

INSPECTION REPORT

CHRIST CHURCH CE (VA) JUNIOR SCHOOL

Sowerby Bridge

LEA area: Calderdale

Unique reference number: 107554

Headteacher: Mr S Green

Reporting inspector: Mrs L Murphy
16173

Dates of inspection: 18 – 20 November 2002

Inspection number: 246690

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Voluntary Aided
Age range of pupils:	7 – 11 years
Gender of pupils:	Mixed
School address:	Park Road Sowerby Bridge
Postcode:	HX6 2BJ
Telephone number:	01422 832454
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr P Mansley
Date of previous inspection:	October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
16173	Mrs L Murphy Registered inspector	Science Art and design Physical education	What sort of school is it? The school's results and achievements How well are the pupils taught? How well is the school led and managed? What should the school do to improve further?
11358	Mrs V Lamb Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
25623	Mr J E Cox Team inspector	English Information and communication technology Music Educational inclusion English as an additional language	How good are the curricular and other opportunities offered to pupils?
14851	Mr G Laws Team inspector	Mathematics Design and technology Geography History Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Christ Church CE (VA) Junior School serves an area of old terraced housing and council built housing in Sowerby Bridge. There are 154 pupils on roll most having transferred from the nearby infant school. A significant number of pupils come from families that do not comprise the two natural parents. When pupils start school their attainment is below average. There is, however, a high proportion of pupils who join or leave the school between the ages of seven and 11. The majority of pupils are of white UK heritage. A very small proportion is from British Columbian and Caribbean heritage. There are no pupils who are learning English as an additional language. A broadly average proportion of pupils, 13 per cent, are known to be entitled to free school meals. Nineteen per cent of the pupils have special educational needs. This proportion is about average nationally and includes pupils with moderate learning difficulties, speech, communication, behavioural and emotional needs. Six pupils have a statement of special educational needs which is above the national average. Since the last inspection there have been significant changes in staff including the appointment of a new headteacher. The school is an Investor in People and has also achieved the Calderdale Healthy School Award.

HOW GOOD THE SCHOOL IS

The headteacher provides good leadership and guides improvements well. The management of the school is satisfactory given that many subject managers are new to their posts. The quality of teaching and learning is good and is pulling up the below average standards. Pupils achieve soundly. The quality of education and the value for money that the school provides is sound.

What the school does well

- The quality of teaching is good and it enables pupils to learn at a good rate.
- Good leadership within a Christian ethos has created a strong team spirit and reflects the school's aims and values.
- Provision for pupils' spiritual and physical well being and their social development are very effective and as a result pupils' attitudes, behaviour and personal development are very good.
- Standards in music are above those typically expected of 11-year-olds.

What could be improved

- Standards in speaking, writing and information and communication technology.
- Standards in mathematics and science.
- The small amount of unsatisfactory teaching.

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 1997 satisfactory improvement has been made in the matters identified as key issues: the curriculum, assessment, community links and links with parents. Following the last inspection standards dipped significantly to well below average and the local education authority considered this to be a school causing concern and provided extra support. Since the appointment of the new headteacher improvement has been brought about: importantly standards are rising though in mathematics have not yet reached the level found at the last inspection. Standards have improved in design and technology, geography, history and physical education. Pupils' achievement is now satisfactory. Moreover, the following aspects have also improved: pupils' attitudes and behaviour, the quality of teaching, the provision for pupils' personal development and for those pupils who have special educational needs and the leadership and management of the school.

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	E	E	D	E
mathematics	E	E	D	E
science	E	E	D	E

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

The standards as seen in the table above for 2002 are reflected in the inspection judgement which places pupils at a below average level in English, mathematics and science. However, over time the trend is broadly in line with the national trend and pupils' achievement is satisfactory.

The school's challenging targets in 2002 were met in English but not quite met in mathematics and science. The school is well on its way to meeting higher targets in 2003. For example, standards in reading are already broadly typical for pupils' ages.

Standards in other subjects are average other than in information and communication technology where they are below those typically expected of 11-year-olds. In speaking and writing standards are also below average. In music they are above the expected level.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good: pupils are very keen to learn and do well. They have a well-developed sense of responsibility.
Behaviour, in and out of classrooms	Very good: pupils are very courteous, polite and respectful of others.
Personal development and relationships	Very good: relationships are very good and help to form this harmonious community.
Attendance	Good: attendance is better than average. Pupils arrive at school in good time for their lessons.

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 is good and pupils are learning effectively. Lessons are very well planned and organised and as a result no time is wasted. Very good use is made of resources to help pupils' understand their work. Teaching assistants add much to the quality of the provision and help those pupils who have special educational needs to learn well. Overall the teaching meets the needs of all pupils though the higher attainers are not always sufficiently well challenged. English, mathematics and the basic skills of literacy and numeracy are taught well. Teaching is also good in science, history, geography and information and communication technology. Most pupils get down to work quickly and apply themselves well and as a result make good gains in their studies. A minority of lessons were unsatisfactory. On these occasions the planning was not good enough to ensure that work was matched to pupils' needs. The lessons lacked clarity and the pace was too slow. The quality of teaching in music is very good and pupils learn at a fast rate.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
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The quality and range of the curriculum	Satisfactory: the school offers its pupils a range of sound learning opportunities and all pupils have full access to the curriculum. The school is at an early stage in planning the use of literacy, numeracy and information and communication technology across all subjects. There is very good provision for extra-curricular activities.
Provision for pupils with special educational needs	Good: as a result pupils make good progress. Short-term targets are not always as precise as they could be to enable teachers to assess progress more effectively.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good: the provision for pupils' spiritual, moral and social development is very good. The school provides well for pupils' cultural development.
How well the school cares for its pupils	Very well: high quality procedures ensure pupils' well being. Procedures for assessing how pupils learn are satisfactory. Teachers make sound use of the information from assessment to plan the next step of pupils' learning.
How well the school works in partnership with parents	To a good standard: a good partnership with parents involves them in their children's learning. Communication with parents is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory: The school is well led and is in a stronger position than previously to raise standards. Management is sound with the subject leaders, many newly appointed, beginning to take an active role in their subjects and forming a cohesive team. The school's aims are met very well.
How well the governors fulfil their responsibilities	Governors do this well: they are effectively led and have established good systems to enable them to fulfil their strategic role. Statutory requirements are met.
The school's evaluation of its performance	Satisfactory: the school analyses most aspects of its work and takes appropriate action.
The strategic use of resources	Good: funds are used well to support key areas of the school's work. The school seeks the views of staff, governors, parents and pupils about a range of matters. It purchases resources at a competitive price and uses them efficiently. It compares how well it does with how well other schools are doing and overall achieves the best value it can for its pupils. The level of staffing is good. Learning resources are satisfactory. The accommodation is unsatisfactory because though it is very well maintained and used well there are insufficient classrooms to cater for the school's needs.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The high expectations the school has of its pupils. The good quality of the teaching. Children like attending the school. The school helps pupils mature and as a result they behave well. The range of activities outside lessons. 	<ul style="list-style-type: none"> The amount of homework. Information about their children's progress. A closer way of working with parents.

The inspection team endorses all the positive views of the parents but disagrees with the above aspects identified for improvement. The school has good links with parents and information for parents is of good quality. Homework is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Soon after the last inspection standards fell to well below average in English, mathematics and science. A newly appointed headteacher, with the support of the local education authority, has worked hard to improve matters. Standards are now back to where they were in English and science but are lower in mathematics. High expectations and very good systems to underpin the management of pupils' behaviour have ensured that teachers can now concentrate on teaching rather than tackling inappropriate behaviour. Lessons are planned well and time is used effectively. This means that pupils' learn at a good rate and as a result standards are getting better. For the older pupils achievement is satisfactory as they have some catching up to do. In mathematics improvement has been slower to come about because though strengths are in pupils' understanding of the number system a comparative weakness is in their ability to apply their learning to solve mathematical problems. In this improving school the staff and pupils are now much more confident in mathematics and the capacity to improve is good.

2. In 2002 the standards rose in all three subjects. This is because the school has begun to analyse the results of tests and to use the information to improve curricular planning. When the school's results for 2002 are analysed it must be taken into account that 30 per cent of the group did not spend all of the last four years in this school. The movement in and out of the school other than at the usual time of admission and transfer was at a very high rate. Nonetheless the percentage of pupils reaching the expected level rose in 2002 from the previous year in all three subjects. This is in part because the school quickly assesses the needs of new pupils and sets them work at the right level. As a result the pupils joining the school are set work at an appropriate level and their rate of learning is the same as others in their class.

3. Pupils are benefiting from the successful implementation of the national strategies for literacy and numeracy. The local education authority has provided help in this and the school is ready to embed its practice. The attainment of boys in English is somewhat behind that of the girls. The school is developing its resources to address this. The use of literacy and numeracy and indeed information and communication technology is developing in other subjects but the school has yet to make sure that its curricular planning provides sufficient opportunity for pupils to practice their writing and mathematics, for example, in a range of subjects. Links between subjects are at an early stage and as a result pupils have too few opportunities to apply what they learn in one subject to another.

4. Targets have recently been set for individual pupils to help them understand what they have to master next in order to bring about self-improvement. This has helped pupils to understand about their own learning and has helped teaching staff to be clear about precisely what needs to be taught.

5. The results of the national tests in 2002 were well below average when compared to results in similar schools. This is because the proportion of pupils attaining at a higher level was too low. Even though there was an increase in pupils reaching a higher level in mathematics and science the proportions were too low overall. This is in part because though the teaching matches work to pupils' needs the challenge for the higher attainers is not always sufficient. Even when tasks are set for the high attainers they are not always hard enough to make sure that pupils really work to their best capacity.

6. In developing pupils' speaking skills the teaching is insufficiently rigorous in expecting extended answers from pupils. This means that pupils' use of oral English does not develop quick enough. Though pupils' handwriting reaches sound standards the content and length of their writing is under-developed. This is because the use of writing is not well enough planned in other subjects.

In science the school has recently concentrated on investigative science and pupils have responded well to this. Nonetheless their skills at evaluating outcomes and drawing conclusions are a relative weakness.

7. Pupils with special educational needs make good progress. The development of vocabulary linked to particular subjects helps them to express themselves clearly. They also listen well and this helps them to learn more quickly. Some still experience problems with handwriting and spelling. Pupils in Year 3, in particular, are developing sound arithmetical skills. Pupils have positive attitudes to their work and play a full part in whole-class discussions. They ask questions when unsure and are helped effectively by a strong team of teaching assistants.

8. Even though pupils' basic skills are below average they attain the standards typically expected for their ages in art and design, design and technology, history, geography and physical education because on the whole the activities are very practical. Standards in information and communication technology are below those expected by the age of 11. Until comparatively recently the school has not been well resourced for the subject and so pupils have not had sufficient access to computers. This has been rectified and younger pupils are already much nearer the levels that they should be and are achieving well. The use of computers in other subjects is not well developed because it is insufficiently well planned. As a result there are lost opportunities to develop pupils' knowledge and use of information and communication technology. In music pupils' attainment is higher than expected by the age of 11 because the subject is well led and managed and the quality of teaching is very good across the school.

Pupils' attitudes, values and personal development

9. Pupils' attitudes, values and personal development, including behaviour, are a strength of the school. Pupils like school and they respond very well to the values that the school promotes including the importance of regular attendance. As a result levels of pupils' attendance are above average when compared to schools nationally. Pupils generally work hard in lessons and have a very good level of interest and involvement in the activities provided. Parents are satisfied with behaviour in the school and that their children are learning to behave in a mature and responsible way.

10. In lessons where pupils' attitudes to their learning are very positive they show that they are very willing to learn. They listen very attentively so they are clear about what they have to do. They respond immediately to the information and directions given to them by teachers without fuss. For example, in Year 4 pupils only took one minute to move to their next task and settle down because they were used to the routines and were keen to get started. Overall pupils are industrious and show great curiosity about a range of topics. In general, pupils are co-operative and keen to answer questions and share their ideas. They pay attention to their teachers and work well together in pairs and groups. When given the opportunity to work independently pupils apply themselves conscientiously. They talk about their work confidently and try hard to improve and succeed. Pupils concentrate and persevere when work is difficult. On the very few occasions when pupils' attitudes were less than exemplary pupils lost concentration and interest in their lessons and there was an element of fidgeting and chattering. However, pupils respond very well when teachers remind them of what is expected.

11. Relationships are usually very good throughout school. In classrooms, pupils learn from the positive examples set by staff. For instance, staff are quite open to sharing their own experiences, such as difficulties in meeting very high expectations. As a result pupils are learning respect for their own and others' endeavours and the differences between each other. Pupils follow advice well and are prepared to have a go to rise to challenges to improve their achievements.

12. Pupils' behaviour is very good and pupils respond really well to the clear rules and the high expectations of staff. Boys and girls and pupils of differing attainments and backgrounds work and play together very well. In the playgrounds pupils make very good use of the space available to

them and are all happily occupied during breaks. At lunchtime and assemblies pupils keep the school routines without fuss. Their behaviour when entering and leaving the hall for assemblies is particularly respectful. Occasionally some pupils find it difficult to maintain the high standards of behaviour expected in school but they respond very well to the guidance provided by staff. Consequently, the school has not recently needed to resort to its ultimate sanction of exclusion from school.

13. The school's high quality provision and the very good relationships that are formed means that pupils' personal development is very good. They learn to develop good working habits, good levels of independence and take on increasing personal responsibility. Pupils of all ages are able to approach teachers and support staff confidently and respectfully. Pupils have the opportunity to volunteer to be monitors and those selected carry out their duties conscientiously, acting very responsibly and with maturity. They provide a valuable service in the playgrounds by befriending any pupil who seems to be isolated or upset, and particularly keep a close eye on younger pupils and those new to the school so that any support needed can be given quickly. Members of the school council have developed skills in seeking out the views of their classmates and representing their ideas to adults. Pupils respond sensibly when their views are sought and take pleasure in receiving recognition for their efforts. During assemblies pupils respect the nature of the occasion and join in reflectively when given the opportunity. Pupils enjoy the clubs on offer and are well motivated to perform publicly, which they do in a range of situations in school and within the wider community.

14. Pupils' attendance is good in comparison to other primary schools nationally. Pupils arrive at school on time and go quickly to their classrooms at the start of each session. There are few pupils late each morning. Registration procedures are conducted efficiently and lessons begin promptly. Indeed, some pupils arrive early so that they can use the computers or practice their handwriting.

15. At the last inspection pupils' attitudes, behaviour and attendance were judged to be good. The findings of this inspection indicate a good level of improvement in this aspect of the school's work, particularly in relation to pupils' personal development.

HOW WELL ARE PUPILS TAUGHT?

16. The good quality teaching has many strengths. First and foremost it is based on very good relationships and respect for the individual. This means that pupils are comfortable to share their thoughts and feelings with adults and rise to challenges in the full knowledge that their attempts will not only be accepted but will be built upon to improve their knowledge and skills in particular subjects.

17. The planning of lessons is very good and this, linked with the very good management of pupils, means that time is used very well. Hardly a minute is wasted as the teaching smoothly moves from one part of the lesson to another making sure that the pupils understand their tasks and are making good gains in their learning. In most cases the planning does not, however, take much account of how subjects can be interconnected especially the use of writing and computers across a range of subjects. Generally the knowledge teachers have of the subjects they teach is good and so they are confident in their teaching and use a good range of methods to vary their delivery. Resources for teaching and learning are very well chosen and used effectively to help the pupils come to a better understanding about their work. For example, in a science lesson in Year 5 and Year 6 the teacher used a kettle with a transparent body so that pupils could see the water boil. A probe linked it to the computer so that the heat could be measured and pupils could observe the dial creeping up to 100 degrees centigrade.

18. The support work of teaching assistants is of good quality. They are well briefed and waste no time in fulfilling their role. Class teachers and assistants often plan together. This benefits

pupils who have special educational needs. In every class teaching assistants use well considered questions and appropriate technical language taking their lead from the teacher. They lead small group activities very efficiently. They are adept at helping individual pupils during whole-class teaching when they often provide extra explanations or encourage reticent pupils to contribute to discussion. The teachers' lesson planning in English, mathematics and science ensures that pupils who need extra help are given work that matches their need. As a result pupils who need extra help experience success in almost every lesson.

19. In the very good teaching the strengths above come together so well that pupils' learning is accelerated. This was the case, for example in Year 5 and Year 6 when the teacher used an imaginative approach to help pupils compare a number of poems by one poet. Pupils' curiosity and insight into the poetry was nurtured very well so that by the end of the lesson they had made substantial gains in making inferences from the text. In music the school capitalises on the subject manager's skills of teaching music. The outcome is that pupils receive teaching of very good quality and reach good standards.

20. The excellent teaching is inspirational as in a Year 3 lesson in mathematics. A forcefully brisk approach to the introduction meant that pupils' concentrated extremely well. The atmosphere was one of focused endeavour with a strong emphasis on accuracy and explanation of strategies. By the end of the lesson pupils had a much greater understanding of fractions and as one pupil commented afterwards 'the lesson just whizzed by'.

21. The teaching that was less than satisfactory had common weaknesses linked to the calibre of the planning. Lesson planning did not follow the consistent approach found elsewhere and because of this the teaching at times either lacked clarity leaving pupils unsure of what was expected of them or was not well enough matched to pupils' attainment. For example, a very similar lesson was planned for pupils in Year 3 and Year 6 in physical education and while it had much strength for Year 3 pupils it was unsatisfactory for Year 6 who were capable of much higher levels of work. The school's policy for teaching and learning was insufficiently well implemented in the unsatisfactory teaching.

22. A common aspect of the teaching, which is underdeveloped, is the way in which questions and answers are used to extend pupils' speaking skills. Teachers are good at including a good proportion of the pupils in questioning but often accept the first answer a pupil offers without expecting the same pupil to expand on their original answer to help them deepen their understanding. On occasion words and phrases are accepted when sentences would be more appropriate. Boys in particular are often very sparse in their comments with little explanation offered. Though a clear direct approach works well with them they need encouragement through questioning to fully expand their answers and extend their understanding. Teachers are good at modelling the English language through their explanations but more could be expected of pupils' oral contributions across the curriculum.

23. Teachers' use of assessment is satisfactory and there are examples of good practice when teachers use assessment to the particular benefit of pupils. For example, a teacher repeated part of a lesson on spreadsheets when his assessment of the work of Year 6 pupils showed they had not understood some of the work. This ensured that pupils had a better understanding and gave a firm foundation for future work. The teaching varies in the degree of challenge set for high attaining pupils but on the whole the challenge is not sufficient to really move the higher attainers on at a fast pace. Assessment is at times insufficiently used to plan effective lessons. In a lower junior class, for example, all pupils were given the same work to do and this meant that higher attaining pupils and some average attaining pupils were not made to work hard enough. Although teachers discuss work with pupils during lessons and use questions well to find out how well pupils are learning, the marking of pupils' work in their books is inconsistent. When it is done well, the teachers' marking shows pupils why their work is good and how to improve it. Marking is less useful when pupils are congratulated on their work but not shown how to improve.

24. English and mathematics including literacy and numeracy are taught well in discrete lessons. Teachers use the methods advocated nationally breaking lessons into segments to make sure that they have a good balance of direct teaching and opportunities for pupils to practice new skills. For example, in a literacy lesson in Year 3 and Year 4 pupils built up their understanding of how adjectives can be used to describe character because each part of the lesson built well upon the previous part deepening pupils' understanding through studying a story about evacuees in the first part, thinking next about the detail of particular characters through a group activity and discussion and concluding by recapping on their learning and finding out what they will study in the next lesson. The teaching of literacy and numeracy across other subjects is underdeveloped though some links are emerging in history for example.

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

25. The school teaches all the subjects of the National Curriculum for an appropriate amount of time. Pupils' intellectual and physical developments are promoted satisfactorily. Very good provision is made for pupils' personal, social and health education. Relevant programmes are provided for sex and health education and awareness of the misuse of drugs. Provision for pupils' spiritual, moral and social development is very good. It is good for cultural development. There is a very good range of activities outside normal school hours. Good provision is made to ensure that all pupils have equal access to everything the school provides and opportunities to succeed.

26. The national strategies for literacy and numeracy have been successfully introduced and all teachers have received appropriate training in using them. There are satisfactory strategies for teaching numeracy and literacy skills. The school has identified the need to increase the numbers of pupils reaching higher levels in both mathematics and English, to raise standards in writing and to improve the performance of boys who achieve less well than girls. As a result, improvements have been made to the type of resources available for pupils and to the level of additional help from teaching assistants.

27. The school's very good provision for extra curricular activities includes opportunities for pupils to take part in strenuous activities and develop team spirit when they practise basketball, football and tag rugby. The emphasis the school places on developing pupils' musical talents is well supported when pupils sing in the choir, learn to play hand bells and become members of a popular music group. Clubs embracing computers, French, chess, healthy lifestyle, science, photography and cookery provide pursuits of a more individual nature.

28. A range of helpful policies to guide subject teaching and aspects such as sex and drugs education, personal, social and health education have been written in the past two years, some in the last six months. Teachers have not yet had time to put all the policies fully into action. The school is at an early stage in formally planning for the use of literacy, numeracy and information and communication technology across subjects.

29. There is very good provision for personal, social and health education. The school places very great importance on this aspect of the pupils' education and, along with pupils' spiritual, moral and social education is intertwined in everything that the school does. Consequently, the school is a place where pupils feel safe and secure and where they learn to appreciate the help they receive from adults. For example, when pupils in Year 6 wrote about their feelings for support staff in the school, one pupil wrote, "*Mrs X has always been there for me and is kind to me.*" Adults in the school are trained to act as mentors to pupils in Year 6 and pupils know whom to turn to if they need any particular help.

30. Pupils are encouraged to undertake responsibilities around the school and this they do very well. Suggestions put forward by the pupils' school council have led to better facilities for pupils and

improved behaviour in the playground. In electing members to the council, pupils learn about democracy through nominating representatives from each class who have to prepare an election address and posters to support their election campaign. The democratic process was promoted further in a lesson with Year 3 and 4 pupils when they settled differences of opinion about how they wanted their class to be run by voting for their preferred option. A head boy and girl are elected and they have represented pupils at the governing body meetings. Pupils are made aware of the dangers from taking drugs, health matters are reinforced by visits from the school nurse and the local police and fire fighters give talks to pupils.

31. The provision for pupils' spiritual education is very good. Adults in the school uphold the Christian traditions of the school and are very good role models for pupils in the way they respond to the whole school community. Assemblies play an important part in the life of the school. Not only do teaching staff lead assemblies but also other staff and visiting clergy regularly take the lead. Pupils saw the commitment that all adults in the school share when the administrative assistant led an assembly and invited pupils to think of the sounds of nature provided by God that can be heard in the busy world in which we live. There are weekly prayer meetings, and communion takes place in school once a month. When Year 6 pupils take their national tests, arrangements are made for them to have breakfast in school and to take part in a period of quiet reflection before taking the tests. This prepares them mentally and enables a calm response to what might be a demanding week.

32. There are very good arrangements for promoting pupils' moral development. The school sets high expectations of the way pupils behave. Pupils who step over the line of acceptable behaviour at playtime and lunchtime are taken to a quiet room and have time to think about their actions. Pupils who fall out with each other are encouraged to negotiate a solution to their conflict. A group of volunteers from Year 5 and Year 6, called *The Blue Buddies*, are available in the playground to help pupils who are upset or who do not have anyone to play with. When a school crossing patrol told the school about an elderly neighbour who had been burgled, one class sent her a bunch of flowers and presented her with a book of prayers that they had written. The letter of thanks they received showed how much their gesture was appreciated.

33. The provision for pupils' social education is very good. Pupils take part in local events and festivals as when they worked with an artist to make a dragon for their part in a display. Other pupils worked alongside an artist making a sculpture for the lock basin on the canal. Representatives from the school council have laid a wreath as part of the Remembrance Day Ceremony. Pupils support two charities each term, chosen by the school council, and many charities have benefited from their efforts. After a mime artist worked with pupils, each class put on a presentation for parents. Pupils, including the school choir and hand bell ringers, take part in harvest festival and family services at Christ Church.

34. The provision for pupils' cultural education is good. They learn about past and present British culture through history, geography and personal, social and health education lessons. Knowledge of the local area is developed when pupils visit the local canal and museums such as Shibden Hall. Pupils worked with a local artist to make a banner to celebrate the Millennium. Understanding of a range of faiths is promoted through the exchange visits that have been made with a school in Halifax where most of the pupils are of Asian heritage. As a result of these visits, pupils made new friends and learnt about a widening range of festivals such as Eid. A local author talked to pupils about his books, which take as their subjects the contributions that people from Africa and India have made to our society. One class is in the process of establishing links via e-mail with a school in Jamaica. The contributions to pupils' cultural development through the study of musicians from across the world is satisfactory.

35. All pupils are treated equally in the day-to-day life of the school. They have equal opportunities to take part in all the school offers throughout the course of the year. Though lessons are usually planned to take account of the different attainments of pupils even so the challenge for higher attaining pupils is not always sufficient to fully meet their needs. Pupils who have special educational needs benefit from the school's strong commitment to equal opportunities. Their

targets are mainly addressed in lessons with guidance from teaching assistants though on occasion some pupils are withdrawn to receive intensive help with literacy. The new Code of Practice has been successfully adopted. The school analyses pupils' performance by gender and is already helping to improve the performance of boys to match the levels reached by girls in English. To achieve this, the school has bought books that will be of interest to boys and arranges for visiting speakers that will be of particular interest to boys.

36. Links with partner schools are well established and productive. Joint training sessions have been held with teachers from the infant school to investigate any differences in the way teachers in the two schools judge standards. This has enabled both schools to adopt a common approach in assessing pupils' progress.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school is highly conscious of its duty of care towards pupils and has developed very good procedures to ensure pupils' welfare, health and safety. These are very well organised and staff are knowledgeable and conscientious in their approach. Teachers and assistant staff supervise the pupils well throughout the school day. Staff know pupils well and pupils know who to turn to for help or advice. Parents are highly satisfied with day-to-day arrangements and agree that they would feel comfortable about approaching the school with any concerns about their children.

38. The school has made very good arrangements to meet health and safety obligations. Accidents and illness are handled with care and consideration and suitably qualified staff administer first aid. The school is careful to record accidents or first aid and to inform parents of anything which may need further attention.

39. Very good procedures are established to manage arrangements for child protection in line with those laid down by the local education authority and in conjunction with other support agencies. Staff are provided with timely and high quality advice to guide their responses should they have concerns about a child's welfare.

40. Procedures to monitor attendance and punctuality are very good and are effectively used to provide support for pupils who develop erratic or infrequent attendance. Punctuality is expected and patterns of lateness are effectively responded to. Good attendance is well promoted throughout the school by attention to what is expected and by providing rewards for pupils who attain a very high rate of attendance.

41. Very good procedures are established for monitoring and promoting high standards of behaviour which make a very significant contribution to pupils' personal development. The school sets high standards for behaviour based on a system that involves pupils in setting the standards and evaluating their own successes and targets for improvement. Pupils are very clear about what is expected of them. Staff are very good role models and demonstrate a very positive approach to managing pupils' behaviour, including sharing with pupils the difficulties they may experience in responding to challenging incidents and the personal ideals to aim for. Support staff, including lunchtime supervisors, make a very significant contribution to ensuring very good behaviour. No incidents of bullying were seen during the inspection. On the whole, parents are satisfied that behaviour is well managed by staff and are confident that any concerns are taken seriously and resolved quickly. Parents are clear that their children like going to school.

42. Pupils' personal development is very well supported through very positive relationships within school. Pupils are involved in a wide range of procedures that helps them share views, understand issues and make valued contributions to school life. A formal programme for personal, social and health education provides a forum for pupils to express their views and feelings. This guides them in learning how to make responsible choices and how to take an active role in school developments and the wider world. This has led to the school's accreditation as a healthy school.

Pupils' personal development is enhanced by guidance provided in a pupils' handbook. This explains their personal responsibilities towards school life. Events such as celebration assemblies highlight and reward pupils' significant achievements. Opportunities for all to help around school and in class support pupils' sense of achievement and self-worth. The school seeks pupils' views and takes their suggestions seriously. As well as contributing to the personal development of all pupils through opportunities to take an active role in school life, the school council provides representatives with significant experience of taking personal and group responsibility. A very good feature of this school is the agreed procedures for providing peer support for new pupils, including those who join during the school year. The school takes part in fundraising events that help pupils to develop responsible attitudes towards the needs of others. Significant aspects of pupils' personal development are included in reports for their parents alongside areas to concentrate on for further progress. These provide a very good means of acknowledging pupils' good points and boosting their self-esteem. Parents confirm that the school expects their child to work hard and achieve his or her best.

43. Identification of pupils with special educational needs is thorough. The class teacher and the co-ordinator for special needs draw up the individual learning plans. Targets are not always sufficiently precise to be easily measurable but the school is in the process of refining the targets.

44. At the time of the last inspection the school was judged to be providing effective support for its pupils within a secure and caring environment. This the school still does. It has also developed its range of procedures to support and promote pupils' wellbeing. This indicates a good level of improvement.

45. Procedures for assessing pupils' attainment and progress are satisfactory. This represents an improvement since the previous inspection when assessment arrangements were judged to be weak. The results of a range of tests enables teachers to set targets for individuals and groups of pupils in literacy and numeracy. It also enables the school to find out which pupils would benefit from extra help to achieve higher standards in literacy and numeracy. The school has just begun to set targets in science and information and communication technology based on teachers' assessments of their progress. However, not all staff regularly check pupils' progress towards long and short-term targets.

46. The school has introduced a system whereby all the work carried out by pupils on a particular day each term is written in a *Special Day Book* and then assessed. This enables teachers to see how well pupils are progressing throughout the year and from year to year. Many pupils enter the school part of the way through their junior school career. The school makes strenuous efforts to find out what standard they have reached. Where possible, the results of tests they have taken and the amount of progress they have made are obtained from their previous school. The school talks to their parents or guardians about how well they are doing at school and asks to see copies of their past annual reports. Their reading level is tested and spelling and maths tests are given to pupils who have difficulty with their work so that work can be set at the right level.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. The school has good links in place to enable parents to be actively involved in their child's education. Parents hold the school in high esteem. They value the way in which the school sets high expectations for pupils' work and conduct and are satisfied that the quality of teaching and children's behaviour are good. Parents find staff approachable about any suggestions or concerns and are confident that their child likes school. A minority of parents feel that the school does not work closely with them, that they are not well informed about their child's progress and that the right level of homework is not set. Parents' satisfaction with the school is well founded but the views expressed about a lack of close partnership do not reflect the wide range of good quality links currently in place.

48. The school provides parents with very high quality information and seeks their views on many aspects of school life. The prospectus is clear about the attitudes and values that the school promotes and includes clear information about school life in general as well as an outline of the day-to-day procedures. Teachers are available to parents informally day-to-day and provide useful information during formal consultation appointments. Written reports on pupils' progress are specific to individuals and include significant aspects of pupils' academic progress and personal development. The school invites parents' comments about their child's progress and provides an opportunity for parents to discuss the reports with class teachers. In addition, parent and teacher consultations are held twice each year and are very well attended. Parents receive frequent newsletters providing a wealth of additional information to keep them up to date about activities in school and the wider community. A very good feature of the school's commitment to working with parents is the way in which the school reports briefly to parents on how well their child is achieving each week, highlighting any causes for concern as necessary. The school runs courses for parents that provide them with opportunities to learn about how some subjects are taught. The majority of parents are satisfied that the school keeps them well informed about how their children are getting on.

49. The school strongly welcomes parents' involvement and provides a very wide range of opportunities for parents and staff to work in partnership. The school has drawn up an agreement of the responsibilities of staff and parents which both have entered into as a framework for working together in the best interests of the child. Parents' views are sought on new school developments so they are instrumental in contributing to the type of education that they want for their child. Parents are consulted if problems arise concerning their child with a view to home and school working closely together to help the child. Parents respond positively to the opportunities provided for them to support their child with homework and this makes a good contribution to the home and school partnership. The school frequently invites parents to see the school in action. A few parents and grandparents regularly work in classrooms, usually helping teachers by listening to pupils read. Parents of pupils who have special educational needs are fully involved in review meetings. Some parents play an active part in helping their child, particularly in improving reading. There is a dedicated parent, teacher and friends association that organises special fundraising and social events that many staff and parents, as well as other family members, support. Parents and grandparents are very well involved through attendance at special events, such as assemblies, concerts and sports days. The majority of parents take up the opportunities to be involved in their child's education and attend consultations with staff in large numbers. Opportunities to involve parents through workshops and information sessions are less well attended but are increasing in popularity.

50. The effective links between home and school have a positive impact on pupils' academic attainment and personal development and are a very significant improvement on what was in place at the time of the last inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. Leadership is a strong feature in the school. It is quietly inspiring and motivating and influences staff to support the clear vision for this church school. There is an overwhelming sense of calm purpose that permeates the school. This is based on a firm belief in Christian principles and teachings. In the past two years the school has moved forward significantly. Substantial staffing changes have been handled effectively. Teamwork is the cornerstone of the improvements that have been effected. Teachers and support staff have a common goal – the improvement in standards of behaviour and academic achievement. Care and mutual respect is apparent in everything that happens in the school.

52. Subject managers have clear job descriptions and all understand their responsibilities. Many of the appointments are recent, and it is too soon to see the outcomes in terms of standards. However, there is an enthusiasm and commitment that has generated a mood of optimism and ambition throughout the school. Staff consider seriously the ways that pupils learn effectively and

adapt their approaches accordingly though time has not yet been spent on modifying the curriculum to make sure that the teaching of writing, speaking and information and communication technology is formally planned across each subject. Though standards are below average in English, mathematics and science the good quality teaching is already ensuring that pupils learn at a good rate. The school's monitoring procedures have already identified how less than satisfactory teaching needs addressing.

53. Leadership of special educational needs is good. A very detailed action plan sets out precisely when deadlines have to be met and individual needs assessed. Relationships with teachers and support assistants are strong and the ensuing teamwork operates to the benefit of all pupils. The link governor for special educational needs comes into school regularly and uses her considerable professional expertise to support the work of the co-ordinator. For example, from time to time she will 'track' a pupil through different subjects and prepare a report for the co-ordinator. Appropriate resources are directed towards meeting the needs of these pupils. The team of support assistants is deployed effectively in this.

54. The governing body benefits from strong leadership that has streamlined the governors' work. Roles and responsibilities including very helpful links with subject managers enable the governors to be a true critical friend to the school. The governing body works as a team and communication between governors and the school is very good. It means that the governors have a good understanding of the strengths and areas to develop and are clear about how to tackle each aspect of their work. When taking decisions the question at the heart of the issue for this governing body is 'How will this benefit the children in the school and how will it help to raise standards?'

55. As an Investor in People the school carefully matches professional development to the needs of the staff and school. The outcome is evident in the good knowledge staff have of the subjects of the National Curriculum. Clear priorities are set in the school improvement plan, which rightly focus on raising standards. The plan is regularly monitored and updated and staff and governors play an appropriate part in this. The school checks the standards that pupils achieve and makes appropriate use of the information to plan further work.

56. The headteacher and governors are good at finding the views of staff, parents and pupils and take these on board appropriately for the good of the school. The governing body is forward looking, for example, the accommodation is insufficient for the size of the school - one class has to work in a relatively small and open area. The school has a very healthy balance to carry forward that is earmarked for the extension of the accommodation. The day-to-day financial affairs are effectively managed and good use is made of information and communication technology. The deficit budget noted at the time of the last inspection has been addressed. Significant strides have been made from the time of the last inspection when leadership was judged unsatisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. (1) Raise standards in speaking, writing and information and communication technology by:

- planning these aspects across the curriculum; and
- improving the level of challenge for higher attainers.

(paragraphs 6, 8, 22, 23, 59, 61, 62, 64 and 100)

(2) Raise standards in mathematics and science by:

- improving pupils' skills in science at considering evidence, evaluating and drawing conclusions;
- providing support to the management of science;
- focusing on mathematical investigations and problem solving; and
- improving the level of challenge for higher attainers.

(paragraphs 5, 6, 67, 74, 75 and 76)

(3) Improve the unsatisfactory teaching by implementing and monitoring the teaching and learning policy and taking appropriate action.

(paragraphs 21, 64 and 84)

Other issues:

Extend the accommodation as planned (paragraph 56)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	31
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	6	15	6	2	0	0
Percentage	6	20	48	20	6	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 more than one three percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	154
Number of full-time pupils known to be eligible for free school meals	N/A	20

FTE means full-time equivalent.

Special educational needs

	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	N/A	6
Number of pupils on the school's special educational needs register	N/A	30

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.4

Unauthorised absence

	%
School data	0.8
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	20	17	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	13	17
	Girls	14	13	16
	Total	25	26	33
Percentage of pupils at NC level 4 or above	School	68 (57)	70 (51)	89 (78)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	11	17
	Girls	13	13	16
	Total	22	24	33
Percentage of pupils at NC level 4 or above	School	59 (54)	65 (51)	89 (68)
	National	73 (72)	74 (74)	82 (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
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
152	0	0
0	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0

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)	6.2
Number of pupils per qualified teacher	24.8
Average class size	30.8

Education support staff: Y[] – Y[]

Total number of education support staff	10
Total aggregate hours worked per week	184

FTE means full-time equivalent.

Financial information

Financial year	2001 - 2002
	£
Total income	388,676
Total expenditure	388,196
Expenditure per pupil	2,605
Balance brought forward from previous year	33,115
Balance carried forward to next year	33,595

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3.5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.2
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	153
Number of questionnaires returned	54

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	37	4	4	0
My child is making good progress in school.	48	41	6	0	6
Behaviour in the school is good.	43	50	6	0	2
My child gets the right amount of work to do at home.	37	48	11	4	0
The teaching is good.	56	39	0	0	6
I am kept well informed about how my child is getting on.	35	44	13	4	4
I would feel comfortable about approaching the school with questions or a problem.	63	28	4	6	0
The school expects my child to work hard and achieve his or her best.	76	24	0	0	0
The school works closely with parents.	4	41	11	2	6
The school is well led and managed.	57	26	6	2	9

The school is helping my child become mature and responsible.

The school provides an interesting range of activities outside lessons.

52	43	2	4	0
69	22	4	2	4

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

ENGLISH

58. The school's below average results in the national tests in 2002 were nonetheless an improvement from 2001. Improvement since the last inspection has been satisfactory in writing and speaking and listening but good in reading. Standards are below average in writing and speaking and listening; they are average in reading. Pupils' achievement is sound though girls perform better than boys.

59. Most pupils listen carefully to teachers. They have good attitudes to their work and behave very well. They follow instructions accurately and take note of teachers' demonstrations. However, many pupils speak indistinctly and are difficult to understand. Teachers do not always encourage pupils to speak enough in lessons, often accepting one word answers and short phrases, rather than encouraging pupils to explain themselves fully. They provide insufficient opportunities for pupils to develop their speaking skills through role-play or drama. Pupils' limited vocabulary has a negative impact on pupils' learning throughout their time in school. Pupils have difficulty pronouncing unfamiliar words, such as 'evacuee', and, although they try to pronounce new words using the letter sounds, average and below average attainers sometimes still need adult help to get the pronunciation correct. It is when pupils talk about familiar situations or are enthused by very good teaching that they speak more clearly. Pupils speak hesitantly and quietly when reading notes and talking about unfamiliar situations but become animated and express themselves more clearly when they are familiar with what they are speaking about. Pupils in Year 5 caught up in the enthusiasm generated by the discussion about a poem put forward clear arguments for their points of view. In this lesson, the teacher was not satisfied with short answers and pupils were expected to justify their opinions.

60. Standards in reading are rising though not enough pupils are yet reaching higher levels. The school has separated the teaching of reading from the rest of the literacy hour to give more emphasis to teaching reading skills. In the best lessons, all pupils have carefully targeted work that develops their reading skills. Reading is less well developed in lessons when the teacher concentrates too much on one group of pupils and others mark time. Pupils regularly take home their reading books and a useful dialogue between school and home helps the pupils in their reading. In Year 6, higher and average attaining pupils read reasonably fluently and recognise most of the words they come across. They work out unfamiliar words using letter sounds and the sense of the story. They understand the plot and describe how characters relate to each other but find it difficult to infer meaning from the text. Lower attaining pupils read hesitantly and do not always recognise their mistakes. Pupils do not use all the clues in the stories to make their reading more interesting to the listener. For example, higher attaining pupils in Year 5, although pausing in the correct place for punctuation, do not vary their voices when reading speech; average attaining pupils do not recognise the significance of words that are emphasised with italics. Older pupils have quite definitive views of particular authors and writing styles and pupils enjoy reading. Pupils in Year 6 have a good understanding of how to find books using the library classification system and use the library to pursue their own interests. For example, one pupil selected books about Egypt following a holiday spent there. By the time they are in Year 5 and Year 6, pupils of all attainments use the contents, index and glossary pages successfully to find information.

61. By the age of 11, not enough pupils achieve higher than expected levels in writing and boys perform worse than girls. In Year 3, although higher attaining pupils write in simple but correctly punctuated sentences and spell most words correctly, average and lower attaining pupils do not do

so well. Their sentences are often long lists joined by 'and', 'but' and 'so'; some sentences do not make sense or move the story forward coherently. Pupils do not use interesting words and average and lower attaining pupils often miss-spell common words such as 'went'. In Year 6 some pupils are more adventurous in their use of words. For example, a higher attaining pupil set the scene well when using alliteration by writing about a 'dark, deserted, dirty street'. However, a pupil of average ability wrote in short sentences, using 'then', 'so' and 'suddenly' too often. Pupils write in a variety of forms and their poetry is often imaginative and perceptive, for example, when they write in a poem, 'Over the hills and far away, Is now past the dirty factories...'

62. Pupils have insufficient opportunities to write at length. Writing in other subjects is not used often enough to develop writing skills. However, when teachers do concentrate on the content of writing in subjects such as history, the resulting work can be good. For example, after a visit to Eden Camp, pupils described how evacuees would feel after leaving home. An above average pupil caught a sense of the realisation that she was leaving her family behind by writing 'My mum was going to miss my birthday. It was devastating'. By the age of 11, pupils develop fluent styles of handwriting. Higher and average attaining Year 6 take care with their presentation and generally produce neat work. Below average attaining pupils, however, still print or form letters incorrectly that are difficult to read.

63. Teaching is good overall, with some very good teaching. This represents an improvement since the last inspection and results in pupils making good progress. In most lessons, teachers make good use of the introduction to lessons to ensure that pupils understand what they have to do. Teachers know how to teach the subject well and present good role models when they read to pupils. A notable feature of lessons is the very good way in which teachers use questions and prompts to find out what pupils know, how well they are learning and to introduce new ideas. In a very good lesson with Year 5 pupils, the teacher used challenging questions very well to make pupils think about the disappearance of a girl in the poem, 'What has happened to Lulu' by Charles Causley. The resulting discussion was lively and mature and the teacher showed he valued pupils' contributions. Consequently pupils gained in confidence and expressed themselves well, clearly stating reasons for their point of view and justifying their answers with quotations from the text. The teacher had high expectations of pupils, expecting pupils to give full answers and not accepting single word or very short answers. Lower attaining pupils found this difficult but, when they realised that the teacher would ask them for a response if they did not offer one, tried hard to give their opinion.

64. Lesson planning is usually good and most teachers deploy classroom assistants well, particularly to support pupils who have special educational needs. The pupils are well managed. Teaching is less successful when teachers do not plan lessons carefully enough. In one lesson pupils were confused when the teacher chose words which did not fit the usual way of changing present tense into the past tense. In this lesson, all pupils were given the same work, which meant that higher attaining pupils were not made to think hard enough. The pace of the lesson was slow. In some lessons, teachers talk too much and accept short answers from pupils. This means that pupils' speaking and listening skills are not developed as much as they might be. Teachers make good use of resources, for example bringing poetry alive by providing artefacts linked to the text but do not make enough use of information and communication technology. Marking of work for older pupils frequently challenges them to improve their work and tells them why their work is good. Such comments are less apparent in the rest of the school.

65. The co-ordinator leads the subject well and the management is sound. Systematic checking of pupils' work and their results over a period of time has enabled teachers to plan their work to improve progress by groups and individuals. Pupils are given individual targets, which are noted in their books together with spellings that they find difficult. Not all teachers check pupils' progress through their targets and spellings as often as they might. This increased monitoring of pupils' work has not had time to raise standards and the school is still working to improve pupils' writing skills, in particular for boys. To this end, the school has bought books that contain stories more interesting to boys.

MATHEMATICS

66. Although the 2002 test scores for Year 6 pupils were below the national average they were better than the results achieved in 2001. This improvement is confirmed by the inspection judgement. Although standards are lower than those recorded at the time of the last inspection there are clear signs that all pupils are poised to make significant gains. This results from the very positive learning atmosphere created by the teaching and support staff and the strong sense of purpose that now permeates the life of the school. Pupils' achievement is satisfactory.

67. Teachers concentrate very heavily on the development of skills in number. The excellent teaching in Year 3 is embedding all the basic skills necessary for success. All pupils confidently use fractions such as fifths and tenths and their knowledge of place value is secure. These pupils can interpret block graphs and know about shapes and angles. Higher attaining pupils are conducting investigations into number patterns, such as multiplication with odd and even numbers. This concentration on the application of their knowledge of number, however, is not maintained in subsequent years. Pupils continue to develop skills, but have insufficient opportunities to apply their knowledge to problem solving. A common feature throughout the school is a weakness in estimation. Pupils in Years 4 and 5 can identify different types of triangles, such as isosceles and equilateral, although calculation of area is not readily understood. The understanding of decimals develops at a slower pace, and negative numbers create real problems for many pupils. By the time they reach Year 6, pupils understand the need for inverse operations. Higher attainers have produced good work on capacity. Most pupils are producing accurate measurements and understand ratio and proportions. Pupils who have special educational needs make good progress, benefiting from the informed help provided by the very effective team of support assistants. There are no major differences between the achievement of boys and girls.

68. The overall quality of teaching is good though variable. In all classes the positive attitudes of pupils is a significant factor. They want to learn and help one another well. They treat their teachers with respect and work with them to improve their standards. These strong relationships ensure that progress is being maintained in all classes because an atmosphere for learning has been established. In the best lessons, teachers provide challenge for all pupils, whatever their attainment. The planning of lessons and preparation of resources is thorough. In all classes, work is soundly matched to pupils' needs so that success can be achieved.

69. In a good lesson in Year 4 the teacher used questioning effectively and maintained pace throughout as pupils solved money problems using division. In Year 6 pupils contributed fully in the mental arithmetic session, rounding numbers to the nearest integer. Higher attainers used computer programs to add two and three digit numbers mentally. This provided challenge, and was one of the few occasions when communications and information technology was used to support learning. Another was in an excellent Year 3 lesson, where the teaching was inspirational. The teacher and pupils used the interactive whiteboard to promote understanding. Expectations were high – but achievable. The concentration on pupils' learning predominated. The teacher used praise when it was deserved and the children learned with a smile on their faces.

70. All of the teachers have skills from which pupils benefit. Classroom management is strong, although the use of time is not always efficient. In one class, there was insufficient time to explore an investigation fully. The target sheets in pupils' books are not completed as regularly as they should be. Marking is too often confined to ticks and crosses, and sloppy presentation is too readily accepted and means that mistakes can easily be made in calculations. Teachers are beginning to encourage pupils to explain their strategies when trying out ideas of their own, but there is still insufficient challenge in the opportunities presented for pupils to interpret information. There are satisfactory opportunities for pupils to apply their numeracy skills in other subjects such as science, design and technology and geography.

71. The recently appointed subject manager is committed to improvements in the range of learning opportunities across the school. All staff are ambitious, hard working and optimistic. They

work as a team, and the capacity for improvement is good.

SCIENCE

72. Though standards are below average the proportion of pupils attaining at the level expected for their age and above increased rapidly between 2001 and 2002 in the national tests for 11-year-olds. The quality of teaching is good and pupils are now making good gains in developing the skills and knowledge needed in the subject. Pupils with special educational needs are well catered for and as a result also make good strides in the subjects. Year 6 pupils, however, have some gaps to make up and so overall their achievement is sound. Though standards were below average at the time of the last inspection they fell soon after; good teaching is now pulling them up. A weakness is in pupils' skills at considering evidence, evaluating and drawing conclusions.

73. Through past surveys of pupils' attitudes the school discovered that science was one of the pupils' least favourite subjects. One pupil, for example, said '*It is hard because I don't much like reading.*' A concerted effort to plan practical investigations to arouse pupils' curiosity has worked well. Science is now among the subjects that pupils like best. Pupils respond well to experiments and learn much from the process because they are so well behaved and keen to learn. A lesson in Year 5 and Year 6 on posing and investigating questions related to evaporation really sharpened pupils' appetites to find out more as one boy puzzled over how the temperature gauge worked in a Galileo thermometer. Because the teacher had good knowledge of the topic the question was promptly explored.

74. The teachers manage the pupils very well, organise the tasks effectively and make very good use of simple resources. For example, in Year 6 pupils were engrossed in testing how far elastic bands will stretch. They discussed their ideas with conviction and the higher attainers were ready to justify their ideas in scientific terms. Each small group of pupils had sufficient resources for them to get on independently. This meant that the teacher could go to each group and spend extra time helping pupils to come to a better understanding of the scientific criteria involved. Pupils mostly understood about the use of variables in setting up a fair test. Though the pupils quickly recorded their findings in a table, average attainers needed much help to identify the patterns in the results. All needed much prompting in drawing out conclusions from their investigation. The teacher worked hard at using scientific terminology but the pupils did not have quick recall of it and relied on more common every day words to explain their findings. A well-chosen homework task was set for pupils to think about how their discoveries could be applied to every day life.

75. Clear exposition on the part of teachers leads pupils into systematic enquiries and provides plenty of opportunity for discussion. The quality of questioning is sound but does not always fully explore pupils' understanding through insisting on fuller answers. The majority of pupils contribute orally to lessons but their skills at speaking to an audience and providing clear explanations are insufficiently well developed through science. Conversely pupils' written work is developing at a better rate in science because pupils are provided with structures to help them organise writing. For example, in a lesson in Year 5 and Year 6 pupils were able to recall headings to guide their recording. In the satisfactory teaching the explanations are not as clear as in the good teaching and as a result the pace of the lesson slows as instructions and explanations have to be repeated.

76. A relative weakness in the otherwise good teaching is that the work set for high attainers is not much more challenging than that set for the rest of the class. This is because at the planning stage there is little difference either in the learning objectives or the activities for pupils of differing attainments. The subject manager has chosen to put together the lesson planning for all the school. This provides a consistent approach to the subject and the manager can make sure that resources are readily available but it does not always promote sufficient challenge for the higher attainers. A start has been made in using information and communication technology in science. The management of the subject is at an early stage and needs support to take the subject forward.

ART AND DESIGN

77. Standards are at the expected levels by the time pupils are 11 years old. This is a similar picture to that found at the time of last inspection. Standards are built upon a sound scheme of work and a widening experience of art and artists. Overall, pupils' achievement is sound.

78. A strength in the subject is pupils' knowledge about other artists. Eleven-year-olds can discuss a range of famous artists with interest and can explain their preferences by reference to particular paintings and works of art. One boy explained that he liked the movement in Van Gogh's Sunflowers and that in class they had used paint to create the effect of movement through representing gravity pulling one's eye to the centre of the piece. Another pupil liked the way in which Monet's 'Sunrise' shows reflections. Opportunities not only to learn about the work of other artists but to reflect on the feelings that it brings about contributes well to pupils' spiritual and cultural development.

79. Sketchbooks are used to develop pupils' skills at drawing and experimenting with a range of media. Though they are at an early stage pupils see the usefulness of recording their initial sketches and like the idea that they can look back over a series of drawings to see personal improvement. For example, pupils in Year 6 have made headway in achieving three-dimensional effects in buildings. These are mostly in outline and the detail and proportion in the sketches of the average and lower attainers is not as advanced as their other work. This was also the case, in Year 3 where pupils' pastels of autumnal trees were quite stereotyped even though they had gained first hand experience of observing the trees at close quarters. The teaching was good in this lesson and helped the pupils to think about what they could see but never the less, many of the pictures were quite angular with branches not flowing naturally from the trunk.

80. Pupils' attitudes to art and design are positive and they are proud not only of their own work but that of their classmates. This is a reflection of the school's aims and ethos, which recognises each person's individual skills and talents and aims to develop them within a supportive and encouraging framework. Relationships are very good and pupils are confident to have a go and do their best. They are self-critical and offer simple advice to their partners as to how improvements might be made.

81. The sound teaching overall certainly provides not only encouragement but also a sound hierarchy of knowledge and skills that enables pupils, including those who have special educational needs to gain increasing satisfaction from their work. Time is used well in lessons so that pupils are taken through a sequence of structured activities enabling them to build up their pictures and other pieces step-by-step. The sound teaching allows pupils time to practice and improve their work. Year 6 pupils have produced beautiful watercolours of shells mixing pale iridescent colours to apply to the curving shapes. Pupils know that they need particular brushes to make a range of marks and take delight in explaining how the size and colour of the paper plays an important part in the finished pieces.

82. There is no portfolio of assessed work to guide assessment and show staff exactly what their pupils can achieve. Assessment relies on end of year appraisal rather than pupils' progress being regularly checked. There is insufficient computer software to support the art curriculum and as a result information and communication technology is underused in art. The subject leader is new to post and has not yet had time to rectify matters.

DESIGN AND TECHNOLOGY

83. Standards in Year 6 are in line with those expected of 11-year-olds. This is an improvement on the standards found at the last inspection and pupils' achievement is good.

84. The quality of teaching is satisfactory and pupils learn at a sound rate. In one lesson where

the teaching was of a good standard the teacher has introduced a 'shop' so that pupils have to 'buy' their components. They are only able to do so if they keep within a designated budget and use the correct name when ordering the different parts. This helps to promote an authentic environment and to develop the subject terminology. Pupils have a good awareness of the design element and their drawings are well annotated as in Year 4 and Year 5 where pupils used their knowledge of different types of switches to make notes on their work. Throughout the school, pupils who have special educational needs receive extra help from teaching assistants. This enables all pupils to be fully involved in all design and construction activities. Lesson planning does not always follow the school's agreed procedures. When this is the case, for example, assessment is not included and opportunities are lost to make sure that tasks are well enough matched to pupils' level of attainment.

85. Pupils are provided with opportunities to be creative. For example pop-up books created by pupils in Year 3 show real flair and imagination. In this work pupils very effectively produced the 'big splash' and that of the higher attaining pupils was particularly bold and well structured. Pupils enjoy the design element and pay much attention to detail. Pupils in Year 4 and Year 5, for example, have made some interesting boats with oars that move and carefully constructed pinhole cameras. Older pupils have made biscuits in their food studies and undertake projects that require them to think about the purpose of the product. Higher attainers are becoming adept at this. Pupils have used a good range of designs for hats – one of which shows good links with the class study of Jamaica as it uses the colours of the Jamaican flag. Evaluations are sometimes very practical: *"I need a better lining because the staples keep sticking in my head."* Overall, pupils' skills at evaluation are not as strong as their design skills. They particularly enjoy the design aspect and making up their design but by the end of the projects are keener to move on to the next design rather than working out how to improve work by recognising good and bad points about the one they have just completed. Pupils work well together on group projects such as designing a moving vehicle. All pupils maintain useful word lists of key vocabulary though only the higher attainers use the subject terminology readily.

86. The subject manager has only been in post for a short time and as yet a systematic approach to strategic developments has not emerged.

GEOGRAPHY

87. By the end of Year 6 standards are satisfactory. This is better than reported at the last inspection and pupils' achievement is good. Nevertheless, the written work of younger pupils is often untidy and lacking in detail and the most competent pupils are not yet using more sophisticated methods when considering geographical patterns.

88. In Years 3 and 4, geographical investigation in written work is limited. Work too often consists of labelling, although there is some ambition in work that involved devising a route from Sowerby Bridge to India. Sequencing of events for a visit to the local canal follows a reasonable time line. In a particularly good lesson in these year groups, discussion was well grounded. Pupils talked knowledgeably about physical and human features of landscape because activities were well organised and the groupings promoted learning at a very good rate. The homework in this lesson was also well focused to promote independent research on climate.

89. In Years 5 and 6, written work is much more detailed. Mapping skills develop well, and pupils construct graphs about traffic flow that they have charted themselves. Some good research into the impact of pedestrianisation of a local street draws out balanced arguments and a greater understanding of the issues to be considered. In Year 6, there are strong links with history in particular because the need for this was identified by the school and planning has recently been reviewed. Map reading skills are integrated into their local history study and diagrams are used to plot the growth of Ochos Rios from 1962 to 1993. Environmental awareness is developed in the work on Jamaica. In a letter to the Kingston Gazette a pupil writes: "The mud lake smells strongly

of chemicals. Everyone has to breathe in this toxic gas.” A higher attaining pupil describes it as “A country with tropical fruits, cocktail drinks and people dancing to reggae on the beach.” The use of information and communications technology for research is under-developed.

90. Teaching is good and is benefiting from the links made to history. Class and group discussions give pupils the chance to express their views. Astute questioning by the teacher ensures that these are based on a sound evidence base. Lessons are planned well and good use is made of the local environment. Older pupils travel further afield and the ‘Whitby Trail’ produced some well-developed research. In a Year 5 lesson the teacher made good use of a pupil’s homework project on Stephenson’s ‘Rocket’ to extend thinking about travel and communications. The rapport between teachers, support assistants and pupils creates true learning partnerships. In this atmosphere, standards of all pupils are improving. Those pupils who have special educational needs are making particularly good progress.

91. The subject manager provides enlightened leadership. Issues are addressed in a calm, mature manner and the action plan correctly identifies priorities. The school is well placed to raise standards further.

HISTORY

92. Standards by the end of Year 6 are at the expected level for 11-year-olds. This is better than reported at the last inspection. Good teaching and positive attitudes of pupils are at the heart of this improvement and bringing about the good achievement.

93. Throughout the school there is a productive emphasis on the interpretation of evidence. Acquisition of knowledge is sound. The most competent pupils in Year 3 are conducting individual research into life in Anglo Saxon England. Pupils who have special educational needs also make good progress. For example in the Year 3 and Year 4 class they conduct an interesting comparative study of life for a Saxon woman. In Year 5, pupils have successfully completed a fact file on Queen Victoria and have conducted a wide-ranging enquiry into the 1841 census. All pupils make reasonable attempts to discuss the advantages and disadvantages of canals. Expert teaching in Year 6 ensures that skills develop significantly. Pupils undertake a variety of extended writing tasks using a good range of resource materials. The writing, taking on the role of wartime characters is sensitive and poignant. Dunkirk and nuclear disarmament are covered thoroughly and sensitively. The high quality of note taking is a feature of the work in this class.

94. The quality of teaching is good and a range of visits and visitors enrich pupils’ experiences and enable them to achieve well. For example, a successful trip to Shibden Hall, a local Tudor house in which staff adopt the roles of some of the original occupants, enabled pupils to enjoy a day as a child in Tudor times. Discussion is encouraged and teachers use probing questions to draw out why events took place. Explanations are clear, and teachers often make telling references to studies in other subjects. In a Year 5 lesson about Victorian England the teacher gave a fascinating description of the workings of the steam engine linking it to work in science. In a good lesson with Year 3 pupils the teacher’s planning and deployment of support assistants was exemplary. This ensured that the pupils’ enthusiastic response to work about leisure activities in Roman times was channelled into very constructive collaborative discussions. Year 6 work on local history was brought to life when a local resident provided informed responses to a barrage of searching questions from pupils about life in post war Sowerby Bridge. The visit to Eden Camp had a similarly beneficial impact on pupils’ understanding of life during the war. Pupils are very well behaved and really enjoy the subject.

95. The subject manager has only recently taken up the post. The main task is to ensure that the varied expectations currently evident in written work are consistently high in all classes, particularly to challenge the most competent pupils. Teaching and learning are supported by a good range of displays around the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

96. By the age of 11, pupils attain standards that are below national expectations. This is because the provision of equipment was unsatisfactory for most of the time these pupils have been in the school and teachers were not confident users of computers. Although resources are now good, they have not been improved long enough to raise standards for 11-year-olds. Standards are rising more quickly in other year groups. Pupils' achievement is satisfactory.

97. Year 6 pupils have limited experience of information and communication technology. They enter text accurately, using a limited range of fonts but emphasise words by highlighting the words with bold type. Pupils talk about using the italic and underline commands to achieve a similar effect. They know how to select their work from a file and save new entries. Higher attainers work faster than others being more adept at using the keyboard. Work connected to a traffic survey shows that a significant number of pupils do not fully understand the use of spreadsheets and in particular how to calculate their results. However, pupils made sound gains when they learned how to use the function to work out the perimeters of mathematical shapes. They understand technical terms such as 'cell' and 'field' though the average pupils do not confidently use the terminology. Pupils know how to make a computer presentation, entering information as text and making their work more attractive by including art work, moving pictures and sound. They complete a flowchart showing how a Pelican Crossing works. Pupils have a sound knowledge of how programmable appliances in everyday life work, such as video recorders.

98. There are indications that standards are improving in other age groups. For example, in a Year 3 lesson pupils confidently used a combination of mouse control and the interactive whiteboard to use a database to answer questions about small creatures and learnt how much quicker it can be for computers to search for information rather than to use manual methods. They amend written work by varying the size and style of the font. Higher attaining pupils in Year 3 select pictures to produce repeat patterns. They use the cut and paste technique to create mathematical shapes and write lists using bullet points.

99. The standard of teaching and learning is good overall. This is an improvement since the last inspection. Pupils who have special educational needs are enabled to take a full part in lessons and make good progress. Sensibly, the school is using the expertise of the Year 5 teacher to raise standards for Year 6 pupils. Teachers assess pupils' progress well and make satisfactory use of the information to plan new work. In a good lesson with Year 3 pupils, the teacher gave a very good demonstration of how computers can be used to search very rapidly for information. Pupils were encouraged to use the computer and the interactive whiteboard to enter their questions. Consequently, pupils consolidated their skills in retrieving information from the database. Teaching was less successful, but nevertheless still sound, in a lesson where Year 6 pupils learnt to use a spreadsheet to work out the perimeter of mathematical shapes. In this lesson, the teacher demonstrated all aspects of the program but did not give pupils the opportunity to use the computer. The teacher gave a clear explanation of the tasks pupils had to complete during the coming week using the skills they had just learnt. Pupils are very well behaved and have good attitudes to the subject.

100. Information and communication technology is insufficiently well used to support pupils' learning in other subjects. It is not well enough planned and not all teachers are fully trained so that they become more confident users of information and communication technology. Wisely, the school has included non-teaching staff in the training so far so that they can support pupils more effectively.

101. Resources for teaching and learning are good and teachers make particularly effective use of the two interactive white boards in their lessons. The management of the subject is sound. In the short time she has been responsible for the subject, the co-ordinator has begun to analyse pupils' work and check their progress against the levels of attainment in the National Curriculum.

This has enabled her to set realistic targets for pupils in Year 6 to achieve. Given the good resources, the enthusiasm and good subject knowledge of the subject manager, the school is in a good position to raise standards in information and communication technology.

MUSIC

102. Standards in music are better than in most other schools. This reflects the picture at the time of the last inspection. Pupils enjoy music lessons and benefit greatly from a committed and enthusiastic music teacher, who teaches all the music in the school.

103. Year 3 pupils know the names and lengths of notes such as crotchet, minim and quaver. They have developed very good listening skills when they correctly identify rhythms tapped out by the teacher and other pupils. Pupils write their own rhythms containing five beats using traditional notation and play them to each other. They recognise signs indicating *accent* and *repeat*. Pupils make very good progress in learning to write simple rhythms using graphical notation and choose suitable instruments to play the rhythms. They use untuned percussion to capture the mood of a poem, *'The Haunted House'*. In Year 4, pupils use instruments to represent the sounds and movement of animals such as bears, monkeys and alligators.

104. Year 5 pupils made excellent progress in clapping out rhythms written in traditional notation on the board. They played accented notes appropriately. Pupils listened very carefully so that they were able to recognise when the teacher made a deliberate mistake. All pupils write four bars of music in 4/4 time and worked in pairs to play them back, concentrating very well to make sure they reproduced their rhythms accurately. Pupils evaluate each other's work, commenting on how well the instruments chosen blend together. The comments of higher attainers are particularly perceptive.

105. By the age of 11, pupils learn correct musical vocabulary, referring to terms such as *pitch* and *dynamics*. They listen to classical music and use their knowledge of the layout of a symphony orchestra to identify which part of the orchestra is playing. Higher attaining pupils can do this accurately. They compose their own tunes well.

106. Although no singing lessons were seen, pupils sing hymns in assemblies with good control and in tune. They benefited in one assembly from high quality guitar playing which enabled pupils to learn a hymn, sing it with some gusto and also very quietly, and to clap the rhythm in suitable places. Pupils who play instruments such as the piano and trumpets play for the rest of the school as they enter the hall for assembly. This provides a contemplative setting for the Acts of Worship.

107. The quality of teaching is very good. Very good class management and careful planning ensures that pupils are kept busy during lessons. They are presented with work that moves them forward in manageable steps. Consequently, pupils enjoy their lessons and are keen to do well. Classroom assistants are deployed well to ensure that pupils with special educational needs are able to take part in lessons and these pupils make very good progress. There is a high level of challenge in the work. For example, in a lesson in Year 3, after pupils had played short rhythms themselves they had to play in unison with a partner and keep at the same speed.

108. The management of the subject is good. The scheme of work allows for pupils to study the full range of the curriculum in half termly blocks so that they make good gains in each aspect. However, there is no formal system of keeping records of how well pupils progress, although informal notes are kept that enable the teacher to report how well pupils are doing to parents. A small group of pupils learn to play stringed instruments, brass, keyboards and guitar with visiting teachers. A member of the governing body teaches pupils to play hand bells and they, together with the choir, take part in concerts and festivals in school and the church; this enriches pupils' musical education and provides opportunities for performance in front of an audience. The school takes every opportunity to raise standards and give pupils good musical experiences. Last year all classes had lessons in the Kodaly method of teaching music. This resulted in musicians from the school joining with pupils from another primary school and secondary school pupils to make a CD.

PHYSICAL EDUCATION

109. Pupils' achievement is satisfactory and by the age of 11 pupils attain standards that meet national requirements. This is a good improvement since the last inspection because the school now provides a sound curriculum, which is broadened by out of school clubs. The pupils' favourite aspect of physical education is games and a good number of pupils attend the extra-curricular clubs such as basketball and football. Pupils attending the extra provision gain much enjoyment and extra practice at the particular sports. As at the time of the last inspection pupils achieve success through the range of opportunities to play competitive and friendly games against other schools.

110. Strengths in the overall satisfactory teaching and learning are the very good relationships and pupils' very good behaviour. As a result no time is lost in getting ready for lessons and they get off to a good start. Due attention is given to health and safety and pupils have a sound understanding of the importance of warming up their muscles prior to exercise and know a range of simple exercises and routines to help them do this. They understand the importance of preparing mentally for their lesson. At these times the teachers or coaches dominate proceedings, however, and too little is expected of the older pupils in the way of leading the simple routines themselves.

111. In a gymnastics lesson in Year 5 and Year 6 the pupils made satisfactory gains in working at varying speed and levels. This was because the lesson was soundly planned and included sufficient activity to motivate the pupils. The most competent pupils marked time because the short sequence of tasks was insufficiently challenging and did not require pupils to really apply their intellectual capacity to the full. In essence it was too easy for the higher attainers though better suited to the average and lower attainers who moved imaginatively with increasing control of their muscles and body shape. Though extra work was planned for the more competent all had to complete the basic tasks first.

112. The quality of lesson planning is not sufficiently well checked to make sure that the activities are at the right level. The outcome of this is that football lessons in Year 3 and Year 6 were based upon almost identical planning. This proved to be very challenging for the younger age group who really got to grips with positioning their body over the football and using their instep to shoot the ball. They made substantial gains because the lesson was well prepared, instructions were precise, demonstration by the adult was used very well and sufficient time was allocated to practice their skills. Pupils who have special educational needs were provided with extra adult help. Higher attainers were especially well-balanced in their actions and all improved their understanding that a pass is softer than a shot and came to a better understanding of the necessary control. On the other hand, Year 6 pupils were capable of far more. The pupils were too inactive as they queued for their turn and they were not given any responsibility for their own organisation or learning. Pupils were bubbly but very respectful and patient wanting to do their best. On this occasion because they had no kit a minority of girls inappropriately were allowed to miss the lesson. Teachers' subject knowledge is generally satisfactory and brings about sound teaching overall but does not set enough challenge for those pupils capable of more.