

INSPECTION REPORT

RIVERSIDE JUNIOR SCHOOL

Hebden Bridge

LEA area: Calderdale

Unique reference number: 107529

Headteacher: Mrs N. R. Woodman

Reporting inspector: Mr D Speakman
RgI's OIN 20086

Dates of inspection: 15th – 18th January 2001

Inspection number: 196222

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Holme Street Hebden Bridge West Yorkshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr S Garrod
Date of previous inspection:	30 th June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20086	Mr D Speakman	Registered inspector	Information and communication technology, Design and technology.	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19361	Mr K Ross	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
4099	Mr R Braithwaite	Team inspector	Mathematics, Geography, History, Special educational needs, Equal opportunities.	
23026	Mrs M Mullen	Team inspector	English, Music, Religious education.	Pupils' attitudes, values and personal development
7069	Mr J Wilkinson	Team inspector	Science, Art and design, Physical education.	How good are curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Riverside Junior School is situated in the Pennine town of Hebden Bridge, 8 miles from Halifax. There are 205 pupils on roll, aged between 7 and eleven, and the intake covers a wide range of ability, and is average overall. There is a high proportion of high attaining pupils, which is balanced by another high proportion of pupils with special educational needs, many with emotional and behavioural difficulties. The proportion of pupils with statements of special educational needs is well above the national average. Twenty percent of pupils are known to be eligible for free school meals and this about average. The pupil population is predominantly white, of UK heritage, although a few pupils come from other ethnic backgrounds. No pupils are entitled to support because they have English as an additional language. Pupils come from a wide range of backgrounds. There is a strong professional association with the arts and the media in the area. Pupils come from a diverse range of backgrounds, which makes for a dynamic and extremely interesting mix of personalities within the school population. This is reflected in parental expectations and attitudes towards the school establishment. A significant number of parents are questioning and challenging. The children in school reflect some of these characteristics.

HOW GOOD THE SCHOOL IS

This is an improving school with strengths in many major areas and some aspects for improvement. It currently provides a satisfactory quality education overall. All pupils make sound progress and achieve standards that are appropriate to their ability. Furthermore, there are signs of significantly improving standards as the school consolidates its policies and practice. The quality of leadership and management of the school are good. There has been a good level of improvement since the previous inspection and since the appointment of the headteacher. Teaching is satisfactory overall, and has some areas of significant strength. Pupils' attitudes to their learning and to each other are improving. Setting the above factors against the above average cost of educating each pupil, the school provides satisfactory value for money.

What the school does well

- The school is well led and effectively managed.
- Standards in mathematics are above average.
- More able pupils achieve highly.
- Provision for pupils with special educational needs is good and these pupils generally make good progress.
- Information for parents is good.
- The school has developed good links with the High School and other partner schools.

What could be improved

- Attainment in geography.
- The standard in hand writing and the presentation of pupils' work.
- The attitudes of some pupils.
- Allocation of teaching time to subjects of the curriculum.
- Opportunities for pupils to exercise responsibility and to use initiative in planning their own learning.
- Use of support assistants in class.

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 a good level of improvement since the previous inspection. Standards overall are improving. This is an improvement on standards at the time of the previous inspection when attainment was generally average in English, mathematics and science. It was below expectations in design and technology, information technology, geography, music, art and met expectations in history, physical education, and religious education. Now, inspection evidence shows that attainment in English and science is average, and in mathematics it is above average. Standards in all other subjects are in line with those expected for eleven-year-old pupils, but in geography they are below expectations. The school has successfully addressed the unsatisfactory attendance level, and through effective monitoring procedures, attendance is now satisfactory. Teaching is significantly improved since the previous inspection. It is

now satisfactory overall and promotes sound quality of learning. All lessons seen during the inspection were at least satisfactory and in two thirds, the quality of teaching was at least good with some being very good and excellent. The teaching of reading has also improved. New assessment procedures are now in place and assessment is better than before and more effectively used. Leadership and management are now good and show significant improvement over that seen at the time of the previous report. There have been significant improvements in the quality of the accommodation and in the provision of resources, both of which were heavily criticised at the time of the inspection report of 1997. Overall, the school has effectively addressed the key issues raised in the previous report.

STANDARDS

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

Performance in:	compared with			
	All schools			similar schools
	1998	1999	2000	2000
English	C	D	C	B
mathematics	D	D	B	B
science	D	C	B	B

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

The above table shows that in the 2000 national tests in English, pupils achieved standards that were in line with the national average and above average standards in mathematics and science. When compared to similar schools standards in all three subjects were above average. The proportion of pupils attaining the higher Level 5 was above average in English and well above average in mathematics and science. The improvement in standards in English, mathematics and science has kept pace with the national trend of improvement since 1996, although improvement has been more significant since 1998 in all subjects. The school set realistic targets for pupils' attainment at the end of Key Stage 2. They met these targets well in 2000 in both English and in mathematics. Targets for the year 2001 are again realistic, with a prediction of 80 per cent in English and 76 per cent in mathematics to reach the nationally expected level or above. Pupils' attainment on entry to the school is average overall. They make satisfactory progress and currently standards of attainment are above average in mathematics, and average in English and science. Standards in all other subjects are as expected nationally, except in geography, where standards are below expectations. The quality of pupils' handwriting and the presentation of their work could be better, particularly in the lower school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory overall. Most pupils show a reasonably positive approach to school. However, a significant minority of pupils pays less attention to their learning. They sometimes lack co-operation, and are critical of the ideas of teachers and other pupils.
Behaviour, in and out of classrooms	Generally satisfactory in lessons and often good. Classes are orderly and teaching usually takes place unhindered. However, pupils with serious behavioural difficulties occasionally are disruptive. Behaviour in the playground is sometimes boisterous but generally controlled.
Personal development and relationships	Satisfactory overall. The majority of pupils mix and co-operate satisfactorily both in and out of classes.
Attendance	Satisfactory.

In lessons, pupils usually settle down to their work properly and make sufficient effort to complete their tasks. Some try hard and concentrate over long periods. Older pupils are provided with too few opportunities to effectively promote their personal development through independent learning, although this is being addressed.

TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	Good

In 66 per cent of lessons seen during the inspection, teaching was good, in eight per cent it was very good and excellent in two per cent. No unsatisfactory teaching was seen. However, in the wider context, when pupils' achievement is taken into account, the quality of teaching is satisfactory. Key skills in literacy, with the exception of speaking, are satisfactorily taught. Numeracy skills and key skills in the use of computers are taught well but there are still too few opportunities for pupils to take responsibility for their own learning. Most pupils are managed well and their behaviour is good, especially older pupils. However, a few pupils with behaviour difficulties who cause some disruption in class, are not always effectively managed. Teachers do not always make full use of the learning support assistants provided in class. The needs of different groups of pupils are sufficiently met. As a result, those higher-attaining pupils achieve appropriately and pupils with special educational needs make good progress against their individual learning targets.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. It covers all subjects of the National Curriculum and religious education. Overall planning lacks balance with some insufficient provision for some non-core subjects. Provision for literacy and numeracy is effective.
Provision for pupils with special educational needs	This is good and it enables pupils to make good progress against their individual targets. Provision is well managed. Individual education plans are of a good quality and targets are appropriate to each individual pupil's needs. Parents are well informed of their children's progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	It is satisfactory for their moral, social and cultural development but provision for their spiritual awareness is under-developed. Provision for pupils' personal development is satisfactory, but insufficient attention paid to encouraging pupils to take responsibility for their own work.
How well the school cares for its pupils	The school shows good levels of care for its pupils and ensures that they are safe and well cared for both, before and after school, and during the school day. Assessment procedures are new and are used effectively to ensure that all pupils make sufficient progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The quality of leadership and management of the headteacher is very good. She has a clear vision regarding the development of the school and this is clearly communicated to members of staff and governors, who support her well. The reflection of the school's aims in its work is good. The headteacher and staff are fully committed to improving provision constantly and raising standards. Their commitment to seeking the highest possible achievement and the personal development of all pupils is important to their work. Governors, staff and parents express high levels of confidence in the professional skills and commitment of the headteacher.
How well the governors	The contribution of the governors in shaping the direction of the school is

fulfil their responsibilities	good. They fulfil their responsibilities well. Governors have high levels of involvement in the life and development of the school and they have responded positively to the headteacher's attempts to involve them in the running of the school.
The school's evaluation of its performance	The school's overall evaluation of its performance is good and is used effectively in improving the school. The headteacher conducted an audit soon after her appointment and identified what the school did well and what needed to be improved. She monitors and supports teaching rigorously and knows the strengths and weaknesses of all staff well.
The strategic use of resources	The financial management of the school is good. Care is taken to ensure that money is well linked with priorities in the school development plan and that the best value is achieved. The school effectively evaluates the impact on standards of its financial commitments. The school has a good level of teaching staff and maintains small classes throughout. The adequacy of accommodation is good. The school's resources are now satisfactory.

The head teacher was appointed to specifically improve the quality of education provided and raise standards. In the time since her appointment, there has been a significant all-round improvement. As a result of good leadership and management, the school now provides a satisfactory standard of education and there are signs of even further improvement. Governors and all staff are also committed to school improvement and support the headteacher well in her work.

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 and are making good progress. • They can approach the staff with any problems. • Their children are expected to work hard and do their best. • The school is well led and managed. • The school helps their children to become more mature and responsible. • The school provides an interesting range of activities outside lessons. 	<ul style="list-style-type: none"> • Behaviour in school. • Homework. • Information on how children are getting on. • How well the school works with parents. • Response to their approaches to school with questions or problems.

The inspection team agrees with the positive comments made by the parents. The team does not however agree with all of the parents' concerns. Parents receive good quality information about the curriculum and meaningful information is available on pupils' annual reports and at parent/teacher evenings. The head teacher is approachable when the parents have a concern, as are the class teachers. However, there are instances of inappropriate behaviour in some classes. Teachers' use of homework seen during the inspection was appropriate. Despite the best efforts of the school there are few offers of help from parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the 2000 National Curriculum tests for eleven-year-olds, the percentage of pupils that achieved the nationally expected Level 4 or above in English, mathematics and science was generally in line with the national average. The proportion attaining the higher Level 5 was above average in English and well above average in mathematics and science. This profile means that overall standards in these tests was in line with the national average in English, and above in mathematics and science. When compared to schools with a similar percentage of pupils entitled to free school meals, standards were above average in all three subjects. The improvement in standards in English, mathematics and science has kept pace with the national trend of improvement since 1996, although improvement in the school's results has been more significant since 1998 in all three core subjects.
2. The school set realistic targets for attainment the end of Key Stage 2. They predicted that 78 per cent of pupils would achieve Level 4 or above in English and 72 per cent in mathematics in the National Curriculum assessment tests in 2000. These targets were well met with 80 per cent achieving at least the expected level in English and 68 per cent in mathematics. Targets for the year 2001 are again realistic, with a prediction of 80 per cent in English and 76 per cent in mathematics to reach the expected level or above.
3. Children's attainment on entry to the school is average overall for seven-year-olds. Although there is a significant number of pupils entering the school that achieved above average levels of attainment in the National Curriculum assessment tests at the end of Key Stage 1, there is also a high proportion of lower attaining pupils and those with special educational needs.
4. Inspection evidence shows that at the end of Key Stage 2, attainment in English and science is average, and in mathematics it is above average. Standards in all other subjects are in line with those expected for eleven-year-old pupils, but in geography they are lower than expected. This is an improvement on standards at the time of the previous inspection when attainment was generally average in English, mathematics and science. It was below expectations in design and technology, information technology, geography, music, art and met national expectations in history, physical education. In religious education standards met the requirements of the locally agreed syllabus.
5. Pupils identified as having special educational needs make good progress in relation to the targets set in their individual education plans. Although progress for a small number of pupils with behavioural difficulties is satisfactory overall, in spite of a well-planned and generally well-applied behavioural management policy, these pupils are still sometimes disruptive in class. More-able pupils make satisfactory progress and from a high starting point, a significant number of pupils achieve high standards throughout their time in school. Average attaining pupils and those of lower ability also make sound progress and attain appropriately. There is no significant difference in the attainment of boys and girls at all stages of the school.
6. Core skills in mathematics are good and effectively support standards in other subjects. Those in literacy and information and communication technology are developed satisfactorily. However, in information technology this is limited by the lack of opportunity to use these skills to support work in the classroom, although they are promoted well in the computer suite.
7. Standards in speaking and listening are satisfactory and although a few pupils are notably articulate, speaking skills are not as well developed as they could be due to insufficient opportunity for pupils to express themselves in any sustained way. The great majority of pupils listen appropriately and this has a generally positive effect on their overall learning. In reading, steady progress is made throughout the school and most pupils read quite capably for their age and ability. Many read fluently and confidently from their chosen storybooks and show a

satisfactory level of enjoyment in the activity. They are also able to make suitable use of the school library to locate and select fiction and non-fiction material. Standards in writing are satisfactory overall but are more variable. There is a noticeable improvement in the expected quality of work in the older classes. In the younger age groups, much of the written work is barely satisfactory. Pupils are able to construct sentences and punctuate these adequately, but some are capable of better standards, for example in producing longer pieces of writing. Rapid progress is made at the upper end of the school, particularly in Year 6. Greater opportunities are provided for pupils to improve their writing skills and pupils produce a good range of quality work. They write effectively in different styles and for different purposes. Many write good reports and reviews, make satisfactory comparisons and can offer well-presented opinions. Sound knowledge of spelling and grammar is noted in pupils writing of scripts. Standards in handwriting and general presentation of work are just satisfactory at the upper end of the school and unsatisfactory in lower classes. Pupils frequently present untidy work, often in pencil, and in print or erratic semi-joined styles.

8. Younger pupils have a good understanding of number and they use a range of mathematical strategies well to find the answers to sums, explaining accurately what they are doing and why they have done it in a particular way. Lower attaining pupils can mentally add and subtract numbers up to a hundred accurately. This indicates that pupils start school with a sound understanding of the rules and operations of numbers. This is developed as they get older, and by the time they are eleven most pupils work quickly and accurately with numbers at levels expected of older pupils. They use the four rules of addition, subtraction, multiplication and division competently and have developed a secure understanding of numbers and the patterns associated with multiples, factors and squared, cubic and triangular numbers. Older pupils have developed a good understanding of shape and readily identify a wide range of two and three-dimensional solids. They carry shapes in their minds well and can accurately transfer the three-dimensional solid into a two-dimensional net that will fold up into the solid. Year 6 pupils have a good grasp of the language of mathematics and are able to explain clearly their problem-solving strategies well to other pupils. Pupils' books show they have a good understanding of fractions, including ratios and percentages, probability, statistics and measures.
9. Most pupils throughout the key stage are familiar with the principle of fair testing in science and recognise that there are variables in an experiment. Most are able to plan a fair test to investigate a satisfactory range of topics that arise from the different areas of scientific study. The majority of pupils understand about the planets in the solar system, especially the movement of the earth and moon in relation to the sun. Older pupils have developed a secure understanding of the composition of different substances and explain why it is easier to move through air which offers less resistance than water and solids, by making reference to how tightly packed particles are. By the end of the key stage the majority of pupils are able to predict, carry out simple experiments and record their results appropriately. Since the previous inspection report there has been a clear move to further develop the investigative and experimental aspects of science.

Pupils' attitudes, values and personal development

10. Pupils' attitudes, values and personal development are satisfactory overall. This represents a generally similar picture to the previous inspection.
11. Most pupils, including those with special educational needs, show a reasonably positive approach to school. In lessons, they usually settle down to their work properly and make sufficient effort to complete their tasks. Some try hard and concentrate well, even over extended periods. They approach their work with suitable willingness and show satisfaction when they meet with success. However, a significant proportion of pupils is noticeably less well engaged in their learning. They sometimes show signs of lack of co-operation, and are critical of the ideas of teachers and other pupils. This impedes these pupils' progress. They present a noticeable resistance to the positive and traditional values which the school seeks to promote, and incidences of intolerance of others beliefs are evident. Evidence indicates that the diverse views of some parents are reflected in those attitudes that some pupils bring with them to school.

12. Pupils' behaviour in lessons is generally satisfactory and often good. Classes are orderly and teaching usually takes place unhindered. Pupils with serious behavioural difficulties are mostly effectively managed, but on several occasions they unacceptably disrupt the learning of others, even when one-to-one support has been provided for them. Behaviour in the playground is sometimes rough and boisterous but bullying is not observed to be a problem. Inside and around the school building, pupils are suitably behaved and some make good efforts to be polite and helpful. Two pupils were excluded in the year prior to the inspection.
13. Relationships between pupils and with adults are satisfactory overall. The majority of pupils mix and co-operate satisfactorily both in and out of classes. Teachers know pupils well and the use of circle time and personal, social and health education lessons helps pupils to consider others and to think about the impact of their relationships.
14. Pupils' personal development is satisfactory overall. Year 6 pupils benefit from a few opportunities to serve the whole school community. For example, helping in the office at lunchtime, manning the school's tuck-shop and looking after classroom pets. Pupils undertake these responsibilities conscientiously. The whole school pupil council is very effective. Council members take up issues raised by other pupils and members undertake their responsibilities seriously. Pupils have achieved notable success including the allocation of £25 for each class to purchase games and changes in the rota for classes dining at lunchtime. A concern in the previous inspection report was that pupils felt they had too few opportunities to contribute ideas toward improving features of the school. The work of the school council addresses this concern effectively. However, there are insufficient opportunities for all pupils to exercise responsibility, develop a capacity for personal study and to extend learning through their own initiative.
15. Attendance overall is satisfactory and at 94.8% is broadly in line with the national average. Unauthorised absence is above the national average, due to some reasons for absence being inappropriate for authorisation by the school, or for a few taking holidays for periods longer than the permitted ten days. The previous inspection report noted that attendance was 92.9%, so attendance has improved significantly. A small but significant number of pupils arrive late but do not disrupt lessons.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching is satisfactory overall and promotes sound quality of learning. During the inspection 49 lessons were observed and in 27 the quality of teaching was good, in four it was very good and it was excellent in one lesson. In the rest of lessons seen the quality of teaching was satisfactory and no unsatisfactory teaching was seen. This represents a highly significant improvement since the time of the previous inspection, when teaching in over a half of the lessons seen was judged to be less than satisfactory and teaching was unsuccessful in promoting sound progress in learning. This improvement is mostly due to the headteacher's effective monitoring procedures in strengthening the standards of teaching. Teaching is now good in mathematics and art and design. It is satisfactory in all other subjects, except in geography, where the attainment of pupils is below expectations.
17. Teaching of pupils with special educational needs is generally good. There is good liaison between the special needs co-ordinator, class teachers and outside agencies. There is a good provision in the number of support assistants to work with pupils who have special educational needs. This is effective most of the time, but there is evidence of inconsistency in the teachers' management of learning support assistants by teachers, with the consequence that they are not always being used productively. In good lessons teachers and support assistants manage effectively the pupils with emotional and behavioural difficulties. In less successful lessons some teachers experience difficulties in the management of these pupils, who occasionally cause disruption in class. These teachers do not sufficiently insist that pupils know and understand class rules, remain on task, and respect the rights of others.

18. Class teachers have appropriate expectations of pupils, and in literacy and numeracy lessons, plan suitable work, which is relevant, and includes sufficient resources to ensure satisfactory progress is achieved. Teaching of literacy is satisfactory, and of numeracy is good overall. This has a significant impact on standards.
19. Responses to the Parents' Questionnaire indicated that the majority of parents were pleased with the teaching at Riverside School. At the meeting, parents said that the teaching style is changing and teachers are now managing pupils better than at the time of the previous inspection. They expressed great confidence in the headteacher's ability to deal with disruptive behaviour, but were less confident that some teachers handled these situations as effectively. This was very occasionally found to be so, when pupils with behavioural difficulties caused some disruption in class. Otherwise teachers managed pupils well, and the management of pupils in the upper years is particularly good. Here, teachers make their expectations of behaviour clear, lessons are conducted at a brisk pace and teachers encourage attention through lively and interesting presentations. They also encourage pupils to think productively. These features create learning environments in class in which pupils learn effectively through good levels of interest and motivation. In these lessons, pupils respond to effective behaviour management and behave well.
20. Teachers' subject knowledge is now satisfactory overall. At the time of the previous inspection, it was judged that teachers lacked subject knowledge, especially in subjects other than English, mathematics and science. During this inspection, teachers were generally able to give clear explanations in their teaching and answer any questions that pupils asked. This has a positive impact on pupils' learning and the progress that pupils make. There were weaknesses detected in teachers' knowledge in teaching history to younger pupils. The curriculum co-ordinator for information and communication technology is aware that teachers' knowledge is currently insufficient to effectively deliver all strands in the information and communication technology curriculum. Staff training is planned to address this issue. Despite this, teachers' knowledge in the information and communication technology lessons seen was good. They taught editing of text, databases, exploring information on CD-ROM for research and working with spreadsheets competently. This represents an improvement since the previous inspection.
21. Planning was criticised in the last report and teaching was not based on effective planning. There was a lack of assessment of pupils' work in teachers' planning and some lacked reference to pupils of different abilities. This has improved and is now effective. Planning now generally takes into account the assessment of pupils' prior learning and the standards achieved. This ensures that pupils are generally provided with work at an appropriate level. This addresses the criticism made in the last report that the teachers had low expectations of pupils, particularly the higher attaining pupils. Learning intentions are clearly stated in lesson plans so teachers are clear about learning taking place and what pupils should learn in the time. Each lesson is evaluated and the judgements on what pupils learned successfully and where there is a need for revision is incorporated into adjustments in planning subsequent lessons. At the time of the previous inspection, planning was also "hampered by the lack of schemes of work". This has been improved and there are now schemes in place and all subject planning is supported effectively by whole school planning.
22. The previous inspection judged there to be too narrow a range of teaching skills. Lessons were usually structured with teacher introduction followed by pupils' individual work and very few opportunities for group or whole class assessment or evaluation. This has now improved and teachers sometimes encourage pupils' contributions in discussion. They enable pupils to work independently in the computer suite and research facts for work in science. However, this is not yet embedded in practice and there are too few opportunities for pupils to further their personal development or take responsibility for their own learning.
23. Teachers do not always make full use of the classroom assistants that are available. Some learning support assistants actively teach groups of pupils and are fully involved. They make a positive contribution to pupils' progress and to the management of the behaviour of some pupils with special educational needs for behaviour difficulties. Some assistants sit in class whilst the teacher teaches and although their main role is supervisory at these times, they make little, if any

positive contribution to the lesson. This situation was a weakness at the time of the previous inspection and still requires some evaluation and considerations from management.

24. The previous report criticised the teaching of reading. Inspectors judged that this was not well organised and the emphasis was on listening to pupils read without assessing their skills or planning how to help them improve. This has now been rectified and pupils in all classes benefit from the regular sessions of guided reading provided, which are well supported by the teachers and often by learning support assistants. Teachers also encourage pupils to make suitable use of the school library to locate and select fiction and non-fiction material.

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

25. The curriculum provided by the school is sufficiently broad and includes all the subjects of the National Curriculum. Appropriate attention is paid to sex education and the dangers of the misuse of drugs. However in specific instances the curriculum is insufficiently balanced so that not all pupils have access to certain aspects of some subjects. For example the time allocated for music and geography is inappropriate. In other lessons, such as art, lesson time varies from twenty minutes to a whole afternoon. In classrooms there was little evidence of computers being used to support information technology skills learned in the computer suite. Overall the curriculum provided by the school is satisfactory and the timetable of subject provision should be further refined.
26. The school has successfully introduced the National Literacy Strategy and indications are that the teaching of literacy is having a beneficial effect on pupils' learning. The National Numeracy Strategy has also been implemented well. Policies and schemes of work are in place for all subjects, except music, and many have been reviewed appropriately in the light of recent national curriculum initiatives.
27. The report of 1996 reported weaknesses in terms of equal opportunities and some pupils missed lessons when withdrawn from class for reading and special educational needs work. Some aspects of this criticism have been addressed and special educational needs support mostly takes place in class. However, there is still an issue remaining. The vast majority of pupils have equal opportunity to partake in the curriculum provided but there are specific instances of small groups of pupils not meeting their full entitlement. In Year 5 for example a few non-swimmers still attend swimming lessons in line with the school governors wishes; the impact of this is for those pupils involved to miss out in other subjects for half a term each year. The school organises their timetables so those pupils are enabled to catch up with any learning they may have missed in their absence. Pupils withdrawn for instrumental tuition again miss some lessons.
28. Provision for pupils with special educational needs is good and the Code of Practice is carefully followed. A wide range of extra-curricular activities is provided including sport and musical activities and peripatetic music teachers have a positive impact on the breadth of the music curriculum.
29. There is a whole school policy to guide teachers' planning to ensure continuity and progression in each subject. In most lessons the day to day planning is good with learning objectives clearly identified. Baseline assessment procedures are also well established to identify children's attainment on entry. Throughout their school career a separate "Assessment Book" is then maintained for each pupil as a portfolio of samples of their work to indicate the progress they are making. Teachers maintain ongoing records of pupils' reading and spelling progress and a reading diary ensures good links with parents in this area of learning.
30. The school has developed strong links with the community. As well as inviting a range of visiting speakers, the school is actively involved with local events such as the Hebden Bridge Carnival and Arts Week. Good relationships have been fostered with the infant schools and the secondary school including sharing equipment where appropriate to promote pupils' learning.

There is a very valuable exchange of teachers between Riverside School and the High School, and during their final term in Year 6, pupils take part in a link topic, which is introduced in the junior school and completed at the high school. This is just one of many useful initiatives which make the transfer of pupils to the next stage of education, smooth.

31. Provision within the curriculum for pupils' moral, social and cultural development is satisfactory. This is a significant improvement since the previous inspection. However, provision to develop pupils' spiritual awareness is under-developed. Assemblies and acts of collective worship take place regularly and meet statutory requirements. However, there are only limited occasions provided for spiritual development in lessons. It is not specifically planned for in the curriculum or by individual teachers in lessons, consequently, pupils have too few opportunities to exercise the reflective approach required to develop greater spiritual awareness and self-knowledge. Moral development is soundly provided for, mainly through the example of staff, who provide good role models. A discipline policy is in place and there are clear expectations of what is acceptable and unacceptable behaviour. Class rules are prominently displayed so pupils know what is expected of them.
32. Provision for social development is satisfactory. Pupils develop a satisfactory social awareness through their involvement in the school council. The good range of weekly after school activities gives pupils suitable opportunities to mix with other pupils outside their own class and to relate to each other. There is an annual residential visit where pupils learn social skills through close contact with other pupils. Discussion groups take place in personal social and health education lessons and this helps to develop social interaction skills.
33. The appreciation of cultural traditions is satisfactorily promoted. Aspects of work in religious education, music and art help pupils appreciate the variety of cultures represented in their society and beyond. The school makes satisfactory use of the rich local cultural provision and pupils are involved in the arts festival and school productions. This is an improvement on the previous inspection when this was a specific criticism.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The school has good arrangements for the care and protection of its pupils. The majority of parents are appreciative of the care and support provided. Procedures for child protection are good. The school adheres to the local agreement for child protection and the headteacher is the designated member of staff responsible for child protection issues. Staff are aware of their duties if they feel a child is at risk. The school works well in partnership with other responsible agencies to secure pupils' welfare.
35. The school, with appropriate governor involvement, undertakes a responsible approach to health and safety. The governors' premises committee walks around the school at each of their meetings. Any problems relating to the building or health and safety are logged in the meeting minutes and appropriate action taken. Risk assessments, which are a statutory responsibility, have not yet been completed for all areas of the school. However, good procedures are in place to care for pupils who become ill or are hurt whilst at school. Sufficient staff are trained in first aid and injuries are recorded systematically. Procedures for monitoring and improving attendance are good. This is a significant improvement since the previous inspection. Various good strategies have been introduced and there is an effective partnership with the education welfare officer. The pupils are well supported in their transition from one stage of their education to the next. The induction procedures for pupils starting in Year 3 are good and ensure they settle quickly and enjoy coming to the junior school.
36. The procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are good overall. There is a clear policy. School rules are simple, brief and to the point and displayed in all classrooms. Parents are encouraged to discuss any concerns about pupils' behaviour and they are pleased with the way in which the headteacher listens to their concerns about children's behaviour and then takes positive action. The school receives good support from

the local education authority behaviour support team. This benefits a small but significant minority of pupils who have emotional and behaviour problems. The school is currently taking part in a research programme using information technology software to log positive and negative behaviour. This programme should in future assist the school to track pupils' behaviour patterns. Any instances of bullying, racism or oppressive behaviour are properly recorded and dealt with promptly. Teachers monitor pupils' personal and social development satisfactorily.

37. Procedures for monitoring pupils' academic performance and personal development are sound. Opportunities for their personal development are provided through circle time and the school council. Pupils who are identified as requiring close monitoring in, for instance, their behaviour have individual record folders which, when targets are met are sent home for further support. A system of rewards and appropriate certificates has also been established to encourage a positive ethos in the school.
38. The school has made good progress in the development of assessment procedures since the last inspection. Links between planning and assessment are being developed to ensure the provision of a challenging and interesting curriculum. The school uses the optional National Curriculum assessment tests for Years 3, 4 and 5. The results of these tests are carefully analysed and used appropriately to adjust future planning. A more detailed record of pupils' attainment, suitably linked to National Curriculum levels, is maintained in the core subjects. Data from test results is analysed and is beginning to be used effectively in setting targets for English, maths and science. Information is also used to identify pupils who have special educational needs to provide appropriate support. More recently assessment procedures have been introduced to monitor progress in literacy. Specific targets are negotiated with individual pupils and this format is being extended to other subject areas. Samples of pieces of pupils' art are kept in portfolios to demonstrate their progress. Overall, the marking of pupils' work is variable, and in some lessons does not give pupils effective targets for future development. Teachers maintain ongoing records of pupils' reading and spelling progress and a reading diary ensures suitable links with parents. Teachers know their pupils well and the quality and use of day to day assessment is good.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. The majority of parents are satisfied with what the school provides and achieves. Most parents are pleased with the happiness of their children at school and the way the school is helping them to become mature and responsible. They feel that school is well led and managed and provides an interesting range of activities outside of lessons. However, some parents have concerns about homework and feel that some children's behaviour is not good enough. Inspectors agree with parents' positive views. They also agree that a very small minority of pupils behave inappropriately but feel the school's procedures help to ensure such behaviour is managed appropriately. At the parents meeting the overall feeling was that they are pleased with the progress the school has made since the previous inspection and have a growing confidence in the school's ability to succeed.
40. The quality of information provided for parents is very good. For example, weekly newsletters are very informative and written in an appropriately friendly style. They keep parents well informed on such matters as key dates for the term, after school activities, curriculum information and details of home school meetings. Especially useful to parents is the very detailed topic and curriculum information shown for each year group for each term. The school prospectus is well presented and gives parents a useful insight into school life. The governors' annual report contains much useful information about the work of the school and the governing body. Both these important documents meet statutory requirements. Pupils' annual written reports are good and meet statutory requirements. They show some targets for improvement and a general overview of pupils' social development and achievement in subjects. Pupils can add their comments. The school provides parents with an appropriate number of opportunities to discuss their children's progress and end of year reports.

41. Despite the very best efforts of the school there are few offers of help from parents, for example, with school visits that would otherwise help to enrich the curriculum. The school tries hard to encourage parents to help in school but meets with limited response and co-operation is less than that generally seen. The home school association is a very small but enthusiastic group that organises fund-raising events and makes a useful contribution to purchasing school resources. Recent contributions include presents for Year 6 leavers, playground benches and a tree planted in the playground. This support is much appreciated by the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42. The headteacher was appointed to the post in an acting capacity following the previous inspection in July 1997, when the school was judged to require special measures. Her specific brief was to improve standards and the quality of education so that the school should provide a satisfactory standard of education and not be deemed to continue to require special measures. Her Majesty's Inspectors confirmed this in March 1999 and following this successful period, the head teacher was appointed to the permanent post. She continues to provide strong and effective leadership and has won the confidence of the staff, governors, pupils, parents and the local education authority. Parents express confidence in her work and those who gave their views to the inspection team, say that, "She has turned the school around". The leadership and management of the school were judged to be weak at the time of the previous inspection and it is now good. This represents a significant improvement.
43. The school aims are clearly reflected in its work. Its commitment to providing an environment in which pupils feel secure and valued, and in which their personal development is of high importance, is evident in practice. The school strives to encourage respect and good relationships within the school. All pupils are considered to be of equal importance and this forms a sound basis for the school to move forward. This approach is evident in practice in this school, which has pupils with a wide range of different needs including those requiring high levels of emotional support. The school achieves its main aims through addressing the specific needs of all pupils.
44. The headteacher very effectively monitors the performance of the school and of the teachers. Upon taking this appointment the headteacher quickly set about analysing the schools needs, its strengths and its weaknesses, and how the school could meet the requirements of the key issues stated in the previous report. The head teacher's primary task was to prioritise actions and improve the areas that were fundamental to the school's improvement. Her vision for the school is very firmly rooted in a clear analysis of the school, in current statutory requirements and in a good knowledge of primary practice. A new, good-quality school development plan has been written and the priorities for development are appropriate and relevant to the school moving forward. The headteacher's priorities are to establish a positive ethos in which pupils can learn effectively through good teaching, developing self-esteem, and to establish good work habits.
45. The headteacher supports the teachers in their attempt to improve the quality of learning for their pupils. The monitoring of teaching is rigorous and is central to the significant level of improvement in the quality of teaching. At the time of the previous inspection, over a half of the lessons seen were less than satisfactory and the quality was unsatisfactory overall. Now teaching is satisfactory, with some significant strength, and the quality of teaching in over a half of the lessons seen during the inspection was good or better. The headteacher checks all teachers' planning, has seen pupils' work and observes many lessons. Details of observations are recorded in the headteacher's monitoring file and feedback is provided using the outcomes from observations. These are discussed with teachers and areas for improvement identified. The head teacher has a good knowledge of individual teachers' strengths and weaknesses, and is able to place her staff in classes where they are most effective in their teaching roles. Monitoring of standards is done well. Areas of weakness in pupils' attainment are identified, for example in mathematics National Curriculum assessment tests, and provision is made to improve these. The impact of this can be seen in rising standards.

46. Curriculum co-ordination is satisfactory. Since the previous inspection, three quarters of the staff are new to the school. One of the head teacher's management strategies was to give responsibility when she was sure that the teachers concerned would be effective in their roles. This has been effective, but a consequence is that some co-ordinators are relatively new to their responsibilities. However, they are quickly identifying development in their subjects. Responsibilities are in the process of being strengthened so that effective co-ordination can take place.
47. Governors state that they are now more involved in the running of the school and they have responded well to the headteacher's attempts to involve them more. They are keen and willing and are providing valued support for the headteacher. Their priorities are consistent with those of the headteacher. They value the pupils, they share the ideas about the importance of a good ethos and they want to provide a situation in which pupils can achieve. They regularly visit the school to help. This gives them a greater awareness of the work of the school. Some have specific subject responsibility and have been instrumental in major school development, such as planning and designing the new computer suite. Other governors have "adopted a class" and will track the progress of their pupils through the school. All now speak with knowledge and understanding about their role, responsibility and what they see as their commitment as governors. The Chair of Governors meets frequently with the headteacher on an informal basis. The management structures of the school are now well established and are effective. The governors fulfil their statutory duties well, with the exception of completing risk assessments in all parts of the building.
48. The school is well placed with regard to the performance management of its staff, including that of the head teacher. Performance management teams have been set up and the school has adopted high quality policies for both performance management and pay. The school guidelines were developed through consultation with relevant personnel.
49. The school's use of financial resources is good. Educational priorities are supported through careful financial management. Funds for specific purposes are used appropriately. Priorities for development are carefully considered alongside available finance. The governors are now well advised by the headteacher's experience in these matters. They take her guidance fully into account when preparing the budget, based on a set of alternative plans prepared by the head teacher in line with the school development plan. Curriculum co-ordinators have a budget for their subject, for which they have to make detailed bids, outlining what they wish to spend. All budgets and overall financial matters are well managed throughout the year and the school uses a computer program effectively to support its financial commitments. The school administration officer keeps the headteacher and governors well informed about the status of the budget at appropriate intervals throughout the year. Computers are used very well to monitor finances, attendance, maintain pupils' records, word-processing documents.
50. The headteacher and governing body provide good management of all pupils identified for inclusion on the school register of special educational need. There is a link governor who is well informed and liaises effectively with the special educational needs co-ordinator. Provision for pupils with special educational needs is a good example of where inclusive education is catered for. The Code of Practice is carefully followed, good quality individual educational plans are prepared and reviewed, and there is good provision and support from outside agencies. The school provides considerable funding for support assistants to work with pupils who have special educational needs. This is effective most of the time, but there is evidence of inconsistency in the management of learning support assistants by teachers, with the consequence that they are not always used productively.
51. The staffing of the school has gone through considerable change since the last inspection, with nine of the 12 teachers, including the headteacher, being new to the school. The school is sufficiently staffed with teachers and manages to maintain class numbers between 24 and 27 pupils. Current staffing provides a good balance between well-established teachers and teachers comparatively new to the profession. All teachers have job descriptions, which refer to their subject and management responsibilities. Whilst the school does not currently have any newly

qualified teachers, appropriate strategies and support systems are in place to support them, which effectively support teachers new to the profession. Teachers are supported by a generous number of classroom assistants. Their impact is variable and overall they make a satisfactory contribution to pupils' progress. Administrative staff makes a good contribution to the efficient running of the school.

52. The school's accommodation is good. This is a significant improvement since the previous inspection. Major improvements in the condition of the two-storey building and the facilities available have provided a much-improved learning environment. The accommodation has been completely redecorated, suspended ceilings added and window frames replaced. The building is satisfactorily maintained and kept in a good state of cleanliness by the caretaker and cleaning staff. A major criticism of the previous report was that the school was not properly cared for. The caretaker and cleaning staff take pride in their work and the school is now a much healthier and pleasant place for pupils to be. Externally the spacious hard surfaced play area provides ample space for play. There is also an attractive garden area with a tree and benches for sitting out.
53. There has been a significant amount of spending on new resources and the provision is now satisfactory, representing a significant improvement on the judgements made at the time of the previous inspection on resource provision. Resources are now good in design and technology, art and design and in the computer suite. The provision of computers is unsatisfactory in classrooms. Resources are satisfactory in all other subjects, with the exception of geography, where they are unsatisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. In order to further improve standards and the quality of education, the governors, headteacher and staff should now:
- (1) Raise attainment in geography, the standards in hand writing and the presentation of pupils' and consolidate information and communication technology skills by:
 - ensuring that there is sufficient and continuous provision for geography,
 - improving opportunities for pupils to strengthen information technology skills in their classroom,
 - providing opportunities with appropriate challenge for pupils to develop their writing and presentation skills,
 - encouraging pupils to take more pride in their work.(Paragraphs 4, 6, 7, 61, 68, 73, 87, 88, 89, 90, 91, 95, 97, 98, 100, 102)
 - (2) Improve pupil's attitudes towards school and other pupils through improving their spiritual awareness by:
 - identifying where these opportunities might occur and delivering them within a structured plan,
 - extending the possibilities, both in the daily acts of collective worship and in lessons, for pupils to exercise a reflective approach to spiritual awareness, self-knowledge and respect for others,(Paragraphs 11, 12, 13, 19, 31, 68, 84, 118)
 - (3) Ensure that all subjects have a sufficient and appropriate amount of teaching time by:
 - evaluating the balance of the curriculum time given to all subjects,
 - adjusting the time balance where there are shortfalls,
 - ensuring that all pupils have full access to all curricular opportunities.(Paragraphs 25, 27, 87, 108)
 - (4) Improve the opportunities for pupils to exercise responsibility and to take initiative in planning their own learning by:
 - extending opportunities for collaborative group work where appropriate,
 - focusing on pupils developing their independent research skills.(Paragraphs 14, 22)
 - (5) Ensure that learning support assistants are more effective in class by:
 - ensuring that they are fully informed of lesson planning and they know what they are expected to do in lessons,
 - Increasing the responsibilities of the support adults where they are currently light.(Paragraphs 17, 23, 50, 108)

The governors should also consider the following minor issues when preparing their action plan:

- improve opportunities for pupils to develop speaking skills, (Paragraphs 57, 79)
- complete risk assessments on the building. (Paragraphs 57, 79)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	49
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	8	55	35	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	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	204
Number of full-time pupils known to be eligible for free school meals	41
Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	13
Number of pupils on the school's special educational needs register	51
English as an additional language	No of pupils
Number of pupils with English as an additional language	2
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	94.8
National comparative data	94.4

Unauthorised absence

	%
School data	0.3
National comparative data	0.4

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	31	19	50

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	23	28
	Girls	13	11	13
	Total	40	34	41
Percentage of pupils at NC level 4 or above	School	80 (70)	68 (64)	82 (75)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	24	24
	Girls	12	12	12
	Total	36	36	36
Percentage of pupils at NC level 4 or above	School	72 (67)	72 (58)	72 (71)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

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

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: Y3 – Y6**

Total number of qualified teachers (FTE)	9.8
Number of pupils per qualified teacher	20.8
Average class size	25.5

Education support staff: Y3 – Y6

Total number of education support staff	10
Total aggregate hours worked per week	289

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	2	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.

Financial information

Financial year	99/00
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	£
Total income	410215
Total expenditure	394889
Expenditure per pupil	1927
Balance brought forward from previous year	5071
Balance carried forward to next year	20400

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	204
Number of questionnaires returned	89

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46.1	46.1	4.5	3.4	0
My child is making good progress in school.	49.4	44.9	2.2	1.1	2.2
Behaviour in the school is good.	25.8	56.2	10.1	1.1	6.7
My child gets the right amount of work to do at home.	31.5	56.2	5.6	5.6	1.1
The teaching is good.	42.7	43.8	4.5	1.1	7.9
I am kept well informed about how my child is getting on.	31.5	51.7	10.1	5.6	1.1
I would feel comfortable about approaching the school with questions or a problem.	48.3	39.3	9	3.4	0
The school expects my child to work hard and achieve his or her best.	47.2	46.1	2.2	1.1	3.4
The school works closely with parents.	23.6	53.9	12.4	9	1.1
The school is well led and managed.	38.2	48.3	5.6	4.5	3.4
The school is helping my child become mature and responsible.	46.1	47.2	1.1	1.1	4.5
The school provides an interesting range of activities outside lessons.	43.8	48.3	2.2	3.4	2.2

Other issues raised by parents

A small number of parents, (10) included a written response with the questionnaires. Common themes were:

- parents feel that the homework set is not always sufficiently appropriate to the work that is taking place in class and is mostly set in the form of poorly designed work sheets
- there is insufficient feedback or response from the teachers on children's homework,
- parents express their feeling that the school has improved greatly in the last two years
- pupils' attitudes to school have improved since the last inspection
- Parents express general confidence in the school and the leadership of the head teacher.

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

ENGLISH

55. By the end of the key stage, standards in English are average overall. Inspection findings bear out the satisfactory results achieved by pupils in the National Curriculum assessment tests taken by eleven-year-olds in 2000. There is particular strength in the high proportion of pupils achieving the higher Level 5. This represents an overall improvement in the subject since the last inspection.
56. Pupils with special educational needs make good progress. They are provided with suitably planned tasks and generally acquire improving standards of literacy as they move through the school. A great deal of individual help is organised to good effect. This is mainly useful and productive, but there are some instances when ineffective support results in inappropriate behaviour.
57. Standards in speaking and listening are satisfactory. Although a few pupils are notably articulate, speaking skills are not as well developed as they could be. This is partly because very few opportunities are provided to enable pupils to express themselves in any sustained way. The great majority of pupils are able to listen appropriately and this has a generally positive effect on their overall learning.
58. In reading, steady progress is made throughout the school. Most pupils read well for their age and ability. Sufficient skills have been acquired to enable pupils to cope with the general texts they meet in their everyday work. Many read fluently and confidently from their chosen storybooks and show a satisfactory level of enjoyment in the activity. In all classes pupils are benefiting from the regular sessions of guided reading provided. They are also able to make suitable use of the school library to locate and select non-fiction, as well as fiction, material.
59. Standards in writing are more variable. There is a noticeable improvement in the expected quality of work in the older classes. In the younger age groups, much of the written work is barely satisfactory. Although pupils are continuing to construct sentences and apply some elementary punctuation adequately, too little is demanded of them. Insufficient opportunities are provided for pupils to develop their skills on interesting and extended assignments. Rapid progress is made at the upper end of the school, particularly in Year 6. A much richer diet of writing topics is undertaken and pupils produce a good range of quality work. They write effectively in different styles and for different purposes. Many write good reports and reviews, make satisfactory comparisons and can offer well-presented opinions. Sound knowledge of spelling and grammar is demonstrated, for example, when writing scripts. Their appreciation of language is also beneficially affected when, for example, concentrating on well-selected Shakespearean pieces.
60. Standards in handwriting and general presentation of work are just satisfactory at the upper end of the school and unsatisfactory in lower classes. Very little is done to provide pupils with clear teaching in this aspect of the subject. Expectations as to what pupils should achieve in English lessons, as well as when writing across the curriculum, are often low. As a result pupils frequently present untidy work, often in pencil, and in print or erratic semi-joined styles.
61. The overall impact of the quality of teaching is satisfactory. A feature of most teaching in Literacy sessions is the good management of pupils, which results in high levels of concentration and attention. Classes are conducted in an orderly way and follow a structured pattern. Where the observed teaching is strongest, teachers have a good understanding as to what they need to achieve in the time available and organise groups and activities appropriately. Teachers' good communicative skills and sometimes effective questioning leads to a friendly, hardworking atmosphere in class. Praise for pupils' efforts is effectively given and this succeeds in increasing their motivation. Sometimes teaching is only satisfactory because of the uninspiring approach

adopted and limitations in the work provided. Teachers occasionally rely too heavily on commercial worksheets, which do not always generate much enthusiasm amongst pupils and are often prepared to accept unsatisfactory standards from pupils in the presentation of their work. Teachers often do not provide good role models in this respect with their own handwriting being inconsistent in style. The efficient use of classroom assistants is also sometimes weak.

62. Pupils display satisfactory attitudes to their learning. They are generally attentive during question and answer sessions. Many are co-operative and try hard to produce sound ideas, but a noticeable proportion appears unwilling to take part, and even silently resistant to the teacher's efforts. Although the greater majority apply themselves to the task in hand, concentration is clearly difficult when sessions are too long.
63. The management of the subject is now good. The National Literacy Strategy is fully implemented and staff are increasingly confident in its use. The subject is suitably monitored and the co-ordinator has a good awareness of the standards of pupils' work and where development must lie. She is making appropriate arrangements for the further raising of standards. Significant improvement has been made in the quantity and quality of books available and in the current library provision. Resources for the subject are now satisfactory.

MATHEMATICS

64. In the 2000 National Curriculum tests of attainment in mathematics, results are above the national average, and above those of similar schools. Taken over the last four years, attainment in maths has been marginally below the national average, but has improved considerably in the last two years. A significant factor in this has been the number of pupils achieving the higher Level 5, which is well above expectation nationally or that achieved by similar schools. Standards are now better than those found at the last inspection, with substantial evidence that the numeracy strategy has had a positive effect on teaching and pupils' learning.
65. Inspection evidence agrees with the data and by the time pupils leave the school at the end of Key Stage 2, standards are above those expected nationally, and all pupils, including those with special educational needs, are making good progress. There is a significantly higher number of pupils achieving the above average Level 5. The national numeracy strategy has had a considerable impact in the school, and numeracy is the strongest area of the mathematics curriculum. In the last four years the school has moved from below the national average to above, most progress being made in the last two years. Due to the above average number of pupils with special educational needs, the school also has slightly more pupils than the national average attaining lower than expectation. Overall, this is an improvement on the standards found at the time of the previous inspection.
66. Pupils in Year 3 have a good understanding of place value to 100, can add two, two figure numbers mentally by using the strategy of breaking numbers down into tens and units, and can explain accurately what they are doing and why. Less able pupils can add two, two digit numbers mentally, showing a sound awareness of place value and of addition number bonds. They extend this knowledge appropriately and answer questions such as "What do you add to 60 to make 100?" Pupils in Year 4 improve these skills to deal with subtraction and addition of hundreds, tens and units. They have a good understanding of simple mathematical language such as 'more than', 'less than' and can arrange a set of numbers into sequenced order. More able pupils in Year 5 have a strong grasp of their multiplication tables, many with immediate recall. They have a good understanding of the different types of numbers such as squared numbers and integers. They are able to use reliable written methods to calculate the answers such questions as 16.7×24.7 . They clearly explain their strategies to other pupils. In a Year 5 class for lower attainers, some pupils quickly and accurately doubled 377 mentally, and others devised an accurate strategy to confirm the answer. These pupils could also identify three-dimensional shapes such as cuboids, prisms and square based pyramids and work out what shape the 'net' would need to be to construct these solids. This clearly demonstrated pupils' good knowledge of shape. Year 6 pupils further develop their good grasp of the language of mathematics, being able to understand

and clearly define and describe multiples, factors and squared, cubic and triangular numbers and how they might extend these sequences. They effectively use a “grid method” to multiply hundreds, tens and units by 2 tens and units. They have a good understanding of the order of arithmetic operations and use brackets appropriately in calculation. Their books show they have a good understanding of ratios and percentages, applying this knowledge accurately in calculations. They use probability and statistical measures of samples of data such as the mode and median, helping them to organise and interpret graphs and data samples. They calculate perimeters and area of shapes accurately, confidently applying their knowledge in solving related problems. They understand reflective symmetry and often use of information and communication technology in this aspect of their work.

67. The teaching is good overall and during the inspection varied from satisfactory to very good, and in one lesson it was excellent. The latter lessons were characterised by confident subject knowledge, very good ongoing assessment of pupil abilities, high levels of expectation and challenge, good relationships and very good class management. Teachers’ appreciation and encouragement of pupils was also good and effectively encouraged pupils to contribute. Less successful lessons were sometimes slowly paced, with either the introductory oral session or the group work being too long. This resulted in a loss of attention by a few pupils. Marking by teachers is conscientious and accurate, offering many words of praise, but few of advice or development. Setting by ability is generally successful, especially in Years 5 and 6, where all pupils’ progress well and learning is particularly good.
68. Pupils’ attitudes to learning are good and even better when effectively challenged or motivated by the good teaching. Most pupils enjoy maths, especially the mental aspect, and make considerable effort to achieve their agreed individual targets. A small but significant minority lacks a sense of urgency in their group work, do not co-operate with each other, and can, on occasions, be disruptive. Presentation of work is sometimes sloppy and untidy.
69. The co-ordinator provides good leadership, particularly through the quality of her own practice. Regular assessment procedures are satisfactory and the school is beginning to use more refined target setting and tracking for individual pupils to ensure good progress. The co-ordinator monitors planning and pupils work, and the headteacher has been monitoring teaching to good effect. It is planned that the co-ordinator, who has also provided staff numeracy training, will take over this role.

SCIENCE

70. By the end of Key Stage 2 the standards of attainment reached by the majority of pupils overall are in line with national average with a significant minority achieving above expectations. Overall, standards have improved at a rate commensurate with the national rate of improvement. Pupils are making satisfactory progress throughout the key stage because of the high teacher expectations and well-structured lessons related to the newly revised scheme of work. There has been an improvement since the previous inspection in the increased focus upon experimental and investigative work in lessons. However, at times further progress is restricted by the disruptive behaviour of a minority of pupils.
71. Most pupils throughout the key stage are familiar with the principle of fair testing and recognise that there are variables in an experiment. In Year 4 for instance in their work on materials they are able to plan a fair test to classify types of rocks according to their texture and permeability. Higher attaining pupils can identify different rock samples from reference books and label them correctly. The majority of pupils in Year 5 are beginning to understand the orbit of the Earth around the sun and how day and night are related to the Earth spinning on its’ axis. They are able to investigate the sun, earth and moon system using CD ROM material competently and record the information appropriately. In their work on powders and sponges the practical skills of investigation of most pupils in Year 6 are well developed. They demonstrate a secure understanding of the different structures of particles of solids, liquids and gases and can explain why it is easier to pass through air, which offers less resistance than liquids or solids. By the end

of the key stage the majority of pupils are able to predict, carry out simple experiments and record their results appropriately. Since the previous inspection there has been a clear move to further develop the investigative and experimental aspects of the subject.

72. They clearly enjoy their science lessons and always appear keen and eager to be involved. The majority of pupils work well together, listen carefully to instructions and remain on task. They can discuss their activities confidently with visitors and demonstrate understanding of the process required. They show suitable respect for the different resources and distribute and collect the apparatus sensibly.
73. The quality of teaching is satisfactory overall and good in some lessons and pupils respond enthusiastically. Most teachers have high expectations and insist on pupils persevering with their work. In well-planned lessons most pupils appear absorbed when they are actively participating in experimental projects. Teachers plan suitable lesson strategies involving prediction, investigation and recording where it is appropriate, from which pupils benefit. In most lessons a brisk pace is maintained and lessons conclude with an effective plenary session to assess the pupils' findings. However in other lessons, although there are clear learning objectives planned, the challenging behaviour of a small minority disrupts pupils' progress so that they are unable to meet their targets. Although good use is beginning to be made of the computer suite, in lessons observed no use was made of computer technology in the classroom to support the curriculum. There is also less provision for individual research and limited opportunities for pupils to develop independent learning. Although pupils' work is marked frequently it is not always supported by constructive comments.
74. The curriculum is suitably broad and balanced and meets statutory requirements. Following the introduction of the new programme of work teachers' planning now adequately covers all the appropriate aspects of the National Curriculum for science. Formal assessment procedures have also been introduced recently to help lesson planning.

ART AND DESIGN

75. In the previous inspection report, standards in art were judged to be below national expectations. They are now in line and pupils are making satisfactory progress. There is clear evidence of improvement in the overall provision of the subject.
76. Pupils are now given the opportunity to experience a wide range of materials and media and are able to use a suitable range of techniques to achieve appropriate results. They are beginning to work equally well in pencil, pen, pastel, modelling clay and a variety of paints. Pupils' knowledge and understanding of art and design is also well developed. They appreciate the styles of different artists, such as David Hockney and Paul Klee and apply a variety of styles to their own work. The standard of art in other subjects is satisfactory. For instance in history, their paintings accurately represent styles that are characteristic of different periods in time.
77. Throughout the school there is evidence of the overall progress in skill development. In Year 3 pupils combine shape and colour to create patterns through rotation and reflection competently and are able to repeat their selected theme. This technique is also helped to develop through the use of an information and communication technology program. In investigating the textures of a range of materials Year 4 pupils are also developing their knowledge of the techniques of stippling and rubbing to represent their work in their sketchbooks. Most pupils in Year 5 can confidently sketch figures in movement with suitable proportion. They shade their sketches effectively, adding depth and light appropriately. Year 6 pupils further develop their sketching skills with drawings based on direct observation of the local canals and industrial buildings close to the school. In all classes pupils are able to mix paint correctly and have a clear understanding of colour mixing to produce different effects.
78. Pupils work well collaboratively, sharing equipment and assisting with the distribution sensibly. They sustain interest and many express a sense of achievement and pride in what they are doing.

79. The quality of teaching is good overall and the quality of pupils' learning is also good in the lessons seen. Lessons are well planned, encouraging positive response from pupils, which supports interest throughout the lesson and a pride in their achievements. Clear lesson objectives are set out, and communicated clearly to pupils, which identify the skills to be taught and also provides appropriate opportunities to apply those skills in the planned activity. Teachers are well organised and resources are readily available. Towards the end of some lessons pupils are encouraged to discuss their work which they can evaluate in a manner appropriate to their topic.
80. The co-ordination of art is good. A clear policy document and a scheme of work provide sound guidance for teachers. The planned curriculum meets statutory requirements. The curriculum co-ordinator is well qualified to lead the subject and has been responsible for developing many initiatives in the school. The curriculum covers all aspects of the National Curriculum for art. There is however, an imbalance in the curriculum timetable for the subject. In one lesson, for instance, which lasted all afternoon, children sat passively listening to an overlong exposition of what was required instead of being actively involved. In another lesson however only twenty minutes was allocated for pupils to explore a range of materials and represent their work in a sketchbook. The accommodation of the school is enhanced by the examples of pupils' art, which are appropriately displayed in the classrooms and the corridors. Pupils visit local art galleries and actively contribute to artistic displays in the community.

DESIGN AND TECHNOLOGY

81. By the age of eleven pupils attain standards that meet the expectations for their age. This represents a significant improvement in standards at the time of the previous inspection when standards were well below the national expectations. It was possible to observe only a very limited sample of lessons and therefore judgements are mainly based on an analysis of a limited amount of work samples, teachers' planning and discussions with the curriculum co-ordinator and pupils.
82. Pupils plan their tasks properly and their work fully meets the requirements of the recommended design process. They make initial decisions on how their models will meet the stated requirements of the task and include sufficient detail in their initial drawings. They also decide which materials they are going to use for the different parts. Pupils label their designs appropriately and draw what the finished product will look like. An ongoing feature of the work is the evaluation and development of their models and products so that there is an improvement in the quality of their product.
83. Pupils use an appropriate range of materials, including fabrics, wood, card, food and other recycled materials. They make competently, vehicle sub-frames of an appropriate quality, from wood, axles and wheels. When they are satisfied that the models are sufficiently strong, they finish off their models using appropriate materials, including card and paint. Younger pupils are introduced to pneumatics and they develop a sound understanding of how air pressure can be used to make objects move. They have a sound knowledge of how this is used to operate a tipper truck. Based on this knowledge, pupils make appropriate designs that incorporate syringes, tubing and balloons for moving models, such as dragons with opening mouths. Observation took place at the beginning of this task, so it is not possible to judge standards in pupils' making skills, but their early designs and understanding of pneumatics was satisfactory. This work gives clear evidence that standards and progress meet the expectations for pupils of similar age.
84. Most pupils with special educational needs receive an effective level of support from staff. This helps them to make satisfactory progress in the development of their designing and making skills. Due to occasional unwillingness to co-operate fully, a significant minority of pupils with behavioural difficulties makes less progress in learning how to design and make products.
85. The quality of teaching is satisfactory overall and there are some good features. The teachers have a satisfactory knowledge and understanding of the designing, making and evaluating

elements of the subject. However, the co-ordinator is aware that some teachers lack confidence in managing design and technology lessons. In the lesson seen the teacher managed effectively challenging and potentially disruptive behaviour. The planned work provides a suitable level of challenge for all abilities and achieves a good response from most pupils.

86. The policy and scheme of work give clear guidelines and effective support for teachers' planning. The planned curriculum for design and technology is based on a commercial scheme and covers all elements of the National Curriculum. Since the previous inspection, the school has made significant improvement in the provision of resources and accommodation. There are sufficient hard materials, such as wood, available for pupils to develop their knowledge and understanding of the full range of making experiences. There is a designated room for design and technology and art and there is also a food technology room. The school is aware of the shortcomings within the subject, particularly the lack of staff confidence in teaching design and technology, but there are currently no further plans in place to address them through in-service training and development.

GEOGRAPHY

87. The last report indicated that by the end of Key Stage 2 pupils' attainment in geography was below national expectations and that progress was unsatisfactory throughout the key stage. This inspection shows that there has been very little improvement and that attainment and progress are still unsatisfactory. This is because insufficient time is given to the subject and because there is a lack of progression planned in the curriculum. As a result, for example, pupils in Years 3 and 4 have made lengthy studies of weather, sometimes repeating areas already examined. There is no overall coherence in the study of geography and whilst several aspects of the National Curriculum are covered, skills are underdeveloped and opportunities, especially for using the excellent local area as a major geographical resource, are missed. Year 6 has not studied geography for a considerable time, although it is scheduled for later in this year, and there was no evidence during the inspection of their geographical work or that of the previous Year 6. Discussion with pupils in Year 6 indicated a limited and random knowledge of geographical facts and the characteristics of the local area. Very limited displays of pupils' work or portfolios of samples of work in geography were available.
88. Evidence from a scrutiny of pupils' work indicated that pupils in the lower end of the school have a satisfactory knowledge of Egypt and the River Nile. This was studied in conjunction with their work in history, and they have made comparisons of life in an Egyptian village with life in Hebden Bridge. They also understand satisfactorily examined maps of Calderdale and their town and commented appropriately on environmental features. In Year 5 pupils can name places in the British Isles and Europe and used a commercial scheme to develop simple mapping skills. They know the eight points of the compass and are able to use them accurately in paper exercises. Although pupils have this knowledge, they demonstrate insufficient understanding of the impact of the position of places on geographic features. Much work in geography in the school relies heavily on colouring and filling in worksheets, which pupils do accurately, but insufficient learning of geographical skills in research, for instance, takes place.
89. Based on limited evidence, pupils' attitudes to their learning in geography are satisfactory. When talking to pupils, they showed a mixed response towards their work, but generally lacked enthusiasm. Pupils work more productively when they are sufficiently challenged, as in the one lesson observed.
90. Although the limited amount of teaching seen during the inspection was of a good quality, the overall lack of progress indicates unsatisfactory teaching. The lesson had clear objectives and the teacher ensured that by the end of the lesson pupils of all abilities were confident in using a compass to give simple directions. Otherwise, the work sample shows too much work that relies upon the inappropriate use of work sheets, such as colouring in. This supports the development of geographical skills insufficiently and does not make good use of time.

91. The co-ordinator has introduced a satisfactory scheme of work, but there has been insufficient monitoring to ensure that it is being followed within the school. Although the overall situation in Geography is very similar to that found in 1997, there have been slight improvements in resources and assessments, although information and communication technology is still underused.

HISTORY

92. Pupils of all abilities make satisfactory progress in their learning of history and their attainment is in line with that expected for pupils at the end of Key Stage 2. Pupils with special educational needs are well supported and this enables them to make good progress. The standards are the same as at the last inspection.
93. Year 3 pupils show understanding and factual knowledge of why the Vikings made longboats to travel in and ultimately invade countries. They know and understand that some of the facts have been derived from the work of archaeologists. They have a satisfactory knowledge of the long-term effects of Viking settlement in this country. Year 4 pupils have a good knowledge of Anglo Saxon lifestyles, of village life, and other features such as strip fields, the Lords' Hall and the church. They also have developed a sound understanding of the reasons why Anglo Saxons settled in particular locations, such as where water supplies and wood were available. Year 5 pupils have a satisfactory knowledge and understanding of life in other times, such as Tudor times. This includes knowledge of the disputes between Catholics and Protestants, for example, and the consequences such as the Spanish Armada. A pupil with acute special educational needs, explained excitedly, and in good detail, what happened when the English and Spanish fleets fought in the Channel. Pupils in Year 6 effectively use historical sources and data to find evidence about local history. They have analysed census details of Hebden Bridge taken in 1841 and 1891 and discovered through this the reasons for the development of the area, and changes that take place overtime. There is also abundant evidence in school displays and pupils' books that they have learned about ancient civilisations such as Greece and Egypt.
94. The quality of teaching and learning is satisfactory overall and sometimes good. Most teachers have good subject knowledge and work hard to produce good quality resources and artefacts to stimulate pupils' interest in their own and other cultures. There is a tendency to emphasise facts, often through the use of worksheets, with less emphasis on the development of historical skills and independent research. Teachers make occasional visits with pupils to places of historical interest, such as York, but the use of the local area's rich historical heritage is underdeveloped by the lack of volunteer help to assist in such studies.
95. Pupils are enthusiastic and positive in their attitudes to the subject. Many talk expressively about what they have learned, recalling many interesting facts. They are attentive and responsive in lessons, although occasionally lacking some urgency and care in their written work. They are beginning to use information and communication technology to help in their historical research, with some of them pursuing this independently at home.
96. Resources are satisfactory and have improved since the last inspection. The conscientious co-ordinator has worked hard to produce a new scheme of work, and has introduced basic assessment procedures through the development of pupil portfolios of pupils' work.

INFORMATION AND COMMUNICATION TECHNOLOGY

97. Pupils' attainment is in line with that expected nationally for pupils by the time they are 11. There has been significant investment in developing and improving the resources for information and communications technology since the last inspection to good effect overall. The school now has a suite of computers, but computers in classrooms are not compatible with those in the suite.

98. Younger pupils are able to edit text satisfactorily and are developing sound, basic word processing skills. They add appropriate punctuation, such as capital letters, full stops and question marks to text displayed on the screen. They control the mouse accurately to locate the position of alterations and type these in appropriately. They use the keyboard competently to type their answers to these questions. By this stage, most pupils locate letters on the keyboard with satisfactory speed and accuracy. Routine skills in accessing their own files within the system, opening programs and saving their work into their own files is well developed. Information and communication technology is used well by Year 4 pupils to develop their artistic skills. They work within an art program to draw and colour objects, in this instance fish. By highlighting their drawings they use the edit and copy menu well to produce an aquarium scene. To add interest, pupils enlarge, reduce and stretch their pictures so that there is variety in their computer generated artwork. Older pupils use CD-ROM databases effectively to research their work, for example, in science. They competently work their way through information banks on the solar system, for example, to find out information on the earth, the sun and the moon and answer questions set by the teacher. The majority does this well and successfully extend their knowledge in science. By the time pupils are eleven they are working competently with spreadsheets. Pupils add to and amend the information contained in a database competently, and they see the effects of changing values in some cells and the impact that this might have throughout the database. Throughout these activities, pupils learn effectively about the advantages of using information and communication technology in many aspects of their work and how the use of a computer simplifies procedures. Standards attained when pupils are working in the suite are satisfactory, but are not sufficiently supported by work in the classroom. During the inspection, computers in classrooms were given very little use, except for recreation purposes at break or lunch times.
99. There is a computer club, which is currently open to younger pupils. At these times pupils “searched the net”. They became familiar with computer technology and this club makes a significant contribution to standards attained.
100. The quality of teaching and pupils’ learning is satisfactory. There is good provision in direct teaching of the skills of information and communications technology. Teachers provide good opportunities for pupils to learn as a class and to practise their routine skills, such as word processing, computer-generated artwork, research and using spreadsheets. Pupils learn satisfactorily throughout the school. Although the co-ordinator is aware that teachers’ knowledge and understanding in some areas needs to be developed, no weaknesses in teachers’ knowledge was identified in the aspects seen during the inspection. Teachers plan their lessons effectively and they make good provision for the pupils to have sufficient practical experience each week. However, they do not plan sufficient opportunity for pupils to develop their computer skills in the classroom. Their organisation of groups is sound and teachers manage pupils well, ensuring that pupils treat the equipment with care and concentrate throughout.
101. Pupils have positive attitudes towards their work in information and communication technology. They enjoy working at the computers and most show pride in their achievement. They sit patiently and listen to teachers’ instruction carefully and the great majority confidently put their knowledge and understanding into good practice.
102. Information and communications technology has been a major area development over recent years. Co-ordination of the subject is good, and development has been planned well within financial limitations. Computers in the suite are of a good specification and software loaded into all computers in the suite is up-to-date and of a good specification. Provision in the classroom does not match. The school is aware of this situation and there are long-term plans to remedy the weaknesses. Money is set aside to enable all staff to take training so that they are competent to teach computer skills using the new computers and programs. The school’s current plans are appropriate to establish a good provision for both the teaching of specific information and communications technology skills and for information technology to be used to support work in other subjects.

MUSIC

103. The attainment in music of pupils of all abilities is in line with the standards expected nationally for eleven-year-olds. This represents some improvement in standards since the previous inspection.
104. Pupils possess a basic repertoire of hymns, which they sing regularly in assemblies. Although standards of singing are satisfactory, there is little expression or general enrichment noticed. Some younger pupils show a greater enthusiasm and willingness to sing out confidently and to hold a tune. Pupils in the lower classes are beginning to play different sized drums and satisfactorily recognise the different qualities of the sounds produced. They are able to hear, identify and accurately repeat patterns, as well as create and play their own simple compositions satisfactorily. Pupils' basic vocabulary of musical terms is developing appropriately. Some pupils describe their feelings for the music heard and this demonstrates a satisfactory appreciation of music.
105. In the older age classes, pupils are further developing these skills. They are increasingly able to make variations in their instrumental performance. They successfully hold their own rhythm pattern against the different ones of others. They can play a wider range of tuned and untuned percussion instruments effectively. New rhythms, such as the samba, are absorbed and memorised satisfactorily. Many pupils appreciate the value of silent, counted pauses in a piece of music. The subject is greatly supported in the school by the broad range of specialist instrumental teaching provided. A large number of pupils benefit from such lessons and effectively bring their valuable musical knowledge acquired into their ordinary class music lessons.
106. The quality of teaching in classes is satisfactory overall with some strengths. A newly appointed specialist teacher is currently responsible for teaching all classes. Very good knowledge of the subject is evident and this has led to a faster rate of progress being made by pupils more recently. An enthusiastic and encouraging manner characterises this teaching, which is enabling pupils to gain confidence in their work. Sometimes a lack of pace is evident in lessons when the time allowed is too long for the activity chosen.
107. Pupils have satisfactory attitudes towards the subject and are observed to grow in confidence, as they become more accustomed to the teacher and become aware of her expectations. Many enjoy music and seek to evaluate their own performance and improve it. Behaviour in lessons is generally at least satisfactory though not all pupils give their full attention.
108. The subject co-ordinator is very recently appointed and as yet there are no schemes of work in place. Pupils only receive music lessons fortnightly, which is too great an interval to allow achievements to be established and standards to improve more quickly. Current arrangements allow for class teachers to remain in the class with the specialist teacher. As there are usually one or two support assistants in attendance as well, staff are not seen to be efficiently deployed.

PHYSICAL EDUCATION

109. By the end of the key stage standards in physical education are in line with expectations and overall pupils are making satisfactory progress overall. Pupils with special educational needs are supported well and are also making satisfactory progress. This is an improvement on the judgement made in the previous inspection.
110. In gymnastics, most pupils competently practise basic actions of travelling, running and jumping and develop sequences of movements, although some lack basic co-ordination. They are able to refine their individual ways of travelling with practice and adapt them successfully to work co-operatively with other pupils. In games younger pupils are beginning to develop skills in passing and controlling accurately large balls, bouncing with either one or two hands. A large majority of pupils can work either independently or with partners improving their hand-eye co-ordination

and refining bouncing techniques. They are beginning to understand the principles of attack and defence in invasion games. Older pupils are able to use apparatus such as hoops and bean bags competently in the schoolyard as a preliminary exercise for small team games. Swimming is provided for pupils in Years 3 and 4 and there is an agreed policy to try to ensure all pupils can swim satisfactorily by the time they leave school. A few pupils who do not achieve this by the end of Year 4 continue into Year 5, but miss some lessons for this tuition.

111. The quality of teaching and learning is satisfactory overall. Most lessons are suitably planned and include all the resources required appropriate to the activity and this has a positive impact on the progress pupils make. Many lessons include appropriate demonstrations of relevant gymnastic and games techniques by staff or selected pupils to illustrate specific skills. One good feature of teaching is the encouragement of self-evaluation and improvement on their own past performance. However, in a few lessons, too much time spent on explanations, with the majority of pupils sitting passively. This results in a lack of pace and rigour in physical activity.
112. Most pupils' respond well and clearly enjoy the subject. They listen attentively to instructions and co-operate well in team situations. When asked pupils distribute apparatus as required in a sensible and orderly manner. Pupils clearly enjoy their physical education lessons.
113. The curriculum is broad and balanced and meets statutory requirements. The long term planning covers all the areas of activity and now includes sufficient provision for outdoor and adventure activity and includes suitable guidance for health and safety. The school is aware that the provision of more dance activities is an area for development. Standards of attainment are enhanced by the good provision of many suitable extra-curricular activities of a sporting nature.

RELIGIOUS EDUCATION

114. Pupils of all abilities make satisfactory progress throughout the school and meet the expectations of the locally agreed syllabus for religious education. This is a similar finding to the judgements of the previous inspection report. Although standards are satisfactory overall, there is nevertheless, considerable variation between the provision and quality of work undertaken in separate classes throughout the school.
115. Younger pupils are sufficiently aware that different cultures have their own versions of the creation story and know something of the Christian tradition. They pose interesting questions relating to the stories they have heard. They know something of the beliefs and customs of Muslims and Sikhs and understand elements of the symbolism attached to some of their clothes and artefacts. They develop suitable understanding of Christianity and have looked at the events surrounding the birth of Christ. When considering the lives of people, who have had a special effect on religion and society, they have focussed appropriately on such characters as St Francis of Assisi and Mother Teresa of Calcutta, which develops their awareness of the self-sacrifice made by such people.
116. Older pupils have made comparisons between the different Christian churches and their various festivals and celebrations, using organised visits to good effect. They have knowledge of religious events, such as Pentecost, and know a little of their significance. They are beginning to understand references in the Bible and have encountered a range of the more common parables. Some pupils are being introduced to aspects of "The Lord's Prayer" and are just beginning to appreciate its significance to believers. They have studied how its words can be modernised to make it easier for people to understand. Nevertheless, pupils' knowledge in religious education is fragmented and pupils do not always relate similar ideas and concepts to one another.
117. The impact of teaching in the subject is satisfactory overall. All the lessons observed during the inspection were satisfactory. In these lessons, planning was generally sound and teachers organised classes efficiently. Strength in teaching occurs when pupils' previous knowledge is reinforced before they proceed to new studies. It is also improved when relevant questioning is used to promote and extend ideas, as well as pupil interest. However, some younger pupils

remain confused when, for example, the complications of certain myths are not explained clearly. Not all teachers have good subject knowledge, and it is evident from examination of pupils' work that this contributes to the unevenness in standards achieved. The requirements of the locally agreed syllabus are not always translated sufficiently well into good, detailed lesson plans for standards to rise further and this impedes pupils' progress.

118. Pupils' attitudes and behaviour in religious education lessons are generally satisfactory. Most pupils pay attention and show interest in the topic under discussion and carry out the tasks set for them appropriately. In some lessons constant fidgeting and inattention results in pupils' learning being slow and reflect shortcomings in teaching. A few pupils display a recognisable lack of tolerance towards the religious views and beliefs of others in the school, despite teachers' good efforts to discourage such attitudes.