

INSPECTION REPORT

SAVILE PARK PRIMARY SCHOOL

Halifax

LEA area: Calderdale

Unique reference number: 107482

Headteacher: Mr I A Ross (Acting)

Reporting inspector: J M Randall
1471

Dates of inspection: 5 – 8 February 2001

Inspection number: 188266

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Moorfield Street
Halifax
West Yorkshire

Postcode: HX1 3ER

Telephone number: 01422 352844

Fax number: 01422 352844

Appropriate authority: The Governing Body

Name of chair of governors: Dr S Whitson

Date of previous inspection: 3 June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1471	J M Randall	Registered inspector	Art Religious Education The Foundation Stage English as an additional language	What sort of school is it? School's results and achievements
13706	G Marsland	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnerships with parents?
4926	T Aspin	Team inspector	Mathematics Information and Communication Technology Music Special Educational Needs (SEN)	How well are pupils taught?
28320	R Willey	Team inspector	Science Design and Technology Geography History Equal Opportunities	How good are the curricular and other opportunities offered to pupils?
31175	A Allison	Team inspector	English Physical Education	How well is the school led and managed?

The inspection contractor was:

Nord Anglia School Inspection Services

Strathblane House
Ashfield Road
Cheadle
Stockport
SK8 1BB

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is of average size and has 199 boys and girls aged between four and 11. It serves an area of older terraced housing near the centre of the town of Halifax. The number of pupils speaking English as an additional language is very high (47.6 per cent) and forty nine per cent of pupils come from ethnic minority backgrounds. One pupil is a refugee. There are seven pupils with statements of special educational need in the unit for hearing impaired pupils, many of whom have additional learning difficulties and speak English as an additional language. Three other pupils in the school have statements of special educational need for learning difficulties. The number of pupils on the school's register of special educational needs is 38 (low) but the school is in the process of revising the criteria for this and the real number is greater. The school is an Education Action Zone. The attainment of pupils on entry covers a wide variety of levels but the majority of pupils are well below average, particularly in social and language and communication skills. Since the previous inspection the school has faced tremendous difficulties in staffing following the illness and death of the headteacher and other illness and staff loss.

HOW GOOD THE SCHOOL IS

This is an improving school and standards have risen over the last three years despite the unforeseen staffing difficulties it has faced. Leadership and management are good and the school is effective in monitoring its own performance. Realistic targets are set and the analysis of assessment data is effective in the identification of areas for improvement. The climate for learning is good and pupils have good attitudes to school. All work and play well together and treat each other with respect. The improvements in behaviour have a positive effect on learning. The school gives satisfactory value for money.

What the school does well

- Attainment in national tests is well above average in English and science and above average in mathematics when compared with similar schools at the end of Key Stage 2.
- Provision for pupils in the unit for hearing impairment is very good.
- Provision for pupils' personal development is good resulting in good behaviour and attitudes to school.
- The school has good links with parents and provision for pupils' welfare is very good.
- Leadership and management are good and well linked to school improvement.

What could be improved

- Provision for pupils in the Foundation Stage.
- Attainment in information and communication technology.
- Provision for pupils with special educational needs who are not attached to the hearing impaired unit.
- Assessment and support for pupils speaking English as an additional language.
- Day-to-day assessment procedures and their use in planning work for pupils of different prior attainment.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since the previous inspection in June 1996, particularly in recent months. The trend of improvement has been above the national trend in English, mathematics and science. The quality of teaching in Key Stages 1 and 2 has improved despite the staffing difficulties faced by the school. The quality of provision in the Foundation Stage is not as good as it was previously and the curriculum does not take account of the latest national guidance. Pupils' behaviour has improved and is now good. Provision for spiritual, moral, social and cultural development is now good. The key issues in the previous report have been tackled well in the light of the difficulties that the school faced. Roles and responsibilities have been restructured and each teacher has a specific responsibility. Curriculum planning has been strengthened and now includes schemes of work. Assessment procedures have been revised but day-to-day assessment is still insufficiently linked to planning work for different levels of prior attainment. The quality of marking has improved and teachers now make useful comments in pupils' books. However these are rarely followed up with pupils. Handwriting has improved due to a scheme of work and monitoring but the good quality of work in handwriting books is not always reflected in other work. Monitoring and evaluation of the work of the school have improved significantly.

Issues identified are included in the school's development plan. Standards in mathematics have been improved by the implementation of the National Numeracy Strategy. Attainment in information and communication technology remains an issue for the school. However, much upgrading of equipment has taken place and in the last few weeks the school has opened a computer suite with 15 networked computers. The availability of computers to pupils has improved greatly and a carefully structured scheme is ensuring a steady development of skills. The governors' annual report to parents now includes all the required information.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	E	D	D	A	well above average A above average B average C below average D well below average E
mathematics	C	C	D	B	
science	D	E	C	A	

Inspection findings are that attainment in English at the age of seven is broadly in line with national expectations but writing skills are below those of speaking and listening and reading. At the age of 11 standards are below average both in the inspection findings and when test results are compared with national data. The mobility of pupils, the admission of pupils with little or no English and the number of pupils with special educational needs affect the overall attainment, particularly in test results. Standards in mathematics are below national expectations both at the age of seven and at 11. The most significant factor affecting test results is the comprehension of English and the ability to respond to questions at speed. Mental skills are not high enough and written communications are poor. Attainment in science is line with national expectations at both seven and 11 and teacher assessments and test results support this judgement. The school is doing well in comparison with schools in similar contexts and results are well above this average in English and science and above average in mathematics. The rate of improvement over the past four years is higher than the average for all primary schools nationally. The school exceeded its targets for English and mathematics last year by six per cent. More challenging targets have been set and the school is in line to achieve or exceed them this year. Pupils achieve the levels expected of them when previous achievement is taken into account. Pupils speaking English as an additional language make progress equal to that of their peers. All pupils who are attached to the unit for hearing impairment achieve well. Pupils with other special educational needs make similar progress to that of their peers when additional support is provided. Attainment in information and communication technology is well below national expectations and standards in religious education are good. Pupils in the Foundation Stage (Reception class) make insufficient progress due to unsatisfactory teaching.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes to school are good; pupils are interested and enthusiastic. They enjoy school.
Behaviour, in and out of classrooms	Behaviour is good and has improved since the previous inspection.
Personal development and relationships	Personal development and relationships are good and pupils show respect and value for the feelings, values and beliefs of others.
Attendance	Attendance is below average. This is mainly due to illness and extended visits to Pakistan.

TEACHING AND LEARNING

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

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

Teaching is satisfactory overall. It is good or better in 54 per cent of lessons and unsatisfactory in eight per cent. All unsatisfactory teaching is in the Foundation Stage (reception class). The teaching of English is good and the National Literacy Strategy is well established. Teaching of mathematics is good in Key Stage 1 and satisfactory in Key Stage 2 with some good teaching of the average and higher attaining pupils in Years 5 and 6. A good start has been made in establishing the National Numeracy Strategy. In the Foundation Stage there is insufficient attention paid to the prior attainment and background of these young pupils, an over-emphasis on learning through repetition and insufficient use of firsthand experience on which to base further learning. The school meets the needs of all pupils satisfactorily overall. The quality of teaching for pupils in the hearing impaired unit is consistently very good and much support provided in classrooms is excellent. For those pupils with other special educational needs, the quality of teaching is satisfactory but individual education plans are not good enough and do not identify clear targets. Insufficient attention is given to specific needs in lesson planning and this affects the rate of learning. The support assistants for pupils speaking English as an additional language improve pupils' learning by explaining concepts the pupils' mother tongue. There is a lack of a whole school strategy for assessing and supporting these pupils and their needs are not specifically identified in planning. The good teaching towards the end of Key Stage 2 is improving the standards that pupils attain by the time they leave the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The breadth and balance of the curriculum is satisfactory. There is a weakness in the full provision of all aspects of information and communication technology. The school meets the requirements of the locally agreed syllabus for religious education well. Provision in the Foundation Stage is unsatisfactory. There is a satisfactory range of extra-curricular activities.
Provision for pupils with special educational needs	The provision for pupils with hearing impairment considerably improves their learning in relation to the National Curriculum and is very good. For pupils with other types of special educational need provision is satisfactory. The individual education plans are unsatisfactory and do not identify clear targets. Where pupils also have a statement of special educational need, the plans do not follow the identified requirements.
Provision for pupils with English as an additional language	Support for pupils speaking English as an additional language is good when they are targeted by a special support assistant. This greatly improves their learning and understanding. Procedures for assessing levels of competence and understanding are unsatisfactory and planning does not specifically focus on their needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is good and there are particular strengths in pupils' understanding and respect for different cultures, difficulties and ways of life. Many pupils sign in order to communicate with their hearing impaired peers and pupils are appreciative of the richness of cultural difference in the school.
How well the school cares for its pupils	The school cares for its pupils very well. Pupils of all abilities and cultures are treated with respect and they become confident and mature.

The good partnership between parents and the school has a good effect on learning. The home/school liaison officer for families speaking English as an additional language is a valuable link for these families. She provides a translation service, support at parents' meetings and organises parents' groups.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school has emerged from a period of difficulty beyond its control. The acting headteacher has a clear vision for the school and his determination to take the school forward has a positive influence on both staff and pupils.
How well the governors fulfil their responsibilities	Statutory duties are fulfilled well. The governing body is very supportive of the school and agreed shared aims, values and policies are communicated widely.
The school's evaluation of its performance	Arrangements to monitor and evaluate the work of the school are good and have improved significantly. Issues identified are included in the school improvement plan.
The strategic use of resources	The strategic use of resources is good and the school understands and applies the principles of best value. The school improvement plan is linked to the budget and based on priorities identified. However this plan is not fully costed. Levels of staffing and accommodation are satisfactory. There is a good number of support assistants who have a beneficial effect on pupils' learning when their work is well planned. There are insufficient resources for geography, history and the Foundation Stage. More fiction books are needed. Further resources are needed for information and communication technology to implement the subject requirements fully.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Parents are pleased with most aspects of the school. Almost all parents say that their children like school. They feel comfortable in approaching school and well informed about how their child is getting on. 	<ul style="list-style-type: none"> The amount of work to do at home. The way in which the school works with parents. The range of extra activities provided.

The inspection team agrees with the parents' positive views on the school. The school has a homework policy that is in line with the national guidance and has been given to all parents. The partnership with parents is judged to be good, particularly for those families speaking English as an additional language and for hearing impaired pupils. The range of extra-curricular activities is similar to that found in most schools of this size.

A number of parents wrote to the inspection team to express their appreciation about the way the school has continued to develop despite the immense difficulties it faced.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 Inspection findings are that attainment in English at Key Stage 1 is broadly in line with national expectations. This judgement is different from the national test results for seven year olds in 2000 where standards were well below average. The difference is accounted for by the number of pupils who speak English as an additional language who work more slowly because they are less fluent in English and cannot achieve well in the time allowed. Attainment in writing is below national expectations but in reading and speaking and listening is in line. Inspection evidence shows that standards in English for 11 year olds are below national expectations. The mobility of pupils, the admission of pupils with little or no English and the number of pupils with special educational needs, particularly those with hearing impairment affect the overall level of attainment, particularly in test results. When pupils' test results are compared with similar schools, they are above average for pupils age seven in reading and writing and for pupils aged 11, well above average. Pupils in both key stages enjoy reading. One higher attaining 11 year old was able to explain clearly what was meant by 'meditate' and 'psychedelic' after reading a poem fluently and with expression. Pupils in Year 6 use good imagination to write about 'The Mechanical Teacher' and construct an argument in a debate 'Hanging is wrong'.
- 2 Inspection findings are that attainment in mathematics is below national expectations at the age of seven. They are well below average when test results are compared with national data but in line with similar schools. The most significant factor affecting test results is the comprehension of English and the inability to respond to questions at speed. Inspection evidence shows that standards are below national expectations at the age of 11 and test results were below average when compared with national data. They were above average in comparison with similar schools. By the age of 11 pupils have a good range of knowledge and skills in number, shape and space and data handling. Mental skills are not good enough and even higher attaining pupils find difficulty in using correct mathematical vocabulary. Written skills are poor. These difficulties arise because many pupils who speak English as an additional language are slow in communication skills.
- 3 In both English and mathematics pupils make the progress expected of them taking their previous achievement into account. The school exceeded its targets for 2000 by six per cent and is likely to exceed the increased targets for 2001 despite the difficulties in staffing faced by the school. The rate of improvement in test results over the past four years is higher than the average improvement achieved across all primary schools. Pupils use literacy and mathematical skills satisfactorily in other subjects but subject planning does not identify these opportunities clearly enough for this to be better. There are insufficient opportunities to research information and develop library skills. There are no significant differences between the attainment of boys and girls and pupils speaking English as an additional language are represented in all ability groups in similar proportions. Analysis of assessment data shows these pupils make progress equal to that of their peers.
- 4 Attainment in science shows an improvement since the previous inspection and is in line with national expectations at ages seven and 11. The teacher assessments for Key Stage 1 and national test results for Key Stage 2 support this judgement for 2000. By the age of 11 pupils develop a good scientific vocabulary and there are good links between scientific investigation and the other aspects of science such life processes and living things, materials and their properties and physical processes. This aspect

is not so strong in Key Stage 1 but younger pupils are beginning to understand the need for fair testing.

- 5 Standards in information and communication technology are well below national expectations at the end of both key stages. Improvements have been made since the previous inspection to the number of computers in the school and a carefully constructed scheme ensures that pupils in each year group are developing specific skills. This new initiative has not yet had time to raise standards to those expected but has the potential to do so. The school has set a realistic target for 2002.
- 6 Attainment in religious education is above average in both key stages. By the age of seven pupils understand that different faiths have similarities and differences. They know the symbolism of light and candles and how water represents a clean beginning. By the age of 11 pupils compare the Torah, the Bible and the Koran and know that many stories are the same. They know the symbolism of bread and wine to Christians and the 'five Ks' of Sikhism. They have a wide ranging knowledge of many world faiths and a very secure understanding of the place of religion in daily life.
- 7 Standards in art are above average at both key stages with pupils using a wide range of materials, paints and techniques. A wall hanging, by pupils in Year 5, was inspired by a poem and used fabric, paint and collage and is of very high quality. The school has maintained the satisfactory standards of the previous report in design and technology. By the age of seven pupils use simple tools satisfactorily and cut and shape various materials to make models. By the age of 11 pupils design and construct packaging for a specific purpose and take part in technology fun days at the local leisure centre. There is sound evidence of designing and making techniques in pupils' work but too little evidence of pupils evaluating their work.
- 8 Standards in history and geography have been maintained in line with national expectations. By the age of seven pupils have a good knowledge of the local environment. They know that an island is surrounded by water and use simple symbols on their maps. By the age of 11 they compare and contrast Halifax with many different locations and pupils understand the use of scale, grid references, keys and symbols. In the classes for pupils aged six and seven, history was based on a visit to Shibden Hall and the Fire of London. Older pupils in Key Stage 2 are aware of other cultures through work related to ancient civilisations and more modern historical periods.
- 9 Standards in music are below the latest National Curriculum requirements at the age of 11. By the age of seven pupils sing confidently and with enthusiasm. They have a suitably developed sense of rhythm although pitch is not accurate enough. By the age of 11 pupils know the names of some composers, make up their own compositions and talk about different types of music. A small number of pupils interpret songs using sign language for the deaf and are confident performers. Standards in physical education have been maintained since the previous inspection and are in line with those expected for the age and stage. Pupils in Years 1 and 2 compose dance movements to communicate moods, ideas and feelings and link these together into a sequence in time with music. Older pupils learn defence and attack skills through invasion games and to throw and catch a ball with increasing accuracy. In 2000 all 11 year olds were able to swim a minimum of 25 metres.

- 10 Pupils join the reception class at the beginning of the school year in which they are five. Many pupils enter school with skills that are well below average, particularly in social development and language and communication skills although all levels of abilities are represented. In the Foundation Stage (reception class), pupils make insufficient gains in knowledge, skills and understanding due to teaching that is insufficiently based on pupils' prior attainment, home background and firsthand experience. The teachers' over-emphasis on whole class work inhibits the progress of all but the most able and there are too few opportunities for pupils to explore, investigate or be creative. There is an undue emphasis on learning by repetition. The support of the language support assistants and other classroom assistants with groups improves achievement, particularly for those pupils for whom English is an additional language or hearing impairment.
- 11 All pupils with special educational needs who are supported by the unit for pupils with hearing impairment achieve well. This group of pupils includes pupils who also have English as an additional language and a refugee. All pupils make at least very good and on occasions excellent progress. The pupils' specific needs are carefully identified, and care is taken to ensure these are met. Well-trained classroom assistants carefully adapt work in classrooms to meet pupils' needs. They evaluate performance in each lesson. This information is used to plan the next stage of learning, and help pupils to maintain a high rate of progress. Individual and group lessons provided by a specialist teacher are extremely well planned, are based securely on pupils' needs and help pupils achieve well in class lessons. The very good support provided by an instructor for the deaf ensures that all staff are fully aware of the problems that profoundly deaf pupils must overcome to achieve their potential. Pupils with other special educational needs make similar progress to other pupils in their class when additional support is provided. Sometimes learning is not satisfactory, as individual education plans are not good enough to help teachers plan work.
- 12 The school has been successful in raising or maintaining attainment in all subjects since the last inspection, with the exception of information and communication technology, where improvements in provision are only just beginning to take effect and in the Foundation Stage. The high standards of pupil behaviour in the school and the confidence and self-esteem of pupils are also positive features in improving standards. The high quality of leadership of the acting headteacher has brought the school through a very difficult time of uncertainty and staff confidence is improving. The school has the capacity to continue to improve under the leadership of the new headteacher and to raise standards further.

Pupils' attitudes, values and personal development

- 13 Pupils' attitudes to school are good. They clearly enjoy coming to school and are enthusiastic, interested and involved in most activities. A good example of interest and enthusiasm was seen in a Year 6 art lesson where the pupils were designing and making a clay pot. At the beginning of lessons they settle quickly to their tasks and listen carefully. This was evident in a Year 2 literacy lesson where the pupils maintained concentration throughout the lesson. Good attitudes to school contribute well to successful learning and the standards pupils achieve.
- 14 Behaviour in and around the school is good and has improved since the previous inspection. Most pupils respond well to the school's behaviour guidelines. The school's expectations for good behaviour are clearly explained to parents in the prospectus and the Home/School Agreement. The school has a suitable behaviour policy in place, which has recently been reviewed. Work undertaken with staff and pupils has successfully improved behaviour. Pupils understand how they should

behave and know the difference between right and wrong. They show respect and tolerance and appreciate the effect their actions could have on others. Pupils co-operate with their class teachers to write class rules. No bullying, racism or challenging behaviour was seen during the inspection. In the last year four pupils were excluded from the school. All the exclusions involved boys and concerned incidents of unacceptable behaviour. However, since the review of the behaviour policy, the number of exclusions has been reduced. Good behaviour has a positive effect on the quality of learning.

- 15 The personal development of the pupils and relationships within the school are good. Relationships between pupils and pupils and staff are caring and friendly. At lunchtime pupils talk sociably with their friends and with supervising staff. They support each other well and pupils with special educational needs and those with English as an additional language take a full part in the life of the school. Pupils work together well in pairs and groups regardless of ability, gender or race. A good example of this was seen in a Year 4 science lesson where pupils learning about the human skeleton measured each other. They show respect for the feelings, values and beliefs of others. This was evident in a Year 4 personal, social and health education lesson discussing friendship. They were unafraid to express their views in front of their classmates. Good relationships are a feature of the caring atmosphere of the school. Pupils take responsibility for tasks around the school and are reliable and trustworthy. They act as assembly and classroom monitors. Year 6 pupils listen to pupils in Year 1 read. These responsibilities have a good effect on pupils' personal development. However, there are still too few opportunities for pupils to show initiative through taking some responsibility for their own learning.
- 16 Pupils with hearing impairment take a full and active role in all lessons and assemblies due to the excellent support provided by well-qualified assistants. They enjoy their lessons and work hard throughout. Many pupils without hearing impairment have a good range of basic signing vocabulary, learned through observation, or from lessons, which they use to communicate with their hearing impaired friends and include them in all activities. They accept signing by the support assistant as a normal part of lessons. Those with other forms of special educational need are valued by their peers and teachers, although the work set in lessons is sometimes too hard. Sometimes little written work is accomplished and it is often unfinished, denying pupils the opportunity to take pride in their achievements. Pupils with English as an additional language are well integrated into all lessons and activities. All work and play together without difficulty and these pupils are equally spread across all ability groups.
- 17 Attendance is unsatisfactory and below the average level for primary schools. The movement of pupils joining and leaving the school, other than in September, has an adverse effect on attendance levels. This involved 19 per cent of the pupils on the school roll last year. Authorised absence is high due to illness and extended holidays to Pakistan. The school actively discourages extended holidays and allows the time in the Local Education Authority guidelines. Registration is effectively undertaken, allowing lessons to start on time, but many pupils are not punctual for school.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 18 The quality of teaching is satisfactory overall. Ninety two per cent of teaching is satisfactory or better. It is very good in 23 per cent of lessons, good in 31 per cent, satisfactory in 38 per cent and unsatisfactory in eight per cent. All unsatisfactory teaching is in the Foundation Stage (reception class). Some very good teaching occurs in both key stages. All teaching in the unit for pupils with hearing impairment is very good. Teaching in Key Stage 1 is good, with 81 per cent of lessons good or very good, and 19 per cent satisfactory. In Key Stage 2 teaching is satisfactory. Very good teaching occurs either at the end of the key stage, in instrumental music lessons or in lessons led by staff attached to the unit for the hearing impaired. Fifty per cent of lessons in Key Stage 2 are satisfactory, 23 per cent good and 27 per cent very good.
- 19 In the previous inspection the quality of teaching in the Foundation Stage was judged to be consistently good. There have been several changes of staff and inspection findings are that teaching in this stage is now unsatisfactory. Some attempts were made to improve teaching during the inspection week, following support from a designated adviser, to provide a range of activities. These were mainly unsupported by planning that identified clear learning expectations based on pupils' prior attainment, learning needs, and home background. Pupils' own experiences are not used sufficiently as a starting point for new learning. The use of inappropriate vocabulary and insufficient understanding of how young children learn is inhibiting achievement. Tasks are often dull and fail to stimulate excitement in learning. Assessment of attainment is limited to a narrow range of learning such as the recognition of key words not set in any context. It is not developed sufficiently to form the basis for matching work to individual needs, particularly for those pupils learning English an additional language. Many opportunities for social development and establishing desirable good habits and routines are missed, for example tidying away equipment, consuming biscuits and milk in the cloakroom or allowing children to call out during story time. Experienced classroom assistants provide valuable support for children's learning by their skill and interaction, particularly for children in the early stages of learning English and those with hearing impairment. These extra adults are insufficiently involved in lesson planning with the teacher to use their talents to the fullest extent although they work hard to compensate for weaknesses in the activities provided.
- 20 Teaching in Key Stages 1 and 2 was judged to be 'competent' in the previous inspection, and included some unsatisfactory teaching. No unsatisfactory teaching was observed in the current inspection and the good teaching in Key Stage 1 shows an improvement, despite many unforeseen difficulties encountered by the school over the last two years. The good teaching in Key Stage 1 and towards the end of Key Stage 2 is improving standards. Relationships between teachers and pupils are very good, which helps teachers maintain control and keep pupils concentrating on the tasks in hand. In the most effective whole class lessons, teachers use good questioning skills to recap previous learning, draw ideas from pupils, and assess learning. The enthusiasm of the teachers is passed on to the pupils and stimulates learning. Imaginative teaching is often linked with a driving pace and high expectation of performance and participation, particularly towards the end of Key Stage 2. All these features were present in a science lesson in which pupils explored the effect of mirrors on beams of light. A good level of subject knowledge and expertise contributes much to the good teaching in English, religious education, science and art. Practical resources are used well to give pupils 'hands-on' experiences and keep them interested. The major weakness in teaching in both key stages is in weekly and daily planning. Classroom assistants, including those who support English as an additional language, are not sufficiently involved in lesson planning. Teachers do not make the best use of their expertise. Key subject specific vocabulary is not

consistently identified and used or given in advance to those who assist with language development. Although plans always set a general target for pupils to reach, these are not specific to the needs of different groups of pupils or firmly based on assessment of understanding. Marking has improved since the previous inspection, and useful comments are often made in pupils' books, but these are rarely followed up. Throughout the school teachers have low expectations of the standard of presentation of written and diagrammatic work. Much work, particularly of those with lower attainment, is left unfinished. The school has an appropriate homework policy and homework supports pupils' learning.

- 21 The quality of teaching of pupils attached to the unit for those with hearing impairment is consistently very good and much of the support provided in classrooms is excellent. All staff attached to the unit work together very closely as a team to give the best support possible to the pupils. Class teachers' termly and weekly planning is carefully monitored by the unit leader. The support assistants make any necessary adaptations so that the pupils can follow the lessons in sign language and understand the vocabulary used in worksheets. They continually extend pupils' signing vocabulary. This is particularly well managed for hearing impaired pupils who come from families who do not communicate in English at home. Assistants consistently challenge pupils to think for themselves and develop their self-confidence. In many lessons they also support group activities effectively, helping other pupils to make greater progress. The unit leader carefully collates continuous assessment of pupil performance in every lesson by the support assistants. Information is used well to make sure that the next set of lessons is at the right level for individual pupils. Lessons where pupils receive special tuition away from class are carefully planned to improve pupils' abilities to participate or extend their experiences when returning. For example, one pupil discussed and prepared questions with the specialist teacher that she could ask her partner when taking part in an activity to identify numbers. In another, an instructor for the deaf told a story in sign language to extend pupils' signing skills. The pupils thoroughly enjoyed the lesson and were disappointed when the session ended.
- 22 For those with other special educational needs, the quality of teaching is mainly satisfactory, but there are unsatisfactory features. Individual education plans are not good enough. Where there are statements of special need, individual plans do not meet the targets identified. Not enough attention is given to specific needs in lesson planning. Support assistants work well alongside pupils, but are not sufficiently involved in planning or in recording progress on a day-to-day basis.
- 23 The support assistants for English as an additional language improve the pupils' learning by explaining concepts in the pupils' mother tongue. They check that pupils understand the point being taught and provide more general classroom support by interacting with pupils. The support is particularly useful for younger pupils in Reception and Key Stage 1 who are more likely to be in the early stages of English acquisition. However the lack of a whole school strategy for teaching English as an additional language means that the valuable expertise of the classroom assistants is not fully utilised. For example in a personal, social and health education lesson in Key Stage 2 the classroom assistant could have been used to form a second group, increasing the opportunities for pupils to take part in discussion. It would also have provided opportunities for the assistant to assess the level of language skills of some pupils. Specific needs are not targeted in lesson planning.

- 24 The teaching of literacy is good in both key stages. The National Literacy Strategy is well established, and teachers have a good subject knowledge. Texts are chosen well to interest pupils. Literacy skills are used satisfactorily in other subjects. A good example is the choice of a 'big book' for the whole class to read together in mathematics in Year 1 to help pupils develop vocabulary related to position such as 'in front' and 'behind'. Handwriting skills are developed in English lessons, but pupils do not use or re-enforce these skills in other subjects. Although pupils use dictionaries competently, research and library skills are not sufficiently developed or used in other subjects.
- 25 A good start has been made in establishing the National Numeracy Strategy. Good use is made of external advice and support to plan the development of teachers' expertise. Teaching of numeracy in Key Stage 1 is good and in Key Stage 2 it is satisfactory. All teachers use the expected lesson structure but have strengths and weaknesses in different sections of the lesson. In all lessons key vocabulary is used, but in the best lessons it is clearly identified and developed. Insufficient attention is given to the development of written communication skills and the use of mathematical notation. Although numeracy skills are used on occasions in different subjects, opportunities are limited and planning to develop or reinforce numeracy skills, or encourage pupils to use and apply the skills they have learned is unsatisfactory.
- 26 The teaching of science and religious education is good. Teachers have good knowledge in these subjects, which is improving standards. In religious education particularly good use is made of visiting speakers, for example a Sikh in traditional costume, to give pupils a clearer understanding of different beliefs and associated cultures. In art teachers have a good understanding of the subject requirements.
- 27 Information and communication technology is in very early stages of development in the school and as a consequence very limited use is made of skills to support other subjects. Too few direct teaching lessons were seen in information and communication technology to make a judgement about quality, but it is clear from discussions that teachers' subject knowledge has not improved sufficiently to meet the demands of the National Curriculum. An independent learning system is used to support English and mathematics. A computer technician manages the group sessions. Pupils often waste much time repeating tasks without gaining the underlying understanding or they are working at inappropriate levels. For example Year 5 pupils spent a whole lesson identifying right angles in simple shapes, an activity more appropriate for Years 2 or 3.
- 28 Teaching in the small number of lessons seen in geography and history was good, in music it was satisfactory. Visiting music instrumental teachers also contribute well to the learning of a small number of pupils. No design and technology lessons were observed. The teaching of physical education is good in Key Stage 1. Insufficient lessons were seen at Key Stage 2 to give a judgement. Provision for personal, social and health education is good.

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

- 29 In Key Stages 1 and 2 the breadth and balance described in the previous report has been maintained except in information and communication technology where full National Curriculum requirements are not met. The school meets the requirements of the locally agreed syllabus for religious education well. There are policy statements for all subjects and other aspects of school life and the school's curriculum is fully available to all pupils, reflecting one of the school's main documented aims. The school has effectively implemented the National Literacy and Numeracy Strategies and has responded appropriately to the reference to apportionment of curriculum time to subjects made in the previous inspection report. Time is now suitably distributed between subjects with an emphasis being placed upon the core subjects of English, mathematics and science. The concern over planning for pupils in Key Stage 2 in mathematics, expressed in the previous inspection report, has been rectified since the adoption of the National Numeracy Strategy.
- 30 Planning for the step-by-step development of language skills for pupils with English as an additional language lacks the necessary structure to assess and promote full pupil progress and achievement. Provision for children in the Foundation Stage is unsatisfactory with an inappropriate emphasis on learning by repetition and copying and colouring. There are insufficient opportunities for pupils to explore, experiment, and to be creative or independent. The curriculum does not build sufficiently on pupils' prior knowledge and understanding and has not been adapted to the latest national guidance.
- 31 Provision for health and sex education and drugs awareness is incorporated within the science curriculum of the school. A newly produced document on personal, social and health education has been approved by governors and is to be implemented next term. This specifies improved provision and appropriate coverage for sex and drugs education.
- 32 The provision for pupils with hearing impairment considerably improves their access to the National Curriculum and to other activities in the school. For these pupils there is a very effective system for identifying specific need and for reassessing those needs on a regularly. Individual education plans are of high quality. They are carefully matched to the requirements of the statements of special educational need. Very effective use is made of support services, for example a physiotherapist, to improve the quality of education provided. Links with the secondary school are very good, and includes a visit from the secondary school interpreter twice weekly. For pupils with other types of needs individual education plans are unsatisfactory. Where there are statements of special educational need the individual plans do not follow the identified requirements, although other requirements such as additional support are met. Formal reviews for pupils with statements of special educational need are carried out annually and additional reviews monitor progress each term. Suitable arrangements are made for pupils' transfer to secondary education.

- 33 A satisfactory range of extra-curricular activities is provided for all pupils. As well as a range of sports activities, including football and rugby, there are clubs for singing and signing choir, orchestra and computers. There are pupil led groups for dance, including Asian dance. There are opportunities to learn string and woodwind instruments, piano and guitar. Pupils from both key stages are involved and clubs are open to all pupils. These activities make a very good contribution to the development of personal and social skills and contribute significantly to learning in music and sport particularly.
- 34 The school has many visitors and visiting groups during the year, contributing to all aspects of the curriculum. During the inspection a Sikh storyteller took assembly and worked with a class. A theatre group runs historical workshops and a local archaeological society brings objects of historical interest for classroom use. Local football, rugby, tennis and cricket clubs lead activities and the school runs book fairs and a 'Book Week'. All pupils make visits during the year to link with topics being studied and these provide valuable first hand experience and interest. These have included community churches and a mosque, the Piece Hall Tourist Centre, the River Calder, the Eureka! Exhibition, Blackpool Zoo, the People's Park, Hardcastle Crag, Shibden Hall, the Thackeray Museum, Technology Fun Day and the local theatre. Pupils in Year 6 have a residential visit to Wales that enhances independence, self-confidence, social and cultural development.
- 35 The school has established numerous links with the community. These include the library services, police, post office, fire brigade, as well as a local supermarket and the lighting of Wainhouse Tower as part of the community's Millennium celebration. The signing choir has appeared on local television and performed publicly during Deaf Awareness Week. They have taken part in a national event in London. The school has established very good links with other schools through a 'family of schools' arrangement. Joint curriculum training days for staff are a regular feature of this link. A good primary-secondary transfer/induction programme is in operation for pupils in Year 6.
- 36 Provision for pupils' spiritual, moral, social and cultural development is good in Key Stages 1 and 2 and this is an improvement since the previous inspection when it was satisfactory. In the Foundation Stage it is satisfactory but there are too few opportunities for children to wonder at the world around them and to develop independence.
- 37 Spiritual development is well supported by well-planned, whole school acts of collective worship and assembly visitors include local clergy and a Sikh storyteller. Pupils listened open-mouthed and totally enthralled as his story unfolded. The atmosphere created was warm, calm and thought provoking. On another occasion, members of the signing choir performed a song and many of the pupils joined in the signing. This reflects well the atmosphere of mutual respect, support and tolerance that pupils convey to each other. Spiritual development is well supported across the curriculum and particularly through multi-faith aspects of religious education. In religious education pupils develop a wide-ranging knowledge of world faiths and an understanding of the place of religion in everyday life. They learn respect for different faiths and discuss with interest the similarities and differences between them. Pupils in Years 1 and 2 responded with wonder after a visit to Shibden Hall at some of aspects of life in Stuart times.

- 38 The provision for moral development is good. Pupils understand the difference between right and wrong and care for each other. Pupils value the Gold Book Awards for effort, achievement and good deeds. These are regularly publicly displayed so that other pupils and adults are aware of achievements. Pupils follow the rules of the school and many older pupils discourage poor or bad behaviour amongst younger pupils. Older pupils generally set a good example. There are many instances where pupils discuss issues that help them gain a moral awareness. Pupils in Years 1 and 2 discussed and explored forms of greeting from different cultures as forms of respect and pupils in Year 4 explored issues surrounding friendship. Some classes have discussion time where self-esteem is often a focus and pupils listen respectfully to the views of others. Teachers provide good role models.
- 39 Pupils' social development is well supported by the school. Pupils in Year 6 assist the daily running of assembly by preparing the hall and operating the tape recorder. They enjoy helping other teachers at playtime and lunchtime. Pupils enjoy such responsibility and discharge their duties commendably. They support charitable activities such as Blue Peter appeals, support for Bosnia, Comic Relief, Macmillan Cancer Care, Candlelighters' Appeal, and Children in Need. Pupils often come forward with ideas to support both national and local charities. Pupils are expected to be supportive of each other as well as polite. They are expected and encouraged to work together when required in pairs and in groups. They learn to care about the area in which they live and value the people within it. Extra-curricular activities such as football, netball and choir engender teamwork and develop social skills.
- 40 The staff attached to the unit for pupils with hearing impairment provide a safe and welcoming environment to which pupils enjoy coming. The morning and evening routines are well established. Very young pupils are taught quickly how to manage their radio aids. Relationships between pupils and their adult helpers are excellent. Pupils thoroughly enjoy their lessons in the unit. For example, in a signed story pupils were disappointed when the lesson ended. Activities such as specific signing lessons taken in almost complete silence, help all pupils appreciate the difficulties that hearing-impaired children must overcome. The lessons led by an instructor for the deaf are an extremely valuable part of the curriculum. They make a good contribution to the development of all pupils' social skills, and improve confidence. Pupils in the signing choir are very proud of their skills, and some perform with great confidence, demonstrating the feelings implied in the songs. Opportunities are provided for them to perform publicly, which contributes to the development of their social skills. Pupils with all types of special educational needs are fully integrated into the life of the school and made to feel valued.
- 41 Pupils' cultural development is fostered well through the curriculum. Work on the Ancient Greeks in history links with literacy through a study of myths and legends. Work on Invaders and Settlers in history incorporates a theatre group visit with a focus on Rome and the story of Romulus and Remus. The youngest pupils learn about the area around their school, whilst the oldest pupils study the geographical significance of contrasting locations through a residential visit to Wales. Pupils learn about famous artists and examine paintings and etchings relating to historical events like the Fire of London. There is insufficient attention to developing pupils' appreciation of art from different cultures and particularly from the culture of the pupils within the school. They hear music from other ages and cultures and listen to people playing instruments and singing. They learn about faiths, beliefs and cultural traditions of many groups through religious education. There are visits to the sculpture park, theatre and drama workshops. Pupils enjoy a good range of cultural experiences within and outside the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 42 The school cares for its pupils very well. Pupils of all abilities, cultures and religions are treated with respect. The pupils know that they are valued and enjoy good relationships with staff who know their pupils well. Pupils become confident and mature.
- 43 Procedures for child protection and for ensuring the pupils' welfare are very good. The school follows the health and safety policy and fire-fighting equipment and electrical appliances are checked annually. Whole-school risk assessment is carried out regularly. Pupils are well supervised by staff and ancillary assistants at breaks and lunchtimes. There are good arrangements in place for dealing with accidents and two members of staff are trained in first aid procedures. Procedures for child protection are very good. The acting deputy headteacher is the named person responsible. All staff, including lunchtime staff, are aware of procedures and receive regular training.
- 44 Procedures for monitoring and improving attendance are good and attendance is getting better but is still unsatisfactory. The acting headteacher and the educational welfare officer check punctuality and attendance every week. The class teachers provide good support by informing the acting headteacher if any pupil's absence causes concern. The home/school liaison officer has regular contact with bilingual families to discuss extended holidays or absence. Absence letters are required and most parents keep the school well informed. Good attendance is promoted with 'early bird' certificates and the educational welfare officer presents certificates for 100 per cent attendance each term.
- 45 There is a separate admissions policy for pupils identified as having the level of hearing impairment needed for them to be part of the additional provision through the unit attached to the school. Very good links with support services ensure that needs such as adaptations to equipment, physiotherapy, and aural assessments are met. Suitable specialist equipment is available to help pupils access the curriculum. The current monitoring of attainment of these pupils through continuous evaluation by support assistants is very good. Planning and achievement is carefully linked to the targets in the individual educational plans and meet the requirements of the statements of educational need. Safety procedures for handling or restraining pupils are followed carefully. Identification of other pupils with special educational needs is satisfactory. Monitoring of progress of pupils with other special needs is limited to the normal assessment procedures in each classroom and reviews each term. The lack of good quality plans, linked to the identified needs of individual pupils, impedes careful monitoring of progress. The lack of a systematic approach to assessment and support of pupils speaking English as an additional language means that, although all staff are aware of their needs and respond accordingly, this support is not always targeted efficiently.
- 46 Procedures for assessing pupils' attainment are satisfactory. Assessment of each pupil takes place at the beginning of the reception year although this information is limited and other procedures for assessment at this stage are unsatisfactory. There are good procedures at the end of Key Stages 1 and 2 when the results of the national tests in English and mathematics are carefully analysed. In English and mathematics the data is used to track the progress of individual pupils and the year group and to consider whether there is any difference in the performance of pupils, for example those pupils for whom English is an additional language or between boys and girls. In addition, the optional national tests are used for English and mathematics towards the end of Years 3-5 along with other tests such as reading. In other subjects the school has begun to assess pupils at the end of each unit of study in line with the latest national guidance. The assessments are also used to set targets for individual pupils.

These targets are recorded and are shared with pupils. Attainment is recorded in each pupil's Record of Achievement and in the continuous writing assessment books. As a result pupils have some understanding of the progress they are making in their learning. There is no specific assessment of the language needs of those pupils for whom English is an additional language on entry to the school and this impedes progress. The school has made some progress towards using assessment to inform medium and long-term planning, for example in identifying writing skills as a priority, but assessment is still not used enough to guide planning at these levels. Lesson planning usually identifies assessment opportunities but the results are insufficiently used to plan activities matched to the needs of all pupils. Marking of work is inconsistent and is not used well to inform subsequent planning.

- 47 Procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are very good. There is an effective behaviour policy, which has been renewed since the previous inspection. This has been successful in improving behaviour. Lunchtime assistants have received training in behaviour management. The behaviour policy is understood by pupils and used consistently by staff. A good scheme of rewards to encourage positive behaviour is used such as Golden Book certificates, star awards and special certificates. These are also awarded for effort and achievement. A graduated scheme of sanctions is in place, which is appropriate for the age of the pupil. The school prospectus clearly informs parents of the standard of behaviour expected. No bullying, racism or challenging behaviour was seen during the inspection. All incidents are recorded and parents involved as necessary. The number of incidents recorded has declined since the review of the behaviour policy.
- 48 Procedures for monitoring and supporting pupils' personal development are good. The procedures are supported by the good relationships between the pupils and the staff. The staff know their pupils well and help them to develop confidence and self-esteem. Personal, social and health education is taught throughout the school and makes a good contribution to the pupils' personal development. This is supported by a discussion period called 'circle time' where pupils have the opportunity to talk about issues such as bullying and relationships. Pupils are encouraged to set their own targets for improvement with the class teacher and review their own learning. They help to choose the work to be included in their Record of Achievement. The school maintains effective links with outside agencies such as health professionals and the police who help to support the academic and personal development of the pupils. The school makes every effort to support and guide the pupils and this has a good effect on attitudes and behaviour.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 49 Parents provide good support for the school. They stated in the parents' meeting that staff listen to parents and treat all pupils equally regardless of ability, creed or race. This view was confirmed during the inspection. At the parents' meeting some parents expressed concern regarding the management of behaviour at lunchtime. However, no incidents of challenging behaviour were seen and the pupils were well supervised. A few parents had concerns over homework, the way in which the school works with parents and the range of extra activities provided. The homework policy is in line with national guidance, the partnership with parents is judged to be good and the range of extra activities is in line with that found in most schools of this size. The good partnership between parents and the school has a good effect on learning.
- 50 The school maintains very good links with parents. A newsletter and an achievement brochure is issued every term. This keeps parents well informed about forthcoming events. The acting headteacher and his staff are approachable to parents who have concerns. A suitable Home/School Agreement has been given to parents and the

majority have signed and returned them. School productions are very well attended. The home/school liaison officer for families speaking English as an additional language is a valuable link between home and school. She provides a translation service and support at topic evenings and parents' meetings. A coffee morning is held each week to encourage these parents to come into school.

- 51 Parental involvement has a good effect on the life of the school. The recently established parents' group provides good support for organising social and fund-raising events. Money raised from the weekly tuck shop has benefited the pupils by enabling the school to purchase additional books. There are six volunteer helpers who assist in classrooms and on educational visits. The helpers include parents and grandparents. This support makes a good contribution to the pupils' learning.
- 52 Much effort is put into establishing and maintaining links with parents of pupils with hearing impairment. Home visits are made when parents are unable to travel to the school. A home-school diary is an important part of maintaining contact with parents and ensuring they are aware of progress that their children make. Pupils follow the established routines for collecting diaries and letters for parents. Parents are pleased with the provision for their children with sensory impairment. For other pupils with special educational needs, links with parents are satisfactory. In all cases parents are involved in reviews if they wish to attend.
- 53 The quality of information for parents is good. The school has held sessions for parents to help them understand literacy and numeracy lessons. These sessions were well attended. The governors' report and school prospectus are informative and contain all the required information. Parents have the opportunity to consult the staff formally each term to discuss their child's progress. The pupils' progress reports are satisfactory. All the required information is included and every subject is reported. An explanation of how pupils can improve their work is given but not in sufficient detail. The acting headteacher acknowledges the need to improve the reports. There is additional space for pupils and parents to comment.
- 54 The contribution of parents to children's learning at school and at home is satisfactory. At home, some parents support homework tasks and listen to their children read. All parents have been informed of the school's expectations regarding homework. The home reading books are valuable links between home and school to communicate with class teachers. Some parents use these books well. The school organises course for parents on topics such as behaviour management, computing, drugs awareness, first aid and sign language. Some of the courses are supported by the local college and have the potential to have a good effect on the pupils' learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 55 Leadership and management are good. This is an improvement since the previous report when leadership and management were judged to be 'sound'. The school has recently emerged from a period of difficulty that was beyond its control. The acting head teacher has a very clear vision for the school and his determination to take the school forward has had a positive influence on both staff and pupils. The good quality of leadership has improved standards and boosted staff confidence.
- 56 The management issues identified in the previous report have been successfully rectified. The advice of the Local Education Authority Effectiveness Service was sought following this report. The roles and responsibilities have been restructured so that there is a greater focus on curriculum management, particularly in Key Stage 1. Subject leaders monitor planning and audit resources. They also make an annual report to the governing body. The school has achieved the 'Investors in People' award. Curriculum planning has been strengthened. Long and medium-term planning ensures coverage of the subjects of the National Curriculum. Planning also reflects areas identified for improvement following a detailed analysis of assessments. Weekly and lesson planning is monitored by the acting headteacher. Schemes of work have been completed. Learning resources have been improved, notably in relation to the implementation of the National Literacy Strategy and for information and communication technology and are now satisfactory overall. There are still some shortcomings. The new information and communication technology suite has only just become functional in the last few weeks due to the school's phase in the allocation of funds and the resources are still insufficient to implement the full requirements of all aspects of information and communication technology. There are also insufficient resources for geography, history and the Foundation Stage. There are insufficient fiction books to extend the reading opportunities for pupils, particularly the older pupils and the higher attainers, to foster an interest in reading. Arrangements to monitor and evaluate the work of the school are good, having improved significantly. The acting headteacher uses the Local Education Authority's self-evaluation programme. Issues identified are included in the school improvement plan. All national and optional test results are very carefully analysed and used to track the progress of individuals and cohorts and to set realistic, but challenging, targets. The school has also made good use of the Local Education Authority consultants for literacy and numeracy. This has had a positive effect on the quality of teaching. The report of the governing body now includes provision for special educational needs.
- 57 The climate for learning in the school is good. Everyone in the school communicates high expectations of behaviour and these are reflected by the way in which pupils conduct themselves. All staff are committed to extending pupils' learning and raising standards.
- 58 The management of provision for pupils with statements of special educational needs linked to hearing impairment is excellent. All legal requirements are met. Formal records are very carefully maintained, helpful and easily accessible. Links with support agencies are excellent. The unit manager has a clear understanding of the needs of the pupils in the unit. The hard work put into developing a well-organised resource base and area where pupils start their day and are able to have some individual tuition, is a reflection of the commitment of all staff involved with the unit. This is a considerable improvement in provision since the previous inspection. The unit is suitably resourced and well organised, although a little cramped due to the need to store a number of large items of equipment, related to multi-sensory impairment. There is an appropriate number of well-trained teaching and support staff attached to the unit to meet the requirements of the statements of special educational need. The

budget for these pupils is used effectively. The overall management of special educational needs has some unsatisfactory features. Legal requirements to provide reviews are met and the register is maintained. The governors are kept well informed of provision and developments. However the planning for pupils' specific needs and monitoring of progress related to these needs is unsatisfactory. Not enough attention is given to developing the role of the general special needs support assistants in planning and monitoring progress.

- 59 The governing body fulfils its statutory duties well, works very closely with, and is very supportive of the acting headteacher and the school. Each member of the governing body attends at least one training session for governors each year. This enables governors to discharge their responsibilities more effectively and to shape the future of the school. Agreed shared aims, values and policies are widely communicated. The governing body makes decisions about the budget in the context of the school improvement plan and identifies priorities. However this plan is not fully costed.
- 60 The strategic use of resources is good. Financial management during a period of falling rolls has been good and there is no longer a deficit budget. The school improvement plan is linked to the budget and is based on the priorities that have been identified. The provision of an information and communication technology suite is a very good example of this. The school uses information and communication technology effectively in the day-to-day administration of the budget and correspondence. Administrative staff are confident and competent in its use. The use of information and communication technology in lessons to support learning in a range of subjects, particularly for researching information is in the very early stages of development.
- 61 Monitoring of finances by the school administrator and close liaison with the Local Education Authority accounts section enables the head teacher and governors to have regular updates of the spending to ensure that spending is in line with budget allocations. The school uses additional grant money well; for example the Reading Recovery Project and the information and communication technology provision, to support learning. The Reading Recovery programme is having a good effect on the levels of achievement of the pupils involved. Recommendations made by the auditors are implemented. The acting headteacher and chair of governors have a sound understanding of best value principles and services and other purchases reflect the application of these principles.
- 62 The school has an adequate number of suitably qualified teaching staff when all are present. There is a good number of support staff and these assistants have a good effect on pupils' learning when their work is well planned. Full use is not always made of support staff. There is no co-ordination of support staff for pupils with English as an additional language and they are not always used efficiently. The lack of leadership of the provision for these pupils means that the school has no specific policy or strategies for teaching English as an additional language. There is insufficient attention to the stages of learning expected and this means that the school cannot assess the levels at which pupils are functioning and plan work appropriately within lessons or provide extra support focused on an understanding of individual need.

- 63 Accommodation is satisfactory overall. The classrooms are adequate for the numbers of pupils in the classes. The school refurbishes the building as the budget and educational priorities permit. The caretaker and staff clean the building to a high standard. The school is enhanced by the carpeting in the classrooms and displays of work throughout the school reinforce learning and provide an interesting and pleasant place to work. The playground areas allow sufficient space for pupils to play safely, although it is necessary to have two members of staff on duty to ensure proper supervision. There is no secure outside play area for pupils in the Foundation Stage and the lack of water in the temporary classrooms is a difficult situation to manage.
- 64 The school has several strengths that ensure that the quality of education provided for its pupils contributes to achievement. These are evident in the way the school manages its pupils, the relationships within the school and, most significantly, the quality of leadership and management provided by the acting headteacher and the governing body. The school has successfully emerged from a very difficult period of unforeseen events. Given that the attainment of pupils on entry is well below average and the subsequent progress that pupils make, the school gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65

(1) Improve the quality of teaching and learning in the Foundation Stage by:

- planning and implementing a curriculum in line with the national Early Learning Goals;
- matching work more carefully to pupils' individual learning needs and home background;
- using pupils' own experiences and providing other first-hand experience as starting points for further learning, particularly language development;
- devising assessment strategies that identify developmental stages in all aspects of children's learning and using this assessment to plan further work;
- making better use of the skilled support available by involving all assistants in planning, developing and assessing children's achievement;
- improving resources.

(Paragraphs 66 – 73)

(2) Raise standards in information and communication technology throughout the school by:

- ensuring that all National Curriculum requirements are met;
- developing the expertise of teachers by further training;
- purchasing additional resources for the control and modelling aspect of information and communication technology;
- using information and communication technology more effectively to support other subjects.

(Paragraphs 117 – 121)

(3) Improve the provision for pupils with special educational needs who are not attached to the unit for pupils with hearing impairment by:

- improving all individual education programmes to include realistic, concise, measurable and attainable targets that are firmly based on individual needs;
- making sure that individual education plans for those pupils with statements of educational need meet the requirements of the statement;
- monitoring progress against the individual education plans effectively and using this information gained to plan further work.

(Paragraphs 11, 22, 32, 58)

(4) Improve the provision for pupils speaking English as an additional language by:

- appointing a co-ordinator for this aspect of teaching and learning;
- identifying the various stages of language acquisition and a system for assessing these;
- making clear provision in lesson planning for meeting the specific needs of pupils at different stages of development;
- using the expertise of the language support assistants more widely in assessing and developing skills.

(Paragraphs 23, 45, 62)

(5) Clarify and refine day-to-day assessment procedures and use this information to plan more securely for pupils with different prior attainment and for meeting individual needs.

(Paragraphs 20, 46)

Issue two is contained within the school's improvement planning.

Other issues which should be considered by the school

Add costings to the school improvement plan.

(Paragraph 59)

Improve the presentation of pupils' work and ensure that suggestions made on marking are followed up.

(Paragraph 20)

Improve resources for geography, history and English (provision of books).

(Paragraphs 56, 89, 113, 116)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	50
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0%	23%	31%	38%	8%	0%	0%

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	199
Number of full-time pupils known to be eligible for free school meals	0	83

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	10
Number of pupils on the school's special educational needs register	0	38

English as an additional language	No of pupils
Number of pupils with English as an additional language	88

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	28
Pupils who left the school other than at the usual time of leaving	25

Attendance

Authorised absence

	%
School data	6.8
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	16	17	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	13
	Girls	14	13	13
	Total	29	28	26
Percentage of pupils at NC level 2 or above	School	88 (68)	85 (68)	79 (65)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	14	15
	Girls	14	15	14
	Total	29	29	29
Percentage of pupils at NC level 2 or above	School	88 (68)	88 (65)	88 (59)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	19	16	35

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	12	14
	Girls	13	11	14
	Total	23	23	28
Percentage of pupils at NC level 4 or above	School	66 (67)	66 (73)	80 (53)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	12	10
	Girls	10	10	9
	Total	17	22	19
Percentage of pupils at NC level 4 or above	School	49 (34)	63 (43)	54 (43)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	2
Indian	2
Pakistani	87
Bangladeshi	0
Chinese	0
White	95
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	7	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	22.1
Average class size	28.4

Education support staff: YR – Y6

Total number of education support staff	17
Total aggregate hours worked per week	392

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	504,529
Total expenditure	512,005
Expenditure per pupil	2,349
Balance brought forward from previous year	39,078
Balance carried forward to next year	31,602

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	199
Number of questionnaires returned	23

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	91	9	0	0	0
My child is making good progress in school.	57	35	9	0	0
Behaviour in the school is good.	61	30	4	4	0
My child gets the right amount of work to do at home.	17	30	48	4	0
The teaching is good.	48	43	4	0	4
I am kept well informed about how my child is getting on.	61	26	4	9	0
I would feel comfortable about approaching the school with questions or a problem.	74	22	4	0	0
The school expects my child to work hard and achieve his or her best.	48	39	9	0	4
The school works closely with parents.	30	48	22	0	0
The school is well led and managed.	52	39	4	4	0
The school is helping my child become mature and responsible.	52	39	4	4	0
The school provides an interesting range of activities outside lessons.	48	22	26	4	0

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

- 66 Provision for children in the Foundation Stage (reception class) is unsatisfactory. This does not reflect the standard of the previous inspection and there have been several changes of staff. Children join the class in the September after their fourth birthday and provision is full time. On entry children have a wide range of prior attainment but many are well below average, particularly in language and social skills. The class has two children with statements of special educational need for hearing impairment and in the case of one pupil, additional learning and behavioural needs, and these children are also in the very early stages of speaking English as an additional language. A further six children are also on the register of special educational need. A significant number of other children are also in the early stages of learning English. The policy and scheme of work have not been revised to take account of the new national guidance. Resources are old and worn and the classroom is not well laid out to stimulate good learning. The classroom environment is dull and there is little to generate interest and excitement.
- 67 Teaching in this stage is unsatisfactory and not as good as it was at the time of the previous inspection. There is too much emphasis on whole class work that inhibits the progress of all but the most able children and too few opportunities for pupils to explore for themselves, investigate or be creative. Lessons and tasks are insufficiently based on children's prior experiences and home background and culture. There is an undue emphasis on learning by repetition and this is not providing a sound foundation on which children can develop real understanding. When practical tasks are provided such as clay or puzzles, these are insufficiently monitored or supported to ensure that children gain the best from them. Children complete pre-prepared tasks such as colouring, filling-in missing words or sewing together pre-cut material with too little opportunity for using their own initiative and creative skills. Classroom learning areas such as the role-play area are uninviting and untidy and provide little opportunity for imaginative work. Words on display are sometimes spelled incorrectly. Outdoor activity takes place infrequently. The class has an unusually high number of classroom assistants and where these assistants work with groups or individuals this supports good learning. This is particularly the case for children with hearing impairment and pupils in the early stages of learning English. Assessment procedures are unsatisfactory and are limited to very basic number and reading goals. No general assessment procedures are in place to enable staff to know what other concepts have been gained or to facilitate planning for the next steps of learning. On-going assessment through interaction with pupils does not take place even for pupils with little or no English. Teaching assistants are insufficiently involved in planning or assessing children's learning. Assessment procedures for children with hearing impairment are very good as they are completed by staff from the special unit.

Personal, social and emotional development

- 68 Provision for personal, social and emotional development is unsatisfactory. Teaching is unsatisfactory as children have few opportunities for independent learning or to think for themselves. There are no classroom routines to enable pupils to choose sensibly between activities and often little choice is given. Opportunities for social interaction are often missed. For example children consume milk and biscuits hurriedly in the cloakroom instead of sitting down sociably in groups with an adult. There is insufficient recognition of the background and culture of many of the children and this is not well used to further learning. The social interaction of the hearing impaired children is very well supported by the specialist assistants and children in the early

stages of learning English gain valuable support from the assistant who can explain and extend their thinking in their mother tongue. Children are encouraged to dress and undress themselves for physical education. They accept differences between themselves and respond well to adults. Children's skills are below those expected of this age group.

Communication, language and literacy

- 69 The teaching of communications, language and literacy is unsatisfactory. Activities such as role-play areas are insufficiently stimulating or used to develop communication skills, particularly for those children in the early stages of English acquisition. Language work is not based on real experiences, either from children's home culture or from classroom activity. There is an inappropriate emphasis on learning by repetition and copying and colouring-in. Children are introduced to the sounds at the beginnings of words and the higher attainers have a good grasp of this. However, for most children, the whole class approach to this is ineffective as it has little regard to basing this work on what children already know and understand. Children trace over and copy words that have little meaning for them. Higher attaining children copy their name, sequence pre-prepared story pictures and show some recognisable letter groups in the limited amount of independent writing that they do. These children are likely to be in line with the national early learning goals by the end of the reception year but have the ability to achieve more. Average attaining children copy letters and have a few recognisable letters when writing independently. These children are unlikely to achieve the required levels for the end of the stage. Lower attainers are still at the stage of very early mark making and are well below average in their attainment. Higher attaining children read in line with the expectations for their age and make good attempts at recognising words. Average attainers remember words in a simple sentence when they have 'read' the book with an adult and know some initial sounds. However, there is little understanding of the meaning of the text or what the story is about. These children are below the expectations for their age. A significant proportion of children are well below average and these children enjoy sharing a story with an adult when given the opportunity. Children take home books from a reading scheme but few attempts are made to involve parents in their children's reading. The class has a very limited range of good quality picture and early story books to stimulate interest and there are few books that recognise the culture of many of the children in the class.

Mathematical development

- 70 Children make insufficient progress in mathematical development and teaching is unsatisfactory. Teaching focuses on a narrow range of number skills and gives insufficient attention to the aspects of development that are more dependent on learning concepts and language. Skills relating to basic facts of number are in line with age expectations for all children except those with English as an additional language but they find difficulty in using the numeracy skills they do have to solve simple problems. Most know number names to 10, except for those children learning English as an additional language. Many draw figures to 10 in a recognisable way but often reverse them. Higher attainers know some number facts. Average attainers have some understanding of adding one. Children have insufficient opportunities for working with water and sand to develop an understanding of capacity and when this does take place there is no structured approach to interaction, developmental stages of learning or assessment of understanding. A scrutiny of children's work revealed that all children attempt the same work despite the fact that many pupils had little understanding of what they were asked to do. Much work is based on printed work sheets and colouring tasks. Achievement is better when children work with a teaching assistant who asks appropriate questions and builds on the responses, particularly for

those children with hearing impairment or in the early stage of English acquisition. On occasion the teacher uses inappropriate terminology that confuses mathematical understanding. All pupils, except those learning English, know the names of simple shapes. Understanding of comparative and positional language is weak with much confusion about 'below' or 'after' for example. Lower attainers are confused with 'longest', 'shortest'. Awareness of pattern is also poor.

Knowledge and understanding of the world

- 71 Provision for knowledge and understanding of the world is unsatisfactory. The computer was only seen in use once during the week of the inspection and is not used consistently to support learning. Pupils have too few opportunities to experiment and to investigate although a few pupils worked with a teaching assistant to see which materials float in order to make a raft for a 'Gingerbread Man'. In this instance learning was satisfactory. Pupils have made 'Gingerbread Man' biscuits on a previous occasion. Pupils have looked at features of the local area but the follow up work to this consisted only of sentence completion 'I can see a ...' and a drawing. A limited amount of construction material and items such as toy cars are available but the use of these learning opportunities is not regularly part of classroom work and no clear expectations of learning or opportunities to use this equipment to develop language skills and vocabulary is indicated. Attainment in this aspect is below the national expectations for this age group.

Physical development

- 72 Progress in physical development is satisfactory and in the one lesson seen, teaching was also satisfactory. Children crawl, and move around using the space in the hall and attainment is in line with age expectations. They know how to find their own space and are aware of the different parts of the body. During the lesson the teaching assistants played an insufficient part in developing children's skills except for those working with the hearing impaired children. There is no fenced-in outdoor play area but the space that is available is insufficiently used and regular outdoor work is not part of planning. There is no planning for children to have regular experiences that allow them to build large structures, use outdoor equipment for imaginative play or to experiment with a variety of apparatus such as hoops and balls and learn the associated vocabulary. A few children attempted to complete jigsaw puzzles but this activity did not receive any adult attention and little was achieved.

Creative development

- 73 Teaching and provision for the development of creative skills is unsatisfactory. During the inspection a few children used clay but this activity went largely unsupported and achievement was limited. Planning does not indicate clear learning goals for creative work and there is no system for systematic development of skills or assessment. Creative activity is not used as a focus for language and vocabulary development and many opportunities are missed. Opportunities for colour mixing, joining materials to make models and experimenting with texture and colour are insufficiently regular features of classroom activity. Drawing pictures to accompany copy writing is the main focus of the use of crayons but children have painted pictures of themselves. During the inspection some children attempted to sew together pre-prepared puppets with little opportunity for their own design, creativity, or development of skills in using scissors. Children know a few simple songs, often to support learning to count, and listen to music on the way from playtime. Musical instruments were not used during the inspection and there is no music area for experiment.

ENGLISH

- 74 In the national tests for seven year olds in 2000, standards of attainment were well below the national average in reading and writing. Standards of attainment were above average when compared with similar schools. The inspection findings are that attainment at Key Stage 1 is broadly in line with national expectations. However, those pupils for whom English is an additional language work more slowly because they are less fluent in English. This results in underachievement in the national tests. Pupils make good progress in Key Stage 1 and achieve well in relation to their levels on entry. The school has maintained the standards identified in the previous report.
- 75 The results of the 2000 tests in English for eleven year olds were below the national average, but well above the average when compared with similar schools. Over the period 1996 to 2000 the trend of improvement in English was above the national trend. Over the past three years there has been no significant difference between the performance of girls and boys. The school successfully achieved the target set for 2000. The results were 6 per cent above the target. For the current year more challenging targets have been set. Inspection evidence indicates that the standards in English of the present Year 6 are below that expected for pupils of their age overall though attainment is in line for reading and for speaking and listening. The mobility of pupils, the admission of pupils during the key stage with little or no English and the number of pupils with special educational needs, particularly those with hearing impairment, affect the level of attainment, particularly in test results. By the end of Key Stage 2 pupils have made good progress and achievement is good in relation to their prior attainment.
- 76 The attainment of seven-year olds in speaking and listening is broadly in line with national expectations. The attainment reflects the good progress made since they were admitted to the school because of the many opportunities to talk with teachers and support staff, particularly for pupils with English as an additional language. Pupils extend their range of vocabulary during discussions with the teacher and other pupils. Most pupils express themselves clearly, for example when putting questions to the teacher role-playing a servant at the time of the Great Fire of London. When a pupil took over the role, she expressed herself very clearly. In response to the question from another pupil, "How did you escape the fire?" she replied, "I went to the top of a hill and all the fire was down below." Pupils listen carefully to the teacher during the literacy hour and in all other lessons. The views and opinions of other pupils are treated with respect.
- 77 Inspection findings indicate that by the age of seven, attainment in reading is in line with national expectations. Higher and average attainers read fluently and often self-correct when they make a mistake. They are beginning to read with expression. They have strategies for using the sounds of letters or groups of letters and use other textual clues to help with unfamiliar words. Pupils talk about the main characters and retell the story. They enjoy reading. Some pupils borrow books from the local library. They know about the contents and index pages of non-fiction books but they do not have the necessary skills to locate books in the library. Lower attaining pupils read more hesitantly and only occasionally self-correct. They have a more limited sight vocabulary and use picture clues when they encounter words they do not recognise. They are less able to recall events in the story or to talk about characters. There is no evident enjoyment of reading. Books are not taken home to read regularly.
- 78 Seven-year olds attain standards in writing that are below national expectations. This is mainly because of the necessary emphasis given to talking and vocabulary development. Pupils are given a range of writing experiences. They complete well known stories in their own words. They write poems. A poem entitled 'Food' began, 'Big, brown, buttery beef burgers'. They learn the importance of sequencing, not only

in stories, but in writing instructions, for example 'How to make a jam sandwich'. When writing about what they like to do at home they draft and then revise to produce the final version. Spelling of simple and more complex words by higher attainers is usually correct. Lower attainers' writing is less detailed and less accurate. Work in the handwriting books shows that the handwriting skills of the higher and average attainers have progressed well. Letters are evenly formed and joined. The handwriting of lower attainers is less even and less legible. However, handwriting and the presentation of work in other books is of a significantly lower quality.

- 79 By the age of 11 pupils' attainment in speaking and listening is in line with national expectations. Higher attainers are achieving above the level expected for pupils of their age. All pupils in this key stage listen well to their teachers and most older pupils, including those with special educational needs and those for whom English is an additional language, listen very well. In a literacy hour Year 6 pupils listened very attentively to the poem 'The Highwayman'. This was demonstrated by the way they answered challenging questions. In response to a question to see whether they understood the word 'blanched' one pupil responded with, "Is it like going as white as a ghost?"
- 80 Inspection evidence indicates that standards in reading by the age of eleven are in line with national expectations. Pupils make sound progress across the key stage. Higher attainers read a range of texts fluently and with understanding. When there is a word they do not know they use a range of strategies including the context to decide what the word is. One pupil read the poem, 'The Hippy Teacher' fluently and with expression. He was able to explain clearly and easily what was meant by 'hippy', 'meditate', 'trance' and 'psychedelic'. Lower attainers continue to refer to pictures and to break the word into syllables when they do not recognise a word. They are also less able to predict what may happen next in a story. Average and higher attainers develop good strategies for choosing books. They look at the front cover to see the title, author and the cover illustration. They read the introduction about the book and sometimes follow this by reading the first few sentences of the first chapter. All pupils have a record of books they have read. These records, particularly of the younger pupils, occasionally contain comments made by parents. Discussion with pupils indicated that books are taken home infrequently. Some pupils are members of the local library.
- 81 Attainment in writing by the age of eleven is below that expected of pupils of this age. A proportion of pupils with English as an additional language find it difficult to write at speed. Key skills are being learned; for example punctuation using exclamation marks, question marks and speech marks. In the handwriting books writing by most pupils is well-formed, joined, legible and fluent. However, the quality of writing and the presentation of work in other books are of a significantly lower quality. Spelling of simple and more complex words by the higher and most average attainers is usually accurate. The spelling of lower attainers of simple words is accurate, but less accurate when words are more complex. Writing opportunities are provided in each year group in line with National Curriculum requirements. Year 3 pupils recount, for example, a class discussion of a rehearsal for a production. In Year 4 pupils have further experience of writing poems. One poem, entitled 'Imagine Town', captured the reader with its first line, 'Imagine where all the grass is pink.' Pupils in Year 5 show good use of language, such as in a poem about water – 'Water comes tumbling down / Across the rocks so sharp.' They also write about their involvement in a Christmas production. In Year 6 pupils use their imagination to write about 'The Mechanical Teacher'. They write up their research into, for example, 'Light' and 'Venus'. They construct an argument, for example in 'Hanging is wrong'.
- 82 Opportunities are given to use literacy skills, particularly speaking and listening, in

other subjects. In a Key Stage 1 physical education lesson pupils listened attentively to well-chosen music to which they were going to dance. They also responded well to questions about the sort of movements they might make and how they might improve the quality of these movements. In an assembly the acting headteacher asked pupils to identify rhyming words in a hymn. He also suggested to pupils that they may like to write a poem, possibly in an acrostic format, on 'friendship' as that was the theme for the week. The best poems would be read in an assembly at the end of the week. In a session with a visitor who was leading the work for a day on Sikhism, Year 5 pupils listened carefully and responded appropriately to questions. There are insufficient opportunities for pupils to research information using the non-fiction library. Although the books there are colour coded and classified there is no guidance for pupils on how to access books on a given topic. The information and communication technology suite and connection to the Internet is very recent, so there is still little use made of this facility to research information.

- 83 The school promotes reading well through book weeks and displays of books in the classrooms. In conjunction with the book week, there are competitions to design book covers and book marks. Books in the classrooms are of satisfactory quality. Choosing fiction books is made easier by the colour coding system that links books to National Curriculum attainment levels. There are insufficient books to stimulate an interest in reading outside school. Thesauruses and a range of dictionaries are available in classrooms. Other significant support for reading is provided through the Reading Recovery programme. The teacher works intensively with one pupil at a time in hearing the pupil read, building words with magnetic letters and using the pupil's own sentences to move to more standard English. The teacher also discusses the book the pupil is reading so that there is a greater understanding of the vocabulary and the story. A feature of the progress that pupils make is their increased self-confidence.
- 84 The quality of teaching is good. There was no unsatisfactory teaching. Sixty three per cent of lessons were good or better. In Key Stage 1 teaching is good. In Key Stage 2 teaching is good. In lower Key Stage 2 teaching is satisfactory. In upper Key Stage 2 teaching is very good. This is an improvement since the previous report when teaching was identified as being of variable quality, though satisfactory overall. Teachers have a good knowledge and understanding of the format and purpose of the National Literacy Strategy. Teachers in both key stages make some limited use of information and communication technology to support learning, mainly for word processing.

- 85 In the best lessons there is a clear thread that links each section of the lesson, the pace of lessons is good and very good questioning skills are used effectively to recap previous learning and to challenge pupils' thinking. Texts are well chosen and tasks are well matched so that the needs of all pupils, including those with special educational needs and those for whom English is an additional language, are met and learning is enhanced. In a mixed Year 5 and 6 lesson the study of the poem 'The Highwayman' led to a challenging activity in which pupils had to write a character description of a modern day bank robber. Concluding sessions are used well to reinforce and assess learning. In such lessons pupils are expected to work hard and learning is very good. However, in other lessons the pace is less demanding and teachers do not use on-going assessments effectively to match work to the prior attainment of all pupils. Sometimes the task is insufficiently challenging and at other times the task is too difficult. This restricts learning and progress.
- 86 Behaviour in lessons is usually good or very good and never less than satisfactory. This means that pupils listen attentively to their teachers, respond well in lessons, and work well individually and co-operatively in groups and pairs. Year 3 pupils, for example, worked well in pairs when discussing the sequence of instructions for making a sandwich. Pupils work hard in the literacy hour, notably so in the upper part of Key Stage 2. The level of concentration of pupils is high, particularly when they find the task interesting and challenging as in a Year 1 class writing about an educational visit they had made the day before. Writing about something they had experienced, and supported by word banks, enabled pupils, notably those for whom English is an additional language, to make good progress in their ability to write in sentences.
- 87 Support for pupils with hearing impairment is very good, as is the teaching by the specialist teachers in the hearing impaired unit. A story session for hearing impaired pupils, led by a profoundly deaf teacher who communicated throughout the session by signing, was very good. All pupils concentrated very well and responded equally as well to the teacher. Planning does not identify specific learning objectives for those pupils who come from homes where language is under used or for whom English is an additional language, particularly in relation to key vocabulary. The school has no specific strategies to assess the progress of pupils learning English through the various levels of language acquisition.
- 88 Written work is inconsistently marked and does not always help pupils to improve. This was an issue in the previous report. In the best examples marking was accurate, comments were constructive and encouraging and a target was set to promote improvement and foster pupils' confidence. However, all pupils have targets set as a result of regular analysis of, for example, writing at length. The skills that all teachers use to interest pupils, their high expectations of behaviour and the way in which the activities are managed are supportive of good learning. Homework makes a satisfactory contribution to pupils' learning.
- 89 The school is striving to provide a rich climate for learning that will help to promote pupils' literacy skills. All classrooms and the hall contain displays that reflect and support learning. The hall contained several displays of work related to literacy. There was also a set of photographs about a recent 'Book Week'. In addition to displays of written work there are word banks, not only for English, but also for other subjects. In a Key Stage 1 class there was a word bank for science. In another Year 1 and 2 class there were words to help pupils describe characters and words to help with numeracy. In a Year 4 class there were reminder cards such as 'Did you put in speech marks and remember to check for spelling?'. The Year 6 classroom had, as part of an information display by the teacher, 'How I mark your work' with a list of key points. This was followed by an example of a corrected piece of work. This helps pupils to understand the purpose of marking and how they can learn from mistakes or

from suggestions. Resources are satisfactory although there is an insufficient choice of fiction for older pupils and higher attainers to foster their interest in reading. A considerable number of good quality books have been purchased since the previous inspection to support the implementation of the National Literacy Strategy. The new computers came with software to support literacy but this is of limited value and dependent on repetition of a limited range of skills. As yet teachers do not have a sufficient range of strategies to use information and communication technology to support learning in English.

- 90 The management of the subject is satisfactory. The policy for English has recently been revised and is awaiting ratification by the governing body. Test results are carefully analysed for strengths and weaknesses, to track the progress of pupils, to compare how pupils for whom English is an additional language perform and to see whether there is any significant difference in the performance of boys and girls. One outcome is that writing has been rightly targeted as a key area for improvement. Another outcome is that the school is seeking to improve speaking and listening skills. To help this, more play texts have been purchased. The co-ordinator and the acting headteacher monitor planning. Teaching is monitored regularly by the acting headteacher, the co-ordinator and the Local Education Authority's literacy consultant. All these are having a good effect on teaching and learning.

MATHEMATICS

- 91 In the National Curriculum assessments in 2000 for seven year old pupils results were well below average when compared with national data, but in line with results attained by similar schools. Of the pupils who took the tests about twelve per cent were not in the school for the whole of Key Stage 1, and the results of these pupils affected the overall results adversely. There has been a slight decline in standards attained in the tests in the last four years. The most significant factor affecting standards achieved by these pupils is their comprehension of the English language, and their inability to respond to questions at speed. This is also reflected in a mismatch of teacher assessment with test results, as generally pupils' number skills are better than their ability to interpret problems. In the assessments at the age of 11 in 2000, results were below average when compared with national data and above average when compared with similar schools, both for those reaching national expectations and those attaining higher levels. Taking the pupils' previous attainment in Key Stage 1 into account, pupils made the progress expected of them. The rate of improvement in test results over the past four years is higher than the average improvement achieved across all primary schools. The previous inspection indicated that most pupils were working at levels expected in Key Stage 1, but standards were unsatisfactory by the end of Key Stage 2. A target was set to improve standards in mathematics. This has been achieved well by the end of Key Stage 2, despite difficulties faced through pupils having many changes of teacher and other management difficulties that were out of the control of the school. Inspection findings are that standards are below average by the age of 7. All pupils, including those with special educational needs and those with English as an additional language, currently make good progress despite the slight decline in standards reflected in the test results. This is due to the improved quality of teaching. Standards are below national expectations by the age of 11. The progress of all pupils in this key stage is satisfactory overall, but good progress is made by average and higher attaining pupils towards the end of the key stage. Booster classes and training in the completion of test papers contributes to the results attained. Realistic targets for the number of pupils to attain the expected levels are set using previous test results as a guide. The school exceeded last year's targets. They are likely to achieve the target set for 2001. However pupils with lower attainment are not likely to achieve well due to disrupted teaching in their final year in the school. There are no significant differences in the performance of boys and girls.

- 92 By the age of seven most pupils can perform simple mental calculations correctly, but take too long to do it and often need fingers to help them. This is sometimes because of their limited range of vocabulary and sometimes because they have not learned number facts such as numbers that add up to twenty. Those with higher attainment solve money problems using up to 30p, while those with lower attainment work with 10p and need to make fewer decisions and read fewer words to solve their problems. Those with high attainment order numbers reliably to 100 and are developing the idea of multiplication by adding groups of numbers. Most pupils, including those with lower attainment, understand the meaning of a half and use this knowledge to find half of small, even numbers. Most pupils know the names of simple shapes.
- 93 By the age of 11 pupils have a good range of knowledge and skills in number, shape and space and data handling, although this is not evident in their books. Mental arithmetic skills are not good enough and pupils take too much time working out simple calculations. Even those with higher attainment find it difficult to use correct mathematical vocabulary to describe the work they have done, despite effort on the part of some teachers to identify and use key words in lessons. Written communication skills are poor. Very little evidence of activities designed to develop pupils' investigative or problem solving skills was seen during the inspection.
- 94 The quality of teaching is satisfactory. Fifty seven per cent of lessons were good or better. No lessons were unsatisfactory. Teaching is good in Key Stage 1 and satisfactory in Key Stage 2 with some good teaching of average and higher attaining pupils at the end of Key Stage 2. This key stage has suffered from unavoidable staff absence. Individual lessons for pupils with hearing impairment are very good and carefully planned to meet the immediate needs of the pupils. In most lessons the good quality and quantity of resources available helps pupils to understand their work, as for example in a Year 6 lesson to develop pupils awareness of the properties of three-dimensional shapes. Teachers have made a good start implementing the National Numeracy Strategy, and are setting broad class targets for learning in line with those required, although they have not fully grasped how best to develop each section of the lesson. Lesson planning sets general targets for learning, and often identifies additional work for those with high attainment. Teachers identify how support is to be provided in different parts of the lesson. There is insufficient careful planning to provide for pupils with different individual needs, except for those pupils with hearing impairment, or to make the best use of classroom support assistants. Sometimes all pupils cannot achieve the general targets and some pupils with lower attainment, or those who are just beginning to communicate in English do not complete sufficient written work in lessons. Pupils use an independent learning computer program regularly. Activities are often too simple or repetitive for those with average or higher attainment. Pupils with hearing impairment, regardless of ethnic background, are extremely well supported in all parts of lessons. The well-qualified classroom assistants for these pupils adapt work where necessary and help the pupils to gain as much independence as possible. They use ongoing assessment well to ensure their specific needs are addressed. Marking throughout the school, although completed regularly, is not followed up sufficiently and pupils do not correct work or follow the good advice often written in their books. Untidy work is accepted and there is too much unfinished work, particularly in the books of pupils with lower attainment. Insufficient emphasis is placed on the use of correct mathematical notation. Although numeracy skills are used on occasions in different subjects, opportunities are limited, and planning to develop or reinforce numeracy skills, or encourage pupils to use and apply the skills they have learned is unsatisfactory.
- 95 All teachers have noticeable strengths in different areas. For example, the activity in Year 1 to develop the language of position, although normally covered in the

Foundation Stage was exactly the right starting point for this class. Very good use was made of practical materials and a 'big book' to stimulate pupils' interest and keep their attention. In Year 2 there was a very sharply focused and lively activity at the beginning of the lesson to help pupils find and use their own method for adding two numbers together mentally. The use of real money, rather than plastic money, made the practical activity more interesting. In another lesson for pupils in Years 5 and 6, the teacher insisted on the use of correct mathematical vocabulary when pupils responded to questions, reinforcing knowledge and improving speaking skills. The teacher's own enthusiasm generated pupil enthusiasm for the tasks. The high expectation of pupils' behaviour and their participation in class discussion contributed well to pupils' achievement. In almost all lessons well-established classroom routines and the good behaviour and attitudes of pupils contributed well to an atmosphere of learning.

- 96 The subject has undergone several changes of co-ordinator in the last two years. Currently it is very well co-ordinated, and there is a carefully structured action plan showing that the co-ordinator is aware of the weaknesses in the subject and is using this knowledge to prioritise future developments. There are very good procedures for monitoring planning, teaching and the progress made by individual pupils from year to year. External advice and support and monitoring are used well to help teachers improve and suggest future in-service training. This is steadily improving teachers' expertise. Annual test data is analysed carefully for under-performance, to indicate which pupils need specific support. Target groups of pupils are identified, and receive extra attention from the class teacher to raise their standards of attainment. The school has a good supply of practical resources which are used well to help pupils access the work and develop their understanding.

SCIENCE

- 97 Attainment of pupils in science shows an improvement since the previous inspection. Attainment at ages seven and 11 is in line with national expectations and improving. This judgement is supported by teacher assessments and national test results for 2000. National test results are well above average at the age of 11 when compared with test results for schools in similar contexts. The weakness in experimental and investigative science for pupils aged seven and younger in Key Stage 1 identified in the previous inspection has not yet been fully addressed. Older pupils' work has numerous examples of good links between investigational science and the other attainment targets on life processes and living things, materials and their properties and physical processes.
- 98 By the age of seven pupils possess a satisfactory scientific knowledge. Pupils understand that force can be used to push and turn and that sources of sound create vibrations that in turn vibrate the eardrum and send messages to the brain. They test a variety of musical instruments to determine how to generate sound and know that electricity flows through wires and can be a source of danger. They differentiate between living, dead and 'never-lived' objects and predict, with a good measure of success, how materials will change when heated and cooled. They know the conditions necessary to sustain life and growth and understand reversible and irreversible change. Pupils are beginning to understand the need to make a fair test. They are encouraged to draw and label and presentation and layout is generally satisfactory. Higher attaining pupils write clear explanations with carefully drawn and labelled diagrams. Pupils with special educational needs make good progress when supported by classroom assistants in small groups, particularly those pupils with hearing impairment. When pupils with English as an additional language receive explanations in their mother tongue from teaching assistants their learning is increased.

- 99 By the age of 11 pupils distinguish between natural and man-made materials, determine suitable materials for the task and discriminate between solids, liquids and gases. They determine which changes are reversible and which substances are soluble. They know that light travels in straight lines and is reflected from surfaces, understand filtration processes and possess a sound understanding of the parts, structure and functions of the human body. There is evidence of good achievement across all the required aspects of the subject and particularly in the development of experimental and investigative work. Pupils develop a good scientific vocabulary. In a Year 6 class pupils talked of materials being 'translucent', 'transparent' and 'opaque' and were able to describe the differences between them. They understood what was meant by the 'angle of reflection' in an experiment on light using torches and mirrors. Tasks here were well matched to pupils' prior attainment and higher attaining pupils were challenged by work involving concave and convex mirrors. Literacy skills are used satisfactorily in researching and recording, whilst numeracy skills are used in data handling and often taking the form of graphs and tables.
- 100 The quality of teaching is good. Two lessons were good and two very good. One lesson was a group lesson for three hearing impaired pupils in Years 1 and 2. Here, good planning set achievable learning targets and the teacher's ability to adapt ensured achievement. In a Year 1 and 2 lesson the teacher's good planning and use of resources ensured a very attentive response from pupils to an investigation into change. There was a good emphasis on vocabulary and meaning and the lesson moved at a good pace. Questioning was well focused in order that pupils responded with appropriate vocabulary but wide enough to promote recall and thoughtful replies. Pupils were continually challenged to predict what they thought might happen. Year 4 pupils worked with enthusiasm in partnered work on the human skeleton and learning was good. Activities were relevant and well linked to the learning objectives that the teacher had indicated in planning. Teachers hold high expectations of pupils' behaviour and performance in science. Pupils respond positively to the challenges set by their teachers and develop good attitudes to their work. They put forward ideas with confidence, make predictions and draw conclusions. They listen well to each other and value each other's opinion. Pupils co-operate and collaborate well, particularly in investigative work. They demonstrate a mature and responsible attitude towards caring and supporting each other. The improving level of investigative opportunities, particularly in Key Stage 2, makes the subject exciting and challenging. Behaviour is good and pupils use equipment and materials sensibly and safely.

- 101 Marking often produces comment from the teacher on the presentation of work, clarifying misunderstandings or asking questions to promote thinking and improving attainment. However there is very rarely any pupil response and there is insufficient emphasis on pupils responding to these comments. Subject planning is satisfactory. The long and medium-term plans are reviewed and modified in response to perceived deficiencies in curriculum coverage in relation to results of national tests. This usage has helped to promote the improvement in attainment in Key Stage 2. The use of a commercial scheme and the latest national guidance has also supported improvement. Lesson planning makes learning objectives clear and this contributes to pupils' achievements. The school makes very effective use of on-going test data. Pupils are assessed at the end of each unit and this is recorded in the pupil's record of achievement.
- 102 The subject co-ordinator is currently on a long-term absence from school and the role covered by the acting headteacher. The co-ordinator's file and the school portfolio of pupils' work in science were available for inspection. The scheme of work affords full coverage of the requirements of National Curriculum science. The science portfolio, however, is in need of review and up-dating if it is to be an effective means of recording pupil achievement and providing a resource bank and reference point for teachers. At the time of the previous inspection resources for science were barely adequate. This situation has now improved and the quality and quantity of resources is satisfactory. Little use of information and communication technology is made in science.

ART AND DESIGN

- 103 Attainment in art is above expectations at both key stages, improving the standards found in the previous report. By the age of seven pupils have looked at portraits painted by different artists and mixed paint to paint their own. They managed to represent the various skin colours in the class well. The pencil sketches of different religious buildings are of good quality. During the inspection pupils in Years 1 and 2 used wax and paint techniques to represent the flames of the Fire of London, used sponges to print background effects of sky and water, learning to use a thin wash of paint. Other pupils have woven different ribbons into an effective wall hanging to depict the colours of flames. They also used pens to make drawings in the style of engravers to reproduce the houses of Stuart times. These small drawing were enlarged by the teacher and very effective in the display. By the age of 11 pupils have used a variety of different materials. The ink and paint pictures of winter trees in Year 3 capture the bleak feeling of winter well and showed a good understanding of perspective and horizon. A wall hanging, by pupils in Year 5, was inspired by a poem and used fabric, paint and collage is very high quality. The attempts by pupils in Year 6 to represent still life with charcoal and chalk show a good understanding of tonal contrasts. Pupils with special educational needs and those with English as an additional language achieve in line with their peers.
- 104 The displays in the hall following 'Book Week' demonstrate good links with literacy and represent various books enjoyed by pupils such as 'Not Now Bernard' and 'Indra and the Peacock'. The subject makes a good contribution to pupils' cultural development but the subject does not yet provide a systematic understanding of art from cultures other than that of Western Europe.

- 105 Too few lessons were seen to make a judgement on teaching. In Years 1 and 2 the teacher used good questioning skills to make pupils think about what they were doing. New techniques were taught carefully and very good links were made with the history topic and the recent visit to Shibden Hall. Teachers present pupils with a wide range of media with which to work and textiles and clay are an integral part of the curriculum. Varying techniques are taught well with pupils having a variety of opportunities to experiment and practise these. Work is often linked with other subjects making valuable links in understanding and knowledge.
- 106 Co-ordination is good. The subject leader is enthusiastic, well qualified and has a clear view on how to develop the subject further. No monitoring of teaching takes place but teachers' feedback sheets, based on assessment at the end of each unit of work, together with observations of work displayed are used to inform an action plan. Subject planning is sound but does not indicate a systematic development of subject vocabulary or indicate how art from other cultures can be incorporated into the work. The school has a good range of resources to support the subject and wide range of good quality media with which to work. This range and quality plays a significant part in the quality of results and pupils are proud of their work.

DESIGN AND TECHNOLOGY

- 107 At the previous inspection standards of attainment were reported to be satisfactory at both key stages. This situation has been maintained and attainment is broadly in line with national expectations for all groups of pupils. No teaching of design and technology was seen during the inspection as the school alternates art and design and technology each half term. Judgements about standards of attainment are drawn from pupils work, work on display, discussions with the subject co-ordinator and pupils and examination of planning.
- 108 By the age of seven pupils are developing a satisfactory ability to use simple tools to cut and shape materials such as fabric, paper, dough and card to make models. The work on houses was well related to geography work on homes. Links to other subjects are also reflected in designing and making a milk shake and cheese sandwich, linking well with learning to write instructions in English. In a Year 1 and 2 science lesson work upon change of state was related to the dough models and shapes made by pupils in the previous week. Pupils talked of making Christmas cards with slider figures and of boxes with 'wind-up figures'.
- 109 By the age of 11 pupils design and construct packaging for a specific purpose and follow this experience with designing and making a container for money. In Year 6 pupils were making containers in clay using coil, slab and pinch techniques within their art lesson. They successfully built upon their prior knowledge of container design. Work in Year 6 in circuitry produced good links with design and making techniques in a 'Which animal goes with which food?' puzzle. Pupils in Year 6 have designed and made slippers with much thought had being given to external and internal materials and suitable choices being made. The slippers had been carefully made and care had been taken with finishing techniques. Pupils in Years 5 and 6 design and construct shelters, which they test for strength and suitability for purpose. In these two year groups pupils participate in design and technology fun days at the local leisure centre. There is sound evidence of designing and making techniques in pupils' work but too little evidence of pupils evaluating their work. Pupils throughout the school are enthusiastic about the subject. They discuss their work with interest and talk about the processes involved in designing and modelling. They understand about using tools safely and the importance of hygiene when working with food.

- 110 Long and medium-term planning indicates a systematic and progressive acquisition of skills and knowledge. This is an improvement since the previous inspection when concern was expressed about the clarity of learning objectives. The subject co-ordinator has only been in post for a term but has already reviewed and updated the subject policy document and scheme of work, carried out an audit of resources and distributed a new inventory to each teacher. Assessment procedures are linked to the latest national guidance and record pupil coverage of National Curriculum requirements. The school has a developing subject portfolio of assessment initiated by the new co-ordinator. This relates learning objectives within the scheme of work directly to evidence of pupils' work. The portfolio is clearly set out and is an excellent basis upon which to build a comprehensive record of pupil achievements within the subject. It also serves as a very useful resource bank of ideas. The co-ordinator is involved in monitoring planning but does not yet monitor teaching. There is very little evidence of the use of information and communication technology to support the subject. Resources are adequate for learning and securely stored.

GEOGRAPHY

- 111 The school has maintained standards in geography in line with national expectations. Only one lesson was observed and judgements about pupil attainment and learning were based upon examination of pupils' work, displays, discussions with pupils and the subject co-ordinator and subject planning. By the age of seven pupils have a good knowledge of the local environment and have visited the school's locality, including shops, post office and park, working out their route to and from school. Pupils are aware of the variety and use of many buildings in the neighbourhood. They can identify different kinds of homes. There is a visit from 'Postman Pat' to tell pupils of a postman's round and of its link with streets. Pupils conduct a traffic survey and use the mathematical information to produce simple graphs. Pupils in Year 2 know that an island is surrounded by water and have drawn imaginary islands. They include features and use simple symbols on their maps. They know of the water cycle and have an understanding of features such as rivers and streams. They collect data on weather and produce bar graphs of their observations. By the age of 11 pupils compare and contrast Halifax with many different locations, including Bangladesh and Wales. They examine and compare climatic conditions, land and its use, settlements and economic activities in other parts of the world as well as within the United Kingdom. There is a good focus on language and pupils understand the use of scale, grid references, contours, direction, keys and symbols. Pupils use maps and atlases well and can locate cities and features on maps of the British Isles, Europe and the world. They understand the pattern of day and night, winter and summer as well as the influence of sun and moon. Pupils pursue local studies focusing on Halifax. During the inspection pupils in Year 6 were engaged in work on the River Calder as a focus on their topic on water and rivers. Pupils know and understood terms such as 'confluence', 'erosion', 'tributary' and 'source'. Work in the topic was well linked to literacy and pupils wrote letters and diaries about the recent flooding. The school makes good use of visits to enable pupils to experience at first hand many geographical features and issues. Although the classroom computer was well used to support a pupil with English as a second language in the observed lesson, little use is made of computers in the subject generally.
- 112 Too few lessons were observed to make a judgement on teaching. The one lesson observed was good. It was conducted at a brisk pace with a good focus on vocabulary and used a variety of teaching strategies such as good questioning to revise previous learning, pupils' own experiences and a video recording. Too much of the work examined in the rest of the school was based on completion of photocopied work sheets and has insufficient challenge for higher attaining pupils. There is little evidence of tasks being matched to differing levels of prior attainment. Pupils enjoy

learning about distant places and using maps to locate places and physical features. They show an interest in the work and take pride in learning new vocabulary. Geography makes a significant contribution to the cultural, moral and social development of pupils. Pupils are made aware of other cultures through work related to other countries and they consider environmental and social issues relating to pollution in the locality, for example.

- 113 The subject is enthusiastically co-ordinated by a new subject leader. The school's policy document and scheme of work was reviewed last summer in line with new national guidance. Monitoring consists of reviewing teachers' medium-term plans and examining pupils' work at the end of units of work. No direct monitoring of subject teaching takes place. Assessment procedures are related to subject coverage at the end of units of work. The co-ordinator has begun to collect samples of pupils' work to inform further development. Resources have improved little since the last inspection and still remain unsatisfactory. There is a lack of good quality books, globes and computer software essential to improve pupil attainment.

HISTORY

- 114 The school has maintained attainment in line with national expectations since the time of the previous inspection. By the age of seven pupils are developing a good understanding of the past. They know that things in the past are different from the present day. All pupils in Years 1 and 2 visited Shibden Hall during the inspection in connection with the topic on the Fire of London. They know that people involved in that event could not telephone the fire brigade. Some pupils know that there were fire engines but that they were very different from modern fire engines. They described the differences very clearly understood something of the pumping action needed to make it work. They discern differences between old and modern toys. By the age of 11 pupils have a good understanding of chronology and how past events have influenced the modern day. They know how modern day place names are derived from other languages, how life today results from greater knowledge and understanding of health and disease and how individuals can influence change. They have learned of the influence of the Romans, Tudors, and Victorians and of our recent history. Much of the work in history across the school is related to first-hand experience. Historical objects, pictures, video recordings, visits to historic buildings and exhibitions and visiting groups all play an important part in the growing understanding.
- 115 Only one lesson was observed during the inspection week and no judgements were made on the quality of teaching. This lesson was a good lesson on the Fire of London with Years 1 and 2 pupils. The integrated nature of the work establishes good links with other subjects. A literacy lesson focused upon letter writing about the fire and pupils gave an 'eyewitness' account. A physical education lesson interpreted fire through dance. A discussion within a personal, social and health education lesson focused pupils' attention upon what they would save if their houses were on fire. Pupils gave reasons for their choice and other pupils asked good, sensible questions about the choice made. Many pupils enjoy history. They show an interest in the work and enjoy learning about things, events and characters from the past. History makes a significant contribution to the cultural, moral and social development of pupils. Pupils are made aware of other cultures through work related to ancient civilisations and more modern historical periods. Pupils visit the Thackeray Museum for work on Victorians and a theatre group visited to run a workshop on the story of Romulus and Remus. A strong feature of teaching is the effort made to provide firsthand experience for pupils. However, too much use is made of commercial work sheets and there is little evidence of tasks being matched to different prior attainment. Higher attaining pupils cover the same work as the rest of the class.

- 116 The subject is well co-ordinated. The school's policy document and scheme of work was reviewed six months ago in line with the latest national guidance. This represents an improvement since the last inspection when no scheme of work was in place. Subject monitoring by the co-ordinator consists of reviewing teachers' medium-term plans and examining pupils' work at the end of units of work. No direct monitoring of teaching takes place. Assessment procedures are related to subject coverage at the end of units of work. Assessment is not used as yet to guide future planning. The co-ordinator has begun to collect samples of pupils' work to remedy this. Learning resources have improved since the previous inspection but are only just adequate to meet subject needs. There are insufficient quality books and computer software to improve learning further.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 117 Standards of attainment in information and communication technology are well below national expectations at the end of both key stages but pupils achieve satisfactorily in relation to prior attainment. Although, as far as overall standards are concerned, there appears to be unsatisfactory progress since the previous inspection, very recent improvements are good. The school is working hard to address the requirement in the previous inspection report to raise standards. Action planning indicates this as the schools' priority area for development. A vast improvement has been made to the number of computers in the school through careful use of funds provided through the National Grid for Learning and other sources. Pupils' accessibility to computers has improved greatly and every pupil uses a computer at least twice a week. A carefully structured scheme ensures that pupils in each year group are developing specific computer skills. This initiative has not had time to raise standards to those expected nationally, but the school has set themselves a realistic target for 2002. Teachers' subject knowledge and their awareness of how to use information and communication technology in other subjects is being developed through in-service training. Planning includes the purchase of a broader range of resources to expand the breadth of learning and to meet all aspects of the subject.
- 118 By the age of seven, pupils log on to the network, access a selected area, load a program and select an activity from a menu. They use a mouse with confidence, lifting, dragging and dropping accurately. They type out phrases using a keyboard, but their keyboard skills are very slow. Pupils know how to print and follow instructions to close down the computer. They understand that pupils with hearing impairment use a special system that transfers the teacher's voice sounds to a hearing aid.
- 119 By the age of 11 pupils' knowledge is very varied. A satisfactory standard of attainment is linked to the pupils' use of a computer at home. Pupils have some research skills, using the Internet and a computer disk although few know how to use E-mail. Word processing and data-handling skills are varied and not necessarily dependent on the pupils' capacity to learn. Pupils have few control and modelling skills due to lack of equipment. There are too few planned opportunities for all pupils to increase their awareness of other aspects of information and communication technology.

- 120 Only one lesson of direct teaching was observed during the inspection. This was satisfactory. The teacher had sufficient technical knowledge about the spreadsheet program being used. A technical support assistant provides suitable help to pupils to access specific programs. When using the computer suite, behaviour is very good, and pupils concentrate well even if the activity is tedious. Unsatisfactory features of provision are the lack of opportunities provided in the independent learning scheme activities in mathematics and English for pupils to move forward at a speed matched to their level of attainment. Too much time is spent performing and repeating simple tasks. For example, one pupil who understood how to combine three numbers systematically had to repeat the same activity throughout a whole lesson, making no progress in mathematics or information and communication technology. Other pupils completed the tasks by trial and error and gained no insight into a systematic approach to problem solving. These programs also limit pupils' opportunities to use their initiative or develop computing skills. Although stand-alone computers are used in some lessons, teachers do not always use the resources often enough or to the best advantage. As yet little use is made of computers to support learning in subjects other than English and mathematics. Teachers are beginning to record how often pupils visit a computer and the skills they have developed but are not yet using the information efficiently to plan activities.
- 121 Suitable additional computer equipment allows those with multi-sensory impairment to make the same progress in writing as others in the class. Those with hearing impairment take a full and active role in computer activities and are well supported by classroom assistants. Pupils with other special educational needs have equal access to computer equipment. There are no specific materials to assist those pupils learning English as an additional language to develop communication skills or specific support programs for those who learn more slowly than others do. The development of the subject is very well managed and this is improving standards.

MUSIC

- 122 Standards of attainment by the age of 11 are below the most recent curriculum requirements. Although only one class lesson was seen in this key stage, judgements are based on the observation of pupils singing in assembly and hymn practice, instrumental lessons, discussions with pupils, and signing choir practice. There was insufficient evidence to make a judgement on standards at the end of Key Stage 1. In the previous inspection standards were judged to be satisfactory at the end of both key stages. The necessary focus on English and mathematics and many difficulties encountered by the school over recent years has meant that less time has been given to music.
- 123 By the age of seven the pupils sing confidently and with enthusiasm. They have a suitably developed sense of rhythm, although pitch is not accurate enough. By the age of 11 pupils enjoy musical activities and show their appreciation of music, for example of an African song. Most pupils listen carefully to the teacher and echo simple rhythm patterns. They know the names of some composers and talk about different types of music they have heard. Few have any knowledge of formal musical notation, but they do make up their own compositions and perform them to each other. A small number of pupils interpret a range of songs well using sign language for the deaf and are confident performers. Pupils in both key stages benefit from instrumental tuition in guitar, violin, viola, woodwind, and piano. This provision is open to everyone. Pupils have the opportunity to see instruments played individually and together before making a choice.

- 124 Musical activities make a good contribution to social and cultural development. For example, pupils in the signing choir learn to watch their pupil conductor carefully to maintain the required unison of hand movement. Instrumentalists also have the opportunity to play together in a school orchestra taught by a music specialist, even when they are at a very early stage of learning. Frequent opportunities are provided for pupils with all levels of attainment to develop their confidence through performance, in lessons, assemblies or concerts.
- 125 One class lesson was seen in each key stage. The teaching in both was satisfactory. The main strength in both lessons was the enthusiasm of the teachers who ensured that pupils enjoyed the activities. This encouraged good attitudes towards learning. In one lesson in Key Stage 1, the teacher went through the words of a new song carefully, making sure that all pupils understood the vocabulary. This gave a support assistant the opportunity to extend the vocabulary of pupils with English as a second language. The major weakness in lessons was the lack of specific musical expertise that led to the lack of development of pupils' skills. Pupils' singing skills are also developed in hymn practice, where a suitable emphasis is placed on posture and diction. Classroom assistants make sure they are well prepared to support those with hearing impairment, by checking the signing vocabulary of the hymns and making sure that pupils understand the words. This enables the pupils to join in, which they do with great enthusiasm.
- 126 The music co-ordinator has good vision and the expertise to manage the subject and is very aware of the quality of provision in each class. Planning is monitored and the co-ordinator provides demonstration lessons when necessary. Changes to curriculum documentation to meet the latest requirements have not yet begun due to the necessary prioritisation of other subjects. All the required elements of the curriculum are incorporated in teachers' planning. There is a very good range of tuned and untuned instruments available and suitable resource materials to support the less confident teacher. There is a shortage of reference books for pupils. Insufficient use is made of information and communication technology to support learning. Although there is a good range of music from other countries and cultures, there is little music that reflects the culture of the main ethnic minority group in the school.

PHYSICAL EDUCATION

- 127 By the age of seven the attainment of pupils is in line with national expectations. The school has maintained the standards identified in the previous report. There was insufficient evidence to make a judgement about the standard of attainment by the age of 11 so there can be no comparison with the judgement in the previous report. However, lesson observations of Years 3 and 4 indicate that younger pupils in Key Stage 2 achieve satisfactory standards.
- 128 Pupils in Years 1 and 2 are beginning to understand the importance of the warm-up and of the need to cool down after exercise. All compose dance movements that communicate moods, ideas and feelings and link these together into a sequence in time with well-chosen music. They make good use of the available space. They also observe other pupils and comment critically on their performance so that their own performance and that of others can be improved. This was shown in a lesson based on the history topic of the Great Fire of London.

- 129 Pupils in Year 3 perform simple balances, hold the balances and link them into a sequence. They also perform a sequence of balances with a partner. By observation of others and through skilful questioning by the teacher, pupils improve the quality of their work during the lesson and so make progress. In Year 4 pupils learn defence and attack skills through invasion games. They learn to throw and catch a ball and become more accurate as they observe others. When swimming, Year 4 pupils enter the water safely, show confidence in the water and all except four can swim a minimum of ten metres. In 2000 all 11 year olds were able to swim a minimum of 25 metres. Pupils with special educational needs and those with English as an additional language achieve in line with their peers.
- 130 In the one lesson observed in Key Stage 1 the teaching was good. In the two lessons observed in lower Key Stage 2 teaching was satisfactory. There was insufficient evidence to make a judgement about teaching overall in Key Stage 2. Where teaching is good, activities are challenging but well matched to the prior attainment of all pupils. The activities also facilitate the assessment of pupils' achievements in relation to the unit of study. Pupils demonstrate as others observe and the teacher uses questions effectively to draw their attention to particular components in the activities. Resources are well used. In the Years 1 and 2 lesson, music for the dance movements – de Falla's 'Ritual Fire Dance' and Mendelssohn's 'Midsummer Night's Dream' - was well chosen and proved effective in stimulating pupils so that they made good progress in the lesson. The learning support assistant for a hearing impaired pupil was also a very effective resource. Her ability to communicate well by signing enabled the pupil to play a full part in the lesson and make good progress. The teacher has high expectations of both work and behaviour and this also fosters learning.
- 131 All pupils, including those with special educational needs and those for whom English is an additional language, show positive attitudes and are keen to participate. They listen carefully to instructions apply themselves well to the activities. Pupils with hearing impairment are very well supported by trained assistants who use signing very effectively to enable these pupils to take a full part in the activities. Concentration levels are high. Pupils work well together, for example when setting out or putting away mats and benches and in group and pair work. These factors have a positive effect on learning. The attitude to swimming is also positive.
- 132 The school continues to provide a range of extra-curricular opportunities to extend the curriculum. Pupils have the opportunity compete in friendly and competitive fixtures against other schools, for example in football and netball. The school also participates in an annual inter-school gymnastics competition. There is a country dance club and pupils participate in displays locally.
- 133 Co-ordination is satisfactory. The subject leader has a clearly defined role that includes monitoring of teachers' planning to ensure coverage of the curriculum requirements in physical education. However, the co-ordinator is now only a part-time teacher and her role does not include teaching physical education. She is currently unable to act as a role model for other teachers. The policy was written in 1998 and the school is aware that revision is needed so that it is in line with the revised requirements of the National Curriculum. The policy does not currently include a section on how pupils who are not able to participate in a lesson should be given an observational role and be required to comment on the performance of other pupils so that they are not denied any curriculum entitlement. The detailed scheme of work is the focus for curriculum planning and is based on the latest national guidance. Adventurous activities are incorporated in the programme for the residential week at an activity centre. Swimming provision meets curriculum requirements. Swimming is taught by qualified instructors at the local pool. Assessment is being developed based on Local Education Authority guidance but does not incorporate the latest national

guidance that is used as a scheme of work. An audit of resources is carried out regularly. Learning resources are adequate in both quality and quantity to facilitate pupils' learning in the different aspects of the subject.

RELIGIOUS EDUCATION

- 134 Attainment in religious education is above expectations in both key stages and provision is in line with that required by the locally agreed syllabus. This is an improvement since the previous inspection. Pupils study Christianity, Islam and Buddhism in depth and many aspects of other faiths as part of thematic topics such as Special People or Special Days in Key Stage 1 and Holy Books or Religious Buildings in Key Stage 2. All pupils, including those with special educational needs and those with English as an additional language, make good progress in their learning.
- 135 By the age of seven pupils understand that different faiths have similarities and differences. They remembered the symbolism of light and darkness representing good over evil and how candles are used to represent this. They discussed water and how different faiths use this to represent a clean start, for example in the Muslim faith and the Hindu faith. They shared greetings from different cultures and learned the similarity and meaning of 'amen', 'amin', and 'aum' from the Christian, Muslim and Hindu faiths. The discussion on respect in different cultures added significantly to pupils' spiritual and moral development. By the age of 11 pupils compare and contrast their knowledge from other faiths. All are anxious to talk about their own faith and that of others. They compare the Torah, the Bible and the Koran and know that many stories are the same. They discuss the difference between the Christian beliefs of Jesus as the Son of God and the Muslim belief of Jesus as a Holy Prophet. They know the symbolism of the bread and wine to Christians and the 'five Ks' of Sikhism. They have a wide-ranging knowledge of many world faiths and a very secure understanding of the place of religion in daily life. They demonstrate significant respect for each other and their different faiths. One pupil said that the main thing she had learned in school in religious education was that, "Religion is the way we are supposed to live, it does not matter which one".
- 136 Too few lessons were seen to make a judgement on the quality of teaching. Four lessons were observed. One lesson was taken by a visitor and another by a student teacher. In a lesson with pupils in Years 1 and 2 pupils' attention and interest were significant when the teacher dressed in her own Hindu dress and greeted the class as they came in with a traditional Hindu greeting. Objects of religious interest from the Hindu faith were used well to demonstrate facts about the Hindu faith and how Hindus show respect. A highlight of the inspection week was the visit of a Sikh story teller who told a Hindu story to the whole school in assembly and worked with Year 5 for the whole day. During this time he led a very lively and interesting session on the Sikh faith and pupils learned well from his entertaining manner and his demonstrations about the five symbols of his faith that mean so much to Sikhs. In Year 6 the teacher skilfully and sensitively used the Muslim pupils in the class to explain about the Koran and the Arabic script. The lesson progressed at a good pace and all pupils gained a good knowledge of how the Koran came into being and of the Arabic script. Pupils were particularly respectful when a boy repeated from memory a long section of the Koran learned in the mosque. Good links are made with other subjects, for example when pupils made good observational drawings of local religious buildings. Many opportunities to develop pupils' speaking and listening skills are taken and the support assistants for the hearing impaired pupils and English as an additional language play a useful part in this.
- 137 Co-ordination is unsatisfactory. The subject leader has been in post for just over a

term and has yet to influence the development of the subject. No monitoring of teaching, planning or standards takes place. The scheme of work was revised last year and contains many useful suggestions of teaching ideas and strategies to support good learning. It also covers suggested resources and makes good links with other subjects. Resources are satisfactory. There is an adequate number of books for teachers to use and an adequate number of good quality reference books for pupils in the library. A few video recordings are available but there is an inadequate number of objects of religious significance to promote good learning. Those that are available are all mixed in one box and not easily accessible to teachers who wish to use them. The action plan is based on auditing resources only with no mention of improving the quality of teaching and learning. Religious education plays an important part in the life of the school and contributes significantly to pupils' personal, spiritual, moral, social and cultural development.