

# INSPECTION REPORT

**Farsley Springbank Junior School**

Pudsey

LEA area: Leeds

Unique reference number: 107849

Headteacher: Mrs. J Agar

Reporting inspector: Mr M J Johnstone  
21114

Dates of inspection: 26<sup>th</sup> –29<sup>th</sup> March 2001

Inspection number: 207235

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7-11 years
Gender of pupils:	Mixed
School address:	Wesley Street Farsley Leeds West Yorkshire
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Appropriate authority:	The governing body
Name of chair of governors:	Mr S Goodall
Date of previous inspection:	26 <sup>th</sup> October 1998

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## INFORMATION ABOUT THE INSPECTION TEAM

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21114	Mr M J Johnstone	Registered inspector	Design and technology Art and design Religious education The foundation stage	The characteristics and effectiveness of the school The school's results and pupils' achievements. Teaching and learning Leadership and management Key issues for action
9039	Mr B Eyre	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
20645	Mrs R Webber	Team inspector	Mathematics Information and communication technology Art and design Music Equal opportunities	Quality and range of the curriculum
17857	Mr D Walters	Team inspector	Science Design and technology Geography History Special educational needs	
21858	Mr J Pryor	Team inspector	English Physical education Religious education	

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is over a hundred years old and situated in the heart of the village of Farsley to the west of Leeds. The housing surrounding the school is mostly privately owned and there is a large council estate nearby. The socio-economic circumstances of most of the pupils are above average and this is reflected in the below average proportion (seven per cent) who are eligible for free school meals. On the basis of the year 2000 National Curriculum tests, attainment on entry at seven is similar to the national average in reading, writing and mathematics. There are 238 pupils on roll with 130 boys and 108 girls. This is similar to other junior schools and is about the same as at the time of the previous inspection. Nineteen per cent of the pupils have special educational needs. This is similar to the national average. Most of these pupils have moderate learning difficulties, although five have a statement of special need relating to physical, behavioural and emotional and severe learning needs. The percentage of pupils from minority ethnic backgrounds (1.7 per cent) is broadly average. All of these pupils are fluent in English and English is the main language spoken at home.

### **HOW GOOD THE SCHOOL IS**

Farsley Springbank is an effective school and has made marked progress since the previous inspection. The leadership and management of the school are good and there is a strong commitment to improvement. The headteacher, staff and governors work together well to move the school forward. By the age of eleven, standards in English, mathematics and science are above the national average and pupils make good progress. Teaching is good and enables all pupils to achieve well. The school has developed an effective curriculum that meets the needs of all pupils. Pupils enjoy school and are keen to learn. The school provides good value for money.

#### **What the school does well**

- The headteacher ensures clear direction for the work and development of the school and promotes high standards.
- There is effective teamwork, strong commitment to improvement and rigorous systems to find out what works well and what does not in teaching and learning.
- By the age of eleven, standards in English, mathematics and science are above national averages and pupils make good progress.
- The quality of teaching and learning is good.
- Pupils' attitudes, behaviour and personal development are good and support learning well.
- Classroom support staff are very effective in their support of all pupils including those who have special educational needs.
- All pupils, whatever their needs, are integrated successfully into all aspects of school life.

#### **What could be improved**

- Skills in history, geography, music and physical education are not developed consistently from year to year.
- The day-to-day outcomes of pupils' learning are not built sufficiently into subsequent lessons.
- Teachers do not specify precisely enough what pupils of different abilities in the same class are to learn.
- There is not enough emphasis given to the targets in the individual education plans of pupils who have special needs when additional support is not available.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Overall improvement since the previous inspection in 1998 has been very good. The school no longer has serious weaknesses. Attainment and progress in reading, writing, mathematics and religious education have improved markedly and are now good. Information and communication technology is now better than it was and standards are similar to national expectations at eleven. Teaching and learning have improved and are good overall. No unsatisfactory teaching was seen during the inspection. The curriculum meets statutory requirements and meets the needs of all pupils well. Good procedures for finding out how well the pupils are doing have been developed in English and mathematics and the information is used effectively to plan further developments in these subjects. Pupils' personal development and their spiritual, moral, social and cultural development have improved and are now good overall. All teachers work well together and the roles of the deputy headteacher and subject leaders have been extended effectively. There are very good systems for finding out what works well and what does not in teaching and learning. The school has developed good policies for health and safety, drugs awareness and for child protection.

## STANDARDS

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

Performance in:	Compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	B	B	A	B	Well above average A Above average B
Mathematics	B	A	B	D	Average C Below average D
Science	A	A	A	A	Well below average E

*Similar schools refers to schools that have a comparable percentage of pupils eligible for free school meals.*

The table shows that in the year 2000 National Curriculum tests for eleven-year-olds, standards were well above the national average in English and science. In English, they were high enough to be above those found in similar schools and in science they were well above this. In mathematics, standards were above the national average but not high enough to be in line with those of similar schools. This was because not enough pupils attained the higher Level 5. Taking all three subjects together, the school has increased its average points score for all pupils year on year since 1998.

Inspection evidence is in broad accord with these results and indicates that standards for pupils who are now in Year 6 are above the national average in English, mathematics and science and all pupils, whatever their abilities, achieve well. The school has improved the percentage of pupils attaining the higher level in mathematics and standards are now high enough to be at least comparable with those in similar schools. There is no significant difference in the work of boys and girls in any of these subjects. The school met its targets for the year 2000. It has set realistic targets in English and mathematics for the next two years and is on course to achieve them.

By the age of eleven, standards in information and communication technology are similar to national expectations. Pupils' computer skills are not, however, used sufficiently to support their work in other subjects. Standards in religious education meet the requirements of the local agreed syllabus and some of the work exceeds this. Whilst the work seen in history, geography, music and physical education is similar to that expected for pupils' age, skills are not developed consistently from year to year and this results in uneven progress. In all subjects, the progress of pupils with special educational needs is good.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to learning are good; they enjoy school and are keen to do well.
Behaviour, in and out of classrooms	Behaviour in lessons and around school is good. In assemblies it is excellent. The behaviour of a very small minority of mainly boys in Year 5 occasionally slips below these good standards.
Personal development and relationships	Pupils' personal development is good. They show initiative and take responsibility for their own learning well. Relationships are very good.
Attendance	Satisfactory.

## TEACHING AND LEARNING

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

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

Teaching and learning are good overall and meet the needs of all pupils effectively. At the time of the inspection, there were two supply teachers in school. Of the 63 lessons observed, three per cent were excellent, seven per cent were very good, 49 per cent were good and 41 per cent were satisfactory. No unsatisfactory teaching was seen during the inspection. This is a marked improvement on the position at the time of the previous inspection in 1998 when teaching and learning were generally unsatisfactory. Improvement has been the result of rigorous systems to find out what works well and what does not, improvement in teachers' knowledge and expectations of what pupils might achieve and better planning, teamwork and organisation. All teachers have a clear commitment to improvement. Developments that were noted in the subsequent HMI (Her Majesty's Inspectors) report in January 2000 have continued at a good pace and there is now greater consistency in the teaching. Effective classroom management and very good relationships feature strongly in lessons.

All teachers have developed the literacy and numeracy hours well and teaching is mostly good. As a result, pupils' progress in English and mathematics is now much more consistent than at the time of the previous inspection and this is having a marked impact on their achievements. A key feature of the teaching is the very effective support provided by classroom assistants. Teachers' planning has improved since the previous inspection. However, teachers do not specify precisely enough what pupils of different abilities in the same class are to learn. As a result more able pupils are not always sufficiently challenged and less able pupils struggle to keep up. Planning does not pay sufficient attention to the targets in the individual education plans (IEPs) of pupils who have special educational needs

when additional support is not available and this limits progress towards meeting them. Teachers assess pupils' learning well through good questioning and marking but the day-to-day outcomes of their learning are not built effectively into subsequent lessons. As a result the impact of assessment data on pupils' learning is not as strong as it should be.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall curriculum provision is satisfactory and meets statutory requirements. There are gaps in the development of pupils' learning in history, geography, music and physical education and this leads to some uneven progress.
Provision for pupils with special educational needs	Provision is good overall and helps all pupils whatever their needs to achieve well. Additional classroom support is very effective. Not enough account is taken of pupils' individual targets when support is not available.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This aspect of the pupils' development is good overall. Moral and social development are good and spiritual and cultural development are satisfactory.
How well the school cares for its pupils	Procedures for child protection and ensuring pupils' welfare are good overall. There are good procedures for assessing pupils' attainment and progress in English and mathematics. The use of assessment data to inform curricular planning is satisfactory.

The school has a satisfactory partnership with parents and is working hard to strengthen links. The large majority of parents are supportive of the school in all areas of its work.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is a highly motivated and effective leader. This has been the key to the very good improvements in school since the previous inspection. The roles of the deputy headteacher and senior management team have been extended well and are fulfilled effectively.
How well the governors fulfil their responsibilities	Governors fulfil their statutory responsibilities and are very supportive of the school. They are beginning to hold the school much more accountable for its work.
The school's evaluation of its performance	There is good analysis of pupils' performance in the national and the school's own tests. This provides a firm base from which to build on successes and remedy any weaknesses.
The strategic use of resources	Resources are used well overall. The school effectively seeks best value in the way it spends the money it has.

The number, qualifications and experience of teachers is adequate to meet the demands of the curriculum. There is a good number of additional support staff to meet the needs of pupils who have special educational needs and to provide help for other pupils. The accommodation is satisfactory and there are sufficient resources to meet the demands of the curriculum.



## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Their children like school and are making good progress.</li><li>• Teaching is good and children are expected to work hard.</li><li>• The school is well led and they would feel comfortable approaching the school with any concerns.</li><li>• Behaviour is good and the school is helping their child become mature.</li></ul>	<ul style="list-style-type: none"><li>• They would like more information about how their child is getting on.</li><li>• They would like a greater range of interesting activities outside lessons.</li></ul>

Inspectors agree with the parents' positive comments. The annual reports on pupils' progress are satisfactory. They provide good evidence of pupils' performance in all subjects but do not always specify targets for improvement. There are two formal opportunities for parents to meet with teachers and staff are available at any reasonable time to discuss pupils' progress. This situation is similar to that found in many schools. The range of extra-curricular activities is similar to that in most other schools.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. In the year 2000 National Curriculum tests for eleven-year-olds, standards were well above the national average in English and science. In English, they were high enough to be above those found in similar schools and in science they were well above this. In mathematics, standards were above the national average but not high enough to be in line with those of similar schools. This was because not enough pupils attained the higher Level 5. Taking all the three subjects together, the school has increased its average points score for all pupils year on year since 1998. Over the past two years, girls have tended to do a little better than boys in English and mathematics.
2. Inspection evidence is in broad accord with these results and indicates that standards for pupils who are now in Year 6 are above the national average in English, mathematics and science and all pupils, whatever their abilities, achieve well. The school has improved the percentage of pupils attaining the higher level in mathematics and standards are now high enough to be at least comparable with those in similar schools. Standards in English and science are not quite as high as in the year 2000 tests due to a slightly higher proportion of pupils with special educational needs and fewer higher attaining pupils in the present Year 6. There is no significant difference in the work of boys and girls in any of these subjects. The school achieved its targets for the year 2000. It has set realistic targets in English and mathematics for the next two years and is on course to achieve them.
3. In English, pupils enter the school with attainment that is similar to the national average in reading and writing. With good teaching of basic skills in the literacy hour pupils make good progress as they move through the school. By the age of eleven, standards in reading, writing, spelling and grammar are above the national average. Most pupils read fluently and with good understanding of a range of texts. They are successful in reading unfamiliar words by sounding out the letters. Pupils write well for a range of purposes and in different styles. They edit and redraft their writing so as to improve its impact and appearance. They compose good poems and thoughtful stories exploring their feelings and using their own experiences well. Pupils speak confidently and clearly and listen well to what others have to say. Reading and writing skills are used well to support learning in subjects such as science, history, geography and religious education. Pupils' good speaking and listening skills support their work in all subjects and enable them to enter into good discussions and debates.
4. In mathematics, pupils enter the school with attainment similar to the national average. The consistency in teaching brought about by the numeracy hour develops pupils' learning well so that by the age of eleven, standards are above the national average. Pupils understand that the position of a number affects its value and are able to apply their skills effectively when solving problems and investigating number patterns. The mental number activities at the beginning of lessons have had a good effect on speeding up pupils' recall of number facts. Pupils have good understanding of shape, space and measures and data handling. Numeracy skills support work well in science, information and communication technology and geography. In English and mathematics, pupils' standards and achievements show very good improvement since the previous inspection. Better teaching, organisation, well-

established literacy and numeracy strategies and effective teamwork have brought this about. In science, pupils achieve well in investigative and experimental work. They develop a wide scientific vocabulary and have a good understanding of what constitutes a fair test. Pupils have a good knowledge of life processes and living things, materials and their properties and physical processes.

5. By the age of eleven, standards in information and communication technology have improved since the previous inspection and are now similar to national expectations. The computer suite has ensured that pupils receive consistent experiences of the subject and achieve sound basic computing skills. Pupils' computer skills are not, however, used sufficiently to support their work in other subjects. Standards in religious education meet the requirements of the local agreed syllabus. Pupils' achievements in the subject are satisfactory overall, although some of the work in Years 4 and 6 shows good progress and a higher standard of work. Very good progress has been made in the development of the design and technology curriculum since the previous inspection and standards are now similar to those expected for pupils' age. In art and design, the work is also similar to that expected for pupils' age. In both these subjects, pupils' achievements are satisfactory overall. Pupils' achievements in history, geography, music and physical education are satisfactory. Whilst the work seen in these subjects is similar to that expected for pupils' age, skills are not developed consistently from year to year. This results in breaks in learning and uneven progress.
6. Throughout the school the achievements of pupils with all types of special educational need are good in English and mathematics. Outside these two subjects, provision is less consistent. Scrutiny of work completed earlier in the year shows that there are occasions when all pupils do the same work because the targets in their individual education plan (IEP) are not considered when the lesson is planned. Success is much more evident when pupils have the support of classroom assistants or help through writing guides and word banks planned by their teacher. Where classroom assistance is not available, achievements and progress slows down to a satisfactory level. Teachers' assessment files contain good evidence of pupils with moderate learning difficulties making sufficient progress over a short period of time to be taken off the special needs register. Pupils with a statement of special educational needs make good progress in the targets set for them because the school make full use of special materials and equipment and the pupils receive consistent well targeted additional support.

### **Pupils' attitudes, values and personal development**

7. The pupils' attitudes to school, their interest in learning and behaviour are good. They are well mannered and helpful. These features have been fully maintained since the previous inspection. Discussions with parents confirmed that this strength of the school is valued throughout the community.
8. The behaviour of almost all pupils is good throughout the school day. The attitudes and behaviour of pupils during assemblies is excellent. Pupils are very helpful and there were many acts of spontaneous politeness and kindness, for example, pupils showed genuine delight when a pupil with special educational needs was successful in a mathematics game during a Year 5 lesson. Relationships are very good and pupils have a high regard for the feelings, values and beliefs of others. No bullying, oppressive behaviour, sexism or racism was seen during the inspection. There are a few pupils, mainly boys in Year 5, whose behaviour and attitudes in lessons sometimes fall below these high standards. The recent permanent

exclusion of a pupil was managed well and the school is continuing to provide teaching support at home as an interim measure.

9. There are many opportunities for the pupils to undertake responsibilities and such is the level of confidence they have in their surroundings that they often act spontaneously in the assistance they provide. In lessons pupils take the initiative in organising themselves in small group activities, for example, they set out games equipment sensibly with the minimum of direction and assist the dinner supervisors at lunch-times. The school is developing well the pupils' ability to study and work independently. These factors have a marked effect on pupils' personal development and have improved markedly since the previous inspection.
10. Pupils with special educational needs sustain good levels of concentration and work well together with their classmates. Some pupils have a programme to help them become more co-operative with other pupils and adults, so that they continue to progress at the same rate as other pupils. This is a small but significant number of pupils, particularly boys in Year 5. The school has recently established a 'Time Out' routine under the guidance of a learning mentor, in an effort to fulfil their aim of giving the best educational opportunities to all pupils. The scheme has not been operating long enough to make a judgement about its effectiveness.
11. Attendance is close to the national average and there is very little unauthorised absence. This is much as was reported when the previous inspection took place. Most pupils arrive at school punctually and make their way quickly to their classroom. There is a small minority of pupils who have an attendance rate below 90 per cent. This has a detrimental effect on their attainment and progress and the overall attendance rate of the school.

## **HOW WELL ARE PUPILS TAUGHT?**

12. Teaching and learning are good overall. This is a marked improvement on the position at the time of the previous inspection in 1998 when teaching and learning were generally unsatisfactory. Improvement has been mainly the result of rigorous systems to find out what works well and what does not, improvement in teachers' knowledge and expectations of what pupils might achieve and better planning, teamwork and organisation. All teachers have a clear commitment to continued improvement. Developments that were noted in the subsequent HMI (Her Majesty's Inspectors) report in January 2000 have continued at a good pace and there is now greater consistency in the teaching. Of the 63 lessons observed, three per cent were excellent, seven per cent were very good, 49 per cent were good and 41 per cent were satisfactory. No unsatisfactory teaching was seen during the inspection.
13. The teaching of English and mathematics is good. All teachers have developed the literacy and numeracy hours well and there is a consistency of approach in the way lessons are organised and conducted. As a result pupils' progress in English and mathematics lessons is now much more consistent than at the time of the previous inspection. This is having a marked impact on their achievements. Pupils enter school with attainment close to the national average in English and mathematics and leave with attainment above this level. This reflects clearly the effects of good teaching and learning in these subjects.
14. In both subjects, teachers have a good knowledge of the literacy and numeracy strategies. All lessons have a recommended structure of whole class, group and individual work. In literacy lessons, teachers make good use of introductory and

concluding sessions for each lesson to ensure that the pupils know what they are about to learn, and can make judgements about whether they have been successful in doing so. This develops pupils' knowledge of their own learning well. These sessions are similarly effective in numeracy lessons, although the opening whole class mental arithmetic sessions sometimes lack the required pace. The basic skills of reading, writing and number are taught effectively. For example, good emphasis is placed on the use of letter sounds to help pupils read unfamiliar words, writing is promoted across all subjects and pupils are encouraged to try different strategies for solving problems involving number.

15. The teaching of science is consistently good with some very good teaching in Years 5 and 6, which leads to effective learning. Teachers are learning from the structure of the literacy and numeracy sessions and include good summary sessions at the end of the lesson to draw together what has been achieved. This reinforces pupils' learning well. Good emphasis on scientific enquiry is helping raise standards and gives pupils good opportunities to learn from first hand experiences. For example, in a Year 6 lesson on forces the teacher organised a good set of investigations that kept all pupils highly motivated and resulted in rapid progress. The teaching of religious education is satisfactory with about a half of lessons seen being good. The teachers' knowledge of the topics and of how children learn is usually good and there is effective use of good quality resources. This ensures that all pupils learn effectively and make sound progress as they move through the school. The teaching of information and communication technology is satisfactory with some examples of good teaching in the computer suite. Basic computing skills are taught well but there are insufficient opportunities for pupils to consolidate and extend their skills in work across all subjects. Teaching in all other subjects is at least satisfactory and in about a half of lessons it is good.
16. Across all subjects, teachers' knowledge and understanding is now good as a result of effective in-service training, self-evaluation and the use of nationally approved subject guidelines. Good questioning extends pupils' thinking well, for example in a Year 4 literacy lesson the teacher asks 'What do you think the writer wanted to tell us in this passage?' and in a Year 5 numeracy lesson the teacher asks 'Tell us how you worked out the answer?' Teachers have high expectations of pupils' behaviour and almost all pupils respond well to these. Relationships are very good and impact well on pupils' learning by providing a supportive classroom environment in which all contributions are valued. Pupils are managed well and this ensures that most lessons are characterised by a good working atmosphere and high levels of concentration and perseverance. On a few occasions, the behaviour of a small minority of mainly boys in Year 5 causes some problems for the teacher. This is generally handled well with the help of support staff. Time, support staff and resources are used effectively and make positive contributions to the pupils' learning in all subjects.
17. Teachers' planning has improved since the previous inspection and is now satisfactory. All lessons now have a general statement of what pupils will learn and this is shared with the pupils. Weekly planning in English and mathematics is consistently based on the national literacy and numeracy strategies and there is a brief outline of what is to be learnt in all other subjects. However, there are weaknesses in the planning. It is not clear what groups of pupils will learn since the general statement of what will be learnt is not refined to meet the different needs of the ability groups within the class. This means that even progress for all pupils cannot always be assured and more able pupils are sometimes not sufficiently challenged whilst less able ones struggle to keep up.

18. Teachers assess pupils' understanding well through good questioning, praise and marking. In the most effective lessons there is good encouragement for pupils to judge the success of their own work. This develops good self-assessment as an aid to learning. However, the day-to-day outcomes of teachers' assessments are not built systematically into subsequent lesson planning. This limits the effect of assessment information as a tool for developing pupils' learning. Homework is used satisfactorily to extend pupils' learning, particularly in English and mathematics where homework is more regularly set.
19. Mostly good teaching and effective use of support staff are significant factors in the generally good teaching and progress of pupils with special educational needs. The good relationships identified in the previous report have been sustained. Combined with the support and advice from outside agencies, the impact on the achievements of pupils with special educational needs is good. Outside the core subjects of English and mathematics, provision for special educational needs pupils is inconsistent. Examination of work completed earlier in the year shows that there are occasions when all pupils do the same work because the targets in their individual education plan have not been considered when the lesson was planned. This usually occurs where no extra adult support has been allocated and teachers do not fully understand their responsibility to consider this in their planning. Although the teaching of pupils with special educational needs has improved since the previous inspection, there is insufficient monitoring of lesson planning to ensure that there is more focus on targets in the pupils' IEPs.

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

20. The quality of curriculum planning has greatly improved since the previous inspection and provision is now satisfactory overall. The range of learning opportunities now provided by the school ensures that pupils are offered a broad, relevant and generally well balanced curriculum. It meets statutory requirements in all subjects, including religious education. The curriculum includes suitable attention to sex education and drugs misuse. The school has recently implemented a good personal, social and health education programme.
21. The national literacy and numeracy strategies are well established and this has helped improve the consistency of curriculum planning in English and mathematics. Planning for all other National Curriculum subjects with the exception of music and physical education are based on national guidelines which teachers use effectively to support their medium-term planning. With music, the school is aware that curriculum planning for this subject is currently unsatisfactory and intends to review the planning and delivery of this subject using national guidelines in line with other subjects. In physical education there has been little work done in gymnastic and dance. This is partly due to the relocation of a class to the hall for this term as a result of a mobile classroom being condemned. The system of organising subjects such as history and geography in set blocks of time throughout the year means that there is too long a break before revisiting these subjects again. This means that key skills are not developed regularly enough to ensure successful progression.
22. The school pays good attention to equal opportunities and provides a curriculum where all pupils are valued and included in every aspect of school life. The school is effectively aware of gender issues in relation to curriculum provision and has suitably targeted girls to attain higher levels in mathematics and improve boys'

- writing in English. Across the school, setting pupils by ability in mathematics is having a positive impact on improving standards in the subject.
23. The school makes good provision for pupils with all kinds of special needs. The Code of Practice for special educational needs has been implemented and provisions contained in statements of special educational need are met. Individual education plans are well prepared, with clear targets and review dates. Since the previous inspection, good progress has been made involving teachers and support assistants in the reviewing of targets. The recently appointed Learning Mentor has the twin aims of targeting gifted and more able girls to higher attainment in mathematics and to use information and communication technology in improving literacy skills such as spelling and drafting and editing in Year 3. Early indications are that these initiatives are having a positive effect on pupils' progress.
  24. The provision for extra-curricular activities is satisfactory. School clubs consist largely of sporting activities such as athletics, football, rounders and netball. These clubs have a good effect on pupils' skills and enthusiasm. The music curriculum is also enhanced through the school orchestra. The school has established sound links with the community in order to support its curriculum provision. For example, health education and geography are effectively enhanced by visits from the school nurse and from the local police and firemen. Links with two local football clubs ensures that physical education is effectively supported through specialist football coaching. Links with the local newspaper involving Year 6 pupils in the publication of their own newspaper support work well in English. Liaison with partner schools is good and helps pupils settle quickly and calmly into their new school environments.
  25. Overall the provision for the pupils' spiritual, moral, social and cultural development is good. The provision for the pupils' moral and social development in particular is good, while that for spiritual and cultural development is improved since the previous inspection and is now satisfactory. Considerable improvement all round has been made since the previous inspection report judged the provision for the pupils' spiritual and cultural development to be unsatisfactory. The lack of opportunities for reflection and the expression of personal points of view within the curriculum have been addressed successfully since the previous inspection. There are now more opportunities for becoming familiar with cultures other than their own. Overall the school's good provision for this aspect of the pupils' development enriches their experience and enhances their understanding of the way the world around them works and how they are a part of it.
  26. The provision for spiritual development through school assemblies and acts of collective worship provides pupils with an appropriate means for expressing spiritual ideas. It allows for moments of personal reflection about the important topics, such as teamwork or care for others. Material is drawn mainly from the Christian tradition, but contributions from the other religions studied in school are included. The assemblies are also used to build up the sense of community in the school. All the staff attend the celebration assembly on each Friday. However, at other times the lack of staff other than the person leading the assembly reduces the effectiveness of these occasions and diminishes their significance. The sharing assemblies and the opportunities provided for pupils to speak in front of the whole school is an important element in the development of their confidence and sense of self-worth. Work in art, music and literature does provide some opportunities for pupils to pause and reflect, and to express wonder and delight. However, such opportunities are not planned for nor necessarily used when they arise. The possible contribution to the pupils' spiritual development of subjects such as English is not identified in the subject

policies. Indeed religious education and collective worship are noted in the school prospectus as contributing only to the pupils' moral and social development.

27. The provision for the pupils' moral development is good. The behaviour policy and its management together with the systems for encouraging good behaviour ensure that the pupils understand why some sorts of behaviour are acceptable and others are not. The pupils discuss matters of right and wrong, and how such decisions are arrived at in their personal, social, health and citizenship education (PSHCE) lessons. These matters also figure in literacy sessions where pupils learn how best to express deeply held feelings and how to join in a debate effectively. The pupils have developed a good sense of how to behave in a socially acceptable way so that the school community runs smoothly and its members can feel secure. The good relationship between pupils and with the staff brought about by the way the school is managed and run enable the pupils to develop soundly based moral values and an understanding of how to maintain them. The parents commented favourably on the way the school promotes good behaviour and positive attitudes.
28. The recent development of the PSHCE lessons and the imminent creation of a school council of pupils have improved the provision for the pupils' social development significantly. It is now good. Pupils undertake a number of jobs about the school assisting in its everyday running. Through this they develop an understanding of how society works and how the community depends upon the willing involvement of its members in its life. The pupils are encouraged to help one another and to take care of the younger and more vulnerable members of the school. Pupils are involved in a range of social activities supporting and supported by the local community. One example is the newspaper pupils in Year 6 produced; another is the development of a garden with the co-operation of a local business. Pupils join in public activities such as the Millennium celebrations and the regular entertainment of senior citizens. The co-operative ways in which the different members of staff work together provides the pupils with good models to follow.
29. The provision for the pupils' cultural development has improved since the previous inspection and it is now satisfactory. In art the pupils are introduced to the work of some significant European painters. However, there is not the same attention paid to art from other cultural backgrounds. The provision for experiencing a range of music has been extended through visits of the string quartet and the musician demonstrating Indian music. In the same way the visit of a Sikh storyteller during World Book Week extended the pupils' experience of literature drawn from another tradition. The contribution of other cultures to, for example, mathematics or the sciences have not been pursued and the contribution of drama, through, for example, a study of important play texts does not figure prominently in the curriculum.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

30. The school has improved its care arrangements since the previous inspection to ensure the welfare of its pupils. These are now good. All adults in the school have compassion and understanding of individual pupils' needs and they work together to ensure that everyone is well cared for.
31. Procedures for monitoring and promoting high standards of behaviour are good. Each classroom has a code of conduct that was produced following discussion between the teachers and the pupils. The behaviour management arrangements are consistently applied in all classrooms and include pupils' own individual learning



targets. Pupils benefit greatly from this because they are able to promote standards of good behaviour amongst themselves. On several occasions during the inspection, pupils were heard to be reminding each other to follow the rules.

32. Child protection procedures are good. This is a considerable improvement since the previous inspection when they were judged unsatisfactory. The headteacher, acting in her role as child protection co-ordinator, has ensured that her own training as well as all members of staff has made everyone aware of their duty to protect children from harm. The records the school keeps fully meet requirements and there are good arrangements in place to ensure collaboration with external support agencies.
33. First aid arrangements, fire drills and the arrangements to ensure safety on outings are all sound and the school has a well-developed understanding of its responsibility to conduct risk assessments. Procedures for promoting good attendance are satisfactory. The electronic registration system ensures accurate data recording and parents are properly informed about the importance of regular attendance in the information they receive.
34. Procedures for assessing pupils' attainment and progress are good in English and mathematics and are satisfactory in other subjects. This is a significant improvement since the previous inspection when they were judged to be unsatisfactory. The use of assessment information to guide curricular planning is satisfactory overall with good features in English, mathematics and science. Careful analysis of test results has identified areas of weakness in curriculum provision in these subjects. This resulted, for example, in a higher profile for investigation and problem solving in science and mathematics. The use of assessment information in this way is more effective than at the time of the previous inspection due to better understanding amongst senior staff about how assessment data can improve curricular planning.
35. Overall, the assessment procedures highlight areas for development in the curriculum well, particularly in English and mathematics. There are good procedures for assessing the needs of pupils who have special educational needs and monitoring their progress in English and mathematics. Results from assessments are used to plan individual targets, but these are not always used in lesson plans. As a result some of the momentum for success is lost.
36. As reported at the time of the previous inspection, there is some discrepancy between teachers' assessment in English, mathematics and science and the eventual test results. Although this is not as significant as it was at that time, the likely cause is the infrequency with which teachers use the national levels of assessment. Collections of assessed work are being established in most subjects in order to improve the accuracy of teacher assessment. These are at an early stage of development.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

37. The school has a satisfactory partnership with the parents. This is a similar judgement to that made at the time of the previous inspection, however, the school has worked hard to try and involve parents more in the life and work of the school. The parents' views of the school are good. They appreciate especially the efforts made to consult with them when personal difficulties arise.
38. The parents who completed the questionnaires and attended the meeting with the registered inspector confirm that the school is effective in promoting good standards

of behaviour and maturity. They appreciate the opportunities they have to meet staff to conduct both formal and informal discussions about their child's progress; although a significant number felt that they could be better informed about how their child was getting on. The inspectors agree that the formal annual reports could be improved but in every other respect the school provides good quality information. Formal interviews are conducted twice a year and on these occasions parents have opportunities to talk with both the class teacher and the appropriate classroom assistants. This good arrangement ensures that all aspects affecting the individual pupil's progress are fully covered.

39. The written reports parents receive to inform them of their child's progress and achievements are satisfactory. They reflect the character of each individual very well but are less clear in the information they provide. They define what has been achieved but many do not say if this has met the teacher's expectations. Few set future targets for learning. The links with parents of pupils with special educational needs are good and involve them in regular reviews of pupils' progress.
40. The school brochure is a well-presented and informative document. It provides a full range of essential information and contains an exceptionally good explanation of the school's procedure for pupils who have a special educational need. The governor's annual report complies with the regulation in the information it contains but it is presented with an unnecessary amount of detail, which makes it difficult to read.
41. The formally established Parent Teacher Association is used effectively to promote the involvement of parents and families in the social and fund-raising activities organised by the school and a few parents help in school during the day, for example with the organisation of the school library. The number of parents involved in classroom activities has reduced in recent years, principally because of the increased opportunities available for work in the area.
42. Parents encourage their children to do the work assigned for homework. Numerous examples of the benefits of this were found in the pupils' reading scheme records and this is a strong contributing factor to the good reading standards observed in the school.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

43. The headteacher is an enthusiastic, hardworking and effective leader. Leadership and management have been the key to the creation of an effective and improving school. The headteacher was new to the post at the time of the previous inspection and reacted quickly and positively to the serious weaknesses identified at that time. Her strong determination to concentrate on changes most likely to lead to improvement and good judgement in weighing up which initiatives would contribute to the work of the school are at the heart of the school's success. The school no longer has serious weaknesses and progress since the previous inspection has been very good. Good teamwork now features strongly and there is a clear commitment by all who work in the school to further improvement. The school has appropriate and well-communicated aims. These are focused largely on the creation of a good ethos where there is equality of opportunity and a desire and determination to raise standards and the quality of learning. The aims are well reflected in what the school has achieved over the past two years.
44. There is now rigorous and effective monitoring of teaching and learning by the headteacher and subject leaders. All staff reflect critically on what they can do to

improve teaching and learning. There is now good delegation to staff with management responsibilities and effective follow-up to ensure tasks are completed. The roles of the deputy headteacher and senior management team have been extended well since the previous inspection. There are much more focused and appropriate job descriptions including tighter management and curriculum development responsibilities. These are fulfilled effectively. All of these factors have been responsible for the improvements in the quality of teaching and pupils' achievements in English, mathematics and science.

45. Regular scrutiny of pupils' work has alerted the school to improvements needed, for example, in pupils' writing and enabled quick and effective action to be taken to improve this aspect. A comprehensive programme of monitoring and evaluation of teaching in every class by the headteacher and key subject leaders has highlighted key strengths but also focused on the development of certain shortcomings. For example, the need to encourage pupils to explain the strategies they use for solving mathematical problems and the need to target different ability groups with specific questions in all subjects. Improvements in these areas of teaching are now evident. There is good analysis of pupils' performance in the national and the school's own tests and of the value added by the school to pupils' achievements and progress. This provides a firm base from which to build on successes and remedy any weaknesses. The school improvement plan is well focused and regularly reviewed. It sets out clear, achievable objectives and includes details of costings, target dates and personnel responsible.
46. The co-ordinator for special educational needs is knowledgeable and has good vision for the development and management of this aspect of the school's provision. Funding is used efficiently to promote progress and attainment for pupils through a good level of adult support and appropriate learning resources. Guided by a clear action plan and with a good standard of control and management, it is having a positive impact on the attainment and progress of all pupils who have special needs. Funding from the 'Excellence in Cities' initiative is used effectively for the learning mentor and additional literacy support. The effect of special educational needs provision is reviewed as part of a stringent performance management cycle. This has indicated the need to be more closely involved in the monitoring of planning to ensure more consistent use of targets in the IEPs. A governor responsible for special educational needs has been appointed and the work of the school is regularly reported to the governing body.
47. The governors fulfil their statutory duties well and help to shape the direction of the school effectively. Their committee structure is effective and allows for appropriate delegation. They understand the school's strengths and weaknesses and are beginning to hold the school accountable for its work. Critical questions are asked, for example, regarding the school's performance in national tests and the effectiveness of additional classroom assistants they have sanctioned. Well-conceived performance targets have been set for the headteacher involving, for example, improvement in the quality of teaching. Financial planning is good and the finance committee keep a very effective overview of all spending including reviews of special grants. The school effectively seeks best value in the way it spends the money it has. Educational priorities are supported well through the school's financial planning. The minor recommendations of the most recent auditor's report have been met.
48. The experience, teaching strengths, competence and number of teachers in the school match the needs of the curriculum and its pupils well. The members of the

senior management team have the necessary experience and skills to contribute effectively to the running of the school. The co-ordination of the various subjects in the curriculum is managed well by enthusiastic teachers who have, or are rapidly developing, the necessary up-to-date extra familiarity with their subject to support their colleagues effectively. Most have received training for monitoring the teaching and learning in their subjects, for more recently appointed co-ordinators this training is already planned for.

49. The school has invested wisely in in-service training for all its staff, and this has had a good effect on standards of teaching and learning and on results in general. There is an effective programme for the induction of new teachers with a designated staff mentor. New teachers are also well supported by colleagues because of the good quality team spirit which motivates all the staff. The classroom support staff are experienced and well trained, providing a good level of support for the pupils with special educational needs and others in their charge. They make a particularly effective contribution to the standards of attainment that the pupils achieve. Many of them perform several functions in the school, so that policies for pupil management both in class and at meals and playtimes are consistently applied. This is a major factor in the good behaviour of the pupils and the orderly character of the school. The administrative and maintenance staff serve the school well so that it functions effectively and is a good place for the pupils to be in.
50. The classrooms are of a generous size, they are equipped with water and carpeted areas and the furniture provided is of an appropriate size for the range of pupils in the school. There is a vigorous programme of refurbishment of the school and the playground. This is necessary as the building and surrounds are beginning to show their age. A computer suite is being developed in a room shared with the reference library. The library of reading books is currently housed at one end of the hall. This inhibits its use as a place to sit and read. The accommodation has been adapted to provide access for wheelchair users, which reflects the school's intention to include all pupils in its work.
51. The grounds provide an adequate hard play area which will be better for the children when its unevenness is covered over. There is also a generous grassed area which is well used for games and athletics in season. The central hall is used for gymnastics and dance and is fitted with a satisfactory range of fixed and movable equipment. There is sufficient space for offices and storerooms and a reasonably sized and equipped staff room. The refurbished mobile classroom that is a replacement for the condemned one, brought into service just prior to the inspection, is also providing a place for instrumental music tuition and other withdrawal groups.
52. The teaching resources that are provided for almost all the subjects are at least satisfactory in quantity and quality. They are readily accessible and well used by the staff. Many of the reference books in the library covering other subjects are reaching the end of a useful life, but those in the topic boxes used for specific units in the curriculum are of a good quality. The resources for science and music are good, but there is currently a lack of computers available in classrooms. Most of the computers having been gathered into the library room to create a computer suite. This means that teachers do not have the opportunity to use them in general lessons. The resources provided for pupils with special educational needs including specialised furniture and teaching aids are of a good quality. They support the good progress that these pupils make.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

53. In order to continue the very good progress made since the previous inspection, the headteacher, staff and governors should:
- a) improve the development of skills in history, geography, music and physical education by ensuring key skills are developed systematically. Include a review of the history and geography curriculum to ensure that the gap of two terms between history and geography topics does not preclude the regular practice and reinforcement of key skills;  
(This issue is discussed in paragraphs 5, 21, 83, 89, 99 and 101)
  - b) use assessment data more effectively to develop pupils' learning by ensuring that the day-to-day outcomes of pupils' learning are built more effectively into subsequent lesson planning;  
(This issue is discussed in paragraphs 18, 59, 72, 79, 82, 84, 85, 94, 99 and 110)
  - c) ensure a consistent match of work to the different needs of the pupils by breaking down the general learning objective of a lesson to indicate what each of the ability groups will learn;  
(This issue is discussed in paragraphs 17, 59, 67 and 72)
  - d) ensure that pupils who have special educational needs make consistently good progress in all lessons by taking more account of the targets in their individual education plans, particularly when additional support is not available.  
(This issue is discussed in paragraphs 6, 19, 35 and 46)

**In addition to the key issues above, the school should also consider the following less significant weaknesses for inclusion in the action plan:**

- Improve the development and application of pupils' information and communication technology skills across all subjects. (Paragraphs 5, 15, 52, 58, 73, 82, 88 and 93)
- Continue to work to improve the behaviour of the small minority of mainly boys in Year 5. (Paragraphs 8 and 16)
- Improve the quality of written reports to parents by providing more information on whether the teachers' expectations have been met and including more targets for improvement. (Paragraph 39)

*It is recognised that the school is aware of these issues and has already taken several relevant initiatives.*

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	63
Number of discussions with staff, governors, other adults and pupils	40

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	7	49	41	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	Y3-6
Number of pupils on the school's roll (FTE for part-time pupils)		238
Number of full-time pupils eligible for free school meals		18

FTE means full-time equivalent.

Special educational needs	Nursery	Y3-6
Number of pupils with statements of special educational needs		5
Number of pupils on the school's special educational needs register		46

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	7

### Attendance

#### Authorised absence

	%
School data	4.1
National comparative data	5.2

#### Unauthorised absence

	%
School data	0
National comparative data	0.5

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

### Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	39	26	65

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	35	34	38
	Girls	26	22	26
	Total	61	56	64
Percentage of pupils at NC level 4 or above	School	94 (81)	86 (83)	98 (98)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	33	30	35
	Girls	21	18	24
	Total	54	48	59
Percentage of pupils at NC level 4 or above	School	83 (80)	74 (77)	91 (98)
	National	70 (68)	72 (69)	79 (75)

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

### Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	4
Pakistani	0
Bangladeshi	0
Chinese	0
White	232
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

### Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	5	0
Other minority ethnic groups	0	0

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

### ***Teachers and classes***

#### **Qualified teachers and classes: Y3-6**

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	26.4
Average class size	29.7

#### **Education support staff: Y3-6**

Total number of education support staff	12
Total aggregate hours worked per week	224

### ***Financial information***

Financial year	2000
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	£
Total income	463,811
Total expenditure	467,631
Expenditure per pupil	1878
Balance brought forward from previous year	17,340
Balance carried forward to next year	23,360



## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	238
Number of questionnaires returned	99

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	44	47	6	2	0
My child is making good progress in school.	33	58	8	0	1
Behaviour in the school is good.	28	60	8	0	4
My child gets the right amount of work to do at home.	29	54	12	3	2
The teaching is good.	35	60	3	1	1
I am kept well informed about how my child is getting on.	31	44	23	1	0
I would feel comfortable about approaching the school with questions or a problem.	60	34	6	0	0
The school expects my child to work hard and achieve his or her best.	58	40	1	0	1
The school works closely with parents.	29	51	17	0	3
The school is well led and managed.	40	49	5	1	4
The school is helping my child become mature and responsible.	39	49	4	0	7
The school provides an interesting range of activities outside lessons.	16	56	21	3	4

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

### **ENGLISH**

54. Inspection evidence indicates that the standards of attainment in English, the quality of teaching and learning and the progress made by pupils throughout the school is good. It is better than that found both nationally and in similar schools. This is a marked improvement on the situation at the time of the previous inspection. All the matters related to English identified as requiring attention in the previous inspection report have been addressed well and significant improvements made so that in most cases, such as reading, where there was a weakness, this is now strong.
55. From a study of the National Curriculum test results and those of other standardised tests it is clear that levels of attainment in all aspects of English have improved markedly over the past few years. For example, in the reading tests in 2000 all the girls in Year 6 achieved the expected Level 4 with more than nine out of ten boys achieving the same standard. Three quarters of the girls achieved the higher Level 5 with some six out of ten of the boys. The difference between boys and girls mirrors the national trend and the school has worked hard and successfully to narrow the gap, improving the boys' performance significantly. In the year 2000 tests, standards were well above the national average. Standards for the current Year 6 pupils, although above the national average, are not quite as high as this. This is due to a slightly higher proportion of pupils with special educational needs and fewer higher attaining pupils in this year group.
56. Pupils of all ages successfully read a good range of books, both for pleasure and for information; this extends their skills in reading well. These good reading skills improve the interest and quality of their writing not only in English but also in subjects such as geography, history, religious education and in science where they create good written records of what they have learned. Attainment in writing is also better than average, though not yet as far advanced beyond the average as reading. Progress in this aspect of English for both boys and girls over time has been good. Handwriting, grammar and spelling are also better overall than that expected of eleven-year-olds. The good level of attainment in English is underpinned by the better than average skills the pupils develop in both speaking and listening. They listen carefully to the teachers and to each other in discussions and when receiving instructions. They speak well and clearly, using complex phrases and sentences in discussions and in response to questions, rather than single word answers. These speaking and listening skills support work well in all subjects.
57. The raised levels of attainment have been the result of the well-managed adoption of the methods advocated by the National Literacy Strategy, and its adaptation to meet the particular need of the school to improve reading. This has been matched by the improvements in the teachers' skills as a result of continued training. The close matching of the books used to the pupils' reading levels has been a significant feature in the improvement in reading skills. Pupils with special educational needs attain standards which, while still below average, are good in the light of their previous attainment. The well briefed and competent support staff maintain these standards.
58. Most pupils make good progress in English as they move from Year 3 to Year 6. In reading, they make good use of the well-selected books provided. These cover a

good range of types of literature as well as the books provided for gaining information about the topics studied throughout the curriculum. They skim read passages of writing to establish the main points quickly and use this skill well to develop their own note writing. The use of computers for gathering information is improving as the use of the computer suite is developed but there are few opportunities to use them in general classroom English work. The pupils write effectively for a number of purposes. They write effective pieces about contentious issues like foxhunting or homework in schools, presenting balanced arguments for both sides. Pupils edit and redraft their writing so as to improve its impact and appearance. They compose good poems and thoughtful stories exploring their feelings and using their own experiences well. Pupils are enabled to do this because of the good and trusting relationships with all staff. Writing is given a very good sense of reality when, for example, the Year 6 pupils write, edit and publish a special edition of the local newspaper. The pupils develop their speaking skills well in a variety of situations so that, for example, a Year 5 pupil can confidently address the whole school, giving an account of a course on creating school councils he had attended with the headteacher. They explore the meanings of words and then use them effectively to enrich both their speaking and their writing.

59. The quality of teaching is good. All the teaching of English is at least satisfactory and 70 per cent is at least good. Teachers have a good understanding of English and of how to teach it. They use nationally recommended methods that are skilfully adapted to the needs of their own classes and which effectively improve standards and the quality of learning. This ensures that the pupils' knowledge and understanding of English, and their skills in reading and writing develop well. The planning of work for different groups of pupils is generally sound and sometimes imaginative. Where the teaching is less effective the planning of work for the different ability groups is not as clear as it might be and the day-to-day outcomes of pupils' learning are not built sufficiently into subsequent lessons. The good management of almost all the classes ensures that time is not wasted in setting pupils to work or establishing order. Pupils work hard and concentrate for long periods of time, enthusiastically engaged, either as individuals or in small groups, in the work planned for them. Teachers make good use of introductory and concluding sessions for each lesson to ensure that the pupils know what they are about to learn, and can make judgements about whether they have been successful in doing so.
60. The good quality of the regular teachers' marking in pupils' books, which provides not only comments about the quality of the work, but also hints on how it can be improved, supports the pupils' involvement in their own learning. In most classes, targets set for the pupils to achieve particular levels of attainment are followed up to maintain progress. A significant feature of the teaching is the good use made of the well trained and competent support staff. They contribute not only to the good progress made by pupils with special educational needs but also to the generally good quality of learning of all the pupils.
61. Additional support in English is provided for the pupils identified as 'gifted and able' by the school. Although the identification of these pupils is at an early stage of development, this support is beginning to have a positive impact on their standards. Most pupils develop the ability to work well independently; they are supportive of each other and are courteous and kindly as they listen to each other's work. The quality of help pupils give to their classmates with special needs is noteworthy. The over-dependence on worksheets identified in the previous inspection has largely been overcome by the appropriate use of texts. As the range of books provided for

English is extended areas such as poetry, drama texts and stories from other cultures, which are currently satisfactory, can be strengthened improving the support for the pupils' spiritual and cultural development. Teachers use the mostly good quality resources for the subject well. Good quality dictionaries and other reference books for English are provided in each classroom and are readily available for use.

62. The subject is well managed and this has made a positive contribution to the raised standards. The teaching and learning of the subject is effectively monitored and the quality of both has been improved very well since the previous inspection. Test results and regular assessments are closely analysed so that the curriculum is adjusted to the needs of the school, such as the extra emphasis placed on reading, or on the boys' standards in writing. The very good overall improvement made in English is being used by the headteacher and senior management of the school as a model for the further development of other subjects.

## **MATHEMATICS**

63. Standards in mathematics have improved significantly since the previous inspection and are now above the national average. At the time of the previous report, standards were reported to be below average. This good improvement can be attributed to better teaching, planning and monitoring in the subject. Pupils achieve well in all aspects of the subject (number, algebra, space and measure, and data handling). The results of the 2000 national test also show standards to be above the national average. The results of the national tests for eleven year olds since 1996 show that this above average attainment has been consistent over the past few years. In the 2000 tests the performance of pupils was below average when compared with similar schools. This was due to a smaller number of pupils achieving the higher Level 5 than in past years. The school has worked on this and inspection evidence suggests that this has now been remedied. Taking into account the three years 1998 to 2000 there is no significant differences in the performance of boys and girls in the national tests. This is substantiated by inspection evidence.
64. All pupils, including those with special educational needs, make good progress in all aspects of the subject. Particularly good progress is made in numeracy. All pupils across the school understand well that the position of a number affects its value and confidently use and apply addition, subtraction, multiplication and division in order to find different ways of solving mathematical problems. Before written calculation pupils make mental estimates of the answers and use calculators effectively to check their results. By the age of eleven, pupils add and subtract four digit numbers accurately and solve problems that involve multiplying and dividing any three-digit number by any two-digit number. They understand fractions and percentages well. They identify equivalent fractions and write a fraction as a decimal and a percentage. Throughout the school pupils perform mental calculations quickly and with a good degree of accuracy. For example, Year 5 pupils are able to halve large numbers quickly and use their knowledge of the times tables quickly in order to identify numbers which are multiples of 5, 6 and 10.
65. Good progress is made by pupils in understanding shape, space and measure. For example, in Year 4 pupils identify and name different types of triangles and Year 5 pupils understand well reflective symmetry. By the age of eleven, pupils know the formula to calculate the area of rectangles and use this knowledge effectively in order to calculate the area of irregular shapes. Pupils know that all angles in a triangle add up to 180 degrees and identify acute, obtuse and reflex angles well.

Pupils make good progress in data handling skills because teachers effectively promote numeracy and data handling successfully across the curriculum particularly in science, design and technology, geography and through information and communication technology.

66. The quality of teaching has improved significantly since the previous inspection and is now good. At the time of the previous inspection teaching was judged to be unsatisfactory in two fifths of the lessons seen and the curriculum lacked breadth, balance and sufficient challenge. This is no longer the case. The school has successfully implemented the National Numeracy Strategy and this has greatly improved planning in the subject and has ensured that all aspects of the subject are effectively covered. Teachers have secure subject knowledge and they use this knowledge effectively to demonstrate new skills and promote specific mathematical vocabulary. This extends pupils' learning well. Teachers have high expectations and organise their lessons well. This ensures that most lessons have a good learning environment. Effective targeted questioning ensures that all pupils' thinking is suitably extended, including those pupils with special educational needs.
67. Teachers use a range of resources and teaching strategies effectively to maintain a brisk pace in lessons and these ensure that pupils stay well focused and make good progress in lessons. Computers are used effectively to develop aspects of mathematics in the computer suite. In a minority of lessons, where teaching is satisfactory, mental sessions at the beginning of the numeracy hour are not rigorous enough. Teachers do not spend sufficient time with particular groups in order to teach key skills, concepts and discuss and appraise their learning. Whilst it is clear what the whole class are expected to learn in teachers' planning, it is not clear how this will be adapted to meet the needs of the different ability groups. This means that on occasions groups do not make as much progress as they should.
68. The subject is well managed. Standards and the quality of teaching and learning in the subject are effectively monitored through the careful analysis of both statutory and non-statutory test results and through classroom observations. As a result of this careful monitoring strengths and weaknesses in the subject have been identified and an appropriate action plan for future development has been devised. Assessments are also used effectively to track individual pupils' progress. There has been good analysis of test results and this has enabled the school to build on strengths and remedy any weaknesses.

## **SCIENCE**

69. The school was highly successful in the year 2000 national tests. Standards were well above both the national average and those found in similar schools. This was due to the exceptionally high number of pupils who gained the higher Level 5. Over the last four years, the upward trend in the school's results has been consistent and has kept up with the rate of improvement nationally. Inspection shows attainment to be above the national average, with a significant minority of pupils achieving at the higher level. This is not quite as high as in the 2000 national tests due to a slightly higher proportion of pupils with special educational needs and fewer higher attaining pupils in this year group. The consistency in pupils' achievements is a result of improved quality and effectiveness of teaching. There is a clear scheme of work, which shows teachers what they have to teach, combined with analysis of previous results highlighting gaps in curriculum provision, which are now closed. As a result of better teaching, pupils are more interested and involved in their lessons and are keen to succeed.

70. Improving pupils' work in investigation and experimental science has been a priority since the previous inspection. It has been successful because teachers are more confident with the material, which shows in the quality of their marking and the improved use of classroom support staff. All pupils are making good progress in planning and carrying out experiments. They make good use of their numeracy skills to present data graphically and know well the vocabulary associated with the subject. Their understanding of what constitutes a fair test and an informed prediction is impressive and the emphasis on investigation has had a good effect on pupils' achievements. This is especially noticeable in Year 6 where there are high expectations of vocabulary and independent investigative work where the pupils show highly developed reasoning skills. Pupils have a good knowledge of life processes and living things, materials and their properties and physical processes.
71. Teaching is mostly good with some very good teaching in Years 5 and 6, which leads to very effective learning. This is an improvement since the previous inspection, when some teaching was unsatisfactory. A significant difference since then is the way in which teachers organise and manage their classes so that pupils always know why they are doing a particular activity. Support staff are well deployed with special educational needs pupils. They are highly effective in building pupils' confidence and achievements. In most lessons there is good emphasis on scientific enquiry. This is helping raise standards and gives pupils good opportunities to learn from first hand experiences. Most pupils behave well in response to the teachers' high expectations. They handle equipment carefully and safely and enjoy working by themselves when given the opportunity. Pupils usually begin their activity quickly, having understood what is expected of them and this aids their progress. Teachers are learning from the structure of the literacy and numeracy sessions. They include a good summary session at the end of the lesson to draw together what has been achieved or provide opportunities for pupils to act as a spokesperson for their group at a feedback session. Although few actual time limits are set, lessons move along at a good pace.
72. Planning is satisfactory but often, group tasks are not clearly planned to indicate precisely what the different ability groups will learn and sometimes, when pupils have achieved something more quickly than expected, they are not pushed on as quickly as they might. Pupils are kept involved in lessons by good question and answer sessions and these help teachers assess pupils' progress. However, difficulties in pupils' understanding are not addressed sufficiently in subsequent lessons. On some occasions, some unnecessary chatter occurs and the teacher is slow to intervene. This happens because the teachers do not take the opportunity to bring the class together for a progress report during the lesson and focus attention on the task in hand.
73. The recently appointed subject co-ordinator is well qualified and has a clear view of how the subject needs to develop. There is an awareness of the inconsistencies in lesson planning with respect to matching the level of work to pupils' needs. A useful portfolio of assessed work has begun. This has been introduced so that the loose criteria currently in use can be more easily aligned with the national level descriptions. A survey of pupils' work has already taken place and there are plans to monitor teaching in the summer term. These are moves designed to improve the effectiveness and consistency of teaching and maintain the high level of attainment already achieved. Information and communication technology is used very little, but its use to present data and other aspects of the subject features in the action plan. These are issues from the earlier inspection, which are still being addressed, but the highest priority was to improve attainment. This has been successfully achieved.

## ART AND DESIGN

74. Standards in art have improved significantly since the previous inspection and are now similar to those expected for pupils' age. There are good features in some aspects of art. At the time of the previous inspection, standards were reported to be below age related expectations.
75. By the age of eleven, progress in observational drawing is good and pupils' work shows good attention to detail, shape, form and tone. For example, in Year 5 pupils draw from still life accurately and show a good awareness of light and shade in their observational drawings of seashells. Throughout the school sketchbooks are used well to develop pupils' drawing skills and their own design ideas for future art work. For example, in Year 3 pupils design a stencil pattern in their sketchbooks that would be appropriate in shape and size in order for it to be successfully printed onto a T-shirt.
76. Pupils make sound progress in painting skills and by the age of eleven they mix and blend colours well to create mood and to reflect the atmosphere of the subject being painted. For example, in their paintings of winter scenes pupils successfully mixed blue, white and black together in order to obtain various hues that created an impression of a cold winter day. Pupils develop sound knowledge and understanding of different painting styles and techniques as they study the work of famous artists. For example, Year 6 pupils drew inspiration from the work of Kandinsky in their abstract patterns. They developed sound colour wash techniques through study of the work of Monet. Pupils readily refer to the work of other artists in order to inform their own work. For example, Year 6 pupils look at portrait paintings by a variety of famous artists in order to gain a better understanding of perspective and features when drawing and painting faces.
77. Throughout the school, pupils have opportunity to work in a range of media such as chalks, pastels, charcoal, paint and textiles and experience a range of techniques such as weaving, printing, painting and collage. However, opportunities for pupils to work in three dimensions are still limited and this aspect of art has not been sufficiently developed since the previous inspection.
78. The quality of teaching in art has improved since the previous inspection and is now good. Teachers have greatly improved their subject knowledge in art and they use this knowledge well to demonstrate techniques and skills in order to develop further pupils' learning. Pupils respond with good attitudes, enthusiasm and behaviour. Planning in the subject effectively follows national guidelines and this ensures all aspects of the subject are suitably covered. In the best lessons a range of resources including visual aids are well prepared and are used effectively to support learning. The main learning objective of the lesson is clear and communicated effectively to pupils. This ensures that they understand what they are going to learn. Demonstration, questioning and pupils' own work are used effectively by teachers to develop pupils' skills and extend their ideas. In less effective lessons, visual stimuli are not used sufficiently well to develop pupils' understanding and key skills and specific subject vocabulary are not sufficiently demonstrated or discussed.
79. Management of the subject is satisfactory. Planning is securely based on nationally recommended guidelines and there is a suitable action plan for subject development. Assessment in the subject is underdeveloped and this makes it difficult to build on pupils' skills effectively from year to year.

## **DESIGN AND TECHNOLOGY**

80. Measures taken to improve the subject since the previous inspection have had a significant impact on the quality of teaching. By the age of eleven, pupils' attainment is now in line with the expectations for their age. There is a significant minority of higher attaining pupils who are attaining a level of understanding about design specification and using annotated drawings, which is above expectations for their age. This is because they are successfully taught the principles of design, for example, choosing the right material for the job, evaluating plans and making a test model. All pupils are making good progress, including those with special educational needs, in developing a range of fastenings, joining and strengthening techniques that they apply to their designs. Pupils know that a design is more than drawing a picture and they use tools and measurements accurately when designing and making objects.
81. The current range of topics builds effectively on earlier skills. Pupils in Year 3 assess four ways of fixing their glove puppet and choose the best one for that purpose. Stitching has good spacing and is neat, indicating a high level of concentration. Pupils in Year 6 successfully apply their knowledge and understanding of tools, materials and mechanisms, such as levers, to create a moving vehicle. Photographic evidence shows pupils engrossed in their work and that they achieve a successful end product. Although no lessons were observed, it is clear that teachers know how to develop key skills and are more confident about the subjects than at the time of the previous inspection. Pupils make good use of skills from other subjects such as mathematics and science, to make accurate measurements and apply knowledge of batteries and circuits to their models. A significant advance since the previous inspection is the evaluation by pupils of their product, identifying changes they might like to make and giving reasons.
82. Vigorous and effective leadership provided by the subject co-ordinator has had a good impact on the improvements made since the last inspection. All staff now have a secure understanding of what they have to teach and the training the co-ordinator has received has been effective in supporting their needs. Good records are maintained, showing what pupils have achieved and workbooks have been monitored at least once to observe how pupils are progressing. The use of this information to inform subsequent lesson planning is, however, underdeveloped. There is a good action plan, which is promoting changes effectively. This includes the need to improve the use of information and communication technology in lessons.

## **GEOGRAPHY and HISTORY**

83. In the previous inspection both subjects appeared to be insecure in the curriculum, lacking the cohesion associated with having a good scheme of work and a clear sense of direction. This is changing for the better, due to the effect of the action plans, which are beginning to have a positive effect on what pupils are taught and how teachers can promote higher attainment. Currently, both subjects have a clear identity in the form of skills and content, but the drive towards higher attainment is weakened because there is a gap of two terms between history and geography topics, which denies pupils regular practice and reinforcement of skills they have learned.



84. By the age of eleven, attainment in geography is broadly in line with that expected for pupils' age. Pupils develop a sound geographical vocabulary because teachers reinforce the correct words. For example, in a Year 6 lesson on rivers, the teacher effectively taught them about meanders, tributaries, and erosion. Climatic graphs are used well by the pupils for interpretation activities to determine the coldest and wettest months in a particular country. Pupils in Year 3 collect data effectively by using their numeracy skills to make a tally of results. All pupils make good progress in observation skills and in evaluating aerial photographs. Their general knowledge of the wider world is, however, weaker. This is because in some classes all pupils do the same work and opportunities for the higher attaining pupils to extend their learning beyond that which is planned are limited. As reported in the previous inspection, assessments are made at the end of each topic, but the results do not influence the plans for the next stage of learning.
85. The assessment approach also applies to history, with the same effect on lesson planning and weaknesses in pupils' general historical knowledge. All year groups are reaching the standards broadly in line with those expected for their age but few achieve beyond this. Progress in understanding chronology and interpreting photographic evidence is sound and pupils are sufficiently secure in their knowledge of the period they are studying to make informed comparisons between the past and the present. In Year 3, pupils know that pictures from Ancient Greece are a source of historical evidence and use words such as carvings, columns and pediments correctly in class discussion. Year 5 pupils understand the idea of a census and make good progress collecting information about Farsley from the 1851 record. They enjoy making a guess at some of the occupations before referring to the checklist. Pupils make good progress towards their literacy targets in a Year 5 lesson, where they have a writing guide to help them record their answers.
86. Two good lessons were observed in history. Scrutiny of work and discussion with pupils show that overall, teaching is satisfactory. Both history lessons created an interest in the subject because the material was presented in an interesting way through picture, video and using contemporary documents. This is sustained at other times through street walks around the school, identifying old buildings from photographs. This challenges them to assess which buildings remain and how their use changes over time. Such a high level of interest has a good impact on their attitudes and learning but is difficult to sustain when there are large gaps in time before history is taught again.
87. No geography lessons were observed. Looking at pupils' work indicates that teaching is satisfactory. There is evidence of opportunities for discussion on, for example, the impact of new development on a rural environment. This gives pupils a good insight into geographical issues in the real world. The debating points written by pupils show they are developing a sound understanding of the social dimension to geography. Studies comparing Farsley and Clapham, in the Yorkshire Dales, produce a satisfactory level of map work and understanding of the reasons for the growth of settlements.
88. The good level of interest by pupils in both subjects is well illustrated by the work on mountains in Year 6 and the history of Farsley in Year 5. Both topics were completed as homework, but the enthusiasm and effort displayed is exemplary. All pupils were competent to do research from books and material obtained from web sites and CD-ROM encyclopaedias. Pupils showed initiative by obtaining photocopies of photographs from the library and enjoyed talking to a visitor about what they had done. Much of the writing was word processed, with Year 6 using the

book conventions of contents and bibliography competently and correctly. All of the information and communication technology work was achieved at home, but school input helped pupils sift and assess the material.

89. Management of the subjects is satisfactory. Both subjects have good action plans, which continue the improvement already begun, including a greater role for information and communication technology. There is a secure understanding of the links with other subjects, such as the Tudor collages, which teach art skills as well as historical detail. The organisation of the subjects into topic cycles, however, does not guarantee the development of skills from year to year.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

90. By the age of eleven standards are similar to those expected for pupils' age. This is a good improvement since the previous inspection when standards were reported to be below those expected for pupils' age and progress was unsatisfactory. Since the previous inspection a computer suite has been effectively established in order to allow a whole class of pupils to be taught skills at the same time. Computers are appropriately linked to a network and by next term the school will have full access to the Internet and E-mail. Because of improved planning, improved teachers' subject knowledge and confidence, pupils now make satisfactory progress and have sound achievements in the subject.
91. Across the school pupils make sound progress in keyboard and mouse skills and use these skills effectively to access programs and create text. For example, Year 3 pupils use appropriate programs successfully to combine text and graphics and in Year 4 pupils change font, size, style and colour effectively in their writing about animals. In Year 5 pupils effectively use the symmetry tool in order to create pattern and in their multimedia project Year 6 pupils successfully combine text with pictures and use blocks of colour effectively to highlight headings and important items.
92. Throughout the school, pupils make good progress in using information and communication technology to store and access information. For example, in Year 3, pupils begin to become familiar with computer-generated graphs as a source of information. In Year 4, pupils make good progress in appreciating how information and communication technology can be used to store and represent data in different ways. In Year 6, pupils are aware of the need for accuracy when creating a database and use the mouse effectively to click onto the correct formula in order to calculate and total individual columns. Pupils know how to use a CD-ROM in order to obtain information and for homework some pupils are able to use the Internet in order to inform their individual geography projects on rivers.
93. Data handling skills are well promoted within specific information and communication technology lessons and word processing is effectively developed in some literacy lessons. However, there are too few opportunities for pupils to use information and communication technology to support their learning in other subjects across the curriculum. The school has already identified this as a weakness and has devised an effective planning grid in order to promote information and communication technology across the curriculum. The few computers that are in classrooms were not functioning during the inspection because of a technical fault. Planning indicates that pupils do have experience of control technology through graphical modelling and through the use of a programmable toy.

94. The quality of teaching is satisfactory. Teachers promote specific subject vocabulary well during lessons. This ensures that pupils quickly become familiar with proper information and communication technology terms and begin to use these terms confidently when talking about their work. Teachers give clear instructions and explanations to pupils and demonstrate skills effectively in order to support their learning. Occasionally, when teaching is not so effective teachers do not bring the whole class together in order to develop key teaching points. Planning for the subject is securely based on national guidelines and this ensures that all aspects of the subject are effectively covered in a suitably progressive way. Teachers assess pupils against specific learning objectives identified in each unit of work in order to monitor their progress. However, it is not clear how this information is used to inform subsequent lesson planning. The use of the computer suite has had a good effect on pupils' enthusiasm and attitudes towards the subject. Equipment is treated with care and respect and pupils readily help each other when difficulties arise.
95. Management of the subject is satisfactory and a good action plan has been developed. Although the school is still in the process of updating its resources for the subject, they are adequate overall. The learning mentor, who is well trained in information and communication technology and is a member of the school's support staff, works very effectively alongside both pupils and teachers and makes a significant contribution to pupils' learning in the subject.

## **MUSIC**

96. It was only possible to observe one music lesson during the inspection but further evidence was obtained from the observation of visiting peripatetic teachers, music in assemblies, discussions with teachers and the scrutiny of their planning.
97. Pupils make satisfactory progress in singing, and by the age of eleven, pupils' attainment in this aspect of the subject is broadly in line with that expected for their age. Most pupils sing in tune and in unison. They show an appropriate awareness of phrasing and tempo and control and sustain pitch well. Across the school pupils develop a good sense of rhythm as they engage in various planned musical activities. For example, during a whole day devoted to Asian music, pupils in Year 4 learn to follow a typical rhythm associated with Indian music while playing Asian percussion instruments. In Year 3, pupils soon learn the tempo and rhythm of a rap song.
98. The minority of pupils who have specialist tuition and play in the school orchestra make good progress in creating and developing musical ideas through performance. They read musical notation well in order to play a range of wind and stringed instruments such as the clarinet, flute, recorders, violins and the cello. The quality of this work is better than that normally seen for pupils of this age. Pupils enjoy singing and playing musical instruments, which they treat with respect.
99. It is not possible to make an overall judgement on the quality of teaching and learning. Teaching in the one lesson seen by the visiting specialist was excellent. In the other lesson taken by the class teacher, it was satisfactory. It is clear from planning that there is insufficient emphasis on the creating and composing elements of the subject. From discussion with teachers it is also clear that some teachers lack subject knowledge and expertise in this aspect of music and this restricts the rate of progress pupils make. The music curriculum is currently under review. The school has no subject specialist teacher, although teachers do their best to cover

the music curriculum through a commercial scheme of work. Planning for music is unsatisfactory and does not sufficiently identify in a progressive way what skills need to be taught from one year to the next. There are no whole school assessment systems to inform the next stages of learning. The school has recognised this weakness and intends to use national guidelines in the future in order to support planning and assessment.

## **PHYSICAL EDUCATION**

100. The school has maintained the satisfactory standards in physical education identified in the previous report. The programme of physical education taking place during the inspection consisted of games and swimming. Judgements about gymnastics, dance and athletics as well as standards in swimming are necessarily based on the scrutiny of planning documents, records and interviews with staff concerned with physical education.
101. The school has a good reputation for games and athletics in the district; this has been developed over a long period of time. Witness to this is the large number of trophies for sporting and games activities donated to the school and to be competed for annually. Alongside these are those trophies that the school teams have earned in local competitions. The recently appointed co-ordinator has plans, already included in the subject and school planning system, for developments in gymnastics and dance. These two aspects of physical education have suffered during this current year as a result of a classroom being condemned. The hall has had to be used as a classroom for several months during the term when dance and gymnastic activities were planned for that space. This has meant that key skills have not been developed consistently over time.
102. The pupils throughout the school make satisfactory progress in the development of games skills, such as throwing, catching and striking as preparation for tennis and rounders. By the time they are eleven, they are achieving levels of attainment that are clearly in line with what is expected of pupils of that age. Swimming is taught in Years 4 and 5. Most pupils learn to swim before they leave school and a number develop their skills further by joining local swimming clubs. There is encouragement from the school for the pupils to join local games and other sporting clubs. A significant number do so and this has a beneficial effect on the standards achieved, not only by these pupils, but also by the others who can see what can be done and are challenged to do as well.
103. The pupils have a sound knowledge of the importance of physical activity for healthy living, and of the need for proper preparation for physical activity through warm up and cool down sessions before and at the end of each lesson. In the best taught lessons the activities follow each other swiftly and instructions, explanations and class management interventions are quickly dealt with so that pupils are kept hard at work developing their strength, stamina and skills well. In addition they are properly self-critical about the quality of their performances, and supportive of each other with helpful observations about how each other's skills can be improved. As well as practical games skills the pupils have a satisfactory understanding of the methods and tactics of the games they play. Physical education plays a significant role in the pupils' personal and social development. Learning to play together and observing the rules of games are important factors in enabling them to understand how rules work. This supports pupils' moral development well.

104. The teaching of physical education is always at least satisfactory and half of it is good. Teachers generally have a good understanding of physical education and how pupils can learn the subject. They encourage the pupils to participate in physical education and develop their skills both in lessons and in school and local clubs. Good use is made in the teachers' planning of nationally recommended schemes. The effective planning both of the programmes of physical education and of individual lessons ensures that the pupils make satisfactory progress in learning and the development of skills. The best of the teaching conveys an infectious enthusiasm for the subject to which the pupils respond enthusiastically. The use of nationally provided support material has increased their professional confidence. The planning, which is based on identifying what the pupils will learn or be able to do as a result of the lessons, gives the pupils a good idea of what they will be learning. It also provides a sound basis for a clear assessment of how well the pupils are doing. The use of such assessment in physical education is undeveloped and it is not yet used effectively to plan what is taught in subsequent lessons. The good use of the experienced and capable support staff enables special educational needs pupils to make good progress and to join in physical activities which without the support they would have to avoid.
105. The co-ordination of the subject, which has recently changed hands, is being developed effectively with support from the local education authority. The use of in-service training opportunities, already identified in the development planning, is designed to improve the management of the subject further. The resources for physical education are satisfactory for present needs. Some are in need of refurbishment and there are plans to improve the fixed and movable apparatus for gymnastics in the hall. The range of sporting activities provided out of school hours is satisfactory. After a period of retrenchment to allow other demands on teachers' time to be met more effectively there is an intention that the range might be extended.

## **RELIGIOUS EDUCATION**

106. In the previous inspection report religious education was identified as having standards below expectations with the pupils making poor progress. The subject was poorly resourced and the curriculum provided did not meet the requirements of the local agreed syllabus. All these criticisms have been met successfully. Standards now meet the requirements of the local agreed syllabus. The curriculum is planned to meet the requirements of the Leeds agreed syllabus. The resources provided for the subject are satisfactory both in quantity and quality and meet current needs.
107. By the time they are eleven, the pupils have a sound knowledge and understanding of the principles of Christianity, Judaism and Sikhism. They are familiar with the holy books associated with each religion, and understand how to treat them with respect. They have a sound knowledge of significant features of the religions and some of their central beliefs and practices. For example, they understand what happens in a Christian Communion service and of what this means to Christian believers. In the same way they understand the significance of the various elements in the Jewish Seder meal associated with their festival of the Passover. As well as a sound knowledge of what believers in the particular faiths do and believe, the pupils also develop an understanding of what these mean to a follower of a faith. They relate these beliefs to their own ideas and experience. For example, prompted by a consideration of the Sikh view of the nature of God, Year 4 pupils wrote their own, very sensitive and thoughtful ideas which were shared anonymously with the class.

This enabled them to explore an important idea without feeling a pressure to accept, or reject, a particular view.

108. Studies of Jesus' parables from the perspective of different characters in them enable pupils to explore the meaning of religious stories for themselves. They express their ideas and understanding effectively in short dramas or role-plays. A study of the parable of the Good Samaritan was linked to the theme for the week's assemblies, 'being members of a team' and related clearly to the pupils' own experiences in school. This aspect of religious education, learning from religions as well as learning about them, is a good feature of the work of the school. The work in religious education in most classes is well planned so that pupils with a wide range of experience, abilities and understanding can profit from it. Pupils with special educational needs make good progress, and more able pupils are challenged to think hard and deeply about the topics studied.
109. Teaching is satisfactory with about a half of lessons seen being good. The scheme of work that has been developed recently, and the good range of material that has been gathered to support the topics to be taught, add to the confidence of the teachers and improves the quality of their work. The teachers' knowledge of the topics and of how children learn is usually good. Good quality resources, which include background information about the topics, support this well. The pupils develop a clear knowledge and sound understanding of the areas of the subject studied. They remember the information well and use it to develop deeper understanding when the topic is studied in a subsequent year. For example, the pupils clearly remembered the story of the Jews' escape from Egypt under Moses when they came to look at the Passover Festival.
110. The pupils show a good level of interest in religious education and are imaginative and thoughtful when they come to engage in discussions, create short plays or write about what they have found out. The teachers' skills in managing the classes ensure that the pupils concentrate on the task in hand and learn well from the teaching they receive. In the best of lessons the work proceeds at a good pace, occasionally where the teaching is less effective, the teacher's explanation goes on too long and the enthusiasm of the pupils is dampened. The well-briefed and competent support staff ensure that the pupils with special educational needs achieve well. The pupils' written work is usually carefully marked with supportive comments to encourage good work. There is less attention paid to formal assessments to be used to develop the teaching of the subject and to fit the curriculum more closely to the needs and abilities of the pupils. A particularly good feature of the teaching of the subject is the way in which skills and knowledge derived from other subjects, most notably literacy, are used to extend the pupils' knowledge and understanding of religious ideas, and their ways of expressing them.
111. The co-ordination of the subject is satisfactory. Good and increasing use is made of support available from the local authority advisory service. This has been a feature of the improvements in the standards in the subject. The school is building up its stock of religious artefacts to support the direct teaching of the subject. Sound use is made of visits to places of worship associated with different branches of the Christian faith as well as those of other religions. Visitors from a variety of faith communities also come to the school so that the pupils can hear first hand from a believer about their faith. Religious education plays a significant, and growing, part in the provision for the pupils' spiritual, moral and cultural development.