pupils. They have a secure knowledge and understanding of the subject. They manage the pupils well and conduct lessons at a good pace. Teachers plan work clearly, with an appropriate focus upon the science underpinning the lessons. They use questions well to encourage pupils to think more deeply about the work and to help them understand it. For example, in a Year 2 lesson on sound in which the teacher's questions kept pupils thinking about what happens between the source of a sound and them hearing it. Where teaching is less successful, there is less focus on the science and less challenge for pupils.

126 Pupils' rate of learning is satisfactory in both key stages. It is aided by the good teaching. Teachers use the national guidance on teaching units of work from the National Curriculum for science and, in Year 6, they make effective use of homework as part of a sound revision programme before pupils sit the Key Stage 2 tests. However, these strengths do not have as much of a positive effect on pupils' learning as they could. Pupils' progress is hindered by weaknesses in the whole-school planning of work in science. The subject is taught as part of a two yearly cycle of topics which cover work in several subjects. This means that pupils study each aspect of science, for instance life processes and living things, once every two years. Furthermore, it is rare for all the planned work to be covered so pupils sometimes study an aspect of the subject only once in four years. Pupils do not come back to aspects of the work often enough to build as effectively as they could on their previous learning.

127 The subject is led and managed well and the work of the subject leader has been very effective in raising standards and improving the quality of teaching. Staff have been supported well. The subject leader knows what remains to be done to raise standards further and has clear, appropriate priorities for the subject. Monitoring and assessment procedures are developing well, resources are good and further opportunities for staff development are being explored.

ART

128 Few lessons were seen. Judgements are based on these lessons, pupils' work displayed around the school, discussions with staff and pupils and examination of teachers' planning.

129 The standards of work achieved by pupils in Years 2 and 6, the final years in each key stage, are typically of those usually seen at their age. Pupils make satisfactory progress in both key stages.

130 Pupils in Key Stage 1 undertake a sound range of work, including printing, painting, collage and simple sculpture and they use a variety of media. They learn and develop new skills at a steady rate and develop an appreciation of different art styles and techniques. For example, Year 2 pupils used wheels from model vehicles to paint and create a 'busy moving scene' of tyre tracks using different colours. Pupils in this key stage develop good pencil control and they pay attention to details of shape and form in their work. Their paintings, for instance Year 1 pupils' snowmen, are executed with care.

131 In Key Stage 2, pupils make satisfactory progress and continue to work with a range of media. They develop their skills of observational drawing and pay increasingly close attention to fine detail. Pupils in a Year 5 and 6 class produced some good work. They were provided with halves of head and shoulders pictures from magazines. They drew matching halves to complete the pictures, matching the halves provided as accurately as possible. Their work was very careful and they used a range of media

to achieve the effects they intended. Pupils study the work of famous artists to develop and refine their artistic skills. An example was seen in a Year 3 and 4 class. The pupils had produced careful paintings in the style of Van Gogh's 'Sunflower'. Pupils in this key stage produce satisfactory collages using paper and fabric. Art is linked effectively to work in other subjects. For example, pupils in a Year 5 and 6 class produced careful pictures of foxes to illustrate their written work and other pupils of this age have designed patterns based on Islamic designs.

132 Pupils' learning benefits from their positive attitudes to art. They enjoy their work and are proud of their achievements. They enjoy seeing their work on display and are keen to talk about it. They have good opportunities to work co-operatively on art projects and they are supportive of each other's work. This makes a positive contribution to their social development.

133 The teaching seen was good overall. Teachers showed good subject knowledge and they used effective questioning and appropriate interventions to challenge pupils and develop their artistic skills as they worked. Relationships between teachers and pupils are very good and this has a positive effect on pupils' rate of learning and the standards achieved. Teachers' knowledge of their pupils also ensured that work was both challenging and matched to pupils development in the subject.

134 The subject is well managed and led by an experienced subject leader who has planned a sound programme of work. However, the planned work is not all covered. The art curriculum makes an adequate contribution to pupils' spiritual and cultural development. Pupils have opportunities to reflect and to respond works of art, including their own displayed work. However, the range of artists studied is narrow.

DESIGN AND TECHNOLOGY

135 At the last inspection standards of attainment were described as broadly in line with national expectations at the end of both key stages. The school has maintained these standards and pupils continue to work at a level which matches that seen in most pupils of their age. Pupils' achievements and their rate of learning are good.

136 The main reasons for these standards are the enthusiasm of teachers and pupils for this subject and the generous time allocation. This means that pupils have opportunities to work for an appropriate time on their models and skills learned early in school are returned to and refined in the older classes.

137 Pupils in Key Stage 1 begin to link the designing and making elements of this subject. For example pupils in Year 1 have used salt dough to make colourful modelled initial letters. The finished work can be clearly identified by looking at the drawings pupils did to plan them. Pupils use different methods of joining circles of card to make a caterpillar shape. They use paper fasteners, paper clips and string for this. In Year 2 pupils extend their designing and recording skills by producing drawings of how a model vehicle would look if it were taken apart.

138 Pupils in Key Stage 2 build effectively on what they have learned in Key Stage 1. They extend the range of hand tools they use to include saws, saw blocks and bench hooks. Pupils in Year 3 use glued card triangles to fix corners of a wooden frame accurately. In Year 5 pupils return to this technique using it with greater accuracy to fix the corners of a picture frame. In a Year 3 and 4 class pupils fix axles to cardboard boxes using a number of techniques including the use of clothes pegs and milk straws! They fix wheels to their axles so their vehicles will move. They experiment and learn that their vehicle will run smoothly if the axle is in the centre of the wheel but not if it fixed on the edge. By Year 6 pupils have experienced a good range of activities. Some of these are linked to real life situations, as when pupils plan notices for the school and a directional notice for the street outside the school. Other Year 6 pupils are beginning to evaluate their work appropriately. They look at the colourful and well finished money boxes and decide what they could do

to improve them. Some evaluation is minor, for instance, “I would colour it red instead of blue”, but others have concentrated on the function of the box and whether it serves its purpose, making comments like, “I will need to make to money slot bigger to get the money out more easily”.

139 Pupils have good attitudes to their work and enjoy it greatly. They listen carefully to explanations and follow instructions carefully. They willingly join in discussions putting forward their ideas about how to make products. They work well together sharing ideas as well as materials sensibly.

140 The quality of teaching is usually good throughout the school and support staff make a good contribution to the progress pupils make in their group work. Teachers are enthusiastic and use time well. They encourage pupils to improve and refine their drawings and models well. The new subject leader has taken over a well established subject and has sound plans to improve the assessment and recording of work and pupils’ skills.

141 There is a good range of resources which means that whole classes can tackle practical work. The work areas outside classrooms are used particularly well for practical work.

GEOGRAPHY

142 No geography lessons were seen during the inspection. Judgements are based on an examination of pupils’ previous work and discussions with pupils and staff.

143 Pupils’ make satisfactory progress and their levels of achievement, by the end of each key stage are typical of those seen in pupils of their age.

144 In Key Stage 1, they develop a sound awareness of place through a detailed study of their local environment. They draw simple sketch maps of their routes to school from home in Year1. They are developing an appropriate geographical vocabulary and are developing their awareness of their local environment in Beeston. By the end of this key stage, pupils can describe the local area in more detail. They are aware that the local park has been vandalised. They know and understand that there are neighbouring cities such as Sheffield and Bradford, which are near to Leeds, and are linked by a network of motorways. They also have an awareness of other transport systems, such as the train, and the use of air transport at the local Bradford and Leeds airport. They can also recognise the United Kingdom in an atlas and know the four main compass points on the compass.

145 In Key Stage 2, pupils progress to a more advanced study of their local area. Pupils know and understand where the different towns and cities of the North of England. The study of Pakistan in Years 3 and 4 classes gives pupils an opportunity of comparing life there with life in their own locality. This is further developed by a more detailed work on maps and atlases. They can recognise countries and continents on a map of the world. This includes recognising that part of the earth’s surface is covered with different oceans and seas. Pupils discuss the effect of human activity on the local environment. This is extended further by studies of the area using detailed sketch maps, which include keys to identify different physical and human activity in Beeston. Throughout the school, pupils acquire an appropriate geographical vocabulary.

146 The school is well resourced to meet the demands of the National Curriculum. The teaching of geography is enhanced by good use of the local environment and, for older pupils, visits to contrasting localities. The subject leader has produced satisfactory plans of work. However, there is no system to ensure that all the planned work is covered.

HISTORY

147 No lessons were observed during the inspection. None had taken place during the current school year and no samples of pupils' previous work had been retained. Judgements are therefore based on discussions with pupils and staff and scrutiny of the curricular plans.

148 Pupils' learning and progress in Key Stage 1 is poor. In Key Stage 2 it is adequate.

149 In Key Stage 1, pupils' knowledge and understanding of the work they have covered is poor. They recall very little history. They cannot name famous personalities from the past or recall historical events. They do know about some sources of evidence about the past, naming encyclopaedias, books and videos. They have little understanding of how to sequence events and little awareness of differences between ways of life at different times.

150 In Key Stage 2, pupils do make adequate progress in the six areas of history they study, although their knowledge and understanding is superficial. Pupils recall different aspects of ancient Greek and Egyptian civilisations. They describe the purpose of the Olympics and make valid comparisons with today's sporting events. They recall myths, such as Theseus and the Minator. They know that archaeological evidence can help reveal the past. Pupils discuss the importance of the Nile to the ancient Egyptian economy and why the pyramids were built. They describe myths relating to Egyptian belief in an after life and know how the Pharaohs were buried. Pupils' historical skills are weak. For example, they confuse time lines and family trees and they do not understand the difference between primary and secondary sources of historical evidence.

151 In Key Stage 1, pupils display little interest in this subject. However in Key Stage 2 they offer opinions and talk freely about their work.

152 The way the history curriculum is organised means that pupils do not undertake any historical study in some school terms. This hinders their progress as it makes it difficult for them to build effectively on what they have previously learned.

153 At the last inspection, standards in Key Stage 1 were unsatisfactory and in Key Stage 2, satisfactory. Whilst this report does not judge standards, the overall position of this subject appears unchanged.

INFORMATION TECHNOLOGY

154 The standards achieved by pupils, in information technology, are below national expectations at the end of Key Stage 1 and Key Stage 2. This is largely because pupils have had limited previous experience in the subject with teachers giving little attention to some aspects of the subject. Progress has been significantly slowed by recent technical difficulties beyond the school's control. The curriculum has now been improved and teaching is now satisfactory. However, these improvements are recent and they have not yet had a significant impact on standards, though pupils' rate of learning is now satisfactory. The last inspection judged standards to be "broadly in line with national expectations at the end of both key stages". This inspection judges standards less favourably.

155 Year 2 pupils, in the last year of Key Stage 1, have adequate knowledge and understanding of how to use information technology to communicate information. For example, they use word processing to write short poems and stories based on school activities. They use computer programs competently to improve their spelling skills. Pupils make steady progress in acquiring basic keyboard skills and they know the functions of 'delete', 'save' and 'print'. Pupils edit text satisfactorily but they are unsure how to change "case" between capital letters and print. They are slow when using the

keyboard because they are not sufficiently familiar with its layout so they cannot find the letters they want quickly enough. This weakness is exacerbated by many pupils' poor literacy skills. Pupils know the function of the 'mouse' and use it correctly.

156 These pupils' levels of achievement and their overall progress are limited because they have insufficient knowledge and skills in the other aspects of the information technology curriculum. They have had limited experience in handling information; for example, working on classroom data and producing simple graphs. Their experience of work on the controlling and modelling aspects of the subject is very limited. For example, they have not yet learned to control the movements of remote control toys.

157 The Year 6 pupils, in their last year at the school, use information technology well to communicate through text and illustrations. They use it effectively to support literacy by writing prose and poetry. However, there is some variation between classes in the work completed. Pupils have a sound awareness of audience, choosing an appropriate type of print, a font, for example, when they produced information on road safety for children and adults. They have satisfactory keyboard skills. They know how to 'highlight', 'delete' and 'switch font' and they save, retrieve and print text. They save work in their own personal files and open and close these correctly. They use CD-ROMs satisfactorily to find information, for example, when investigating species of birds in science. They are not able to present data on screen in graphs. As in Key Stage 1, pupils' previous experience of other aspects of the curriculum is limited and this limits their overall achievement. They have had no experience in combining text and pictures or in using information technology to compose music. Their experience of data handling with computers is quite limited. They are just beginning to learn how to enter information on a database. Pupils have had little experience in control and measuring; for example to enter instructions to draw a shape on screen. They have not yet used equipment to sense external data. Pupils have insufficient experience in modelling, beyond using the 'Starspell' adventure game. They have not explored simulation packages or investigated design.

158 The quality of teaching is now satisfactory throughout the school. The teachers have sufficient knowledge and understanding of the subject to promote effective learning, though few have any specialist knowledge of the subject. Sound curricular plans, covering the full National Curriculum requirements are now being followed and sound teaching is beginning to have a positive impact. Pupils are gaining basic skills in the subject and broadening their experience. All classes now have a time-tabled lesson but sometimes teachers do not organise these lessons efficiently and, consequently, too few pupils get "hands-on" experience. For example, in one lesson observed, only five pupils used the computer. Pupils learning and their rate of progress are now satisfactory throughout the school, but they have much ground to catch up. They have too few opportunities to use information technology in their work in other subjects. This is rarely planned. Information technology is used appropriately to support the learning of pupils with special educational needs.

159 Where pupils are given appropriate opportunities they develop their skills and have positive attitudes to information technology work. For example, they are well-behaved when working on computers. They work sensibly and collaboratively and develop an appropriate degree of independence. Overall, the recording of pupils' ICT experience varies between classes and is unsatisfactory. It fails to identify attainment and provides an inadequate view of curricular coverage.

160 The leadership and management of the subject is having a positive effect on pupils' learning. The subject leader has worked very hard to overcome the problems encountered as a result of technical difficulties and delays in the installation of the new computer network. There is a good plan for the development of the subject and for further training for staff. However, the integration of information technology into the whole-school curricular plans remains to be addressed.

MUSIC

161 The standards of work seen in both key stages were below those usually seen and pupils' achievements are unsatisfactory. Pupils in Key Stage 1 make satisfactory progress in performing music but there is little evidence of progress in other aspects of the such as composition and appraising. In Key Stage 2, pupils make unsatisfactory progress in all aspects of music.

162 In Key Stage 1, pupils know a range of familiar songs, often by heart, and sing them with the correct tempo. They are skilful at performing actions to music. They listen well to one another and keep together when singing in unison. They sing enthusiastically and generally hold the tune satisfactorily but their singing lacks expression. They follow basic rhythms when clapping and playing untuned percussion instruments, such as tambourines and triangles. However, some hold the instruments incorrectly. There is no evidence to suggest that the pupils can compose their own simple music, nor that they are aware of the differences in music.

163 In Key Stage 2, pupils have unsatisfactory skills. They sing confidently but not tunefully or expressively. Older boys are often reluctant to sing. The older pupils in this key stage know a limited range of songs. They accompany their singing with percussion instruments, but use only very basic rhythms. Most pupils do not know the names of common percussion instruments, such instruments as maracas, tambours and claves. They do not always play the instruments correctly. Some Year 6 pupils composed rhythmic patterns to suit a dance sequence, but their compositions were immature and monotonous. Other pupils are beginning to appreciate musical notation and are aware of the differences between quavers, crotchets and minims.

164 Pupils are making less satisfactory progress than at the time of the last inspection. This is due to a number of factors. There was no subject leader for two of the intervening years and there is little musical expertise among the teaching staff, although ample commitment. The curricular planning is fragmented. Sometimes insufficient time is given to the subject. For example, a thirty minute singing lesson in the hall was condensed to approximately to fifteen minutes, because of morning registration and necessary movement around the school. Some lessons are taught pupils from across the whole of Key Stage 2, making it difficult for teachers to ensure a progression in their work, especially in singing. The leadership and management of the subject are unsatisfactory. The subject leader has yet to get a clear picture of work in the music throughout the school.

165 The quality of teaching is sound overall. Teachers plan individual lessons well and make their learning objectives clear. They organise the pupils well and ensure that they are all involved as much as possible as, for example, when all the pupils in a Year 1 class were able to play a recorder each. They have a good rapport with their pupils and they are eager for pupils to participate and learn. However, several teachers lack the subject knowledge needed to teach music effectively and enable pupils to develop their skills. As a result, pupils' singing was often repetitive and there was little attempt to develop techniques to produce good tone and expression.

166 There are insufficient resources for music. There are not enough tuned or untuned percussion instruments and those that are available are poorly stored. The range of recorded music is limited so pupils do not have opportunities to listen to a wide enough variety of music. Music makes little contribution to the school's provision of extra-curricular activities. However, the additional tuition of Asian music, for older pupils is a strength

PHYSICAL EDUCATION

167 Pupils make good progress through Key Stage 1 and demonstrate a level of skill and understanding that is good for their age. Progress is good in Key Stage 2 and Year 6 pupils have a

thorough knowledge of the different skills and understanding of movement needed in games, gymnastics and dance. Pupils achieve the appropriate level of attainment in swimming by the age of eleven and several exceed it.

168 Pupils in Key Stage 1 build on the good basic skills they acquire in their early years. They have good body and spatial awareness when travelling and jumping on the ground and using a range of large apparatus. They can perform a range of jumps and can land competently from benches. Their collaborative work is good in pairs and in threes. Movements are performed with confidence and clarity and they are beginning to link movements into simple sequences. They demonstrate good observational skills in movement and can improve their own movements through watching their peers.

169 Key Stage 2 pupils were observed in dance, gymnastics and games. They work with spirit and courage. Some very interesting dance compositions by pupils in Year 6 on the theme of machines were seen. They demonstrated a good sense of rhythm and originality in their choice of movements. Each group performed their sequence and listened attentively to suggestions for improvement from their classmates. Games skills are good and pupils demonstrated a range of skills using bats and balls.

170 The provision for swimming is very good. All pupils have the opportunity to attend lessons regularly at the local baths for two years, in Years 3 and 4. They are taught by a specialist instructor provided by the local education authority, supported by the class teachers. Classroom assistants also attend to assist with the care of pupils both on the bus and at the pool. Pupils make rapid progress and are awarded certificates for achievement. The local authority provides free swimming lessons during the school holidays and any pupil not achieving the required standard is encouraged to attend. Some pupils are accomplished swimmers and have survival skills.

171 Pupils are very well motivated in physical education and work hard in lessons. They attend after school clubs and enjoy participating in competitive sports against other local schools. The quality of teaching is good in Key Stage 1 and always at least satisfactory in Key Stage 2 with good features especially in dance and games. Teachers have good subject knowledge and have benefited from a wide range of additional training in games skills. Lessons are very well planned to enable pupils to build effectively on what they have already learned. Teachers follow a good, very clear plan of work which has been provided by the subject leader. There is enthusiasm for this subject and teachers have high expectations of their pupils. This subject makes a positive contribution to their personal development through encouraging an awareness of working safely with each other and being responsible for the quality of one's own contribution when working in a group and as a member of a team. The support for pupils with special educational needs is very good and enables pupils to participate to the maximum of their abilities with safety and as much independence as possible.

172 Standards were reported to be satisfactory, by the end of both key stages, in the previous report with higher achievement in dance. The higher achievements in other areas of the physical education curriculum in both key stages and the good progress being made by pupils are improvements since the last inspection. These improvements are the result of better teaching since the last inspection when a third of the lessons observed were unsatisfactory. This improvement in teaching has been effected by the subject leader who has improved teachers' planning and taken full advantage of all initiatives to improve their subject knowledge.

RELIGIOUS EDUCATION

173 The standards of pupils' work, in the top classes in both Key Stage 1 and Key Stage 2 is well below the expectations of the locally Agreed Syllabus. Pupils do not know enough about the religious stories and important people of major religions, in particular Christianity. They do not have the breadth of knowledge to ensure that, by the time they leave school, understand the traditions and teachings of at least three world

religions. Pupils' rate of learning and their progress are unsatisfactory, throughout the school. Standards appear to be lower than those seen during the last inspection when standards of attainment were reported as, "in line with those achieved by pupils nationally".

174 There are a number of reasons for these poor standards. Firstly, the school pays insufficient attention to religious education and too little time is allocated to the subject. This was commented on in the last inspection report but has not been remedied. Most classes have a weekly 20 or 30 minute session at the end of a school day. In these sessions religious education is often combined with other work, such as oracy. Secondly, in the lessons that are taught, there is often good discussion but little direct teaching about religion. This means that pupils do not have the chance to acquire sufficient knowledge about and understanding of religions. Thirdly, almost all the religious education lessons are oral; nothing is written down. This means that pupils have few opportunities to reinforce their learning and they cannot go back to things they have studied earlier. Fourthly, in Key Stage 2, they do not have the opportunity to study as many world faiths as the Agreed Syllabus recommends.

175 Over two thirds of the pupils are from families in the local Muslim community. They have a good understanding of Islam because of the teaching they receive out of school. However they have little knowledge of other religions. A small number of pupils attend church youth groups or clubs outside school and know some stories from the Bible. Again, their understanding of religious traditions is obtained out of school.

176 By the end of both key stages, pupils' knowledge varies greatly because of the way that most of it has been obtained from sources outside school.

177 The Year 2 pupils, in their last year in Key Stage 1, have very little religious knowledge. Few of these pupils remember any stories about Jesus. Most know that Christmas is a celebration of Jesus' birthday but few can identify any other Christian festivals. Most of the pupils know that people go to church for funerals or to get married but are not aware of other religious services. Many pupils, because of their own beliefs, have a sound understanding of Islam. They know some of the stories about Mohammed and that the Koran is their holy book. This group of pupils also know slightly more about Christianity. For example, they know the story of the visit of the Three Kings at Christmas. In a Year 2 class some pupils were able to respond to questions such as "How do you feel about being at this school?". They are happy to be in school but find it difficult to link their opinions to examples from their own lives.

178 The pupils in their last year at the school, Year 6, who study Islam in their faith community, have a good knowledge of the beliefs associated with this religion. These pupils have also increased their knowledge of some stories from Christianity. Some of them suggest that after Jesus died on the cross he came back to life. Of the pupils whose faith is not Islam, only those who attend a Sunday School or a church youth group have significantly increased their knowledge of Bible stories. However, even this group has only a superficial understanding of the main Christians celebrations. They know that Jesus died on the cross but not about the resurrection. They know that Muslims pray every day and that Eid is a celebration. Most pupils have no knowledge of any other religion other than Christianity and Islam, although one pupil suggested that there is a Hindu religion in which people worship statues with many arms and legs. In a Year 6 lesson, pupils compared the way Christians and Muslims pray. The teacher led the discussion well, giving pupils opportunities to explain their own traditions and to ask questions about others. However, although some pupils could explain the Muslim traditions in great detail, few pupils had any experience or knowledge of Christian traditions. Some of the pupils did not know the significance of the symbol of the cross.

179 Pupils generally show good attitudes in the way they listen to the opinions of others and consider why people have acted in a certain way. For example they listen with interest to the Islam "Call to Prayer" when it is demonstrated by a pupil in a Year 5/6 class.

180 The quality of teaching was satisfactory overall in the few lessons seen during inspection. However, most of the teaching seen was in short discussion sessions at the end of the school day. Overall, the teaching of the subject is unsatisfactory, because of weaknesses in the planning of work because the methods used do not enable pupils to make adequate progress.

181 The school's planning and policy are based on the on the locally agreed syllabus which provides clear guidance about the work to be covered and the targets to be achieved. However much of the work in the syllabus is not covered. The leadership and management of the subject, are unsatisfactory. The subject leader does not know enough about what religious education is taught in the school and what pupils know and the school has not ensured that pupils cover the work they should.