

INSPECTION REPORT

Hothfield Junior School

Silsden

Keighley

West Yorkshire

BD20 0BB

LEA area: Bradford

Unique reference number: 107284

Headteacher: Mr W R Bairstow

Reporting inspector: Mrs Margaret Lewis.
22787

Dates of inspection: 3-6 March 2003

Inspection number: 246671

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:	Hothfield Street Silsden Keighley West Yorkshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs D McCartney
Date of previous inspection:	February 1998

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22787	M Lewis	Registered inspector	Science Music	What sort of school is it? How well are pupils taught? How well is the school led and managed? What should the school do to improve further? Educational inclusion
19741	T Smith	Lay inspector		Pupils' attitudes, values and personal development. How good are curricular and other opportunities offered to pupils? How well does the school care for its pupils? How well does the school work in partnership with parents?
20267	K Manning	Team inspector	Information and communication technology Art and design Special educational needs	
30834	A Lowson	Team inspector	English Religious education English as an additional language	
20810	S Pemberton	Team inspector	History Geography	How high are standards?
30189	C Marron	Team inspector	Mathematics Design and technology Physical education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hothfield Junior is larger than most primary schools. It is situated in the small town of Silsden, about twelve miles from Bradford and five miles from Keighley. It has 298 full-time pupils (155 boys and 143 girls) aged from seven to 11. Nearly all pupils come from the town and most are of white British origin. A small number of pupils are from a range of minority ethnic backgrounds. A below average proportion of pupils (6.4 per cent) is eligible for free school meals. The proportion of pupils on the school's register of special educational needs at 8.7 per cent is below average. Their needs include moderate learning difficulties, autism, dyspraxia and emotional and behavioural needs. Four pupils have statements of special educational need. This is around the national average. English is an additional language for very few pupils. As a result of retirements and promotions there has been a large staff turnover during the past two years when five teachers left and five joined the school. Pupils start the school in Year 3 with a wide range of attainment across individual subjects. They are seldom less than average in reading, writing, mathematics and science but, overall, pupils' achievements at the age of seven are average for their age.

HOW GOOD THE SCHOOL IS

This is a good school that raises pupils' attainment successfully as a result of teaching and learning of good quality. Pupils do well and achieve above average standards at 11 in English, mathematics and science. The headteacher leads and manages the school well with good support from the governing body. All pupils are included in activities and are valued by the school. The school uses its resources well for the benefit of the pupils. It provides good value for money.

What the school does well

- Standards are above average at the age of 11 in English, mathematics, science and physical education.
- Pupils make good progress in their learning because of the good teaching.
- Pupils have good attitudes and behave well. They are very enthusiastic and show a keen sense of responsibility and initiative. Attendance is very good.
- Pupils' moral and social development is good. The provision of extra-curricular activities is very good.
- The headteacher provides good leadership and management of the school.

What could be improved

- Standards in information and communication technology (ICT), history and geography by teaching all aspects of these subjects.
- Ensuring that the work planned for pupils with special educational needs meets their needs to improve their learning more rapidly.
- The presentation of pupils' written work and the standards of handwriting across the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in February 1998, the school has sustained many aspects of its work in areas judged as good and has made satisfactory improvement. Following a period of complete change of leadership it has done well to maintain the above average standards of results in 2002 in English and mathematics and to raise the standards of science to be well above average. Co-ordinators now monitor the curriculum in their subjects successfully in a planned programme and have identified appropriate areas for further development. They do not yet fully monitor the quality of teaching and learning.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	B	C	B	C
mathematics	B	C	B	B
science	A	B	A	A

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

In the national tests over the last three years pupils have done well in English and mathematics and very well in science. Standards in all three subjects have improved at the same rate as the national upward trend. After a dip in 2001, when test results in English and mathematics were lower but nonetheless average and in science above average, pupils' attainments were restored to the previously higher levels. Pupils' results last year, compared with their levels of achievement when they were seven, show that during their time in the school their progress has been satisfactory in English, good in mathematics and very good in science. The less favourable, but nonetheless satisfactory progress in English was as a result of the lower standards pupils reached in writing. Consequently the school missed its challenging target in English. It exceeded its equally challenging target in mathematics.

Inspection findings show pupils' attainment is above average in English, mathematics and science. Pupils achieve well in reading and speaking and listening and although there are shortcomings in the standards of pupils' writing, their writing is improving as a result of the high level of help the school provides. However, in the work of a large group of pupils in Year 6, the standards of presentation and handwriting in English and mathematics are a weakness. The strong emphasis the school gives to the practical aspects of science contributes to the good understanding that pupils develop. The standards pupils achieve in religious education are as expected in the local syllabus. In all other subjects, apart from physical education in which they exceed expectations, standards are satisfactory and in line with pupils' ages. Standards in swimming are particularly high. In ICT, pupils have a good understanding of how computers can be used to find information to help them in subjects such as history and geography but then have limited understanding of how computers can be used to make things happen. Pupils with special educational needs make steady progress. They make the best progress when they receive extra help that is based on their specific needs. Pupils who have been identified as academically gifted and talented are provided with

challenging work in English, mathematics and science. This ensures that they make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; pupils show a good level of interest and enjoyment in activities.
Behaviour, in and out of classrooms	Good; almost all pupils behave well around school and in lessons. They show respect and consideration for others.
Personal development and relationships	Good; relationships are good and pupils work well together and willingly take on responsibility
Attendance	Very good; rates of attendance are well above the national average.

Pupils are very enthusiastic about school. There have been no recent exclusions. Almost all pupils show very good self- discipline.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	Good

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

The quality of teaching and learning is good overall. Teachers and support staff have good relationships with pupils which helps pupils to behave well, become confident and secure in their learning and want to succeed. The teaching of English and mathematics is mostly good and always satisfactory. Teachers have strong knowledge of how to teach the skills of literacy and numeracy and make good use of the National Strategies for Numeracy and Literacy. The teaching of reading is a strength and pupils make good strides in their understanding of both fiction and non-fiction but pupils' handwriting and presentation of work could be better. In mathematics, teachers are particularly good at developing pupils' learning in oral and mental skills. Investigative science is taught very well and pupils have good "hands on", opportunities which increase their understanding and enjoyment. Teachers develop pupils' skills in ICT well particularly for finding out information but there is a gap in the teaching of the element of control technology for making things happen. Teaching and learning in most other subjects of the curriculum are satisfactory except in physical education in which they are good. In Year 6, the teaching and learning in history and geography lacks depth and breadth. Teachers and support assistants support pupils with special educational needs well in lessons. This helps them to complete their tasks successfully. However, work is not always carefully tailored sufficiently well to meet the individual needs targeted for them on their educational plans. Pupils who are recognised as gifted and talented are provided with suitably challenging work in English, mathematics and science. Those who excel in art, music and sport benefit from specialist teaching by a range of professional artists, music teachers and sports coaches.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum provides a range of worthwhile activities. There are shortcomings in the control technology element of the ICT curriculum. An exceptionally wide range of extra-curricular activities contributes well to the curriculum.
Provision for pupils with special educational needs	Satisfactory. Pupils receive a good level of support in lessons although the work does not always focus on their individual goals for learning.
Provision for pupils with English as an additional language	Good. The pupils receive the help that they need when they join the school. Teachers monitor their progress closely and they achieve well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Pupils' social and moral development is good and the school makes satisfactory provision for spiritual and cultural development.
How well the school cares for its pupils	The school cares for its pupils well. It is committed to pupils' well-being and supports their personal development well.

Parents think highly of the school, which involves them well. There is a strong partnership with parents which helps promote pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides good leadership and has a clear sense of purpose and direction for the school. He has good support from the deputy headteacher and senior staff.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory duties well. Governors are well informed and have a good understanding of the school's work.
The school's evaluation of its performance	Good. The school evaluates its performance skilfully. It evaluates how well pupils are doing and prioritises areas for development and improvement.
The strategic use of resources	Financial management is good. The school ensures that spending decisions benefit pupils and provide the best value.

The school has sufficient teachers and skilled support staff to help pupils. Staff new to the school and in training receive very good help and support. Accommodation and resources are satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school and make good progress. • The teaching is good and the school expects the children to work hard. • The school is well led and managed. • Behaviour is good and the school helps the children to become mature and responsible. • Parents feel comfortable about approaching the school with any concern. It works closely with parents. • The school provides an interesting range of activities outside lessons. 	<ul style="list-style-type: none"> • The amount of homework. • The information on children's progress.

Inspectors agree with all the positive comments made by parents and disagree with the negative comments. The school provides good information on pupils' progress. Homework is a strength of the school and prepares pupils well for the next stage in their education.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The levels of attainment of pupils entering the school when they are seven vary year on year and subject by subject. However, they are seldom less than average in reading, writing, mathematics and science and are often higher, but not consistently so, in individual subjects. Standards overall are average at this stage. This picture of standards is confirmed by the results of national tests in the infants and also by tests carried out by the school when pupils are in Year 3. The wide spread of attainment narrows in the juniors, with fewer pupils achieving levels below those expected for their age. This improvement is evident in the results of national tests for 11-year-olds over recent years.
2. Following a period when there was a complete change of leadership, the school did well in 2002 to maintain the above average standards in English and mathematics that were evident at the time of the last inspection. It did very well to raise standards that were average in science in 1998 to well above average in 2002. In view of their achievements when they were seven-years-old, pupils made steady progress in English last year, good progress in mathematics and very good progress in science. The less favourable, but nonetheless satisfactory progress that pupils made in English, resulted from the lower standards they achieved in writing. Their attainment in reading remained high and was above average. Standards in all three subjects are improving at the same rate as the national upward trend.
3. Girls did consistently better than boys in English over the three years 2000 to 2002. Over the same period, boys reversed this trend in mathematics and science. Aware of the differences in these subjects, the school modified its approach to the teaching of English, mathematics and science. As a result of this positive action, both boys and girls showed an improvement in spelling and punctuation and the standards reached by girls in 2002 in mathematics and science improved. They were better than those reached by boys in mathematics and similar in science. A high proportion of more able pupils did well in national tests in 2002. Because of lower achievement in writing, the school missed its target for English. It surpassed its equally challenging target for mathematics.
4. Pupils achieve well in literacy and numeracy. They make good progress in speaking and listening and in their reading development of both fiction and non-fiction. Although weaknesses still exist in writing, the high level of extra help the school provides for pupils in Year 6 is having a rapid and marked impact on standards. Despite being targeted in the school's development plan, a feature of writing that is not improving is the handwriting and presentation of a substantial group of pupils in Year 6. Pupils generally make good progress in numeracy and achieve well in their ability to understand numbers and explain the different ways of working out calculations in their heads.
5. Inspection findings indicate that standards in English, mathematics and science are likely to be as high in national tests this year as in 2002. As in 2002, an above average proportion of more able pupils are on course to achieve good standards in English, mathematics and science. Similarly with less able pupils, good teaching in English and mathematics and a programme of intense revision in science ensure that many pupils improve their performance in all three subjects and significant numbers are just

managing to achieve national averages. Parents are rightly impressed by the progress their children make with their learning.

6. Pupils with physical, personal or learning difficulties make steady progress. When provided with extra help in lessons that are based precisely on their specific needs, these pupils make good progress. However, when the work for pupils with special educational needs is not linked closely enough to their personal targets, the progress they make with their learning slows down. Guidance and attention from trained classroom assistants ensure that pupils with statements of special educational needs achieve the standards of which they are capable. Academically gifted pupils and more able pupils make good progress. This is because teachers provide them with challenging work in English, mathematics and science that helps them to achieve standards that are higher than expected for their age. Pupils who are talented in art, music and sport benefit considerably from extra tuition in after-school clubs. They gain self-esteem and confidence as they improve their skills.
7. The standards that pupils achieve in religious education, music, art and design, design and technology, and information and communication technology (ICT) remain at the same satisfactory levels as at the last inspection. The emphasis teachers place on raising standards in ICT, by using computers to extend pupils' learning in other subjects, is increasing the pace of pupils' progress by adding to their achievements in the subject. However, a weakness in pupils' learning in ICT exists in the use of control technology, which has, until very recently, been limited by a shortfall in the school's resources. With good teaching and strong emphasis on extra-curricular sport, teachers have maintained high standards in physical education.
8. Although satisfactory, standards in history and geography for pupils in Year 6 are not as high as they were at the time of the last inspection. Pupils make good progress in both subjects until they reach Year 6, where the work teachers provide lacks the depth and quality needed to raise pupils' attainments. Standards in writing and recording of work in history and geography are better in Years 4 and 5, where pupils have a good range of opportunities to develop their skills in these subjects. Work in both subjects also supports pupils' achievements in mathematics, especially in geography in Year 5.

Pupils' attitudes, values and personal development

9. As at the last inspection, pupils' attitudes to learning are positive. Pupils enjoy school, want to learn and pursue all new tasks with enthusiasm and determination. They listen carefully when their teacher or others are speaking and always respond thoughtfully and sensibly. Pupils show a pride in their school and most are keen to talk about their work.
10. Behaviour remains good both in and out of class, and is characterised by generally high levels of self-discipline. Pupils know and understand the rules and routines of the school and respect them. Bullying is not a problem. None was observed or reported during the inspection. There have been no exclusions in recent years.
11. Pupils' personal development also remains good. The vast majority of pupils are confident, articulate learners who are fully able to work productively on their own and research information for themselves. They have a clear understanding of the impact of their actions on others and show a good understanding for other people's feelings values and beliefs. This is very evident in lessons whenever different points of view are aired. The school offers pupils a wide range of opportunities to take on responsibility and to show initiative. These are accepted very readily and carried out with pride and

diligence. The School Council is a very good example of this. Many extra-curricular activities have been organised as a result of its efforts, and its latest project is to set up and run a tuck shop.

12. Pupils who have physical or learning difficulties enjoy lessons and put a lot of effort into their work. Teachers manage pupils well and consequently those who have emotional or behavioural difficulties are able to play a full part in lessons and do not disturb the learning of others.
13. Pupils who are talented artists, musicians or sports persons say that they 'have a great time' in lessons and after-school clubs. They particularly enjoy being taught by professionals or experts.
14. Relationships amongst pupils and between pupils and staff remain good, and are often very good. This makes a significant contribution to the quality of education provided. The school is a welcoming and harmonious community. Pupils are in the main very friendly, polite and helpful to adults and other children and this makes the school a nice place to be in. Pupils work very well together whenever opportunities arise.
15. Attendance remains well above the national norm. Unauthorised absence is extremely low. Punctuality is not a problem. Almost all pupils regularly arrive on time and are settled in class promptly at the start of sessions.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching and learning is good, as it was at the time of the last inspection. In all the lessons seen the quality of teaching was satisfactory or better. It was good or better in over half the lessons and very good or excellent in one in seven lessons. Teaching quality is similar across all the parallel year groups although there is a higher proportion of very good and better teaching in one class at Year 5 and another in Year 6. This is due to the very high expectations that these teachers have of pupils and of their very good subject knowledge across all areas of the curriculum. Good teaching features regularly across the school in English, mathematics and science.
17. An important strength of the teaching is the good relationships that teachers and support staff have with the pupils and the positive ways they have of managing pupils and developing good attitudes to work and enthusiasm for learning. This results in pupils being willing to share ideas with their classmates. They sensibly put forward their views and evaluations of their work in lessons. Teachers constantly encourage pupils to improve on their work. For instance, in an art lesson in Year 4, pupils were keen to explain how they created different effects and prevented colours from running. One pupil said "*I didn't do it very well last time so I used less water this time*". Teachers give good clear instructions and explanations of work and question and challenge pupils very effectively. They ask questions which reinforce the pupils' learning well. This happened, for example, in a good mathematics lesson for the lower attaining pupils in a Year 5 booster class when they were learning to estimate the weight of different parcels. The teacher asked for predictions and reminded pupils about how they could use comparisons of the weights of items they already knew to help the accuracy of their estimates.
18. Another strength of the teaching is the way that teachers invariably explain to pupils at the beginning of lessons what it is they are expected to learn and know by the end of the lesson. This is effective and helps the pupils to maintain their concentration throughout the lesson. In almost all lessons, teachers bring pupils together at the end

of the lesson to discuss it. The quality of these sessions is generally good and time is used fruitfully to consolidate what pupils have learned and to move them on to what they will be learning next so giving them a good knowledge of how they are doing. These sessions are less successful when teachers allow insufficient time and pupils are rushed.

19. Teachers plan lessons carefully. Resources are always well prepared and to hand. This was a noticeable factor in all lessons, for instance, in science and in art. Lessons are generally well planned to include pupils of all abilities and match the tasks they are given to their needs. As a result of testing and assessment, pupils are taught in carefully grouped ability sets in each year group for mathematics. This ensures that, as well as learning the programme of study in the National Numeracy Strategy for their age group, each ability set is catered for appropriately and pupils of all abilities benefit and make the best progress.
20. Pupils who have special educational needs are taught satisfactorily. The strengths of the teaching lie in the way that teachers ensure that, whenever possible, pupils are given extra help in lessons. Classroom assistants and other adults work with individual pupils and small groups and as a result, the pupils often succeed at the work they are set.
21. However, while the help pupils with special educational needs get in lessons enables them to succeed at the task set, this help does not always move them towards their own goals for learning. In addition, teachers' ability to write programmes of work for these pupils varies. Targets and the planned activities are often too vague to get an accurate measure of how well pupils are doing. For example, a target *to improve spelling* is not as sharp as one that says *to improve spelling of frequently used words* and then goes on to list them.
22. In English, mathematics and science work of a suitable challenge is provided for pupils who are gifted and talented. This enables them to achieve a higher level in national tests. Contributions by artists, music teachers, and sports coaches benefit pupils who are talented in these areas. This ensures that they make good progress and improve their skills.
23. The good subject knowledge that teachers have in English and mathematics means that the basic skills of English and numeracy are taught well. The National Strategies for Literacy and Numeracy are well embedded in their teaching.
24. Teaching and learning in English are good overall and are sometimes very good. Literacy is used well across other subjects of the curriculum such as history and religious education. Teachers' develop pupils' vocabulary well, for instance in lessons in science, music and art. Reading is taught particularly well and pupils make good progress for the understanding and enjoyment of both fiction and non-fiction. These strong skills in reading are put to good use by pupils to find out information for subjects across the curriculum. Although pupils achieve satisfactory standards in writing, the school has prioritised writing as an area for development and has put sound strategies in place to raise standards. Other areas of English previously identified for improvement, such as punctuation, have proved successful. However, pupils' presentation and handwriting skills are a weakness and are inconsistent across the school.
25. Teaching and learning in mathematics are good overall and there is some very good teaching for the more able pupils in Year 5. A strength of the teaching in mathematics is

the way that teachers use the opening part of lessons to emphasise pupils' learning of oral and mental skills, requiring pupils to work out answers in their heads and give explanations of how they arrived at them. These parts of the lessons are generally brisk and move at a good pace, developing pupils' mathematical thinking and helping them to find different ways of working out answers. Teachers constantly check well for pupils' understanding in lessons. In this way pupils of all abilities benefit in their learning by answering a range of questions carefully directed to them by teachers.

26. Teaching and learning in science are good. They are very good in the area of scientific enquiry where teachers provide very good demonstrations and investigative opportunities for pupils to learn and to record their findings.
27. Information and communication technology is used well by teachers across most subjects and in particular for finding out information with the use of search engines and the Internet. Teachers develop pupils' skills in ICT successfully but until very recently have not had the software resources or the training for developing the use of technology to develop ideas for controlling events and making things happen. Consequently teaching and learning in this particular area of ICT are unsatisfactory.
28. Teaching and learning are satisfactory in nearly all other subjects of the curriculum. In physical education they are good. No overall judgement on the teaching and learning in music could be made as insufficient lessons were seen. In geography and history the teaching and learning at Year 6 lack the breadth and the depth found in the other classes in the school.
29. The school has identified and is currently addressing marking as an area for development. There are inconsistencies in the quality of teachers' marking between classes and across subjects. Marking does not always inform pupils sufficiently well as to how they may improve their work. This is particularly the case in mathematics, in which teachers accept the incorrect laying out of calculations which sometimes leads pupils into making errors.
30. Homework is a strength of the teaching. Teachers expect pupils to work at home and pupils understand this expectation. Homework is set regularly and systematically in accordance with the school's policy. It is taken seriously by teachers, pupils and parents who are kept fully informed about what pupils are expected to do and support the school's stance in this area.

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

31. The school provides a satisfactory curriculum for its pupils. The National Numeracy and Literacy Strategies have been implemented well and good use is made of numeracy, literacy, and ICT across most subjects of the curriculum. Religious education is taught in accordance with the local agreed syllabus. There are, however, some weaknesses in the control technology element of the ICT curriculum and in the depth of coverage in history and geography in Year 6. Planning is generally thorough and the allocation of time across the subjects is appropriate.
32. The school offers an inclusive curriculum for all pupils. Teaching assistants and volunteer support are used very well and this ensures that pupils with special educational needs and those who have English as an additional language receive full access to the curriculum and are able to work alongside their peers. Pupils' individual education plans are kept up to date.

33. Provision for extra-curricular activities has improved substantially since the last inspection. It is now very good and makes a significant contribution to pupils' learning. An unusually large range of activities is currently on offer at lunchtime or after school. This include a variety of sports clubs, dance and drama, French, Spanish, choir, recorder, homework, sewing, chess and T'ai Chi. They are well attended and many of them have been organised in response to pupils' suggestions. Around 50 pupils receive private instrumental tuition. On top of this, a wide programme of educational visits related to topics studied in class supports the curriculum and provides good hands-on experiences for pupils. Pupils in Years 4, 5 and 6 also benefit from an opportunity to take part in residential visits to the Kingswood Outdoor Centre in Staffordshire and to Cober Hill in Yorkshire. This helps them to gain confidence and independence.
34. Links with the community remain satisfactory. There is good involvement in local sports leagues and competitions, and pupils also give regular and generous support to a variety of charities. Business links are still very limited, but some plans are in hand to improve them in the near future.
35. The school has satisfactory links with other local schools. Its arrangements for receiving new pupils into Year 3 and for transferring pupils in Year 6 to secondary school are effective, ensuring they are properly prepared for their next phase of education.
36. The programme for personal, social, health and citizenship education (PSHCE) is now good and is implemented well through separately planned lessons and through other areas of the curriculum, such as science and religious education. Sex and relationships education and drugs awareness are also suitably incorporated and underpinned by appropriate policies.
37. The provision for pupils' personal, moral and social development is good overall and makes a positive contribution to the pupils' good attitudes to learning, their enthusiasm for school and to their good behaviour. The provision for spiritual and cultural development is satisfactory. The school has improved its provision for moral development since the previous inspection and maintained provision for spiritual, social and cultural development.
38. The provision for spiritual development is satisfactory. The school holds daily acts of worship, which meet statutory requirements. The spiritual development of pupils is enhanced in assemblies, when opportunities are provided to think about key values and current social issues. In one assembly, taken by the local vicar, pupils were given good opportunities to reflect about right and wrong as they were told the story of Jesus being tempted in the desert. In lessons, pupils in each year group are encouraged to question and discuss and this has the effect of developing an open frame of mind and a developing ability to appreciate the different views of others. However, opportunities for reflection in other aspects of the curriculum, in science, art and music for example, are limited and this holds back pupils' spiritual development.
39. The school's provision for moral development is now good and this represents an improvement since the previous inspection. Circle time, when pupils sit around to discuss with the teacher and each other, is used to good effect to support moral development. The School Council is a forum that enables pupils of all ages to have a say in matters which are important to them and their class friends. The newly appointed learning mentor is providing good support and guidance to those pupils who have low self-esteem, which affects their work and behaviour in class. This initiative is

still developing, but has already proved successful and is appreciated by pupils, teachers and parents alike.

40. The provision for social development is good. The school functions effectively as a well-ordered, friendly community. Pupils are happy. In lessons, most pupils are alert and responsive and are very willing to help others with their work. All teachers plan their lessons to give good opportunities for pupils to work in pairs or groups and this is effective in developing good collaborative work. Pupils work well together and show respect for each other. All pupils new to the school are given a very friendly welcome and are soon part of well-established friendship groups. This has recently been particularly noticeable with those pupils, some with special educational needs, who find relationships a challenge, or with pupils who are learning English as an additional language. Such help and support from friendly children are an important part of their full inclusion in all school activities. Pupils are encouraged to think about those who are less fortunate than they are and their response to charity appeals is very positive.
41. The provision for cultural development is satisfactory. Pupils have an awareness of other cultures and traditions, primarily through their studies in religious education and in their annual involvement in an art project, which features the work of artists of other cultures. This initiative has been successful and is a good feature of the school's provision for cultural education. The school has promoted awareness of multicultural music by inviting African and Asian musicians into school to work with some pupils. Indian dance was explored through a visitor who again worked with groups of pupils. Local artists have recently worked with pupils in the school to decorate the hall and library area; pupils are very proud of their newly decorated library. The pupils' own cultural heritage is celebrated by a range of trips to historical sites and museums in the local and wider community, but they have no opportunity to visit places of worship of other faith communities as part of their curriculum.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school continues to look after its pupils well. Suitable health and safety measures are in place and are followed closely. Pupils are supervised carefully and the daily working practices adopted by staff are good. Child protection arrangements remain secure, the headteacher having designated responsibility for liaising with outside agencies if cases of abuse are suspected. He is properly trained to carry out the duties associated with this role and, furthermore, there are plans to train another teacher in the near future to act as a deputy in this area of the school's provision.

43. Procedures for monitoring and supporting pupils' personal development remain effective. Teachers know their pupils well, have very good relationships with them and respond positively to their needs. They place strong emphasis on building confidence and promoting high standards of behaviour. Overall, most do this well and consistently. The newly appointed learning mentor is also making a good contribution to this area of school life by providing clearly focused help for those pupils with social and emotional needs. Furthermore, the school is very aware that pupils need more to occupy them in the playground and has appointed a play leader to organise activities at lunchtime. This works well and helps to develop pupils' general social skills. The school also does a lot to encourage personal responsibility, initiative and independence, opportunities like the School Council, junior playtime mentors and residential visits being good examples of this. Praise is used well to encourage effort, and significant achievements are recognised and celebrated each week at the SPOTS (Special People of the School) assembly.
44. As part of the school's strategy to raise standards a well considered programme of regular tests is implemented across the school, particularly in literacy and numeracy. The results are used well to track pupils' progress through the school. The senior staff analyse test results to identify strengths and weaknesses in pupils' performance and make effective use of this information to prioritise areas to develop and to focus resources. The information is also used well to guide target setting and to form teaching ability groups. Where possible, a form of self-assessment is used. This encourages pupils to reflect on what they have learned, and to identify what they need to do to improve. Overall, assessment procedures are satisfactory, but require further development to become a fully effective tool in subjects other than English, mathematics and science.
45. One of the strengths of the school's provision for pupils who have special educational needs is the thoroughness with which their progress is reviewed. The co-ordinator spends a considerable amount of time preparing for review meetings that often include the child's teacher and parents. There is close contact with agencies that have been working with the school. Teachers provide detailed information about how each child has progressed and on some reviews the parents and child add their views. This is not evident on every review sheet, though parents are always invited to give their opinions.
46. The school monitors pupils' attendance very thoroughly. Registers are maintained properly and there are suitable arrangements to investigate and follow up unexplained absences promptly. The school does not specifically reward good attendance as it feels this is not necessary.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. Parents continue to express strong support for the school. Their views are broadly similar to those reported at the time of the previous inspection. They show a good level of confidence in the leadership and management of the school and are pleased that their children enjoy coming to school. They rightly feel the school is doing a good job in educating the pupils and are happy with the progress their children make and the standards they achieve.
48. The school has retained a close partnership with parents and continues to provide them with information of good quality about their children's progress. Pupils' annual reports are well written and give a clear picture of their achievements over the year. Furthermore, correspondence and newsletters, which include regular updates about the work done in class, also keep parents fully informed about life generally in school.

The governors' annual report is a thorough document and fully meets requirements, but the prospectus is not complete. It does not tell parents of their right to withdraw their children from collective worship. However, the school knows about this and is taking steps to rectify the situation. Parents of pupils who have special educational needs are properly involved and kept fully abreast of all developments.

49. The school regularly seeks parents' views about its work through questionnaires, and acts on the findings. It also puts on a variety of courses and workshops, for instance in literacy and numeracy, to help them to get a better understanding of the curriculum. Suitable homework is now set regularly in all classes and all pupils have homework diaries. Homework is firmly established in Years 5 and 6 and is often used particularly well. For instance, pupils in Year 5 have recently performed a science experiment at home to investigate how fast water evaporates at different temperatures. They did this well and have analysed their findings in class.
50. The Parents' Association remains very active and continues to give generous support to the school. Recently, for example, it has raised funds to help set up a new school library. Parents also give good support to activities such as school drama productions, and a few continue to provide regular and reliable help in class.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The school is well led and managed by the headteacher and governors. This is similar to the findings at the previous inspection even though there has been a complete change of management since then and several changes of governors.
52. Since his appointment in January 2001, the headteacher has provided good leadership and management showing a clear educational direction for the school. The school has undergone a significant number of staff changes. Five teachers left the school owing to promotions and retirements and five new ones were appointed. These changes have been well managed by the headteacher who has built up a team of staff committed to maintaining and raising standards. The school has done well to maintain the good behaviour and personal development of pupils, the above average standards in English, mathematics and science and the good teaching since the previous inspection. This success is due to good development planning with effective systems in place for school improvement that have been carefully thought through and monitored. The school has kept up well with national initiatives and developments. Policies both for curriculum and whole- school management have been successfully reviewed. The key issue from the last inspection to develop the role of the curriculum co-ordinators has been tackled well. Co-ordinators are now fully involved in the management of their subjects although co-ordinators in ICT, history and geography have not yet developed the ability to fully monitor the quality of teaching and learning in their subjects.
53. At the beginning of the school year the school introduced a new structure of senior management. It comprises of the newly appointed deputy headteacher and two senior teachers. One of the senior teachers has the responsibility of developing and co-ordinating developments of subjects other than English, mathematics and science, and one is the co-ordinator for special educational needs and for the lower juniors. Regular meetings are held to consider school developments and ensure clear lines of communication with the team of teachers. A curriculum map for the development of subjects other than English, mathematics and science is in place and makes a good contribution to the school development plan, informing all staff and governors as to the priorities in place at certain times.

54. The deputy headteacher, who teaches one of the Year 5 classes, supports the headteacher well. She sets examples of very good practice to other staff both in their teaching and their co-ordination of subjects. Since her appointment she has taken on a wide range of responsibilities including mentoring the three newly qualified teachers, and is closely involved, with the headteacher, in monitoring pupils' behaviour in the school. She liaises very successfully with teacher training institutions and is a team leader for performance management.
55. The monitoring and evaluation of teaching play a major part in the school's self -review of its work. It has been mostly undertaken until recently by the headteacher and external advisors. Performance management systems are in place and up to date. However, the bulk of the monitoring of teaching falls heavily at present on the headteacher rather than being evenly spread across the senior management team.
56. The governors of the school support school development well. They show strong commitment to the school. They fulfil their statutory duties well and are fully involved in school development planning. Governors benefit from individual training by the local education authority and this brings new governors up to speed quickly. Some training has taken place to inform them of recent initiatives, such as recent pay policy. Governors have a well-established committee structure with clear terms of reference. They have a clear view of how they want the school to move forward and share the headteacher's vision for the school. They have a good understanding of how the school works. They gain this information in several ways: through formal meetings of the governing body in which they are kept well-informed by the headteacher and staff; through sub-committee meetings; through more informal meetings with staff; and in their roles as link governors for areas of the curriculum. Governors have opportunities to visit during school time and several help in the school. Through a series of questionnaires the school actively seeks views on the school from parents and how they would like to see it improved. A good example of this was the consultation held when the register for gifted and talented pupils was drawn up last year. Governors hold an annual meeting for parents and produce an informative report.
57. The Finance Committee meets regularly and keeps a close eye on the school budget, which is managed very carefully and effectively for the benefit of pupils. At the time the headteacher came into post, the school had a large budget surplus. This has now been brought into line with the recommended guidelines. A very recent auditor's report identified two minor improvements to be made in the school's day-to- day financial management and they are being addressed. Specific funds are used for their intended purpose. Governors regularly review their spending decisions; for example, the effectiveness of the new ICT suite and how many interactive white boards should be bought. Effective systems are in place for ensuring that good value for money is achieved when purchasing. Overall, the school's commitment to the principles of best value is good.
58. The co-ordinator for special educational needs has led the school satisfactorily through a period of substantial change to the way that schools provide for pupils who have special educational needs. National guidelines have been followed and the changes suggested at local level have begun to be made. She has successfully built up a good reputation for the school by liaising closely with other professionals. The co-ordinator manages review meetings well and spends much of the allocated budget ensuring that she has the time to prepare for these meetings. This means that the day-to-day work of teachers has not been monitored closely enough to identify inconsistencies in the way that targets are written and work is planned and to determine what training teachers need to help them to improve this aspect of their work.

59. The school's provision for pupils who are gifted and talented is led and managed well. A wide range of activities and events to build on the talents of these pupils is in place. The co-ordinator for gifted and talented pupils rightly views the next stage in the development of this aspect of the school's work as being to monitor the provision and agree procedures for tracking their progress.
60. Teaching staff have an appropriate range of qualifications and experience to teach the subjects of the National Curriculum. The three newly qualified members of staff are well supported by the deputy headteacher. Induction procedures for new staff are very good. The school has a mentoring system and provides clear guidance, as a result of checking planning and observing lessons, on what needs to be addressed. The school provides good support and guidance for student teachers, working closely with their partner higher education institution.
61. The overall range and quality of learning resources are satisfactory. They are good in English, mathematics and physical education. In ICT, computer resources are good although there are some shortages of software. In all other subject areas, resources are satisfactory and are generally accessible.
62. The school has adequate accommodation to teach the planned curriculum. The new computer room is a good feature. It is well equipped, used effectively and fully air-conditioned. The library, which is currently being developed with the help of the Parents' Association, is another good feature. The school also benefits from having a separate dining room and access on the site to a swimming pool that is managed by the local town council. However, the school does not have enough toilets to meet current recommendations for the number of pupils on roll.
63. Outside, there are two suitably sized hard-surfaced play areas. These are rather plain and uninspiring, but plans and funding are in hand to improve them in the near future. The school also has access to a field, about five minutes walking distance from the site, and makes regular use of this for sport, particularly in the summer term.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. In order to raise standards and improve the quality of education, the headteacher, staff and governors should:

- (1) Raise standards in ICT, history and geography by:
 - teaching pupils the skills, knowledge and understanding in the control technology element of the programme of study for ICT
 - teaching the full programmes of study for history and geography to pupils in Year 6
 - developing the ability of subject co-ordinators to monitor the quality of teaching and learning in these subjects(See paragraphs; 7, 8, 27, 28, 31, 99, 103, 107.)

- (2) Raise the rate of progress made by pupils who have special educational needs by:
 - writing targets in their individual education plans that are sharp and focused on their specific needs
 - providing activities to help them progress towards their targets to improve their learning
 - training teachers to enable them to do this consistently
 - monitoring the planning and teaching in order to identify any weaknesses in the school's provision(See paragraphs; 6, 21, 31, 58.)

- (3) Improve the presentation of pupils' written work and standards of handwriting across the school
(See paragraphs; 24, 66, 103, 125.)

In addition to these key issues for action, the following less significant issue should be considered:

Improve the consistency and usefulness of the marking of pupils' work *
(See paragraphs: 29, 84.)

*The school has already identified this as a priority for development.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	64
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	8	27	28	0	0	0
Percentage	2	12	42	44	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents about two percentage points.

Information about the school's pupils

Number of pupils on the school's roll (FTE for part-time pupils)	298
Number of full-time pupils known to be eligible for free school meals	19

FTE means full-time equivalent.

Special educational needs

	Y3 – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	26

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	3.6
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	42	38	80

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	31	35	38
	Girls	33	34	35
	Total	64	69	73
Percentage of pupils at NC level 4 or above	School	80 (80)	86 (73)	91 (94)
	National	75 (75)	73 (71)	68 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	34	37
	Girls	30	32	32
	Total	57	66	69
Percentage of pupils at NC level 4 or above	School	71 (78)	83 (80)	86 (86)
	National	73 (72)	74 (74)	62 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
284	0	0
0	0	0
1	0	0
3	0	0
0	0	0
0	0	0
4	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
2	0	0
0	0	0

No ethnic group recorded	4	0	0
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The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	23
Average class size	25

Education support staff: Y3– Y6

Total number of education support staff	10
Total aggregate hours worked per week	203

Financial information

Financial year	2001-2002
	£
Total income	682,688
Total expenditure	708,471
Expenditure per pupil	2323
Balance brought forward from previous year	74314
Balance carried forward to next year	48531

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	300
Number of questionnaires returned	254 (84.7%)

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	37	2	2	1
My child is making good progress in school.	44	53	3	0	0
Behaviour in the school is good.	36	58	3	0	3
My child gets the right amount of work to do at home.	23	61	13	1	2
The teaching is good.	48	50	0	0	1
I am kept well informed about how my child is getting on.	31	50	16	1	2
I would feel comfortable about approaching the school with questions or a problem.	65	33	2	0	0
The school expects my child to work hard and achieve his or her best.	57	40	2	1	0
The school works closely with parents.	35	54	8	0	2
The school is well led and managed.	56	42	0	0	2
The school is helping my child become mature and responsible.	49	48	2	0	1
The school provides an interesting range of activities outside lessons.	67	30	2	0	0

Percentages are rounded to the nearest integer and may not total 100.

12 (4.73%) parents made additional comments

Strongest points in order:

- Children make good progress.
- The school is supportive and takes notice of parents' views.
- The school develops all aspects of children's talents.
- There is good communication with parents.
- Teachers work hard.

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

ENGLISH

65. Good standards of attainment in English have been maintained since the school was previously inspected. Standards in Year 6 are above the national average overall. Standards in speaking and listening and reading are above national averages. Standards in writing are in line with the national average. The lower standards in writing match those found at the time of the previous inspection. The school has put in place strategies to tackle the weaknesses identified in writing. These are being closely monitored, but have not yet been in place long enough to be fully effective. The good standards seen represent good achievement, particularly in reading, for this group of pupils from when they first entered Year 3. Pupils who have special educational needs are given sound support in class and this ensures that they make satisfactory progress. Very few pupils learn English as an additional language. They do not receive bilingual support in lessons, but are well supported by teachers and learning support staff and as a result make equally good progress.
66. Standards in English are good because of the good and sometimes very good quality of the teaching. Particular strengths are in teachers' subject knowledge and in their teaching of basic skills, which they do very well in reading and speaking and listening. Teachers have good relationships with pupils and organise and manage pupils well for learning. This ensures good behaviour in lessons. Classrooms are well organised and teachers and learning support staff promote good learning attitudes. However, the quality of marking is inconsistent throughout the school, particularly in the case of handwriting. Handwriting and the overall presentation of work are a weakness and the marking of work is not sufficiently rigorous to correct common errors. As a result, pupils in Year 6 often make the same errors in the shape and size of their letters that pupils in Years 3 and 4 make. The pace of lessons, identified as an area for teachers to develop from the previous inspection, is now consistently good. Some lessons are conducted at a cracking pace, but skilful teachers monitor their pupils carefully and ensure that the lively pace matches the rate of their learning in the lesson.
67. Standards in speaking and listening are above those normally found. The teaching of speaking and listening skills is consistently good. The initial part of each lesson is used well to extend the vocabulary of pupils and to give them the opportunity to explain their thoughts. Most pupils have a good range of vocabulary and use correct technical vocabulary well in other subjects. Teachers are skilful at organising activities that give pupils good opportunities to work in pairs and small groups. This works well and pupils make good progress in their ability to discuss issues confidently. By Years 5 and 6, pupils have good debating skills. They pose arguments for and against walking dogs in a park, or for keeping animals in a zoo. The quality of their debates is lively, but well controlled and pupils are respectful of the often opposing views and opinions of others. Teachers monitor and guide these sessions effectively, making good and timely teaching points in a discussion to widen the debate. The quality of this work makes a positive contribution to the social and moral development of the pupils throughout the school. Younger pupils in Years 3 and 4 show good listening skills when listening to a story and make relevant responses to questions posed by their teachers. Those pupils who are less confident, have special educational needs or who are learning English as an additional language, are given good support by teachers, learning

support staff and the other pupils in their class. This helps them to contribute successfully to class or group discussions.

68. Standards in reading are above those normally found in Year 6. Pupils achieve well throughout the school because they are taught reading skills thoroughly. Pupils are taught how to use the school library and have a good working knowledge of how books are organised. In classrooms, teachers provide a good selection of fiction and non-fiction books, with dictionaries and thesauruses. These are well organised, clearly labelled and catalogued with the same systems as in the school library. This helps pupils to access resources easily when they are researching a new topic. Pupils of all ages have good research skills. They are taught how to skim and scan paragraphs to find information from non-fiction books and texts, or to pick out key words and phrases when using the Internet or CD ROMs. Most pupils, particularly in Years 5 and 6, have good library and research skills and they say that they feel that the school is preparing them well for the kind of work they will have to do at their next school.
69. When reading independently, pupils in Year 6 are confident. They choose their own books and use their homework/reading diaries well to monitor their own reading. Older pupils read challenging books, but the language is well within their capabilities. They read with expression and understanding, in many cases smiling as they appreciate the wry humour in a paragraph. Younger pupils are developing good skills in observing punctuation to help them read with expression. Whilst pupils have individual or class targets to improve their writing, they do not have these in reading. As a consequence, pupils do not know how well they read, or what they could do to make them better readers.
70. Pupils do less well in writing tests than they do in reading, but still achieve standards that match those of most other schools nationally. The school has identified the weakness in writing and a clear action plan is in place to ensure that all teachers have a consistent approach to the teaching of key writing skills. This has been monitored by one of the subject co-ordinators, but the initiative is still too new to have raised standards. Pupils use a good range of language when writing stories and poems, and this links well with their good use of vocabulary generally. Younger pupils in Year 3 are beginning to use a good range of descriptive words and phrases to add interest to their stories, for example, *The rabbit lived in a big grassy field on the right-hand side of the Marble River*. Higher attaining pupils in Year 5 use a widening range of styles to write accounts, reports and stories. Pupils have used good literacy skills to write factual books. One, on *Dogs*, shows effective use of research and computer skills to download specific information and graphics to illustrate the book.
71. Pupils use a good range of punctuation to enliven their writing and this is evident in all year groups. This was a recent focus for development throughout the school and has proved effective. Spelling skills are weaker and the school is tackling this by getting groups of pupils, set by ability, twice a week to focus on learning spelling patterns. The school uses homework regularly to reinforce the skills being taught. Pupils' handwriting and the presentation of work are not good enough throughout the school and errors in the size and shape of letters persist. Pupils in Years 5 and 6 do not consistently use a joined script, although they do use pens.
72. Good use is made of literacy skills throughout the school, particularly in the way pupils use their good research skills to find out about other subjects. Pupils use correct technical vocabulary in other subjects, such as science. They do not always present their work well enough, however, and their weaker handwriting skills have the effect of sometimes making their work look untidy. In some classes, there are very few examples of pupils' written work on the walls, either to reinforce their learning in English

or to show what they have been doing in other subjects. This does little to promote good writing skills, as pupils do not have good models to help them to write and present their work. Pupils' skills in ICT are used well to promote learning in English.

73. Currently, the school uses a satisfactory range of assessment procedures to monitor the progress of pupils. This is used to good effect to provide extra teaching in smaller groups for those pupils who look likely to achieve better results in their national tests if given extra help. This was seen to work very well in 2002 and the school has clear evidence that this extra support was effective. In some cases, pupils are involved in assessing their own progress after a unit of work and good examples of this are seen in Year 5.
74. The leadership and management of the subject are satisfactory and there are some clear strengths in leadership. Two experienced teachers who have good subject knowledge and are committed to constantly improving standards share the role. There is a clear and well-written action plan to tackle the weak areas in standards of writing throughout the school. However, the subject co-ordinators are not fully involved in the assessment and tracking data and this lessens their ability to have a strategic overview of the subject. Resources for the subject are good and are used well in lessons to promote learning.

MATHEMATICS

75. The results of national tests in 2002 showed that standards in mathematics were better than those achieved nationally. In the five years from 1998 to 2002 standards have exceeded the national average in each year except 2001, when they were in line with the national average. Good standards of attainment in mathematics have been maintained since the previous inspection. The pupils are on course to achieve similar high standards in the forthcoming Key Stage 2 tests and a significant number of pupils in Year 6 are set to achieve at the higher level. This is supported by teachers' assessments of pupils' work and progress.
76. Mathematics teaching follows the National Numeracy Strategy; consequently both the content of the curriculum and its teaching are fully focused to provide clear progression in the teaching and learning. The standard of teaching has been maintained since the last inspection and there have been improvements in the area of mental mathematics. The school has identified some gifted and talented pupils in mathematics in Year 4, and procedures to extend their curriculum are being put into place.
77. A strength of the teaching throughout the school is the way in which teachers check pupils' mathematical understanding. In a lesson for less able pupils in Year 5, the teacher demonstrated the ability to challenge the pupils with rapid questions in mental mathematics, followed by a clear exposition of the principles of area. The teacher then checked the pupils' current level of understanding of the subject through a question and answer session. The pupils were then given three different sets of work, and as a result were able to develop their understanding of area, which was then checked by the teacher and teaching assistant.
78. Mental mathematics and teachers' questioning are other areas of strength. All mathematics lessons begin with a session of mental mathematics. In a multiplication lesson for pupils in Year 4 of above average ability, the teacher generated enthusiasm among all pupils, within a competitive game. In a lesson for pupils in Year 6, the teacher planned and carried out a questioning session to explore angles. Without losing pace, the teacher allowed pupils to develop their answers fully, even if they were

inaccurate, before moving on to listen to other answers. In this way the pupils' understanding of angles was given greater depth.

79. The school has aimed for understanding in mathematics through the National Numeracy Strategy. This is important but has adversely affected the presentation of some pupils' work. This is evident from the pupils' exercise books, where the setting-out of some calculations was misaligned and some geometry was inaccurate. In some cases, marking by teachers which lacks specific detail to help pupils improve compounds this.
80. Pupils' very good attitudes to mathematics are closely linked to the very good relationships they have with their teachers. They are keen to take part in all activities and work together very well, sharing ideas and equipment. Pupils readily help one another during group activities. For example, during a lesson for pupils in Year 3 on addition, one pupil helped another who was confused to record his work on a small whiteboard. Pupils are willing to persevere when tasks are challenging, secure in the knowledge that they will be praised for their efforts and reassured if they make mistakes.
81. Teachers are confident and flexible in their implementation of the National Numeracy Strategy. This leads the pupils to exhibit a similarly confident ability to explain how they are working things out. The grouping of pupils with others at a similar level of ability in mathematics gives the teachers a clear focus and provides for a close match of work. This is evident throughout the school. There is good provision of activities for the more able in each ability group, in that there are extension activities available for each lesson. The specific objective books for rote learning, i.e. the *Learning By Heart Books*, are very effective in setting targets for pupils in numeracy and in helping them develop mental skills and basic number facts. This enables them to access learning at a higher level. Pupils use their mathematical knowledge well in other subjects, for instance, when making charts and graphs in science.
82. The management of the subject is good. The subject co-ordinator makes good use of tests and assessments to check for gaps in the curriculum and to predict the level pupils should attain by the time they leave the school. In addition, all pupils undertake the non-statutory National Curriculum Tests at the end of each year. By observing and evaluating the quality of teaching and learning in lessons, the co-ordinator identifies strengths and addresses weaknesses in teaching. One outcome is that teachers know that the most productive way to ensure that pupils do their best is to match the work to their individual needs. Numeracy homework is set every week for all pupils and follows nationally recommended guidelines. With the support that the co-ordinator provides for teaching and a commitment to improving pupils' learning, the school is in a good position to raise standards even further in mathematics.

SCIENCE

83. Standards in science have improved since the previous inspection and are above average. Pupils do well in science and make good progress. Significant proportions of pupils makes rapid progress and are well ahead in their learning. Against the national picture over the past four years, the school's results in science at the age of 11 have fluctuated between being well above average and above average. In 2002, pupils made very good progress based on their previous attainment in science at the age of seven.
84. Several factors have contributed to the improvement in standards in science. Leadership and management by the co-ordinator are good. A sound action plan has been prepared for the current year with an emphasis on assessment and in-service training for staff. This is already bearing fruit. The monitoring and evaluation of planning and pupils' work in science have taken place recently to establish a clear overview of the subject. The curriculum for science is well planned and teachers are supported by a detailed scheme of work that underpins the nationally recommended scheme. The assessment of science is successful. Teachers assess pupils' achievements consistently at the end of each half-term's unit of work. The results of these assessments are used well for the planning of the next unit of work and for the preparation that the school does prior to national tests. Pupils' results in end-of-year non-statutory tests are tracked as they move through the school. Work is generally marked well, although in some Year 3 classes marking does not give pupils points for improvement. Science topics are covered in depth and teachers give good opportunities for pupils to carry out well-devised scientific enquiries. Resources are satisfactory and well organised. This, together with the good quality of the teaching, results in pupils enjoying their learning and showing a good level of enthusiasm and interest.
85. In all classes there are no significant differences between the performance of boys and girls. Pupils with special educational needs make sound progress in their learning, thanks to the good amount of support from teaching assistants. This was evident in a lesson for pupils in Year 5, when they used the results of an investigation to measure evaporation to make a line graph. Pupils were well supported by the teaching assistant, who reminded them of the meaning of scientific words such as calibration and the measures that had been used. More able pupils and those identified as academically gifted are catered for in teachers' planning and are given additional extension activities. Homework is set regularly in science. This includes carrying out enquiries at home.
86. Systematic scientific enquiry is a strength of the science curriculum. Throughout the school pupils learn to predict and observe and to reflect on it. They make good detailed recordings of their enquiries. Pupils use recording sheets that successfully detail, for instance, what it is they want to find out, what they will change, and what they will look at and what they think they will see happen. They then record what they saw and found out. They are given good opportunities in their lessons and recording of their work to acquire a range of skills that enables them to explore their own ideas and collect a range of evidence effectively. However, ICT is rarely used sufficiently well by pupils as a source of information or for recording data from their enquiries; for instance, to produce charts and graphs.

87. Teaching and learning in science are good. They range from satisfactory to excellent. Teachers have good subject knowledge and give pupils good opportunities in their work to acquire a wide range of skills to enable them to explore their own ideas and collect a range of evidence effectively. For example, pupils in Year 3 classes examined carefully chosen selections of rock samples such as *granite* and *porphyry* and grouped them according to their characteristics. They later tested them for hardness with a variety of tools and were able to make and record their conclusions successfully. Pupils in Year 4 made good progress in their knowledge of *forces and friction* as a result of good explanations from the teacher, who deepened their knowledge with the reasons why grit helps cars to have a good grip on slippery roads. In a very good lesson on *changing the states of a variety of solids*, other pupils in Year 4 showed their previous knowledge well as a result of the teacher's very good questioning, which checked their understanding and predictions well. During lessons and demonstrations teachers ensure that pupils are well aware of safety rules, such as the care needed when using hot water, the use of safety goggles when scratching rocks and the use of rubber gloves when examining plants. Most pupils quickly develop an understanding of the need for a fair test when observing and testing, so that by the time they reach Years 5 and 6 they can choose their own variables in an experiment to see how their results differ. At the start of an excellent lesson in Year 5, pupils expressed surprise when they reviewed their measurements of experiments for plants growing under different conditions and found their predictions to be different.
88. A good feature of all lessons is the way that teachers focus on carefully identified scientific vocabulary. This results in pupils using this confidently in their explanations, discussions and recording. Another good feature of teaching and learning occurred in a lesson for Year 6 pupils when the teacher challenged the pupils into thinking creatively to provide an explanation of what had happened when an antiseptic was mixed with water. Some higher attaining pupils made good suggestions such as *it has diffused into the water gradually and slowly*.

ART AND DESIGN

89. Standards have been maintained since the previous inspection and continue to be appropriate for pupils' ages. By the time they are in Year 6, most pupils are good at drawing and mix and blend paints and pastels competently. There are some gaps in pupils' learning, however; they know little about artists and art from other cultures and do not have enough experience of sculpture and three-dimensional art and craft. Pupils of all abilities make steady progress from one year to the next. Those who are gifted and talented benefit considerably from the challenging tasks they are given in after-school clubs and pupils who have learning difficulties often do as well as others in this subject.
90. Most of the teaching continues to be satisfactory, though some lessons were taught well. One of the strengths of the teaching is the way that pupils are trained to look closely at objects and notice their shape, texture, colour and form. As a result, pupils in Year 5 produced pastel pictures of vases and glasses that were of a high quality and showed their understanding of how to make objects look three-dimensional. Similarly, careful attention to the way that bodies look when they move enabled pupils in Year 6 to draw a sequence of sketches that started with skeleton figures and ended with drawings of good quality of moving figures.

91. Another good feature of the teaching is the way that teachers demonstrate and explain the techniques that pupils need to use to produce work of a good quality. For example, because the teacher showed them how to vary the amounts of paint and water on their brush and paper, pupils in Year 4 were able to use a wash and blend colours to create pictures that expressed a dream-like state.
92. Teachers give pupils plenty of time to achieve their best work and practise their skills. In this way pupils see that art is not an instant activity and they put a lot of effort into their work. In one lesson, some of the pupils in Year 3 were so intent on practising stencilling that they worked in total silence for a long period. Teachers make appropriate use of computers to teach art and design. Pupils are familiar with paint programs and used them to produce colourful designs in the style of the artist Mondrian.
93. There are some aspects of the teaching that the co-ordinator has rightly identified as needing improvement. Although the curriculum meets statutory requirements it is weighted towards sketching and drawing. At present, pupils who attend pottery, craft or sewing clubs have opportunities to work with textiles and sculpting materials but this is more limited in lessons. However, the curriculum is enriched through the work that pupils do with visiting artists. These opportunities have resulted in a bright mural in the library and some attractive wall hangings in corridors. Although pupils have opportunities to visit galleries, their knowledge of artists and their work is limited. Pupils in Year 6 talked about the study they had made of the pictures of Jack Vettriano but knew nothing about his background. In the same way they could name Picasso, Matisse and Van Gogh but knew nothing about their lives or work.
94. The subject is led and managed soundly. The co-ordinator keeps a close eye on standards and the quality of teaching and this has helped her identify what needs to be done to raise standards.

DESIGN AND TECHNOLOGY

95. The school has maintained satisfactory standards in design and technology since the last inspection. Teaching is mainly satisfactory and sometimes good. Teachers provide suitable opportunities for all pupils to design and make a range of products. However, in some lessons in Year 6, teachers do not always make instructions clear enough. Pupils in Year 6, including those with special educational needs, make sound progress and generally produce work in design and technology that is typical for their age. By adopting the nationally approved programme of work, teachers provide pupils with an interesting range of activities that involve the use of a satisfactory range of materials, tools and techniques.
96. Teachers demonstrate a sound knowledge of design and technology and encourage pupils to develop working products. For example, pupils in Year 5 have been working successfully on designing and making moving toys. Work included the construction of cams. Mock-ups were made, there was an emphasis on accuracy, and all pupils undertook evaluations. There is some use made of information and communication technology within this subject.
97. Projects in design and technology are carefully planned with routine reminders about health and safety. Pupils in Year 6 have been examining how paper structures fail when loaded, and techniques for reinforcing them. The teacher presented the lesson using a plain piece of paper, and stimulated interest from all the pupils, emphasising the need

for care and accuracy. Again the pupils were encouraged to evaluate their completed structure using labelled diagrams in addition to written evaluations.

98. Leadership and management of the subject are satisfactory. The recently appointed co-ordinator has emphasised the need for pupils to have a more independent approach to the subject. There is evidence that this is taking effect, in that pupils make positive suggestions about their own and other's work. Design plans make some use of literacy and numeracy, although this could be developed further. The co-ordinator regularly monitors the curriculum throughout the school. In-service training is due to take place during the next school year.

GEOGRAPHY

99. Although satisfactory, standards are lower in Year 6 than they were at the time of the last inspection. At that time, the school achieved good standards in geography and the teaching was also good. However, the subject has recently lacked leadership because of the absence of the co-ordinator. This has limited opportunities for the school to maintain close checks on the quality of teaching and learning. The impact of this weakness is evident in a decrease in pupils' achievements in Year 6. Although the teaching is satisfactory, the work teachers plan lacks the breadth of study that is evident in Years 3, 4 and 5. Pupils in Year 6 gained satisfactory knowledge of the Chamonix valley from sources such as a video when comparing that area with the landscapes, occupations and weather of the Swat valley and Snowdonia. However, their work lacked detailed study of scaled maps, variations in lifestyles and climate and their knowledge is deficient in these areas. The teaching also lacks plans for pupils to experience the techniques and instruments of fieldwork during the summer term.
100. While teaching and standards are satisfactory in Years 3 and 4, they are higher in Year 5. Pupils in Year 3 gain basic understanding of the human geography of Silsden. Their teachers are good at developing pupils' knowledge of geographical terms. In work about rocks and soils, they introduce pupils to words such as *igneous*, *metamorphic* and *sedimentary* which are displayed to encourage their use in discussion and in written work. The pace of learning is maintained steadily in Year 4, where teachers move pupils on from simple plans to work with Ordnance Survey maps. Because of their teachers' high expectations, in one lesson pupils knowledgeably and confidently discussed the pros and cons of living by a harbour, river, crossroads, hill or valley. Most pupils completed fairly accurate checklists identifying which of four areas on a map provided clean water, shelter, fuel and grazing land. More able pupils gave well-considered decisions for the areas they identified. Some less able pupils, however, found the work too hard and were confused by the symbols on the map.
101. Good standards are evident in the work of pupils in Year 5. Planning of good quality from a nationally approved programme provides pupils with the opportunity to study the topic of water in considerable depth. After scanning Ordnance Survey maps to establish different sources of water in the locality, pupils investigated and surveyed the use of water in their homes and its use for leisure, health and industry. The range and challenge of the work increased as teachers introduced work about the world's major rivers, rainfall in different climates and comparisons of the use of water in Ghana and the United Kingdom. Teachers in Year 5 pay close attention to presentation and developing pupils' skills in writing. They also make good use of pupils' knowledge of mathematics when introducing them to scale on maps, bar charts and logs that indicate how water is consumed for domestic activities.

102. Although the school is trialling systems to assess pupils' learning, the lack of an established programme contributes to a decrease in standards in Year 6. Similarly, there has been no recent staff training in geography to refresh teachers' knowledge of the subject. This clearly has a detrimental effect on the skills of some teachers and subsequently on their pupils' learning. On the positive side, the school's development plan outlines an intention to improve provision in subjects such as geography. Once this takes place, the school will be in a good position to achieve high standards for all pupils.

HISTORY

103. Pupils in Year 6 achieve satisfactory standards in history. However, at the time of the last inspection, standards were good. This deterioration is due in part to a recent lack of leadership for the subject due to the absence of the co-ordinator. Without a co-ordinator to keep close checks on teaching and learning, the school has not maintained a clear picture of standards. As a result, while most of the teaching in Year 6 is satisfactory and pupils acquire sound knowledge and understanding of life in ancient Greece, pupils' independent research lacks the rigour, detail and range of writing needed to achieve high standards. Handwriting and the presentation of some pupils' work are poor.
104. More able 11-year-olds gain satisfactory results when using computers and information books to investigate topics, such as gods and myths. Some average and less able pupils fail to achieve similar results because they lack sufficient direction from teachers to select, organise and record information that is relevant to their investigations. While the work teachers plan with computers contributes to pupils' progress in ICT, some pupils spend too much time moving round attractive CD ROMS or the Internet without getting down to detail. This was evident in folders of work about Britain since the 1940s. Pupils who researched topics, such as the growth of popular music, lost sight of the purpose of their work and instead produced brief biographical notes on pop stars from different decades that lacked cohesion and purpose.
105. Through a practical approach to the subject, teachers in Year 3 lay satisfactory foundations for pupils' growing understanding of past eras. Standards are as high in history in Years 4 and 5 as at the last inspection and teaching continues to be good. In these classes, teachers provide a good and varied range of materials, such as videos, photographs, contemporary documents, visits to places of historical interest, books and the Internet. This, together with a clear focus for research allows pupils to gain good knowledge of events, people and changes in the past. While studying the Tudor period, pupils in Year 4 gained detailed knowledge of life in a Tudor street from texts, pictures, maps, house signs, places and buildings. In extensive studies of Victorian times, pupils in Year 5 gained good knowledge of topics such as the life of the queen, children at work, the life of a farm labourer and Dr Barnardo,
106. Teachers in Years 4 and 5 ensure that history makes a strong contribution to pupils' writing. Pupils communicate their knowledge through inventories, letters, lists, labelled drawings and diagrams, accounts, biographies and records of research. The time-lines that teachers provide with all the work in history contribute effectively to pupils' growing understanding of the passage of time. Although the school lacks procedures for assessment, the systems trialled by teachers in Year 4 provide a sound basis for ensuring that in the future pupils' learning will be maintained at the same level in all year groups. The school's planned intention to review its provision in subjects such as history provides a good basis for improvements to standards.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

107. Standards have been maintained since the time of the previous inspection and continue to match those expected for pupils' ages. Pupils are competent at using computers to share and communicate information and use computers in their research and to find things out. Their understanding of how to use computers to make things happen and to control technology is limited. In this aspect of ICT standards are not high enough.
108. Since the previous inspection the school has installed a suite of computers to teach skills and it also provides a second suite of computers for research work in the library. This increase in resources has had a significant impact on pupils' learning. Because of the regular opportunities they get to use computers pupils are confident about using the programs and hardware. By the end of Year 6, they are adept at using word processing programs to communicate text such as lists, posters and writing. Pupils' lively accounts of an educational visit combined text and photographs taken with a digital camera. However, although pupils in Year 6 understand how to operate a digital camera they have had few opportunities to use one. In addition, pupils are unsure how to add sound to their presentations.
109. The teaching is satisfactory overall, though a small number of lessons were taught very well. Teachers have a good knowledge of computers and of the school's software. The methods that teachers use to teach ICT are effective. In all year groups, teachers' explanations of how to use technology are clear and help pupils to master new techniques and skills. For example, the teachers' simple, step-by-step instructions about how to enter formulae onto a spreadsheet ensured that pupils in a Year 5 class quickly grasped the idea that the software would re-calculate all the totals when one piece of information was changed. In most lessons, teachers question pupils about why they would choose to use ICT in preference to more traditional methods of communicating information. Despite this, a number of pupils in Year 6 are unsure about the potential of computers and say they would often choose to use pencil and paper or calculators. In part, this is because pupils are not taught to type and it takes some of them a long while to write because they use only one or two fingers.
110. Teachers are good at using computers to help pupils to learn in other subjects. Throughout the school, pupils make use of the library computers to research information in history and geography. For example, pupils in Year 6 used search engines and the Internet in their studies on Ancient Greece. Similarly, pupils in Year 4 increased their mathematical knowledge of databases and learned the names of musical instruments at the same time as they gained familiarity with the program they were using.
111. One area of teaching that the co-ordinator has rightly identified as being in need of improvement is in teachers' planning of work for pupils of different abilities. In most lessons, pupils of all abilities are expected to carry out the same tasks. Those who have special educational needs are generally given extra help by the teacher and other adults but the most able pupils are rarely given more challenging tasks and are expected to complete the task more quickly or produce more work. As a result, the most able pupils are not moved on as far as they could go and lower attaining pupils sometimes lose heart when they find the work difficult.
112. Pupils and teachers benefit from the services of a competent technician. She is available to help teachers when computers or the software malfunction and provides additional help for pupils who need it. In some lessons, teachers fail to make efficient

use of her time and talents, usually in the part of the lesson when they are talking to the class and the technician has no part to play.

113. With clear leadership from the co-ordinator, teachers have recently agreed to trial procedures for assessing pupils' skills and progress in ICT. These procedures have not been in place for very long and teachers have had no opportunities to make use of the information they provide to pitch work at the right level for pupils of different abilities. In the past, the subject has not been managed well enough to remedy the gaps in teaching and learning of control technology. Consequently, progress has been slow and this remains an area for improvement. However, the recently appointed co-ordinator has a clear plan of action for increasing the resources and ensuring that teachers have the training necessary to teach this aspect of the subject. This means that the school is in a good position to be able to raise standards in the future.

MUSIC

114. Pupils in Year 6 attain standards expected for their age. This is similar to the findings at the previous inspection. Pupils enjoy their music-making particularly in compositional activities and in singing. The tuition provided by visiting specialist teachers in a wide range of instruments for a significant number of pupils is a strength of the school. Very well-attended choir and recorder groups further enhance the provision for pupils of all ages. Instrumental teaching enables the more able pupils to make good progress and achieve well. Musically gifted pupils such as pianists are given the opportunity to shine when they perform before the whole school when classes arrive and leave assemblies.
115. All pupils enjoy singing and sing well to accompaniments by the piano and guitar. They show good control of pitch, dynamics and rhythm and learn a wide variety of songs and rounds including folk songs and hymns. In whole-school singing, pupils' diction is clear and this is helped by the fact that they hold their heads up high and sing out as they read or check the words from an overhead projector.
116. Pupils learn to compose using pitched and unpitched instruments. By Year 6, some pupils understand the need to record and write down their compositions in the form of a graphic score so that it can be played again. They know they need to have a structure to their compositions and that dynamics need to be marked so that the way they play the instruments is controlled to give the best effect. However, many pupils in Year 6 find it difficult to improvise melodic and rhythmic phrases within a group performance independently. Pupils are beginning to develop knowledge of music from other cultures by listening to music, for instance, from Zimbabwe and India and examining the different instruments that are used. However, pupils' skills in understanding the way that music is created and performed and its influences is still at an early and superficial stage for many.
117. No judgement can be made on the quality of teaching overall, as insufficient lessons were observed. The quality of the teaching in the lessons seen in Year 6 was satisfactory overall. It was good in a lesson taken by the co-ordinator who has good subject expertise and teaches with energy and liveliness which ensures that lessons are fun and enjoyable for pupils. Pupils with special educational needs took a full part in the lesson and received good support and made the same progress as others. In another lesson, pupils followed the clear instructions of the teacher and followed and responded well to conducting signals. They were given opportunities to comment and evaluate their playing and to explain how they obtained different effects in their instrumental playing such as *slapping and sliding*.

118. Leadership and management of the subject are satisfactory. The recently appointed subject co-ordinator is keen to raise standards in music. She has made a good start and audited the strengths and the areas to develop in music, which is a feature of the school development plan for the current year. The monitoring and supporting of lessons has begun. Resources are satisfactory.
119. Since the last inspection the planning of music has improved and the school now uses the nationally recommended guidelines which are supported by additional materials to help teachers. In-service training for teachers is planned for the current term. Assessment of pupils' achievements is not yet developed.

PHYSICAL EDUCATION

120. The good standards in physical education have been maintained since the last inspection. Physical education makes an important contribution to the life of the school. Teaching in the subject is mainly good. Teachers' confidence and understanding of the subject allow pupils to make good progress during lessons in games, gymnastics and dance. A large school hall with a sprung floor provides good accommodation for indoor physical education. The slope on the school playground, and a playing field which is detached from the school limit outdoor lessons in physical education.
121. Lessons in physical education are carefully planned, consequently the teaching is consistent and the pupils make good progress in all age groups. A good feature of teaching is the encouragement given to pupils to take responsibility for their own exercise and to understand the benefits. For example, in a lesson for pupils in Year 4, the teacher clearly explained the purpose of the warm-up session, and had four different warm-up activities. As a result the pupils understood what was required from each of them and they worked enthusiastically. Teachers are aware of the need to consider the individual contributions of the pupils. For instance, during a dance lesson for pupils in Year 5, the teacher built the lesson from individual ideas to collaborative group activities. Ten different out-of-school activities support physical education lessons, including fitness, t'ai chi, cricket, dance and water polo.
122. The school enjoys the facility of a small swimming pool. Although this is shared with the local community and with an infant school, all pupils are included in a timetable for swimming lessons, taught by a trained swimming instructor. The effect of this is that all pupils who have lessons from Year 3 onwards can swim unaided for a sustained period of time and for at least 25 metres, by the time they reach Year 6.
123. The co-ordinator provides good leadership for the subject and helpful support for teaching and learning. The lessons that the co-ordinator teaches provide examples of the standards for other teachers to follow. There has also been productive liaison with the advisory teacher for physical education from the local education authority. This has resulted in a programme of training in outdoor and adventurous activity, dance and further training in gymnastics. A further good strategy for managing the subject lies in the teachers' planning using the nationally recommended guidelines. Assessment of pupils' progress, using these guidelines, is under development. Resources are good.

RELIGIOUS EDUCATION

124. Pupils' attainment is in line with the expectations of the locally agreed syllabus by the end of Year 6. Standards have been maintained since the previous inspection. The quality of teaching is always satisfactory and sometimes good when teachers give

pupils good opportunities to reflect on issues in everyday life. This ensures that all pupils, including those with special educational needs, make satisfactory progress over time. The subject makes a good contribution to pupils' spiritual and moral development and a satisfactory contribution to their cultural development.

125. A clear strength of the teaching is in the meaningful opportunities given to pupils to work in pairs and small groups. This is successful in developing pupils' personal and social skills, as they enter into lively discussions in which they learn that others may well have opposing views to their own but still have a valid point. Speaking and listening skills are promoted well by all teachers throughout the school, as pupils are given many opportunities to talk in depth about the similarities and differences between major world faiths. Older pupils in Year 6 show thoughtful responses in their answers to questions and a developing ability to reflect on current issues. In a good lesson in Year 5, the teacher used a good range of resources to challenge pupils' idea of what Jesus may have looked like. Pupils were surprised to discover that Jesus is recognised as a significant religious leader in most world faiths and has been represented in art and artefacts in many other cultures. They were particularly fascinated with Chinese and Indonesian portraits of Jesus. Throughout the school, the way pupils present their work could be better. Hand-written work often shows weak handwriting and there are few examples of pupils using skills in ICT to support their learning.
126. In most classes, pupils behave well in lessons, are attentive and work hard. The ability of all pupils to reflect and give thoughtful answers to questions is particularly noticeable in assemblies. These are well planned and support the curriculum in religious education effectively.
127. The leadership and management of the subject are good and this represents an improvement since the previous inspection. The subject co-ordinator has a comprehensive monitoring file containing samples of pupils' work from each year group. She has also spent time in discussions with pupils, to find out what they know and understand about major world faiths. As a result, she has a very clear view of strengths and weaknesses in pupils' knowledge and understanding. She monitors teachers' planning to ensure that the requirements of the locally agreed syllabus are fully met. Currently, the school does not use visits and visitors well enough to support the learning of world faiths other than Christianity, for which the local community is used well to support learning. This was an issue raised in the previous inspection and has still to be addressed. Resources for the subject are satisfactory and some good artefacts are available, but the range of artefacts to cover all the main religions could be improved.