

# INSPECTION REPORT

**Copley Primary School**  
Halifax

LEA area: Calderdale

Unique Reference Number: 107480

Headteacher: Mrs L McGregor

Reporting inspector: Mr R Gill  
4074

Dates of inspection: 29 November – 2 December 1999

Under OFSTED contract number: 706859

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

© Crown copyright 1999. This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated. Further copies of this report are obtainable from the school.

Under the Education (Schools) Act 1992 and the Education Act 1993, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Wakefield Road Halifax West Yorkshire HX3 0TP
Telephone number:	01422 354209
Fax number:	01422 354209
Appropriate authority:	The governing body
Name of chair of governors:	Mrs. Marilyn Mitchell
Date of the previous inspection:	26-29 February 1996

## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Mr R Gill , RgI	Science, information technology, history, geography, music.	Attainment and progress, Teaching, Leadership and management, Special Educational Needs, Equal opportunities.
Mrs J Cross, Lay Inspector		Attitudes, behaviour and personal development, Attendance, Provision for pupils' spiritual, moral, social and cultural development, Support, guidance and pupils' welfare, Partnership with parents and the community.
Mr G Rhodes, Team Inspector	Mathematics, design and technology, physical education.	Staffing, accommodation and learning resources, Efficiency.
Mrs B Clarke, Team Inspector	English, religious education, art.	Under-fives, Curriculum and assessment.

The inspection contractor was:

Independent School Inspection Service  
 5, Huntsman Close  
 Beaumont Park  
 Huddersfield  
 HD4 7BR

Tel: 01484 667385

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints which are not satisfactorily resolved by the contractor should be raised in writing with OFSTED by writing to:

The Registrar  
 The Office for Standards in Education  
 Alexandra House  
 33 Kingsway  
 London WC2B 6SE

## **REPORT CONTENTS**

**Paragraph**

### **MAIN FINDINGS**

What the school does well  
Where the school has weaknesses  
How the school has improved since the last inspection  
Standards in subjects  
Quality of teaching  
Other aspects of the school  
The parents' views of the school

### **KEY ISSUES FOR ACTION**

### **INTRODUCTION**

**1-4**

Characteristics of the school  
Key indicators

### **PART A: ASPECTS OF THE SCHOOL**

**5-74**

#### **Educational standards achieved by pupils at the school**

**5-20**

Attainment and progress  
Attitudes, behaviour and personal development  
Attendance

#### **Quality of education provided**

**21-55**

Teaching  
The curriculum and assessment  
Pupils' spiritual, moral, social and cultural development  
Support, guidance and pupils' welfare  
Partnership with parents and the community

#### **The management and efficiency of the school**

**56-74**

Leadership and management  
Staffing, accommodation and learning resources  
The efficiency of the school

### **PART B: CURRICULUM AREAS AND SUBJECTS**

**75-175**

#### **Areas of learning for children under five**

#### **English, mathematics and science**

#### **Other subjects or courses**

### **PART C: INSPECTION DATA**

**176**

**Summary of inspection evidence**

**Data and indicators**

## MAIN FINDINGS

### What the school does well

•.shows most effective leadership in its efforts to raise standards; •.achieves quality relationships and a productive partnership with parents; •.provides teaching, curriculum and assessment methods geared to raise standards; •.supports pupils very well and provides a very good personal development programme; •.pupils with a special educational need are very well provided for; •.manages school finances and general administration extremely well.

### Where the school has weaknesses

I.attainment is not high enough in writing; I.challenge for higher attainers in mathematics; II.standards are low in information technology at Key Stage 2; III.the reception classroom is not suitable for its purpose.

**These weaknesses are far outweighed by the strengths of the school. The weaknesses identified will form the basis of the governors' action plan, which will be sent to all parents or guardians of children at the school.**

**How the school has improved since the last inspection** Since the last inspection, the school has made very good progress in dealing with the key issues from the previous report. The two main key issues were the assessment of pupils' performance and the recording of these assessments. These issues have been dealt with in a thorough way. A wide range of methods are now used to assess pupils' work and useful records are kept which help to decide the pupils' next steps in learning. In addition, the boundary wall problem has been tackled.

The remaining key issues required the school to maintain its good practice. This has been done and even improved upon in some cases. Provision for pupils with special educational needs is still very good, but minor refinements to the system have made it even better in some respects. The school still has a very caring, family ethos and behaviour and personal development are now very good aspects.

There is a very successful working relationship between the governors and the senior managers. The co-ordinators will shortly add the observation of teaching to their already strong monitoring role. There are existing plans to improve the reception class accommodation and to create a computer suite. In this context the school's capacity to improve even further is very good.

**Standards in subjects** The table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools
English	B	C
Mathematics	A	B
Science	A	B

*Key well above av*

This table shows that pupils' overall attainment, at eleven in 1999, was well above average in these three core subjects and compared favourably with pupils' results from schools with a similar free school meal figure. The scores in English were not so good by comparison because attainment in pupils' writing was not high enough. The 1999 scores show a marked improvement on the 1998 figures. Attainment at the end of Key Stage 2, at the time of the inspection, in English, mathematics and science is already above average. Attainment is below the national expectation in information technology at Key Stage 2. It is satisfactory in religious education. In history and music, at Key Stage 2, pupils attain higher standards than those normally found in pupils of their age. Standards are satisfactory in all other subjects. In Key Stage 1 standards are above average in English and mathematics and satisfactory in all other subjects.

By the age of five children attain well in language and literacy and are in line with expectations in all other areas of learning.

**Quality of teaching**

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	good	good	good
Mathematics	good	good	good
Science		satisfactory	good
Information technology		satisfactory	Unsatisfactory
Religious education		satisfactory	satisfactory
Other subjects	good	satisfactory	good

Teaching is at least satisfactory in 94 per cent of lessons. In 13 per cent it is very good and less than satisfactory in 6 per cent of the lessons observed. *Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses.* **Other aspects of the school**

Aspect	Comment
Behaviour	Pupils' very good behaviour in lessons contributes significantly to the standards achieved. They are also very well behaved at other times during the school day including playtimes.
Attendance	The attendance level has risen since the previous inspection and is now above the national average. There are no unexplained absences and the vast majority of pupils arrive at school punctually.
Ethos*	Attitudes are good and relationships between adults and pupils are very good. The school is committed to achieving high standards.
Leadership and management	Very good. The governors, headteacher, deputy headteacher and staff with special responsibilities work effectively together to reach common aims.
Curriculum	Good. The staff plan well using national guidance, where it exists, in most subjects. The curriculum gives pupils a broad range of relevant experiences. There are weaknesses in information technology and provision for writing and higher attainers in mathematics.
Pupils with special educational needs	Very good provision. Pupils are well supported by teachers and classroom assistants. The system of identification and provision is very well managed.
Spiritual, moral, social & cultural development	Very good. Pupils' personal development is fostered very effectively. There are particular strengths in the way staff boost pupils' self-esteem and make them feel special, the high emphasis placed on care, consideration and respect for others and the good role models set by the staff.
Staffing, resources and accommodation	The school is staffed well particularly in respect of non-teaching staff. Resources are in good supply for most subjects. The accommodation has been adapted well except the reception class which is too small for its purpose.
Value for money	Financial management and school administration is excellent. In relation to the average costs the school gives good value for money.

\* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.* **The parents' views of the school**

What most parents like about the school	What some parents are not happy about
I.The approachability of the staff when they have questions or problems about their children. II.The encouragement they are given to play an active part in school life. III.The positive effect which the school's ethos has on their children. IV.Their children like school. V.The high standards of behaviour achieved.	



--	--

V  
I  
.  
  
T  
h  
e  
  
r  
i  
s  
i  
n  
g  
  
n  
u  
m  
b  
e  
r

o  
f  
  
p  
u  
p  
i  
l  
s  
  
i  
n  
  
t  
h  
e  
  
s  
c  
h  
o  
o  
l  
  
r  
e  
s  
u  
l  
t  
i  
n  
g  
  
f  
r  
o  
m  
  
i  
t  
s  
  
g  
o  
o  
d  
  
r  
e  
p  
u  
t  
a  
t  
i  
o  
n

	a n d  p o p u l a r i t y .
--	--

The inspectors agree with what parents like about the school. The governors treat the class numbers issue seriously. Extra staff have been employed to work in classes to assist the teachers and there are plans to relocate the reception class into a larger space.

## **KEY ISSUES FOR ACTION**

The headteacher, staff and governors, with support from the local education authority should:

Improve the quality of pupils' written work. To do this they should:

- I. make sure that pupils are taught the techniques to produce writing of a higher standard (Para 11);
- II. improve the opportunities for pupils to use their skills in writing across the curriculum (Para 11); and
- III. improve the attention to correct punctuation and presentation throughout the school (Para 11).

Improve the performance of higher attaining pupils in mathematics. To do this they should:

- IV. increase the opportunities for pupils to use computers in mathematics (Para 105); and
- V. ensure that higher attainers, in particular, have more chances to solve demanding problems and suggest alternative methods (Para 11).

Improve standards in information technology. To do this they should:

- VI. make sure that information technology is planned for in all subjects, where appropriate in line with national guidance (Para 119);
- VII. complete the suite for information technology and use to help pupils make up for lost ground (Para 125);
- VIII. increase the time that each pupil has to work at computers (Para 123); and
- IX. improve teachers' confidence and knowledge about information technology (Para 122).

Improve the accommodation of the reception class. To do this they should:

- X. complete the programme of reorganisation (Para 67);
- XI. ensure that space is designed so that all areas of learning can be developed adequately (paras 66,67); and
- XII. improve the opportunities for physical and personal development in and out the classroom. (Para 66)

### **Other weaknesses identified during the inspection are:**

- XIII. lack of opportunity to read for research purposes by using CDROMs and information books (Paras 92,120,128); and
- XIV. lack of challenge for higher attainers in subjects such as geography and history (Paras 153,157).

## **INTRODUCTION**

### **Characteristics of the school**

- 1 The school is situated in the Skircoat district of Calderdale. It is a Victorian school which has been modernised internally in recent years. It caters for pupils from a wider area than Copley because of its general ethos and reputation in providing for children with special educational needs. There are 224 boys and girls on roll in the age range 4 -11. All children are admitted to the reception class in September of the academic year in which they are five. These children are accommodated in one reception class. At the time of the inspection there were 24 children under five in this class. The school's intake does not match the advantaged characteristics of the local ward. Although four per cent of pupils receive free school meals, this low figure gives the wrong impression of the school's intake. The results of tests given to children when they enter the reception class over three years, and inspection findings, show that the children are generally of average ability when they arrive.
- 2 There are 63 children on the school's register of special educational needs, six of whom have a Statement of Special Educational Need. These figures are much higher than the national average. Four pupils speak English as an additional language. The school is included in the Halifax Learning Zone which is part of the national Education Action Zone initiative designed to raise standards.
- 3 The aims of the school are clearly listed as being to: ensure a broad and balanced education; create a place in which children can learn and achieve their full potential; encourage self respect, respect for others and care for the environment; encourage self-motivation, self discipline and independence; and foster spiritual, moral, social, emotional and physical development in order that children can cope with the outside world.
- 4 The main targets in the school's development plan are to improve levels of attainment in: reading, writing, information technology and mathematics.

## Key indicators

### Attainment at Key Stage

Number of registered pupils in final year of Key Stage 1 for the latest reporting year:

Year	Boys	Girls	Total
1998	10	22	32

National Curriculum	Test/Task Results	Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	8	10	8
	Girls	18	20	20
	Total	26	30	28
Percentage at NC Level 2 or above	School	81 (77)	94 (87)	88 (81)
	National	80 (80)	81 (80)	84 (84)

Teacher Assessments	English	Mathematics	Science	
Number of pupils at NC Level 2 or above	Boys	9	7	10
	Girls	19	20	22
	Total	28	27	32
Percentage at NC Level 2 or above	School	88 (87)	84 (81)	100 (90)
	National	81 (80)	85 (84)	86 (85)

### Attainment at Key Stage 2<sup>1</sup>

4

Number of registered pupils in final year of Key Stage 2 for the latest reporting year:

Year	Boys	Girls	Total
1998	15	14	29

National Curriculum	Test Results	English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	9	11	12
	Girls	10	9	9
	Total	19	20	21
Percentage at NC Level 4 or above	School	63 (69)	67 (67)	70 (73)
	National	65 (63)	59 (62)	69 (69)

Teacher Assessments	English	Mathematics	Science	
Number of pupils at NC Level 4 or above	Boys	7	9	9
	Girls	6	6	7
	Total	13	15	16
Percentage at NC Level 4 or above	School	43 (63)	50 (63)	53 (77)
	National	65 (63)	65 (62)	72 (69)

## Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:

		%
Authorised Absence	School	4.7
	National comparative data	5.7
Unauthorised absence	School	0.0
	National comparative data	0.5

## Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	1
Permanent	0

## Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	13
Satisfactory or better	94
Less than satisfactory	6



## **PART A: ASPECTS OF THE SCHOOL**

### **Educational Standards Achieved by Pupils at the School**

#### **Attainment and progress**

- 5 Children's standards are above average by the time they are five in language and literacy. In the rest of the six areas of learning they are about average. Pupils make good progress in all areas of learning except in physical development and personal and social development, where it is satisfactory, owing to the restrictions imposed by the school's accommodation.
- 6 Pupils' attainment at eleven in English, mathematics and science is well above the national average. National Curriculum tests results for 1999 show that pupils in Year 6 have performed very well in mathematics and science and well in English and that this year's figures are a great improvement on those for 1998. The class in 1999 contained few pupils with statements of special educational need compared to 1998 where the proportion was high. However, the main reason for the improved results lies in the school's better teaching, more productive assessment and targeting of individual pupils.
- 7 Over a three year period from 1996 to 1998 pupils' results at eleven have been above the national average for English, mathematics and close to the average in science. They were better, in 1999, than they have ever been.
- 8 In Key Stage 1, National Curriculum tests results, for the last three years, show a steady improvement. In 1999 the rate of improvement was quicker. Pupils were well above the national average.
- 9 The school's test results over the last three years show that boys and girls reach similar standards although there are some variations in some aspects. The reasons for these variations have been explored by the school and they have statistics to show that where girls do not perform so well as boys it is invariably connected to the number of girls with statements of special educational need in the year group.
- 10 Last year, in 1998, the school's national test results, in Key Stages 1 and 2, were compared unfavourably with similar schools. This year the school has better results and the comparison is far more favourable.
- 11 The picture of attainment in the school created by the National Curriculum test results is supported by the judgements of this inspection. In English, pupils at Key Stages 1 and 2 read well and have good levels of comprehension. Writing is often accurate and conveys meaning to the reader, but the wider application of a range of writing skills in subjects like history and geography is not well developed. Many pupils have a joined hand when writing, but presentation and attention to detail in punctuation, for example, is not always as good as it could be. Pupils do not know enough stylistic techniques in writing to produce work of a high quality. In mathematics, pupils throughout the school are confident in arithmetic and are reasonably quick to solve simple problems. In many lessons mental arithmetic is not reinforced enough and pupils are not encouraged to look for quicker or alternative ways to solve a problem. In science, many pupils have acquired a good level of scientific knowledge, but also can carry out investigations showing good skills of observation and deduction. Attainment and progress is not so high in lessons that lack structure and a suitable measure of whole class work. In information technology standards are average in Key Stage 1, but below average in Key Stage 2. Older pupils have fallen behind in this subject because they have not had enough experience with suitable computers and relevant software.
- 12 Progress in reading and arithmetic is good in Key Stages 1 and 2. Progress in writing is not as quick because pupils do not have enough opportunities to practise what they have learnt in a range of ways throughout the curriculum. The school has implemented well the national strategies for teaching literacy and numeracy. The use of these strategies to guide teaching methods has contributed to the quickening progress in these subjects. Literacy and numeracy are practised well in other subjects of the curriculum. For example, some pupils wrote their instruction for making biscuits in a bullet point note style that had been learnt in the literacy lesson. However, this type of work is not consistently so strong because teachers do not always plan consciously for pupils to practise reading, writing and the use of number in other subjects.

- 13 Pupils reach average standards in religious education. In design and technology, geography, physical education and art are typical of those normally found in pupils of their age. Pupils in Key Stage 2 make good progress in geography and as a result of the quality resources used and the adoption of the national scheme of work. In design and technology, pupils at both key stages make good progress owing to the well planned tasks and the time allowed for finishing jobs to a high standard. There are some differences in attainment between the key stages. Pupils in Key Stage 2 attain well, and make good progress, in history and music due to more consistent teaching across the key stage. Standards in these subjects and the progress made, are more typical at Key Stage 1.
- 14 Pupils with special educational needs make good progress throughout the school. The co-ordinator is very active in helping to plan for pupils' needs. Special needs assistants are well trained and pupils make good progress under their guidance. Class teachers play a strong role as well. For example, they regularly communicate in writing to the assistants about the pupils' work and make very targeted use of the bidding system that can provide more of the assistant's time for a short-term project with an individual pupil.

### **Attitudes, behaviour and personal development**

- 15 The previous inspection report required the school to sustain its good standards of behaviour and personal development. This has been achieved and in some cases improved upon.
- 16 When pupils first start school in the reception class they are eager to explore their new surroundings and soon establish trusting relationships with the teacher, classroom assistant and new classmates. At first they are not particularly good at doing things by themselves, such as putting their coats on, but soon gain independence through their positive attitudes to learning and school routines. They listen attentively to the teacher during explanations, are confident to answer questions and join in whole class responses when required, often with much enjoyment. For example, during a mathematics lesson pupils under the age of five were keen to count along with a finger puppet and roared with delight as the puppet made mistakes. Most work well together in groups, but a minority find it hard to share or take turns. The under-fives are generally very well behaved.
- 17 In both key stages pupils' attitudes to learning are good. They are good listeners, are able to concentrate for long periods and try hard to give of their best. They like school, are well motivated and lessons are often a hub of activity and industry. Pupils work well independently and, when required, they almost always co-operate and collaborate effectively, for example, in a Year 3 science lesson groups of pupils investigated whether a variety of materials would cast a shadow. They took turns sensibly to operate the torches and hold the objects up against a makeshift screen and were truly amazed when many of their predictions proved to be wrong. These positive attitudes to learning continue in extra-curricular activities such as Book Club and Chess Club which are taken very seriously and contribute well to pupils' personal development. Just occasionally some of the Year 6 boys find it hard to get on well in group work and this mars their learning.
- 18 Behaviour is very good throughout the school day and a high level of self-discipline is evident. Parents are unequivocal that high standards are set regarding pupils' conduct and inspectors agree with their perceptions. In lessons minimal time is lost through teachers having to gain the pupils' attention or check their behaviour. Pupils are also very well behaved in assembly, particularly noticeable by the way in which they patiently wait for the whole school to gather. In the playground pupils play happily together in friendship groups that fully integrate those from ethnic minorities and those with special educational needs. Football channels the energies of many of the older pupils whilst others engage in less energetic pastimes. In the dining hall and during extra-curricular activities pupils are sociable and very well behaved. Year 6 pupils' attitudes and behaviour on a visit to a local high school were a credit to them and the school. One pupil has been excluded from the school for fixed periods on several occasions over the past few years.
- 19 Pupils' personal development is very good. They are very friendly, cheery, open and outgoing. They are eager to chat to visitors about their work and have a great sense of pride in their school. They are well-mannered, polite and courteous. Relationships are very good between pupils of all ages and between pupils and all adults. Care and concern for others, whatever their age, is very evident in the pupils. For example, older pupils look after the younger ones well in the playground and show a high level of concern for their well-being. Pupils respond positively to those who find learning more difficult and wholeheartedly

celebrate the successes of others, however large or small, such as the achievements of those entered in the Special Book. Pupils increasingly show initiative as they get older and enjoy organising and taking responsibility, for example, by running lunchtime activity clubs for younger pupils. Pupils respect the feelings and opinions of others, even when different from their own. They are reverent during collective worship, appreciative of their own cultural heritage and respectful of the faiths and cultural traditions of others. They handle the school's resources carefully and tidy away well at the end of lessons.

## **Attendance**

- 20 Attendance is good and has improved over the last four years from a level that was broadly typical of the national picture to one that is above average. There are no unexplained absences and the vast majority of pupils arrive at school punctually. Lessons begin very promptly.

## **QUALITY OF EDUCATION PROVIDED**

### **Teaching**

- 21 The quality of teaching throughout the school is good. In nearly six out of ten lessons it is good or very good. The majority of teaching is satisfactory or better though six per cent of lessons are unsatisfactory. Standards in teaching have improved in Key Stage 2 since the last inspection. In Key Stage 1 there is still some successful teaching, but there is a difference in the quality of teaching between the two classes which sometimes has a detrimental effect on the progress of the youngest pupils in the key stage. Teachers, throughout the school, usually show a good understanding of the national strategies for literacy and numeracy. The effect of the school's adoption of these methods is more marked in literacy where staff have been teaching in this way for longer. The teaching of the National Numeracy Strategy, which was introduced in September 1999, is very good in some classes where teachers make the teaching brisk and energetic. However, in some lessons teachers are not so good at teaching mathematics to the whole class and higher attaining pupils, in particular, do not make enough progress.
- 22 Teaching in information technology in Key Stage 2 is unsatisfactory because staff lack the knowledge to help pupils in some aspects of the subject and the computers in classrooms are not equipped for all of the recommended work. This overall judgement about teaching masks the fact that there are some examples of successful teaching taking place, particularly when pupils are being given direct instruction in computer skills.
- 23 Teaching of children under five is good. The teacher has a clear understanding of the needs of these youngest children in the school and provides good opportunities for working in a variety of contexts: independently and in groups. Teaching is well planned, well organised and engaging for the children, particularly lessons in reading, writing and arithmetic which are brisk and interesting. For example, a puppet was used to capture the imagination of the class in a mathematics lesson. This and the successful question and answer component made the lesson most effective. The main problems in teaching result from the accommodation. This large class is housed in a room that is not suited to the type of learning that is required. This affects the children's physical, personal and social development. The teacher provides imaginative play experiences, for example a three pigs' home corner where children can play at being in the story, but the space is so cramped that progress is restricted. The governors are very aware of this drawback and plans are well under-way to resolve the situation. The teacher and classroom assistant cope with these problems very well, still managing to provide good lessons.
- 24 The quality of teaching in Key Stage 1 is satisfactory. It is most effective in the core subjects of English and mathematics. The National Curriculum tests show that pupils attain good marks as a result of being taught well, particularly in arithmetic and reading. Teaching in these lessons clearly has an impact on the standards achieved at the age of seven. It is well planned and organised in line with national recommendations. Pupils benefit from work matched to their level of attainment and the emphasis on class teaching as well as group work. Some lessons, particularly with the younger pupils in the key stage, are not guided sufficiently well by a clearly stated purpose and consequently there is a diminished sense of

urgency, amongst the pupils, in achieving the goal. Teaching is good in design and technology where pupils get a chance to plan and make some successful projects, for example glove puppets. In other subjects teaching is satisfactory. However, there is often too great a difference in the quality of teaching between lessons in this key stage. Some lessons can be most successful in that they are carefully drawn from detailed schemes of work and taught in an organised way that makes the subject come alive while others do not engage the pupils' interest sufficiently. For example, one whole class science lesson on changing food by cooking really excited the pupils who were very keen to contribute suggestions and find the correct scientific vocabulary to describe what was happening while another science lessons on magnets taught to pupils in groups was spoilt by the inattention of those who were waiting their turn.

- 25 Teaching in Key Stage 2 is good. Some very good teaching occurs throughout the key stage in several subjects, but mainly related to the national strategies for literacy and numeracy. For example, in one lesson, pupils in a mathematics group for lower attainers, were trying to find out how to measure the area of irregular shapes. The teacher was most effective in helping the class to discover a way to do it by using skilful questions and sense of challenge that spurred to pupils on. In one art lesson the teacher was most effective in showing pupils how to paint in the style of Raoul Dufy. Pupils used sketch books to try out their ideas and then mixed paints well to achieve the colours they wanted for their still life paintings.
- 26 However, there are areas of weakness in otherwise satisfactory lessons in Key Stage 2. For example, pupils are not always expected to present work to their best standard, there are too few opportunities for pupils to write lengthy pieces of prose in any subject and there are insufficient opportunities for pupils, particularly higher attainers, to suggest alternative ways of tackling problems in mathematics.
- 27 The teaching of pupils with special educational needs is very well managed by the co-ordinator and well provided for by the team of support assistants. Teachers and support assistants communicate very well about pupils' learning in class and in addition there is a very effective system of bidding employed whereby teachers can book support assistants' time for a special project with one pupil. This all has a very positive effect on pupils' learning.
- 28 Teachers are conscientious in their marking of pupils' work. Many teachers give good verbal responses to pupils about their work, but targets for improvement are not always clearly written in the pupils' workbooks. The use of homework to reinforce or extend learning is good and teachers involve parents very well in their child's learning.

### **The curriculum and assessment**

- 29 The good quality of education mentioned in the school's last report has been maintained. The school offers a good curriculum that includes all subjects of the National Curriculum and religious education. It meets statutory requirements in all subjects. Other requirements have been given due consideration. For example, sex education and drugs awareness are included satisfactorily into the school's curriculum. Additionally, French is taught to Year 6 pupils.
- 30 Insufficient time given to information technology means that there is less time available to teach the subject effectively, and this impacts on the unsatisfactory standards of attainment at Key Stage 2. With this exception, the curriculum is balanced and broadly based and effectively promotes the intellectual and overall physical development of pupils. The school places a proper emphasis on English and mathematics which allows sufficient time for the teaching of the National Literacy and Numeracy Strategies. A satisfactory amount of time is allocated to music, art and physical education and ensures that the pupils receive a rich and interesting programme.
- 31 The curriculum offered for children under five is satisfactory. It is well organised around the six recommended areas of learning. The areas of language and literacy, mathematics, creative development, and knowledge and understanding of the world receive due consideration. Activities are entirely relevant for the age and experience of the children. Opportunities to develop the physical, and personal and social aspects of the curriculum are restricted because the reception classroom is too small. There are limited opportunities for outdoor play, role play and creative activities within the classroom and a lack of suitable climbing equipment.

- 32 The school provides a curriculum that gives equal opportunities to all pupils. Pupils with special educational needs receive a curriculum which is well modified through the activities outlined in their individual learning plans, and the differentiated tasks planned by their teachers.
- 33 The school uses a mixture of nationally and commercially published schemes of work. The implementation of the national strategies for English and mathematics is particularly effective in raising standards. The adoption of the national schemes for history and geography, and the effective use of the Calderdale Agreed Syllabus for religious education has had a similar beneficial effect throughout the school.
- 34 The last inspection report indicated that the school had firm plans to continue to develop policies and schemes of work. Much has been done since this time and there are now policies and long-term plans of good quality in the school. Detailed schemes of work are in place for most subjects. For art, music, design technology, and the dance aspect of physical education, the schemes are less well developed. They refer to activities and do not identify the skills to be taught. This means that pupils' skills and knowledge are not developed sequentially. Teachers effectively use the long and medium-term plans to ensure breadth and balance in the curriculum and planning is good. The quality of teachers' short-term planning is more variable. On occasions it is very detailed and on others it is just a series of headings. This inconsistency has an effect on the rate of progress made by pupils and the way in which their attainment is assessed. There are good systems in place to monitor the impact of the curriculum on pupils' learning. Teacher's medium-term plans are scrutinised to ensure coverage of subjects, and the pupils' work is inspected to evaluate the content and quality of their work.
- 35 The range of extra-curricular activities is good. This is a strength of the school. Pupils of all ages are able to take part. For instance, the Year 6 pupils organise a lunch time "Kids Club" for younger children. For Key Stage 2 pupils there are a wide range of sporting activities such as football, net-ball and cricket. Pupils may join a recorder group, gymnastics or chess club. Several people provide invaluable help in running these activities. For instance, pupils are coached by personnel from Halifax Football Club, and a non-teaching assistant employed by the school runs a lunch-time book club in the library. Extra curricular activities are well-supported and provide good opportunities for social development, as well as the chance for pupils to develop broader interests.
- 36 The last inspection report highlighted a lack of consistency in the school's approach to the assessment and recording of pupils' work. The school has made significant improvements and the procedures for assessment are now good, and are very good in English. Teachers effectively use the results when planning future work and activities. This is having a positive affect in raising pupils' standards of attainment. The school undertakes a wide range of formal tests. Children under five are assessed using the local education authority's baseline test and this is used effectively to plan future work. A number of tests, including National curriculum tests, are given to pupils from Years 1 to 6 in order to gauge their progress in reading, writing and mathematics. The results of these tests are analysed in depth and are used by teachers to plan future work for individuals or groups of pupils. The good quality information gained from the tests is used to set realistic targets for future years.
- 37 Assessment is well-advanced for pupils with special educational needs. Daily records are kept by support assistants in which lessons and pupils' learning are evaluated. A range of diagnostic tests are used to sharpen the focus of future targets. Parents attend reviews termly and annually, share targets and information. These systems ensure good provision.
- 38 The school has developed a consistent approach to record keeping. A range of relevant, useful records are kept which show the pupils' progress on a daily basis and over time. The marking policy, however, is not applied consistently. Some teachers' marking gives pupils guidance on ways in which they can improve their work, but this is an inconsistent feature throughout the school. Homework is given to all pupils on a regular basis and makes a good contribution to their learning.

### **Pupils' spiritual, moral, social and cultural development**

- 39 Provision for pupils' spiritual, moral, social and cultural development is very good. The school promotes pupils' personal development even more effectively than four years ago by seizing every opportunity to

praise them for their achievements and actively encourage them to be responsible, respectful and sociable. The staff set positive role models for the pupils through their own conduct, their good support for each another and their pride in the school. They have a common approach towards boosting pupils' confidence and self-esteem and valuing them as individuals. The Special Book Assembly, for example, is used well to celebrate successes of all kinds. Parents almost unequivocally appreciate the positive effect that the school's ethos has on their children.

- 40 Pupils' spiritual development is heightened well, chiefly through daily acts of collective worship of good quality and religious education lessons. For example, the calming music of Rachmaninov created a special atmosphere for the pupils during whole-school assemblies and sometimes a focal point, such as flowers or candles, was successfully used to draw their gaze and aid concentration. The highly moral messages were put across effectively to all ages including the under-fives and, in the most effective, pupils were given sufficient time to relate what they had heard to their own personal lives and experiences. Occasionally opportunities were missed to encourage pupils to reflect adequately. The worship is sometimes led by visitors, for example, local clergy and in the spring and summer terms all classes including reception take turns to lead an assembly to which parents are invited.
- 41 There is very good teaching of principles which enable pupils to distinguish between the right and wrong way to behave. For example, Year 5 pupils have particularly focused on right and wrong in recent religious education lessons and have displayed their work in the hall. They have looked at The Ten Commandments and the moral of several stories told by Jesus in the Bible. They have successfully written their own parables and related this work to how they ought to behave in the playground. Year 4, after brainstorming their ideas, have drawn up suitable sets of rules for creating a safe, happy classroom and for working successfully in groups. In assemblies pupils are actively encouraged to forgive those who wrong them, to apologise for their own wrong doing and treat others as they would wish to be treated themselves. They are taught to be caring and considerate towards one another and encouraged to help others they do not know personally through charitable fundraising, often for the benefit of children elsewhere. Older pupils' understanding about looking after the environment has been increased by attending a Green Roadshow.
- 42 Provision for promoting pupils' social development is very good. Mixed-age friendships across a wide age range are promoted effectively through, for example, paired reading sessions, a shared playground area and lunchtime extra-curricular activities. Pupils are increasingly encouraged to show initiative and take responsibility for tasks around the school as they get older. For example, Year 4 pupils have recently received staff support in starting a lunchtime club for Year 1 following the success of a similar one entirely organised by Year 6 for children in the reception class which has been running for some time. Other lunchtime and after school activities are organised by teaching and support staff which cater for a wide range of interests and are enjoyed by large numbers of pupils. Year 6 undertake a residential stay in Derbyshire and there are educational day visits for all pupils which successfully provide them with opportunities to socialise with classmates in unfamiliar surroundings and make social contact with the wider community.
- 43 Pupils' cultural development is fostered very well. Pupils are taught to appreciate their own and others' cultural heritage through, for example, art, music, the humanities, educational visits to museums and galleries, visitors and extra-curricular activities such as chess. Several world faiths are studied in religious education lessons and the themed displays in the hall demonstrate the breadth of multi-cultural experience that this teaching provides and the value that the school places on it. In relation to this work a Sikh visitor talked to the pupils during the inspection period. Year 4 pupils have successfully learnt about the Mexican Day of the Dead festival and Year 6 have looked at African artefacts and undertaken work in art in a similar style. Pupils have been to the local theatre to see a Shakespearean production and have visited the Halifax Piece Hall. They learn about the Vikings and the Tudors in history. A pupil who is a descendent of the first lock keeper in the nearby town of Sowerby Bridge recently modelled for a sculpture which has been unveiled at the canal basin to mark the reopening of the Rochdale Canal. His classmates visited the sculptor's workshop at various points during its production. A local author has spoken about her work to the pupils and Year 1 have taken part in a music workshop at Dean Clough.

#### **Support, guidance and pupils' welfare**

- 44 The school supports and guides the pupils very effectively and suitably promotes their well-being. This

process begins with the sound arrangements for induction of pupils under the age of five. Last year the reception class teacher visited those who attended the on-site pre-school playgroup several times to get to know them. In addition, all prospective pupils visit the reception class prior to admission in small groups that are well supported in class and in the playground.

- 45 Staff know the pupils well and are quick to notice and deal with their concerns and difficulties. The headteacher maintains a high profile inside school and in the playground and has a close relationship with the pupils. She is vigilant, for example, for any changes in temperament, for pupils playing alone or being bullied. She keeps close contact with parents before and after school by going out to chat to them as well as welcoming them into school. This helps both parties to air any concerns that arise. Such procedures help the school to monitor pupils' personal development very effectively.
- 46 Pupils' academic progress is also monitored very well by closely tracking their individual attainments and looking at the value added by the school as pupils get older. In order to accelerate progress, various initiatives are underway to boost the achievement of targeted individuals, for example, through Better Reading Support, additional part-time teaching in Year 6 English and mathematics and the high level of classroom support throughout the school. In-class support is targeted effectively to need on a daily basis through special bidding by class teachers.
- 47 Very good provision is made for pupils with special educational needs, involving outside agencies such as the Assessment and Learning Support Service, where appropriate. The pupils are closely guided by the special educational needs co-ordinator, the headteacher, class teachers and support assistants. Special needs assistants and classroom assistants contribute effectively towards the assessments of these pupils, for example, through the Day Books which are used successfully to record pupils' progress in lessons.
- 48 High standards of good behaviour are expected and achieved by the staff through the good procedures established. The Special Book Assembly is used effectively to celebrate good work and behaviour and raise pupils' self esteem. In addition, class teachers operate other reward incentives such as table points and stickers. The headteacher and staff place a high emphasis on praising good practice to raise others' awareness of the expected standard. On the few occasions when unacceptable behaviour has to be dealt with there are clearly documented strategies for staff to follow. These promote consistency of approach and moderation of such behaviour, with parental involvement where appropriate.
- 49 The school has very good procedures for monitoring and promoting regular and punctual attendance. A couple of years ago the attendance co-ordinator closely monitored pupils' punctuality and the few families who failed to get their children to school on time were contacted. This markedly improved their punctuality. The co-ordinator continues to keep a close eye on the registers and an appropriate record is kept of pupils causing concern through frequent absence or persistent lateness. Parents of these pupils are suitably reminded about the importance of regular and punctual attendance. Each term whole school attendance levels are checked and full attendance certificates presented to individual pupils. Attendance has improved from a satisfactory to good level since the previous inspection.
- 50 The staff do their utmost to promote the welfare, health and safety of the pupils and parents speak highly of the school in this respect. Safety at the front of the building has improved since a barrier was fitted to the top of the existing wall to raise its height, a key issue at the time of the previous inspection. The Pastoral Care Committee of the governing body evaluate the effectiveness of non-curriculum policies and advise on development and training needs. Most of the staff, for example, recently attended first aid training sessions. The school has very helpful guidelines relating to playground supervision, health and safety and an informative booklet with high emphasis on pastoral care procedures for people new to working in the school such as volunteer helpers, students and supply teachers. Fire drills, including lunchtime practices, are held regularly and evacuation procedures are suitably posted around the building. Matters relating to child protection are dealt with effectively in full accordance with statutory requirements.

#### **50 Partnership with parents and the community**

- 51 The very successful partnership established between the school, parents and the wider community contributes highly to the standards achieved and pupils' personal development. Central to this is the trust built up by the headteacher, staff and governors within the local community which has given the school its good reputation and resulted in its popularity. Parents are very supportive of the school. A concern of

some, however, is that the school may fall victim to its own success if the number of pupils on roll rises further. The school conducted its own parental survey some eighteen months ago and responded positively to the suggestions made.

- 52 The quality of information provided for parents has improved over the past four years from good to very good. At an informal level the headteacher mingles with parents freely and easily outside the building at the start and end of school and they are welcomed into school to chat to staff. Parents greatly appreciate the ease with which they can approach them when they have concerns or questions about their children. A strength of the frequent newsletters is the high emphasis placed upon telling parents what is being taught in school through each class teacher contributing a brief section on the work in progress. Parents of pupils who are under five years of age receive a very useful booklet which explains how they can help their child at home.
- 53 Parents are given good opportunities to discuss their children's progress through termly consultations with class teachers which in the autumn and spring are each held over two evenings to maximise attendance. The annual written reports are sound in quality but do not always sufficiently pinpoint areas for development. There is very good liaison with parents of pupils with special educational needs.
- 54 The involvement of parents in their children's learning has increased in recent years and is now very good through, for example, structured homework, helping in school, invitations to class led and other special assemblies and through the 'Friends' association. Some parents have attended an external training course for helping in school which has enabled them to give more effective assistance. Parents and other adult volunteers work with pupils in lessons and assist with the Better Reading Programme. The 'Friends' association are active in organising social and fundraising events and their recent financial donations have purchased a stackable staging system. The efforts of all these volunteers are greatly appreciated by the staff and are not taken for granted. In addition, a group of parents have successfully bid for lottery funding to convert a large school shed into a well appointed building suitable for an after school play and recreation scheme which is now operational and offers a useful facility for parents. The local pre-school playgroup use this building during the day. This benefits the school by enabling closer relationships to be established with prospective parents and better liaison between the staff over the curriculum, pupils' attainments and special needs.
- 55 The school makes good use of the community to broaden pupils' experiences and make learning fun. For example, pupils in the reception class have been on a literacy walk looking at signs around the local area. The excellent links established with local high schools enable Year 6 pupils to work alongside secondary staff and pupils, for example, to raise standards in literacy, use a computer suite for on-line integrated learning and begin to learn French. Some of these initiatives are funded through the Education Action Zone. Educational visits are undertaken in the local area, for example, to Shibden Folk Museum, North Dean Woods, the Halifax Piece Hall and the Rochdale Canal. Recent visitors to the school have included a local librarian and author, local clergy, a Sikh from the Interfaith Centre at Bradford and a Halifax Town football coach. An effective business link with The Halifax, situated close by the school, has resulted in some of the voluntary assistance with reading for chosen pupils.

## **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **Leadership and management**

- 56 The school is led in a very effective way. The governors, headteacher, deputy headteacher and staff with responsibilities all work in concert showing a real concern for raising standards and improving even further the ethos of the school. The headteacher is particularly effective at setting the tone for relationships and behaviour. Many parents comment on the positive atmosphere in the school and how well their children respond to it.
- 57 The previous inspection report included six areas for development of which three were to sustain good practice. In these three areas of special educational needs, ethos and spiritual, moral, social and cultural development, the school has sustained its provision and improved upon it in several cases. The lack of a wall or fence at the front of the school was easily remedied. The two most substantial key issues were to do with assessing, monitoring and recording pupils' progress. In this respect the school has instituted some very good systems aligned to nationally recommended schemes of work and national guidance on



assessment. For example in geography, teachers now assess and record those assessments at the end of each half-term block of work. The headteacher keeps very detailed records of pupils' test scores and the results of teachers' assessment in English and mathematics and uses these to set targets for classes and individual pupils. This very well managed system of monitoring results and using the information to raise standards is a strength of the school. The headteacher and governors work very well in partnership to monitor pupils' standards.

- 58 The leadership of the headteacher makes a significant contribution. There is no doubt in the mind of anyone connected with the school about its high aspiration for pupils and the individual care and support that they will receive. Equal opportunities is plainly a strength of the school. Teachers acting as co-ordinators are very well encouraged and supported. They have been guided and supported in their task of monitoring their subjects, for example, with the help of some effective systems instigated by the headteacher.
- 59 During the course of the school's development from the last inspection certain national initiatives have been launched, for example the national strategies for literacy and numeracy, and the headteacher and staff have responded well to these. These have resulted in some new and effective methods to teach reading, writing and arithmetic. The impact of the literacy strategy is more noticeable because it has been in place for longer, despite the lack of methods with which to raise the standards of writing. Pupils' writing is well developed in the literacy hour, but they have too few opportunities to complete longer pieces within the timed period and with enough guidance in order to achieve high levels in National Curriculum tests. The school's work in numeracy is successful, but there is a weakness in the extent to which pupils are encouraged to find different method to solve a problem. This is particularly relevant to higher attainers who need this kind of enrichment in order to achieve higher scores in National Curriculum tests. The school is aware of these weaknesses and already has some plans to improve in these aspects.
- 60 Standards in information technology, which has taken on greater national importance since the last inspection, are lower than they should be at eleven, but the headteacher and governors are treating this as a serious issue and have plans to create a computer suite, by July 2000, so that pupils can receive much more direct instruction thereby raising standards.
- 61 Provision for the under fives is well managed. Children are well assessed on entry and teaching is geared to making sure that children make the best progress possible. This is somewhat thwarted in physical, personal and social development by the room in which they have to work. It is too cramped for many activities, for example role play. The governors are aware of this problem and have plans to tackle this problem.
- 62 The governors make sure that proper systems of support exist for pupils with special educational needs. The management of this work by the co-ordinator, headteacher and other staff is very good. It was very good at the time of the last inspection and there have been one or two improvements since then. Parents are now even more involved in the review of their children's progress and many targets for learning have become even more precise and measurable. So instead of a pupil being expected to increase in confidence with spelling they are now expected to learn twenty more key words by the end of term which is far more helpful to pupils and their parents.
- 63 Governors fulfil other statutory responsibilities satisfactorily including providing for a collective act of worship.
- 64 The school is in a very good position to capitalise on its strengths and tackle its weaknesses. The headteacher and deputy headteacher have complementary qualities and work very well together. There are plans for the co-ordinators to extend their monitoring role to the observation of teaching in the new year and the governors have good systems with which to induct new members so that their involvement can continue at the same high level.

#### **Staffing, accommodation and learning resources**

- 65 The school has an appropriate number of teaching staff who are suitably qualified and experienced to meet the requirements of the National Curriculum. They work well together as a team and are committed to achieving the stated aims of the school. All staff are effectively deployed and although not all subject

managers are initially trained in the subject they lead, their confidence and competence to do so is generally good. Staff appraisal procedures are in place, but no formal appraisal has taken place within the last year. In service training is linked appropriately to the priorities identified in the school's development plan and staff are able to pursue their own training needs once these priorities have been budgeted for. Classroom support assistants and other adult helpers make a significant contribution to the good standards achieved by the school. Levels of staffing for pupils with special needs are very good. The school's administrative officer provides excellent support and is a welcoming first point of contact for visitors to the school.

66 The school plans carefully for the use of the buildings and good use is made of the limited available accommodation. Classrooms are of adequate size and are well organised by teachers, who also provide attractive and informative displays. The storage of equipment in the hall limits the amount of space available and inhibits the use of the fixed apparatus during physical education lessons. The accommodation for pupils in the reception class is less than satisfactory and the lack of sufficient space is a limiting factor upon the types of activities the children can undertake such as being able to share equipment, or to develop activities in outside play areas.

67 There have been recent alterations to the building to provide a library and an internal staircase to the downstairs classrooms. Although the maximum benefit is yet to be gained from the library, these alterations have brought significant benefits to the school. Governors have plans in place to address the problems to be found in the reception base. This involves the conversion of the reception base to a computer suite, moving the reception class to the present dining room, with the effect that school meals will have to be taken in the hall. There is a before and after school club which is used daily by a local playgroup. This was created from a redundant shed using Lottery money bid for by a group of local parents. This brings benefits to both the school and the families within the local area.

68 Resources to support teaching and learning are good and make a positive contribution to the successful delivery of the curriculum. Learning resources to support pupils with special needs are good. The apparatus for use in physical education lessons is adequate, but is not used regularly enough for the full benefit of this provision to be realised. Resources for pupils in reception are satisfactory, but the effective use of these is limited by the cramped conditions of a small room. Effective use is made of visits into both the local community and to places further afield, such as the Year 6 residential visit to Derbyshire.

68

### **The efficiency of the school**

69 The efficiency with which the school manages its finances is very good. The school pays for accounting support from the finance department of the local education authority, and together with information provided from the school's administrative officer, governors receive regular well presented details of the school's financial position. Governors assume responsibility for the school budget and meet regularly to monitor the effects of their spending decisions and to review the work of the school. Individual governors support the more specific needs by taking active roles in areas such as special needs, literacy, numeracy and health and safety.

70 The previous report highlighted the fact that a balance of funds of 12% of the budget was being carried forward. This figure is now reduced to around 6%. The monies have been used appropriately in providing building, resources and staffing improvements as outlined in the school's development plan. This plan is a comprehensive document and links planned spending to improving educational outcomes based upon the identified needs of the school.

71 Good use is made of the funds made available to the school for the use of specific grants. Monies made available for pupils with special needs is used appropriately for staff and in supporting the special needs co-ordinator. This is a strength of the school and support staff liaise closely with teachers to give pupils very good support. The school is also part of the local Education Action Zone and uses any funds from this in an effective way. For example, in making smaller teaching groups to concentrate on raising standards.

72 Teachers are used effectively. They work well together and have an obvious commitment to the school's aims and ethos. They fulfil their roles as subject managers and are appropriately involved in professional development through their role of monitoring the teaching of their colleagues which includes direct

classroom observations. Very good use is made of classroom assistants.

- 73 Good use is made of the limited accommodation available and an effective curriculum is provided for all pupils. Teachers provide attractive and informative displays which provide a valuable source of learning and a recognition of pupils' efforts. Following the success of the last major building alteration, where an internal staircase and library were provided from budget reserves, governors are pro-active in seeking further developments. Monies have been made available for the development of a computer suite and conversion of the dining room to a reception base with access to outdoor areas of play. Learning resources are good, although the use of information technology to support the development of literacy and numeracy is under developed.
- 74 The efficiency of financial control and school administration is excellent. The administrative officer, who is also clerk to the governing body supplies up-to-date and accurate information to the headteacher and governing body. The recent auditor's report recognises that the finances of the school are in good order. Along with the clerical assistant, the administrative officer has established very good routines to ensure efficient and effective day-to-day procedures are in place. The costs per pupil and attainment of pupils on entry in the reception class are broadly average. When these factors are viewed in relation to the good quality of education provided and the good standards achieved by pupils on leaving the school at the age of eleven, the school gives good value for money.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

- 75 A baseline assessment is completed within the first few weeks of the children entering the reception class. The results show that the majority of the children are broadly average in literacy and mathematical skills when compared to the rest of the children in Calderdale. Their personal and social skills are less well developed. During their year in the reception class children make good progress in all areas of learning, except in physical and personal and social development, which is satisfactory. By the end of the school year the majority reach the desirable learning outcomes, and many exceed them.
- 76 Provision for children under five is good. Most children have previously attended a nursery or playgroup. Good care is taken to ensure that children make a good start in the reception class. The school has created a welcome booklet which gives detailed information about the school. The teacher visits local playgroup and nurseries; parents and children make an introductory visit, and entry into the reception class is staggered to enable the teacher to settle each child individually.
- 77 In the reception class the children receive good teaching and a broad and stimulating curriculum. Good planning ensures that all of the children under five gain the experiences required by the nationally recommended Desirable Learning Outcomes. The language and literacy programme pays due regard to the national strategies for literacy and numeracy.

### **Personal and social development**

- 78 The personal and social attainment of the children under five is at the level expected. They are happy and secure, and have adapted quickly to the school's routines and rules for behaviour. The teacher puts great emphasis on developing the children's self-esteem and social awareness. This results in good attitudes to learning and the children start each day eager to learn and explore the day's activities. The children play number games in small groups, learn to take turns, and develop the notion of fair play. They choose carefully from the range of activities available. The good relationships which have been developed promote an atmosphere in which children can flourish. The teacher and classroom assistant provide good role models for social relationships. Children's progress is restricted by a lack of space.
- 78 **Language and literacy**
- 79 The children make quick progress in language and literacy, and attainment is good even though they have been in school for less than one term. The reception class teacher places a strong emphasis on the early acquisition of literacy skills and provides stimulating learning opportunities. For instance, the children

have been on a "Literacy Walk", and have spotted print on buses, houses and shops. There is a daily literacy lesson. Children learn new words and letter sounds, and practice their writing skills. They sing the ABC song with great enthusiasm. Children are confident when speaking, and answer questions well. They enjoy looking at a range of good quality books, and also reading at home. They are taught a range of strategies to enable them to interpret the story. They use picture clues effectively to help them read the text aloud and make good progress in learning letter sounds. The current group of children are firmly engrossed in the reading scheme; they know the main characters and can talk with confidence about the story. Writing skills are developed appropriately and most children can write their names and some reading scheme words.

### **Mathematics**

- 80 Children make quick progress in this area of learning and attainment is good. They use a puppet to help them count and laugh with delight when the puppet misses a number. They spend time each day learning numbers to ten, counting a variety of objects and placing numbers in order. Most pupils can now count carefully up to five objects. Higher attaining pupils make good progress as well because they are given extension activities involving larger numbers. Children learn correct mathematical language such as "one less than". They learn to make comparisons as they measure and compare strips of paper and are developing concepts of time as they sequence the days of the week as they change the class calendar.

### **Knowledge and understanding of the world**

- 81 By the age of five most pupils make good progress and attain well. Although the children have only been in school for a few weeks they can confidently use the class computer to write and print out their names, using the delete key when necessary. Children enjoy a good range of experiences and the class teacher takes every opportunity to develop their language and understanding. Children have examined conkers and falling leaves in autumn. They have sorted and compared natural and man-made materials, using them to make tactile pictures. They understand the passage of time by talking about their birthdays, what they did yesterday, or at the weekend. Each day they note the changing climate and take turns to alter the weather chart.

### **Physical development**

- 82 Attainment is appropriate and children make sound progress. They handle small tools such as spatulas and scissors with confidence and show developing hand-eye co-ordination as they drizzle glue and spread sand and glitter. They confidently use construction toys to build, screw and connect small pieces together. All pupils have hall time at least once-a-week. They run, jump, turn and stretch with good co-ordination and are developing good control. Progress is not quick enough because the classroom is too small for many pupils to move around freely and restricts their physical development. In addition there is no provision for outside play for pupils to further develop social and physical skills.

### **Creative development**

- 83 Attainment at this stage of the school year is as expected and children are making good progress. By the age of five many children go beyond the expectation, although the size of the classroom places a restriction on the type of activities that can be completed. They love to paint and draw. They have carefully mixed primary colours and showed good control of brushes and paint when making patterns. In music they make good progress because of the range of interesting tasks on offer. Using the "Three Bears' walk" as a stimulus, the children were asked to make the sounds of the birds, foot steps, and boys and girls playing. They used a range of instruments and other materials such as wood and paper and showed a good degree of rhythm and control. They were enthralled by the sounds their "instruments" made, showing awe and wonder as they listened. They enjoy poems, and sing enthusiastically, using clear diction and reasonable pitch.
- 84 Children clearly show an enthusiasm to learn and listen attentively to their teacher. They work and play sensibly, share equipment and take turns. They are confident and beginning to show a good degree of independence when making choices.

- 85 The quality of teaching is good overall. The teacher has a good knowledge and understanding of the needs of young children. The keynote to the teacher's success is the good planning. The teacher liaises with the "Sticky Fingers" play group leader and with the teacher of the Year 1 class and plans a programme of work for the year which builds up children's knowledge and skills step-by-step. Daily teaching plans for literacy and mathematics show small, structured steps which enable children to build carefully on skills previously taught. This, together with an appropriate range of activities, has a significant impact on pupils' attainment and enables them to make good progress. Good use is made of baseline assessment to set appropriate learning programmes for the children. Results of baseline assessments are shared with parents and targets are set; this, together with the use of home and school books, makes a major contribution to parental involvement in their children's learning. The teacher also uses effective day-to-day assessment to ensure that work clearly matches the ability of each child. The effective team work of the teacher and the classroom assistant also makes a valuable contribution to the learning environment and to the overall good progress of the children.
- 86 The classroom is too small for the requirements of an under-five curriculum. The teacher has organised the room to ensure a satisfactory range of experiences for the children. There is, for example, a small home corner and role play, a creative area for paint, sand or water, and a book corner. However, overall provision is severely limited by the space available. There are too few opportunities for children to practice independence when they choose an activity since much of the limited storage is above their height. Provision for outdoor play and large climbing equipment is poor.

### **English, mathematics and science**

#### **English**

- 87 Standards of attainment by Year 6 pupils in the 1999 National Curriculum tests were above the national average. The results of the 1999 tests show that 88 per cent of pupils now achieve the levels expected for pupils of this age. The general picture over the last three years is that English results have steadily improved year-on-year, rising from just below to well above the national average. However, pupils' attainment in reading is better than in writing.
- 88 Standards of attainment by Year 2 pupils in the 1999 National Curriculum tests were well above the national average. The results show that 100 per cent of pupils now achieve levels expected for their age. Over the last three years results have steadily improved from in line with national averages to well above.
- 89 When compared to similar schools in the 1998 national tests, Key Stage 2 results in English were well below. The 1999 comparisons are more favourable with Year 6 pupils being in line with the levels achieved by similar schools. The school knows that the pupils could do better in writing and already has some plans to tackle this.
- 90 Standards attained at the end of Key Stages 1 and 2 by the current Year 2 and Year 6 pupils are above average.
- 91 Pupils throughout the school listen well and talk with confidence. During lessons in reading and writing most pupils listen carefully to their teacher's explanations and instructions and offer sensible, articulate answers to teacher's questions. The skills associated with talking and listening well in class are practised throughout the curriculum. For example, Year 2 pupils posed sensible questions when Emma's Granny visited, and they listened with fascination to her description of a knitted swimming costume. In a Year 6 lesson the teacher asked the pupils to identify the characteristics of a good headline. They responded very well, giving some good suggestions. By the end of the key stage, pupils are able to engage in very mature discussions; sometimes developing an almost adult dialogue with their teacher.
- 92 Standards in reading for the current Years 2 and 6 are above average. Throughout the literacy hour, pupils are exposed to a wide range of reading material and show considerable interest in reading. Pupils read at their own level with confidence and enjoyment during the group reading sessions. Books are regularly taken home for pupils to consolidate their reading with their parents. In Key Stage 1, pupils develop suitable strategies, including the use of letter sounds, to read unfamiliar words. Big books are used very effectively during the literacy hour and pupils learn well during these sessions. At Key Stage 2, pupils are reading a wide range of material and can refer back to the text to support their answers concerning plot or

characters. In many subjects of the National Curriculum insufficient emphasis is given to research skills such as finding information from a range of sources. Moreover, the school library is not well used for this purpose. Consequently, pupils' attainment in research skills is low.

- 93 Standards in writing are good in the basic skills of sentence construction but weaker in the more demanding area of using extended prose to present ideas in other subjects of the curriculum. In Key Stage 1, pupils experience a period of consolidation, building on the firm foundations laid in the reception class. Pupils write simple sentences well for a variety of purposes. They redraft their work, use rhyming words and write good descriptions. They often make good progress. Pupils are successful in some aspects of writing in Key Stage 2. For example, the Year 4 class wrote instructions for making biscuits. They used bullet points, boxed text and numbers to define their work. This type of writing is not complemented by enough extended prose. By the end of the key stage, pupils can write accurately using punctuation correctly. They also have a sound knowledge of grammar. Some pupils also use humour to good effect in their writing. Weaknesses exist in writing at both key stages, but the effect is more marked at the end of Key Stage 2. At both key stages there are few examples of writing being used for a variety of purposes across curriculum areas; for example, designing a leaflet, or writing a story for a younger child to read. The use of paragraphs is also under developed. Too few pupils produce powerful short pieces of writing which demonstrate their knowledge of specific techniques, like use of simile.
- 94 In addition, the progress in writing of higher achieving pupils at both key stages is unsatisfactory. Analysis of the 1999 National Curriculum tests shows that too few pupils reach the higher levels in writing.
- 95 Pupils attitudes are mostly good. They take a pride in their work. Key Stage 1 pupils are taught the cursive script, and by the end of Year 2, many produce correctly orientated, joined up writing. Presentation of pupils' work in Year 3 is sometimes careless, but as pupils move through Key Stage 2 presentation improves. Noise levels are sometimes too high in the early part of Key Stage 1 and not all pupils listen carefully.
- 96 Pupils with special educational needs make good progress in relation to their prior attainment. They are well supported in their learning through the use of carefully constructed, individual learning plans. The judicious use of classroom assistants to work with specific pupils for agreed periods of time also makes a very effective contribution to the overall provision.
- 97 The quality of teaching in Key Stage 1 is good. In successful lessons behaviour management is effective, the pace is brisk and the objectives are shared with pupils. The quality of teaching in Key Stage 2 is good or very good in 80 per cent of lessons. The school has implemented the National Literacy Strategy well. Teachers have good organisational skills. They are energetic in their approach and keep pupils focused on the task. No time is wasted. At both key stages, real strength of the work is the comprehensive planning of lessons and the short-term assessments which guide the planning of future work. At the end of each half-term all children undertake an assessment in writing. Teachers match these assessments against levels of the National Curriculum and set individual short-term targets for pupils. Some pupils can not remember their targets. Therefore this learning opportunity is sometimes lost. Teachers use time and resources well, and the good pace of lessons maintains pupils' interest. The planned activities are interesting, relevant and motivate pupils. There are good relationships between teachers and pupils and there is a good working atmosphere in all classrooms. The use of information technology for pupils to extend their word processing skills is under-developed. Learning resources are well-prepared and effectively used. Support staff and parent helpers are used effectively which makes a good contribution to pupils' learning.
- 98 The standard of teaching has improved since the last inspection with more good teaching now in Key Stage 2.
- 99 There is a good policy for all aspects of English, including the National Literacy Strategy. The subject is effectively co-ordinated by the head teacher. Very good use is made by the co-ordinator of test results to track individual children. Comprehensive assessment strategies are now in place across the school. They are a very useful tool for identifying strengths and areas for development and for setting targets for school improvement. The head teacher monitors teachers' planning on a regular basis and visits all classrooms to evaluate the quality of teaching and learning.

100 There is a good range of good quality books and resources to support the English curriculum. The school library has a good balance of fiction and non-fiction books. The library is not used by teachers and classes. As a consequence, the pupils' library skills are under developed. A modified Dewey system has been introduced but this is not understood by all Key Stage 2 pupils, and is difficult for younger children to use.

## **Mathematics**

101 The results of the 1999 National Curriculum tests at the end of Key Stage 2 are well above average and also above average when compared with schools in similar circumstances. The 1999 test and assessment results for pupils at the end of Key Stage 1 are well above average and above average when compared to similar schools.

102 Results for the tests for the three year period 1996 to 1998 show that pupils' performance in mathematics was close to the national average at Key Stage 1 and above the national average at Key Stage 2. They show a general trend of improvement in the percentages of pupils achieving national expectations.

103 Current Year 6 pupils continue this trend with above average attainment at this stage in the year.

104 At Key Stage 1 this progress is good overall and is most notable in Year 2, where pupils are clearly confident in their work. They extend the work in measurement undertaken in Year 1 where they learn to estimate and measure using non standard units, and are able to draw and measure lines to the nearest centimetre. Pupils recognise and describe two and three-dimensional shapes including octagon and cuboid, and use simple block graphs to record measurement of time relating to their own experiences of the school day. They are confident in their use of number and are able to use a horizontal method of adding two digit numbers. Pupils have a good understanding of addition facts using numbers up to ten and can explain the relationship between repeated addition and multiplication. Pupils are required by their teachers to discuss and explain their ideas and understanding of mental calculations during whole class sessions of the daily mathematics lesson. This helps pupils make good progress in developing their mental number skills. They are increasingly confident when answering questions involving mental arithmetic and use strategies such as doubling and halving numbers to help work out their answers.

105 Pupils continue to make good gains throughout Key Stage 2 and appropriate time is devoted by teachers to helping pupils develop their range of mathematical skills and knowledge. In Year 6 pupils have a good understanding of place value. They use pencil and paper methods when dividing numbers and are able to show the remainders of these calculations as decimals. When working with decimals, pupils use calculators as a means of checking their answers. Pupils understand the equivalence of fractions, and are able to express simple fractions such as a half, and a quarter as percentages. They use their knowledge of the relationship between multiplication and division when carrying out their own mental calculations. For example, in one very good lesson observed, pupils made very good progress when relating their knowledge of factors to their working out of the divisibility of a range of numbers. Pupils calculate perimeters of a variety of shapes and the more able are proficient in calculating the area of irregular shapes. They use data to construct frequency charts, and through their work on probability can identify the mean, mode and median from the data collected or provided. Insufficient use is made of information technology to support the learning of mathematics in both key stages.

106 Pupils respond well in lessons. They are well behaved, keen to do well and are interested in the lessons. Only on rare occasions is pupil interest lost and their good responses not maintained. This occurs mostly through insufficient examples of the work being given by the teacher to ensure pupils' understanding, or tasks are not explained clearly and pupils are unsure of how to proceed. Pupils with special needs respond well and make good progress in both key stages. They receive good quality support from their teachers and from other adults who work with them. Work is matched to their needs and abilities enabling them to achieve success in lessons and build their self confidence.

107 The quality of teaching in both key stages is good overall and sometimes very good. Teachers structure the work in accordance with the National Numeracy Strategy. All teachers plan different levels of work

according to the broad ability levels in their classes. There are however, insufficient opportunities planned for higher attaining pupils to devise their own methods of working, or to try out their own strategies for problem solving. Lessons are planned to include both time spent with the whole class developing pupils' mental facility with numbers and a review of pupils' gains in knowledge and understanding at the end of each lesson. These have a positive impact on learning. Pupils progress well when involved in purposeful questioning by the teacher and through listening to the responses and explanations of others. In one very good lesson seen in Year 6 dealing with factors, teaching involved high levels of interaction with the class where sharp and purposeful questioning and an insistence on pupil contribution resulted in very good gains in knowledge and understanding.

108 Teaching is good in lessons where effective demonstrations and explanations of the work to be undertaken are given. Teachers ensure that the momentum of the lesson is maintained by giving regular and relevant feedback to groups or to the whole class on their performance as to how they can progress. There are, however, in both key stages, lessons where insufficient time is given for pupils to develop mental skills. This has an adverse effect on progress, particularly for the higher attaining pupils. On the rare occasions when teaching is less than effective, tasks are not made clear by the teacher and insufficient corrective interventions are made to prevent pupils being confused in their responses. Teachers make regular assessments of pupils' work and record their progress. The results of assessments are well used by the headteacher in identifying areas where increased staffing can be effectively deployed in raising standards. Last year extra teaching time was made available to Year 2 to help those pupils thought to be capable of attaining higher levels. An extra part-time teacher is currently working under the direction of the Year 6 teacher with a group of pupils for numeracy targeted by levels of attainment. These are good strategies and have a positive effect upon the performance of those pupils involved. Pupils' work, including written homework when given, is marked regularly and often offers guidance as to how performance can be improved.

109 The good teaching identified in the last inspection has been maintained, but there are now weaknesses in provision for the higher attainers.

110 The National Numeracy Strategy was introduced in September 1999 and teachers plan to cover all elements of the National Curriculum for mathematics. Teachers now give an increased and appropriate emphasis to the development of arithmetic, including those of mental calculation, and this helps pupils in both key stages to make good progress. Planning is monitored by the co-ordinator, and a useful exercise in the monitoring of teaching has recently been undertaken by the headteacher. There are two commercial schemes of work available to support teachers' planning, but these are followed too closely by some teachers who are not yet confident in selecting from them only those activities which relate directly to their main teaching objectives. Other resources which enable teachers to carry out effective teaching of mathematics are good.

## Science

111 The results of the end of Key Stage 2 1999 National Curriculum test results were well above the national average and were above average in comparison with schools in similar circumstances. There was a significant increase in the number of pupils attaining the higher grades. In fact 48 per cent of pupils scored Level 5, which put them above the national expectation for their age.

112 The 1998 teachers' assessment results at the end of Key Stage 1 indicated that attainment is very high in comparison both to the national average and schools in similar circumstances. The 1999 results showed a similar pattern.

113 The current attainment of pupils, at this stage in the school year, at the end of the Key Stage 2 is above average. They are making good progress within the key stage. The strength that lies behind pupils' attainment in Year 6 is the way that they have systematically developed their knowledge, skills and understanding and their breadth of scientific vocabulary. Teachers have managed the learning very well. For example, in learning about relationships in nature, Year 6 pupils have plotted information on tables, acquired a working scientific vocabulary and understood the ideas behind habitats and food chains. They have also succeeded well at the scientific process of creating a fair test, for example, when discovering about micro-organisms in nature. Pupils have made good progress throughout the key stage to reach these standards by Year 6. Scientific learning is managed well in each class so that pupils build up their knowledge in a coherent fashion. For example, in Year 3 pupils make good



progress in finding out about shadows in their work on light and in Year 4 pupils have successfully tested various materials to discover which are the best insulators.

- 114 The current attainment of pupils, at this stage of the year, at the end of the Key Stage 1 is about average, but progress is good towards the end of the key stage and attainment is on track to be similar to previous years. For example, they have gained a sound knowledge of basic human needs in their topic about healthy living. They know what babies need to thrive and why exercise is good for us. In their work on changing materials, pupils in Year 2 can describe precisely how foods change when they are cooked. Some pupils are already at the higher level of being able to compare different results and talk about what happened in relation to their predictions. Progress is satisfactory in Key Stage 1. Sometimes progress is good, but it is uneven owing to occasional differences in the teaching methods. The best progress is achieved in lessons that have direction, move along at a good pace and involve all pupils in thinking about the topic in hand.
- 115 The progress of pupils with special educational needs is good. They are well supported by classroom assistants and modified worksheets. Higher attaining pupils make good progress in acquiring knowledge, but do not use computers enough in their learning and lack opportunities to write at length about their findings.
- 116 Generally, pupils respond well and attitudes to learning are positive. For example, in one lesson devoted to changing materials by cooking, one pupil said in a very excited tone, "This is great, I've never had a cooker at school before."
- 117 The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. This represents an improvement since the last report. Teaching in Key Stage 2 is more consistent and organised across the classes. All teachers make good use of the national scheme of work to guide their lessons, but some methods of teaching it are more successful than others. For example, older pupils in Key Stage 2 have made very good progress in a series of lessons devoted to dissolving solids in liquids and plotting their results with the help of computers. Teaching was purposeful and ensured that all pupils were actively engaged throughout the work. In one lesson in Key Stage 1, pupils made much slower progress because only one group worked with the magnets while the others marked time until it was their turn. This resulted, partly, from a lack of suitable resources for whole class teaching. In fact some of the magnets were weakened by being stored without keepers. In some cases, throughout both key stages, progress is not enhanced because higher attainers are not given extra challenges in the form of extension tasks. There are few opportunities, for example, for skills in writing to be practised in lessons where worksheets are filled in as a means of recording. Despite the very good work in one class, computers are not used enough in scientific learning.
- 118 The new subject co-ordinator has assessed the needs of the subject quickly and has developed an action plan for improvement that is well embedded into the school's development plan.

### **Information technology**

- 119 Standards of attainment in information technology are in line with national expectations at the end of Key Stage 1, but fall below them by the time pupils are eleven. Standards in Key Stage 2 are lower now than at the time of the last inspection because the school has not been able to keep abreast of developments and devote the amount of time necessary for teaching.
- 120 Progress is satisfactory in Key Stage 1, but unsatisfactory in Key Stage 2. In Key Stage 1 pupils can complete simple exercises in word-processing and by the age of seven many can write a competent paragraph and make lists of key words. Pupils have had experience of using the computers to make produce pictures in art lessons and they have a good idea of what will happen when they press any of the keys. Although many can save their work with the help of an adult, they have had few chances to do some more to a piece of work that they started earlier. In Key Stage 2 pupils continue to have experiences with word-processing and they are beginning to use computers for presenting work in graphical form. They also use CDROMs for research purposes, but there are big gaps in their knowledge by the end of the key stage. For example, pupils are unable to use computers to control models that have been made and they have not yet reached the stage of asking searching questions of the graphs that they have drawn in order to develop their knowledge even further. The work in this key stage falls short of the breadth of experiences necessary to meet the requirements of the National Curriculum.
- 121 Pupils' attitudes are good. When pupils are given the chance to work at a computer, they do so well. They

co-operate well with each other and respect the equipment.

122 Teaching is satisfactory at Key Stage 1 and unsatisfactory at Key Stage 2. Teachers of the older pupils do not possess the type of computers, in enough quantity, to teach to the national requirements. In addition, some do not have a secure knowledge and understanding of the subject. Progress is more rapid in the lower part of the school since the teachers have adopted the national scheme of work. However, pupils in

Years 5 and 6 have had to go back to work suitable for younger pupils until they have caught up with some of the basic skills.

123 Some teachers devote a small amount of time each week to giving the pupils direct instruction in a skill and this increases the rate of progress. For example, in Year 1 pupils were taught to list and search for key words that would help them in their literacy lesson. However, there is little in teachers' plans to ensure that pupils receive regular teaching and there is minimal attention to skill development. There are records kept of when pupils have had their turn on the computer and teachers have just begun to assess pupils' progress at the end of a half-term unit of work. Teachers miss the opportunity in many subject areas to use information technology to support the work being undertaken. This is often due to the small number of computers in any one room and the limited software available.

124 When computers are gathered together in one room and pupils are given direct instruction in an engaging way, the teaching is as good as one would find in any school. For example, in Year 6 pupils were using lap-tops and personal computers to learn the art of cutting and pasting from a data base to a text document in connection with their research on dissolving in science. The teacher was ably supported by several adults including the school's administrative officer. This was teaching of a high quality. These same older pupils also benefit from being invited to South Halifax High School once-a-week to use their computers for Internet research.

125 The school is well aware of these shortcomings and has an action plan to tackle them. The school's development plan clearly outlines a course of action that will, with the help of Education Action Zone monies, create a computer suite, with fifteen personal computers, by July 2000.

### 125 Religious education

126 By the end of both key stages, the standard of attainment in religious education is in line with the expectations of the Calderdale Agreed Syllabus. At Key Stage 1, younger pupils have a sound knowledge and understanding of the main events in the Christian calendar. They can retell some of the stories about Jesus. They have studied Sikhism and can name the items precious to this faith. Year 2 pupils have written why they and members of their families, are special and have looked at special people in Christianity. They have learnt about the important festivals in the Islamic faith.

127 Key Stage 2 pupils are beginning to make connections between religious education and their own lives. For example, pupils in Year 5 have studied a unit of work entitled "Right and Wrong". They have looked at a moral issue from differing stand points and have been introduced to the notion that different faiths have differing beliefs. Their work is enriched by visitors from the faith communities to the classroom and into assemblies. For instance, during the inspection, a local vicar talked to the children about Advent. The children watched in awe as he lit the first candle on the Advent ring.

128 Progress made by all pupils, including those with special educational needs, is satisfactory. Pupils are acquiring an increasing understanding about different religions and the cultures associated with them, but there are not enough opportunities for pupils to practise their skills in writing in this subject. There are also too few chances for pupils to read widely for research purposes using books and CDROMs.

129 Pupils' attitudes towards religious education are good. They respond appropriately to questions in lessons and assemblies. They handle precious religious artefacts with great respect and are eager to learn more about them. Pupils listen carefully to their teachers and to the views of others.

130 The quality of teaching is satisfactory. The key to the success of the better teaching was the teachers' good

subject knowledge, their ability to relate the teaching to the children's experiences and the respectful use of quality artefacts. For instance, when talking about Eid, the Year 2 teacher questioned the children about the times they had been denied something and went on to teach about the importance of fasting for Muslims, and the preparations they make for Eid. Teachers use good questioning techniques to assess pupils' understanding. They also provide a good range of quality artefacts which are used appropriately to develop pupils' knowledge and to stimulate pupils' thinking.

131 Co-ordination of the subject is good. The co-ordinator is enthusiastic, and is appropriately qualified and experienced to lead in the subject. There is a comprehensive long-term plan which identifies suitable areas of the Agreed Syllabus to be covered by each year group. Time has been given to monitoring and evaluation of the subject through scrutiny of the pupils' work. There are no procedures in place for the assessment and recording of pupils' attainment and progress. Resources are steadily being purchased to support religious education. Whilst limited in number, they are of good quality and range; effective storage arrangements allow for ease of access.

132 There is a good supply of books in the library to support the Christian faith, but few to support other religions. The religious education curriculum contributes effectively to the school's general aims and especially to the multi-cultural education of pupils.

133 Prior to the introduction of the new syllabus in September 1998, pupils had few opportunities to learn about the major faiths, but since its introduction many pupils have begun to make good progress. At the time of the inspection, the entire display space in the hall was used to show the school's work in religious education. Each class had its own high quality display which included the children's writing and photographs. The displays highlight the importance given to the subject by the school, and the ways in which the major faiths are sensitively taught alongside Christianity.

133

#### **Art**

134 Pupils attain standards typical for their ages and make satisfactory progress throughout the school.

135 By the end of Key Stage 1 pupils confidently use a range of media and techniques, and develop satisfactory skills in paint mixing and drawing. Year 1 pupils successfully combine natural and man-made materials to make interesting collages. Year 2 pupils know how to use a range of pencils to create line and shade. They used this knowledge effectively, producing some good results when making sketches of fishes. Throughout the key stage, pupils show satisfactory attention to detail in their observed work, such as in their close observational drawings of animals, or when modelling ceramic faces.

136 Pupils at Key Stage 2 continue to use a range of materials, including clay and textiles. They show developing control when handling media. For instance, Year 6 pupils have studied African art. They have made detailed sketches of a small section of design, transferred this onto a polystyrene tile and used this to make an effective print. Pupils sometimes use the skills they have learnt to good effect when illustrating work in other subjects. For instance, in design and technology, Year 5 pupils made good sketches of a garden area in their recent work on developing the school garden.

137 Pupils make satisfactory progress in both key stages. In Year 1, pupils start the basic skills of colour mixing and drawing what they see. Over the two years they satisfactorily reach the point where they can mix various tones, resulting, for example, in some expressive versions of Franz Marc's "Red Horses and Blue Horses". Key Stage 2 pupils also make satisfactory progress as they continue to refine their drawing and painting skills. Progress is sometimes hampered by a lack of attention to the gradual development of skills. For example, pupils practice drawing full frontal figures and faces but do not progress to a sideways or birds' eye view of the figure. Good progress occurs when a piece of work is planned in small stages over a period of time. For instance, Year 4 pupils had experimented with the use of pencil to create line, shade and pattern before drawing still life compositions. The progress of pupils with special educational needs is satisfactory overall and in line with their developing capabilities.

138 The quality of displayed work is good, showing an appropriate selection of all pupils' work in informative ways, sometimes using captions and appropriate questions. This enhances pupils' learning. Most of

the work on display shows a degree of care. A strength of the art curriculum is the way in which art is used in other subjects. For instance, good sketches of Tudor figures in the Year 5 class, and work with textiles when making glove puppets in a Year 2 design and technology lesson.

139 Most pupils are interested in art lessons. They listen carefully to the class teacher and behave well. They handle materials with respect. They talk happily while they work, discussing difficulties and offering suggestions for improvement.

140 The teaching is satisfactory in both key stages. The long-term plan shows provision for a satisfactory range of experiences to develop pupils' knowledge and understanding. However, specific skills are not identified. Teachers' planning mostly indicates broad learning intentions rather than specific learning objectives, and assessment strategies are rarely included. The use of computer-generated art is underdeveloped. Some times lessons are very good. In one well taught lesson, for example, the teacher had a good subject knowledge, and had planned a piece of work over a period of time, gradually building up the pupils' knowledge and skills. For instance, pupils had looked closely at the work of Raoul Dufy and developed a vocabulary to describe his work. They practised drawing a still life composition, concentrated on a small area of pattern, and then used brush and paint to sketch very successful pictures in the style of the artist.

141 The newly appointed co-ordinator has already identified that the development of pupils' skills in art needs more attention. There is a satisfactory range of resources to support the art curriculum, including posters of the work of artists and art from different cultures. There is a small, but comprehensive range of art books available in the school library for pupils' reference.

### **Design and technology**

142 Standards in both key stages are satisfactory and progress is generally good. Pupils make quicker progress now that teachers are using the new national scheme of work to guide their lesson planning.

143 In Key Stage 1 pupils learn the processes involved in designing and making and work with a variety of materials. Pupils in Year 1 design and make fruit salads according to their preferred tastes and learn about the important principles of food hygiene when doing so. Year 2 pupils are involved in a more detailed application of these processes. For example, through their topic on puppets pupils make good progress where they are required to discuss ideas, sketch designs and make simple prototypes from paper to see if their designs are suitable. In making their models pupils are given opportunities to practise the skills of sewing and cutting before attempting the completion of the final product. Pupils are also able to add individual features and characteristics to their models and then give simple written explanations indicating the sequence of tasks undertaken to arrive at their finished article.

144 In Key Stage 2 pupils improve their skills where they are required to design and make, and evaluate their finished products and the processes involved in making them. In the upper part of Key Stage 2 pupils produce good models based upon a standard design or one of their own invention. For example, in Year 5 pupils produce a standard structure involving a cam mechanism to make a moving toy. Although their skills and techniques in sawing are not sufficiently developed to produce consistently accurate structures, they can measure accurately and apply imaginative interpretations when finishing their products. In Year 6 pupils investigate the strength of structures through exploring ways of joining materials together. They produce models of good quality using a variety of materials when involved in the design and making of a shelter for a specific purpose. They plan and produce drawings and suggest ways of improving the shelter prior to construction, and are able to evaluate the finished product and suggest improvements to the design and construction.

145 Pupils' attitudes towards their work are good. They work well on their own and co-operate well when working with partners or in a group. They are very interested in their practical work and show a good understanding of the sequence of activities involved in constructing and completing an article from the original design.

146 Teaching is good in both key stages. This is an improvement since the last inspection when teaching in Key Stage 2 was only satisfactory. Work is planned from the recently adopted national scheme of work. This enables teachers to teach all aspects of the subject, including the teaching and development

of specific skills such as drilling and sawing. Pupils with special needs are fully integrated into the work and they make good progress. All teachers now assess work completed, again using guidance provided in the national scheme.

147 Resources for supporting design technology are good. There are good facilities for the use in food technology, and a good range of basic equipment and materials is available for use in all classrooms. The co-ordinator has recently completed a review of design technology provision, but is not yet able to monitor the teaching in classrooms.

## **Geography**

148 Standards in geography, throughout the school, are as you would expect for pupils of this age.

149 Pupils in Key Stage 1 can draw simple maps and identify the different kinds of buildings in their study of the area immediately surrounding the school. They also distinguish between natural and man made features in the area. In Year 2 pupils are successfully extending their knowledge about places beyond the immediate locality. The work on seaside provides a good opportunity to study coastlines and beaches around the world, linked in many cases to places that the pupils have visited themselves. Most pupils have grasped the idea of a plan view when drawing their own maps and they can talk well about what they like and dislike about a locality.

150 In Key Stage 2, pupils extend their knowledge of localities other than their own. They also go much deeper into the global aspect of geography. For example, when studying rivers in Year 6 pupils find out about local rivers and rivers around the world linking this to the water cycle and oceans. Using this approach the pupils reach a very sound understanding of geographical ideas and underlying patterns.

151 Pupils make satisfactory progress in Key Stage 1 and good progress in Key Stage 2 owing to the school's adoption of the national scheme of work for geography. Work is systematically developed and dealt with in manageable units. For example, pupils in Year 4 are studying settlements using ordnance survey maps. This investigation has been successfully limited by the teacher so as not to confuse the pupils. This type of sharply focused study promotes good progress in Key Stage 2. Pupils' knowledge is also broadened in many classes, particularly in Key Stage 2, by a study of topical national news, for example earthquakes. The progress made by pupils with special educational needs is good. They are well supported in class by assistants who help them remember what was discussed and how to answer the questions. Progress is weaker for higher attaining pupils because they are often set the same task as average attainers without any extra challenge, for example, in the form of research using CD ROMs or producing a powerful piece of writing.

152 Pupils' attitudes are good. They enjoy their geography lessons particularly when the style of learning enables them to work on an investigation in groups, for example, when using the very large ordnance survey maps.

153 Teaching is satisfactory in Key Stage 1 and good in Key Stage 2. The good teaching in Key Stage 2 represents an improvement since the last inspection. Teaching is good in this key stage because lessons are more sharply focused and have a sense of urgency about them that makes pupils learn at a faster rate. For example, in one relatively short lesson in Year 6, pupils acquired a good knowledge about the life of a river. By the end of the lesson they spoke with some knowledge and understanding about; silt deposits, meanders and ox bow lakes. In Key Stage 1, teaching is satisfactory, but in some cases work is undertaken at too leisurely a pace and the expectation from pupils in the form of written and other recorded work is too low. In Year 2 the geographical topic has been usefully linked to history to make the work more meaningful for the pupils. There are some weaknesses in teaching that apply to all classes. Not enough use is made of computers and the higher attainers are not challenged sufficiently by extended or different tasks. The assessment of pupils' performance is good in that teachers have adopted the suggestions made in the national scheme of work. This means that pupils' progress is judged at the end of a half-term topic. Pupils' work is regularly marked, but there are too few comments from teachers about how pupils might improve their work next time.

154 The new co-ordinator has worked very hard to ensure that the subject continues to be well organised. The school has purchased many useful resources in the last few years, for example very large table top

ordinance survey maps, and these resources are used to good effect in lessons. The introduction of the national scheme of work is having a significant impact on pupils' progress.

## 154 History

155 Standards are satisfactory and reflect what would normally be expected for pupils in Key Stage 1 and are in advance of expectations in Key Stage 2.

156 In Key Stage 1 pupils are learning to compare their own lives with those of people in the past. For example, in Year 2 the class is finding out about the seaside from a geographical and historical perspective. This has involved looking at old family photographs and studying accounts of trips to the coast dating from 1899 to the time of the second world war. In this way they are developing a sense of the order in which events happened and sharpening their skills of asking questions and finding out the answers. In Key Stage 2 pupils study specific periods in history, like the Vikings or the Tudors. They gain a sound knowledge of each period as well as practising many historical skills, like using evidence gained from looking at objects and buildings on visits. For example, they visit York for a Viking experience. Pupils in Key Stage 2 are going beyond what would normally be expected. For example, in Year 5 they are studying Tudor artefacts and clothing, thinking up reasons for their use and drawing conclusions about the way of life that these items suggest.

157 Pupils make satisfactory progress in Key Stage 1 although it quickens towards the end of the key stage and progress is good in Key Stage 2 leading to some very good work towards the end of that key stage. In Key Stage 1 pupils sometimes make good progress when tackling an open-ended task like devising questions to ask a grandparent who has been invited to recount her memories of seaside trips in her youth. Higher and average attainers often produce very similar written work but, although some of this is accurate and of a satisfactory length, higher attainers make comparatively slower progress because they lack extended tasks and extra challenges. Pupils in Key Stage 2 make good progress overall, but higher attainers are not challenged sufficiently in areas like research or interpretation. The pace of progress quickens throughout the key stage. Pupils have good opportunities to make deductions at their own level and carry out extra research for homework. This good progress results in Year 5 pupils producing lengthy written work on the Tudors which shows that they understand how historians make judgements based on evidence.

158 Pupils' attitudes to learning are good. They all take an interest in how people used to live. In Year 2, for example, pupils' workbooks show that they are fascinated by how families spent their time at the seaside in the last 100 years. In Key Stage 2 pupils are particularly keen on following up work started on a trip, for example to Shibden Hall for a study of the Tudors.

159 The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. Teachers' plans show that they have a good understanding of how the subject ought to be taught with a proper emphasis on historical skills of investigation and deduction, although sometimes not enough is expected of higher attainers in this respect. The curriculum is very well extended, on occasions, by visits to place of interest. Teachers also mount exciting historical displays in their classrooms. For example, in Year 5 the pupils can spend time in the Tudor corner listening to sixteenth century music while studying life-sized models dressed in period costume. A weakness in the school's provision is that little systematic use has been made of information technology and computers, in particular, to aid the research. Teachers assess pupils' work well using recommendations taken from the national scheme of work. This system gives them a clear idea of how successful each pupil has been during the half-term.

160 The subject is well co-ordinated by a teacher with an interest in the subject. The school has recently adopted the national scheme of work and this has had a very beneficial effect on the way the subject is taught. Teachers are very clear about what work to do and what should be expected of the pupils at the end of a half-term. The co-ordinator monitors teachers' lesson plans well and offers good advice about how they could be improved.

## Music

161 Standards in music are satisfactory in Key Stage 1 and good in Key Stage 2. Pupils in Key Stage 1 are competent at clapping in time to music, for example when listening to Peter and the Wolf. They listen

carefully for changes in the volume and respond quickly. Most can sing in tune with good pitch, showing enthusiasm when singing their favourite hymns, for example. Some aspects of their work are in advance of expectations for their age. For example, in Year 1 the pupils are making their first attempts at drawing a pictorial record of a piece of music so that they can play it back at a later stage. By the time pupils are eleven they have made good progress and can write about changes in the mood of a piece of music with sensitivity and imagination. For example, in Year 5 pupils were asked to listen to a piece of classical music and write their thoughts about it. The results showed how closely they had listened to the changes in its character. In Year 6 pupils have reached high standards in listening to and talking about the sounds they hear. They use the correct Italian vocabulary related to the dynamics of a piece of music with confidence. Their singing is strong and clear. In collective worship, for example, they sing hymns with great confidence, often after memorising the words.

162 Progress is satisfactory in Key Stage 1 and it is good in Key Stage 2. In Key Stage 1 pupils are making sound progress towards the expectations for seven year olds. They listen attentively to music and are learning to play simple rhythms using the instruments. This sound progress is continued into Key Stage 2 where in Year 3, for example, pupils enjoy a weekly radio broadcast that adds structure to their learning. Progress quickens towards the end of Key Stage 2 where it becomes good and sometimes very good on occasions. For example, in Year 5 pupils made good progress in a lesson devoted to composing their own rhythmic pieces because they tried out their ideas first of all using parts of their body before attempting the exercise with percussion instruments. The results were often quite dramatic and subtle in the kind of changes that the pupils had built into their pieces.

163 Progress throughout the school is not even and continuous because there is no policy for the teaching of music and no scheme of work to guide lesson preparation. Teachers effectively plan their own year's work in isolation with the help and support of the co-ordinator. The lessons are not as disjointed as they could be due to the discussion amongst staff and the guidance of the co-ordinator, but standards and progress are definitely affected by the lack of school documentation. The school knows that this is a weakness in provision and is wisely awaiting the national guidance for music that is to be published in the new year.

164 Progress is enhanced by the fact that pupils enjoy their music lessons and co-operate very well when asked to compose or discuss a piece of music. Their progress in composition is hindered by the relatively narrow range of instruments on offer. The amount of percussion instruments are sufficient for a class, but there is a shortage of tuned and electronic instruments to add melody, pitch and tone to pupils' creations.

165 Teaching is satisfactory in Key Stage 1 and good in Key Stage 2. The quality of teaching that exists in either key stage is directly related to the confidence of the teacher. In satisfactory lessons teachers who lack confidence use radio broadcasts well to give them ideas and a structure for the work. Some teachers are happy to demonstrate by using their voice or playing an instrument while others feel inhibited in this respect. The best teaching is characterised by a brisk, confident manner that inspires good progress, but which is also based on very comprehensive termly plans that identify precisely what skills will be learnt each week and how all the term's learning fits into an overall plan. In one very successful lesson pupils listened to, 'The Bohemian Rhapsody' and could describe, in musical symbols, how and when the music changed in character. The success of this lesson was directly related to the teacher's confident manner and not necessarily to the degree of musical knowledge shown.

166 The co-ordinator's work has been thwarted by the fact that every time music has reached a level of priority in the school's development plan, an initiative like the National Literacy Strategy has put it back to a low priority again. In this context the subject has succeeded due to the enthusiasm of individual teachers. The co-ordinator makes sure that pupils are offered a rich musical education outside lesson time and this contributes well to their cultural development. Pupils can take part in the recorder club, perform in choirs and play in occasional music groups. The school has made good use of professional orchestras and the sound-experience at Eureka to supplement the music being taught in school.

### **Physical education**

167 Standards of attainment and progress in physical education in both key stages are satisfactory and are typical of those expected by pupils at these stages.

- 168 In Key Stage 1 pupils develop their use of space well and are aware of others when performing individual movements. They can use their bodies to make a variety of shapes, but find difficulty when controlling certain movements; for example, when landing from different types of jumps. They are inventive in their responses and can join movements together to make simple sequences.
- 169 In Key Stage 2 pupils continue to develop gymnastics, games and dance skills and make satisfactory progress. Only on occasions is their progress good and this is directly related to the expectations and examples set by the teacher. For example, pupils in Year 3 made good progress when exploring stretching and curling activities. An insistence by the teacher upon correct starting and finishing positions and demonstrations of pupils' good responses led to subsequent performances of sequences which showed both variety and poise.
- 170 By Year 6 pupils have an understanding of flight and can build sequences showing an appropriate awareness of space, body shape and movement. They complete required activities and tasks set and, whilst performances are sound, they do not reach the quality of finish associated with higher levels of attainment.
- 171 Pupils attend weekly swimming lessons during Years 2 and 3. Attainment is good and the vast majority of pupils achieve the required standard of proficiency. The more successful swimmers are introduced to simple water survival skills towards the end of Year 3.
- 172 The quality of teaching is satisfactory in both key stages. An appropriate long-term plan is in place to help teachers provide a balanced programme of physical activities, including games and staff are enthusiastic about the subject. The strongest aspects of teaching are all related to the way in which individual teachers use successful aspects in pupils' performance to make helpful teaching points so that other pupils can improve their work. However, there is sometimes too heavy a reliance upon the commercial schemes of work by teachers to guide their teaching. This has the effect that although planned areas of work are taught, they may be done so without effective reference to the performance of the pupils and assessment of their achievements.
- 173 Pupils respond well to the lessons. They co-operate and work well together and give good verbal responses when asked to comment on, observe or evaluate the performances of other pupils.
- 174 Resources and facilities are satisfactory, although storage of equipment in the hall restricts the space available for physical activity. There is access to a school playing field and the school is able to use a nearby public recreation area for games activities.
- 175 Staff give freely of their time to enable pupils to benefit from a range of extra curricular activities. These include gymnastics, football and netball clubs. The football team plays friendly matches against local schools, and pupils participate annually in a five a side competition run by the local professional football club. The Development Officer of this club also teaches a series of four games sessions with Year 5 in the Autumn term. Pupils enjoy these sessions where they learn a range of skills which are taught at a brisk, enthusiastic pace.



## **PART C: INSPECTION DATA**

### **175 SUMMARY OF INSPECTION EVIDENCE**

176 A team of four inspectors carried out the inspection over a period of four days. The inspectors:

- observed 48 lessons or part lessons;
- spent a total of 66 hours in classes, evaluating pupils' work and talking to pupils about their learning;
- heard pupils in all year groups read from their reading books and/or their own work;
- questioned pupils informally about their understanding of subjects;
- scrutinised samples of pupils' work from the current academic year;
- held informal discussions with pupils of all ages to determine their views about the school rules, behaviour, bullying, moral and spiritual issues, opportunities to exercise responsibility and their work;
- attended assemblies and collective acts of worship;
- held pre-inspection meetings with staff, parents and governors;
- examined the school's most recent development plan and policy documents;
- studied teachers' planning documents and pupils' records;
- interviewed curriculum co-ordinators, the headteacher, deputy headteacher and members of the governing body;
- scrutinised the provision for pupils with special educational needs;
- analysed the school's budget;
- analysed questionnaires completed by parents and considered parents' views expressed in a meeting with the Registered Inspector; and
- judged the school's success in implementing the National Literacy Framework and National Numeracy Strategy.

## DATA AND INDICATORS

### Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
<b>YR - Y6</b>	224	6	63	9

## TEACHERS AND CLASSES

### Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	8
Number of pupils per qualified teacher	28

### Education support staff (YR - Y6)

Total number of education support staff	9
Total aggregate hours worked each week	202

Average class size:	32:1
---------------------	------

## FINANCIAL DATA

Financial year:

1998/9
--------

	£
Total income	353321
Total expenditure	343624
Expenditure per pupil	1520.46
Balance brought forward from previous year	29792
Balance carried forward to next year	39489

**PARENTAL SURVEY**

Number of questionnaires sent out:	181
Number of questionnaires returned:	95

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	60	38	0	2	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	66	28	0	3	2
The school handles complaints from parents well	31	44	20	1	4
The school gives me a clear understanding of what is taught	32	56	7	3	1
The school keeps me well informed about my child(ren)'s progress	32	53	7	6	1
The school enables my child(ren) to achieve a good standard of work	35	61	2	1	1
The school encourages children to get involved in more than just their daily lessons	31	48	17	4	0
I am satisfied with the work that my child(ren) is/are expected to do at home	29	64	3	3	1
The school's values and attitudes have a positive effect on my child(ren)	55	38	5	0	1
The school achieves high standards of good behaviour	55	45	0	0	0
My child(ren) like(s) school	62	35	0	3	0

Percentages in parentheses refer to the year before the latest reporting year