

INSPECTION REPORT

WARLEY ROAD PRIMARY SCHOOL

Halifax

LEA area: Calderdale

Unique reference number: 107494

Headteacher: Mrs Vickie Mellor

Reporting inspector: Mrs Chris Field
9479

Dates of inspection: 26th to 29th November 2001

Inspection number: 194484

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4-11 years

Gender of pupils: Mixed

School address: Warley Road
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Appropriate authority: The Governing Body

Name of chair of governors: Mrs Susan Metcalfe

Date of previous inspection: April 1997

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9146	Mr M Brennand	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
15414	Mr D Carrington	Team inspector	Geography Information and communication technology Music	Teaching and learning
23866	Mr S Hall	Team inspector	Science Art and design Design and technology	
10978	Mr M Sullivan		Mathematics Physical education	The curricular and other opportunities provided.
2818	Mr G Warner		Provision for pupils with special educational needs Provision for pupils with English as an additional language Provision for children in the Foundation Stage Religious education.	Leadership and management
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the Warley district of Halifax, an area comprising owner-occupied and rented accommodation. In recent years the community has become more mixed with an increasing proportion of Asian families. The school's roll of around 60 per cent of pupils from White ethnic origin and 40 per cent Asian reflects this change. There are 269 boys and 237 girls aged between four and eleven years. Children's attainment on entry to reception classes is below average. Around 22 per cent of pupils are eligible for free school meals, which is just above the national average. Some 37 per cent of pupils come from homes where Punjabi is the main spoken language; they are receiving specific help in school to learn to speak English. The proportion of pupils with special educational needs is below average; however, thirteen pupils have a statement of special educational need in place and this is very high compared to most schools. There is a significant turnover in the number of pupils on roll; this has a negative impact on some older pupils' achievements in particular. The school has undergone a major building programme over the past twelve months that has caused disruption to its normal workings and to some extent hindered curriculum development. The school is within an Education Action Zone (EAZ) set up to raise educational standards in the locality, and has benefited from specific support to assist in improving information and communication technology as a key target.

HOW GOOD THE SCHOOL IS

Warley Road Primary is an improving school in which pupils are helped to grow as responsible future adults within a calm, positive and happy environment. Ethnic diversity is celebrated, relationships are good and the school is racially harmonious. Standards are currently at a satisfactory level overall and are rising because of senior managers' determination to drive forward improvement. Teaching is satisfactory overall, with some good features that enable pupils to make good gains in their learning, though progress in the junior-phase is uneven for potentially higher-attaining pupils who are not always set work at the right level of challenge. There are currently too many inconsistencies in planning and assessment systems that require ironing out and, so far, too little emphasis has been given to tracking and targeting pupils' achievements. The school makes effective use of resources and efficient use of finances, especially to support pupils' language development and special educational needs. Overall, the school provides satisfactory value for money.

What the school does well

- Standards are improving and are above the levels expected by eleven years in mathematics, art and design and design and technology.
- Teaching is good in reception and infant classes and effective throughout the school in promoting pupils' basic skills.
- Pupils have good attitudes to school, get along well together and try hard to do their best work.
- Good provision is made for pupils with special educational needs and those who learn English as an additional language.
- Good attention is paid to promoting pupils' moral, social and cultural development, and overall health, safety and welfare.
- Parents hold positive views about the education being provided, and the school is forging an effective partnership to the benefit of their children's education.
- Good leadership sets clear educational direction and reflects the school's aims in its work.

What could be improved

- Standards are not high enough in English and science; particularly for higher-attaining pupils, writing is a relatively weak element of pupils' work in geography, history and religious education.
- Teaching although satisfactory overall is not yet good enough to ensure that all pupils, especially higher attainers, make the best rates of progress over their time at school.
- Effective management is driving improvement at the strategic level but middle managers are not sufficiently involved in monitoring and evaluating the curriculum, teaching and learning and standards across the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been steady progress in tackling most of the issues raised by the previous inspection. Last year's major buildings refurbishment slowed down improvement in some curriculum areas but not to any significant extent. Standards have improved in information and communication technology (ICT) and in design and technology (DT). The school has effective strategies in place for promoting literacy and numeracy. A well-planned programme of staff development and the implementation of performance management systems have had a positive impact on the quality of teaching. There are still shortcomings in teachers' planning and assessment practice that require improvement. Monitoring and evaluation work is embryonic. Parents now have better information about the curriculum and homework than before, and a strong home-school partnership is developing. The new senior management team has made a positive start in improving the weaker aspects of provision, and is well placed to set a brisker pace to improvement in the future.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests (known as SATs by parents).

Performance in:	Compared with			
	All schools			Similar schools
	1999	2000	2001	2001
English	E	E	D	C
Mathematics	E	C	B	A
Science	E	E	C	B

Key	
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

Similar schools are those with between 20-35% of pupils eligible for free school meals.

The standards achieved by eleven-year-olds in the 2001 SATs were below average in English, above average in mathematics and average in science when compared with schools nationally. When compared to similar schools the results were average in English, well above average in mathematics and above average in science. The performance of girls in SATs over recent years has not been as good as that of boys. The results in 2001 showed a good increase on results in the previous year's SATs.

Seven-year-olds achieved average results in reading, above average in writing and below average in mathematics in the 2001 SATs when compared to schools nationally. When compared to similar schools, results were above average in reading, well above average in writing and average in mathematics. The school's results improved on the previous years in all tested subjects. There was no significant variation between the results of boys and girls. Results at the higher level 3 were at least average in all tested areas. Teachers' assessments of how well pupils would perform were in sound alignment with test results. Standards in science were assessed to be average overall.

Inspection findings show that the youngest children in the school are given a firm foundation to their education and make good progress to reach the levels expected across the six areas of learning. By eleven years, standards are satisfactory in English, science, ICT, geography, history, music, physical education (PE) and religious education (RE) and are good in mathematics, art and design and DT. Worthwhile experiences are being provided for pupils across the curriculum to enable most to make reasonable progress over time. Girls and boys work equally well and there is no significant variation in their achievements. Good provision is helping pupils with English language needs and those with special educational needs to make good progress. Higher-attaining pupils in the juniors are not always given sufficient work to tax them or to enable them to achieve at the level of which they are capable. There are too few planned opportunities for pupils to record what they learn in geography, history and RE, though oracy skills are given sound attention.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school, work hard and try their best.
Behaviour, in and out of classrooms	Good. Pupils of different ethnic backgrounds learn and play together successfully. The school rules are well understood and upheld. Last year four fixed-term exclusions were made that were fully warranted. There have been no exclusions this year.
Personal development and relationships	Good. Relationships are tolerant and supportive. Pupils are willing to take on roles of responsibility but are not being given sufficient opportunities to manage appropriate aspects of their work in lessons.
Attendance	Satisfactory. The punctuality of some pupils is not as good as it should be and this interrupts the start to the day in some classes.

TEACHING AND LEARNING

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

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

Teaching is much improved since the previous inspection. During this inspection the quality of teaching was at least satisfactory in the 104 lessons observed and good or better in over a half. Four lessons were unsatisfactory because shortcomings in teaching resulted in some pupils not making sufficient progress in their studies. Teaching in the infant classes has moved from a weak to a good position because of the good attention paid to training and staff development. The teaching of basic skills, ICT and DT has improved significantly, and is now satisfactory overall in all years. Good teaching is proving particularly effective in assisting those pupils with special educational needs and those who learn English as an additional language to make good progress against their individual targets. The work of support staff in assisting pupils' skills development in literacy and numeracy is having a very positive impact. There are some weaker elements in teaching that lead to some pupils, particularly higher attainers, not being enabled to maximise their achievements. These centre around inconsistencies in planning, assessment and target setting. Occasionally, some teachers do not hold high enough expectations of what pupils can achieve. This was more apparent in the sample of work that inspectors scrutinised than in the lessons observed. The negative impact of this shows up most in the lower junior phase and results in uneven progress. Good teamwork is boosting pupils' learning in Year 2 and Year 6. The school has yet to find ways for staff to share the features of the best teaching and learning in school; this is a missed opportunity to support improvement.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. A good curriculum is in place for children in the Foundation Stage. Planning for the rest of the school shows coverage of the full National Curriculum and religious education. However, there is insufficient focus on what gains different pupils are expected to make in the subjects they learn. The practice of withdrawing some pupils from lessons has undoubted benefits in developing basic skills; however, the impact that this has on other aspects of their development is not being monitored and this requires review.
Provision for pupils with special educational needs	Good. These pupils are helped to learn effectively and make good progress against their individual targets.
Provision for pupils with English as an additional language	Good overall. Highly effective teamwork that involves the promotion of both English and mother tongue is assisting infant-age pupils to achieve well. Practice is not as effective in the juniors.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The school fosters a respectful climate in which pupils from different backgrounds learn successfully together. Pupils' spiritual growth is appropriately fostered, whilst their moral, social and cultural development is well attended to and enables most to become rounded and responsible young citizens.
How well the school cares for its pupils	Good. The school is caring and responsive to needs. There are very good procedures for monitoring and eliminating oppressive behaviour. The use of assessment to guide planning is unsatisfactory and this results in some pupils not achieving the standard of work of which they are capable.
How well the school works in partnership with parents	Good. The school is forging effective links with parents and these are having a positive impact on pupils' education.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides strong leadership. The senior management team has shared goals and is determined to press ahead with necessary changes for the better. Subject co-ordinators are developing their management roles but have yet to become fully effective in monitoring and evaluation work.
How well the governors fulfil their responsibilities	Satisfactory. Governors ensure that all legal requirements are met. They know the strengths and weaknesses of the school but have yet to apply the principles of best value to all areas of the school's work.
The school's evaluation of its performance	Satisfactory. The school is currently establishing a tracking system that will aid evaluation of its performance. Monitoring takes place but evaluation systems lack rigour and this dilutes their usefulness in moving the school forward at a brisk pace.
The strategic use of resources	Good. Staffing levels, accommodation and learning resources are good and have been improved as part of the school's drive for raised standards. The use of new technologies is a developing area. The budget is managed efficiently and there is effective management of the additional funding the school receives, for example for additional literacy and numeracy strategies and from its membership of the EAZ for supporting ICT development.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children like school.• Teaching is enabling pupils to achieve well and become mature and responsible.• The school is well managed and led.• Parents feel comfortable to approach the school.	<ul style="list-style-type: none">• The information provided about how well their children are doing at school• The range of extracurricular activities

The team generally agrees with the positive views expressed by parents, although progress could be better in lower juniors and for potentially higher-attaining pupils across the school. The school is already tackling the aspects that parents want to see improved.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- Standards are rising because of senior managers' determination to drive forward improvement.
- Standards are good by eleven years in mathematics, art and design and design and technology.
- Standards are not yet high enough in English and science, particularly for higher-attaining pupils; writing is a relatively weak element of most pupils' work in geography, history and religious education.
- From 4-7 years most pupils make good progress because of consistently high expectations and effective teamwork; progress is not as consistent in the junior phase.
- The significant level of pupil mobility presents the school with some challenges that are largely overcome because of effective provision.
- Pupils with special educational needs make good progress against their individual targets because of well-managed support.
- Pupils who learn English as an additional language benefit greatly from the dual-language approach to support in their early years in school and overall make steady gains across the subjects they study.
- Girls and boys work equally well and there is no significant variation in their achievements.
- So far too little emphasis has been given to tracking and targeting pupils' achievements; the school is aware of this and is already taking action to bring about improvement.

1. There were a number of issues concerning standards and progress raised by the 1997 inspection, specifically in DT and ICT and on developing systematic procedures for the monitoring and evaluation of standards. In the four-year interlude since the previous inspection the school has experienced turbulence in staffing that has now stabilised, and a major rebuilding programme that disrupted some of its daily routines. Both of these have had a negative impact on school improvement. Nevertheless a senior management team has been in place for a year and is forging ahead with determination to raise academic standards. The rising results in SATs last May are testament to the fact that their drive for success is proving fruitful. Standards have been improved significantly in both DT and ICT. The organisation of pupils into single-age learning sets is a positive feature in promoting their basic skills development, though the needs of higher attainers are not being consistently met. The school has stemmed the downward trend by focusing more sharply on standards in all years and is poised now to target raised achievement throughout the school.
2. Seven-year-olds achieved average results in reading, above average in writing and below average in mathematics in the 2001 SATs when compared to schools nationally. When compared to similar schools, results were above average in reading, well above average in writing and average in mathematics. The school's results improved on the previous years in all tested subjects. There was no significant variation between the results of boys and girls. Results at the higher level 3 were at least average in all tested areas when compared to the national picture. Teachers' assessments of how well pupils would perform were in sound alignment with test results. Standards in science were assessed to be average overall.
3. The standards achieved by eleven-year-olds in the 2001 SATs were below average in English, above average in mathematics and average in science. When compared to similar schools the results were average in English, well above average in mathematics and above average in science. The performance of girls in SATs over recent years has not been as good as that of boys. Attainment at the higher level 5 is below the national average in English and science and above average in mathematics. The results in 2001 showed a good increase compared to results in the previous year's SATs.
4. The significant level of pupil mobility, particularly in the junior stage, presents the school with some challenges that are largely overcome because of effective provision. For example, around two thirds of pupils in the Year 6 lowest ability groups in English and mathematics first joined the school as juniors, compared to around a quarter of pupils in the Year 6 highest ability group. Those joining the lowest ability group often have significant gaps in their knowledge and experience across the subjects they study; a high proportion also have specific English language needs identified. The school's setting arrangements helps cater for their needs. The extra support for lower-attaining pupils, many of whom have special educational needs with a high proportion having specific statements, is having a very

beneficial impact on their literacy and numeracy skills acquisition over time. The satisfactory level of support given to older pupils who join the school with limited English language ensures that these pupils are soon able to take full advantage of the opportunities being provided and make steady gains. The high level of pupil mobility makes assessing and monitoring pupil performance particularly important tasks. The school is actively engaged in improving its assessment systems, using computer software to assist with the handling of large amounts of data. This is an important area for further development.

5. Inspection findings show that the youngest children in the school are given a firm foundation to their education and make good progress to reach the levels expected across the six areas of learning. Children in the reception classes start school with below average knowledge, understanding and skills and make good progress during their time in the Foundation Stage to reach the level expected. Skilful teaching enables the children to increase the skills with which they handle numbers, move and control their bodies, build good reading habits, work creatively and grow in their awareness of the world about them. The potential for some to develop good physical skills is currently restricted by limited access to outdoor play, and this requires review. Some good teamwork ensures that the children with special educational needs and those whose mother tongue is Punjabi make good progress against the personal targets set for them.
6. At seven and eleven years standards are satisfactory in English, science, ICT, geography, history, music, physical education (PE) and religious education (RE) and are good in mathematics, art and design and DT. Worthwhile experiences are being provided for pupils across the curriculum to enable most to make reasonable progress over time. However, there is a flat picture to achievements in lower junior classes where too little is expected of different pupils in class lessons and within some learning sets in English and mathematics. Throughout the school, girls and boys work equally well, and there is no significant variation in their achievements overall. Higher-attaining pupils are not always given sufficient work to tax them or to enable them to achieve at the level of which they are capable. The boost given to pupils' learning in Year 6 has a positive impact on their performance in SATs, but more could be done to enable learning to build up incrementally from the Foundation Stage onwards. Those pupils with special needs and those who learn English as an additional language benefit from well-conceived individual education plans that include precise targets that are regularly reviewed and, as a result, are making steady gains in their learning. This good practice in target setting can usefully serve as a model to support improvement for other groups. The next challenge for the school is to ensure that all pupils learn at good rates in every year and across the subjects they study. The school is aware of the need to ensure that opportunities to extend literacy skills, particularly writing and research skills, are maximised across the curriculum, for example to give time to extend these in history, geography and RE lessons.
7. The standards pupils achieve in basic skills are satisfactory overall. Pupils of all ages have active listening skills. They listen attentively to the teacher and follow instructions well. In all classes the pupils speak with confidence and are willing to respond when asked a question, but few opportunities were observed where pupils voiced their own opinions or put forward well-reasoned arguments. Reading skills are at a competent level and the pupils take real pleasure from sharing books and enjoying stories and poems. Few demonstrate yet the higher skill level of appreciating fully what they read by gaining understanding beyond the literal. Writing skills are good in Year 2 and satisfactory overall by the end of school in Year 6. This is because infant pupils are given full encouragement to write independently, and they gain confidence in doing this earlier than is usually expected. This is an improvement since the last inspection. There are subsequently missed opportunities for extending writing opportunities, particularly in top sets in Key Stage 2. Pupils sequence their ideas well enough and choose appropriate words to enliven writing. Texts to develop pupils' creative writing tend to be narrow in range and this is one area where more exciting and spiritual texts could add the missing 'buzz' factor that would easily make sound lessons become good. Spelling and handwriting are weaker aspects, however; spellings are too often inaccurate and marking does not always pick these up. The early morning work in some classes gives good attention to grammar and punctuation, but the use of this additional time is not consistently put to such effective use.
8. Pupils have a reasonable recall of number facts and an appropriate understanding of shape, space and measures. By the age of eleven most can work quickly and accurately when working with numbers. Pupils are more adept at problem-solving skills in some classes than in others as there is a tendency for a few teachers not only to set the problems but give the solutions too readily. The loan system of

mathematically based games at the Year 1 to Year 4 level is a popular and successful means of reinforcing basic skills, providing enjoyment and challenge and developing worthwhile home/school links.

9. In all sets, both literacy and numeracy strategies have been introduced with confidence and are supporting well-structured lessons that enable effective learning. The next step forward, to ensure that rates of progress are as good as they can be, is to target individual achievement specifically and enable pupils to have time to reflect on new things they have learnt.
10. Skills in the use and application of ICT are developing well. There were several aspects of ICT that gave concern in 1997 and these have all been addressed. The new ICT suites in place in both infant and junior phases are timetabled intensively to enable pupils ample time to develop skills and knowledge. Class-based computers are mostly put to sound use in fostering cross-curricular use of ICT. Pupils achieve sound standards in word processing, graphics and data handling. Older pupils are building good insights into the power of computers to sort, search and interpret data. There is particularly effective use made of the interactive whiteboards¹ to teach knowledge and skills and for pupils to make presentations of their work to other people.
11. It is clear that standards have the potential to rise to higher levels as improvements kick in. The school is aware of where strengths and weaknesses lie and is embarking on a sensible course of action; for example, good attention is being paid to improving children's vocabulary across the subjects they learn. The school aims to meet the needs of different pupils through planning and organisation, and the allocation of additional resources to support some pupils in their numeracy and literacy skills, for example. This works effectively for the group with special needs who are assisted well in their studies and generally make good progress. The groups of pupils who still require more attention in all years, and specifically in lower junior classes, are those who could attain at above average levels if work were targeted more precisely and their progress charted as carefully as that of lower achievers. The focus of subject co-ordinators, though, is still on the delivery of programmes of study, rather than on what individual pupils are learning. Individual targets for pupils are sometimes set, but this is not a rigorous practice which informs the cycle of target setting, marking, assessment and lesson planning, which is so vital to raising performance. These are key aspects for improvement.
12. The school has set realistic targets for end of Year 6 SATs next year. The inspection team can already see the impact that the improved educational provision is having on standards, and judges the school to have sound capacity to reach its goals.

Pupils' attitudes, values and personal development

- Children in the Foundation Stage are making good progress in their personal development.
- Pupils have good attitudes to school and high levels of enthusiasm for their studies.
- Good standards of behaviour are underpinning the effective learning taking place.
- Ethnic and cultural diversity is celebrated and this is supporting the good relationships so evident in classes, at lunchtimes and at playtimes.
- There are very few instances of bullying, sexism or racism; instances that do occur are dealt with effectively. Pupils say they feel safe at school and valued as part of the school's community.
- Pupils take on roles of responsibility well; the school council and monitorships are good examples of this.
- Parents have positive views about the way in which the school is instilling good values in pupils and helping them to become mature and responsible.

13. Attitudes, behaviour and personal development were reported as strengths in 1997 when the school was previously inspected; these strengths have been maintained.
14. Children in the Foundation Stage have made a settled and secure start to school. They show good responses to the adult team which works together effectively in supporting their growing personal development. Most children play together well, are respectful of one another and collaborate

¹ This is a whiteboard that is linked to a computer-controlled projector. An image of the computer screen is projected. A stylus is used to make choices or to write text in the way a mouse is used to control the cursor on screen.

- successfully. This was very apparent in one lesson where the children worked in unison to ensure that a feather was kept afloat on top of a large parachute which they waved up and down. The children are happy in their work, show good application and have fun in meeting the good challenges set for them.
15. Pupils in all years have good attitudes to the school. Parents confirm that their children like the school and enjoy coming. Classrooms are open from 8.40am and pupils use this opportunity to come in early and get on with work. Invariably parents will sit with their children during this time, often supporting their learning. This is a positive feature that is promoting a shared understanding and acceptance of values between school and home.
 16. Pupils, including those with special educational needs, show high levels of enthusiasm for their work. Pupils who have statements of special educational need apply themselves well and are highly responsive to the good support they are being given, particularly in one-to-one situations to assist their personal as well as academic development. All pupils show good levels of interest and involvement in activities. Pupils apply themselves well, even when the style of teaching gives too little time and leeway for them to show initiative. Extracurricular activities are supported well and during a wet playtime pupils were observed playing a range of board games, an activity which they organised themselves and which kept everyone fully occupied.
 17. Behaviour is good, with pupils having a good grasp of what constitutes polite behaviour. Opening doors for one another and saying *please* and *thank you* were frequently to be observed. Behaviour in the majority of lessons was at least good. However, in one or two lessons pupils were observed to shout out answers as natural exuberance gave way to bad habits, invariably preventing those who were being asked to answer from doing so. Although the headteacher is aware that the school is not free from bullying, when incidents occur they are dealt with quickly and effectively. Interviews with pupils confirmed that they feel comfortable raising any concerns and that, having done so, this generally marks the end of the matter. There are currently no exclusions; the school works hard to be inclusive and uses exclusion very much as the last resort. Last year four fixed-term exclusions were made and were all fully justified. There have been no recent exclusions and this is testament to the importance the school places on enabling all pupils to have the same chances to succeed.
 18. Through 'Thought for the Week', 'circle time' and assemblies, pupils begin to think about themselves and the wider world and to appreciate the impact of their actions on others. These ongoing activities are supplemented by visits from invited guests. One of these was a puppeteer who came in to talk about bullying and the need to have respect for one another. Discussing a serious issue in a humorous way was an excellent means of getting the message across and the whole school enjoyed the presentations whilst learning about the need to live by a good moral code.
 19. Whilst most of the opportunities for personal development occur in Years 5 and 6, those that do occur are good. Although still in its early stages, the school council is beginning to become an established aspect of school life, with those who represent their classes at meetings confidently putting forward the views of those other than themselves in suggesting ways to improve the school. Further opportunities are presented by volunteering to become school monitors. Monitorships include helping to tidy away the plates and cutlery following lunch, looking after younger pupils at break and lunchtime and setting up the equipment in the hall prior to assemblies. All of these responsibilities are helping pupils to develop personal and co-operative skills successfully.
 20. Children form good relationships with one another and with adults. In class there were numerous examples of collaborative learning, and older children are encouraged to support younger children with their learning. Pupils in Year 6 are reading partners with those in Year 1/2 classes. Good relationships are fostered successfully through the very positive ethos in school that recognises and celebrates differences. This has a tangible impact on pupils' learning and there is a real sense of harmony and tolerance as boys and girls and Asian and White pupils learn and play together successfully. The school's approach supports them well in developing good-citizen attitudes as caring members of the community. Ethnic and cultural diversity is also nurtured with all children sharing in the celebrations of Christmas and Eid.

21. Attendance at 94.2 per cent last year was broadly average. This marks a slight decline from the previous year but it is an increase on the previous inspection. The rate is adversely affected by the significant number of holidays taken during term time, a proportion of which are extended holidays to Pakistan. The headteacher, ably supported by the Home School Liaison Teacher and Education Welfare Officer, is working hard to address this issue. Strict procedures now operate for authorising holidays in term time and the headteacher uses every opportunity to impress upon parents the need to keep their children in school to ensure that their education is not hampered. Most pupils are punctual to school but a handful is often late, and this causes disruption to the start of the day.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- Teaching has been improved since the previous inspection; it is good from 4-7 years, satisfactory from 7-11 years and is judged to be satisfactory overall.
- The best teaching is for children in reception classes and for pupils in Years 2 and 6.
- Pupils with special educational needs are supported well and their learning is good.
- Pupils who speak English as an additional language benefit from highly effective dual- language teaching in their early years, and generally build knowledge and skills in English satisfactorily as they get older.
- Teachers have good subject knowledge and they teach basic skills well.
- The management of pupils is good and learning is orderly.
- Expectations could be higher and potentially higher-attaining pupils are not challenged consistently enough in their learning.
- Assessment, the target setting process and planning all require improvement to ensure that teaching and learning are more consistently good.
- The direct monitoring of teaching and learning to ensure consistency in quality is at an early stage of development.

22. The 1997 inspection report portrayed teaching as satisfactory but in almost a fifth of lessons observed that teaching was not up to the mark. The weakest teaching was in infant classes because the pupils were not challenged enough in lessons. Teaching quality for children aged under five and for pupils in junior classes was satisfactory. Teaching was unsatisfactory in two subjects (ICT and DT) and the high turnover of staff significantly affected the learning of pupils who spoke English as an additional language.
23. Since 1997, teaching has been improved soundly, with the proportion of unsatisfactory teaching significantly reduced. During the present inspection, 104 lessons were observed. Four per cent were of unsatisfactory teaching quality but about 50 per cent were judged to show good teaching. When all the evidence is combined, it is apparent that teaching is strongest in the Foundation Stage and in infant classes where it is good overall, and it is satisfactory overall in junior classes. There are no longer weaknesses in DT and ICT; a good programme of staff training has supported improvement successfully. Teaching and learning have become strengths in DT, and ICT is very much on a forward roll with staff confidence high and pupils gaining from well-informed lessons. Teaching and learning in ICT have improved from an unsatisfactory level four years ago to a sound and improving one today. There is appropriate use of ICT to support learning across the curriculum. There has been good improvement to the situation reported at the time of the previous inspection where instability in support staff was disadvantaging those pupils who learn English as an additional language. The work carried out by learning assistants in supporting dual- language skills development, many of whom speak in the pupils' mother tongue, is having a marked effect on helping the youngest pupils in school make steady progress in all areas of learning. Inconsistencies identified in 1997 about what homework was expected, and when have been smoothed out, and the provision for homework is now satisfactory. The mathematics games that are a feature of the homework in some classes are a good strategy for involving the school, pupils and parents in working together to support education.
24. The best teaching in infant and junior years is in Years 2 and 6 and this is enabling pupils to boost the standards they achieve. Teaching in Years 3 and 4 is satisfactory overall but is not as consistent as in other years. Most of the unsatisfactory teaching observed in school was in these two years and was the result of low expectation, considerable variation in the pace of learning and weaknesses in ongoing

assessment and evaluation of progress. The unevenness of teaching through the school results in inconsistent learning and the ultimate standards achieved are more dependent on late boosts rather than a pattern of smooth progress from class to class. Teaching is rather more effective overall in the infants than in the juniors.

25. There are two aspects of teaching that require improvement. Firstly, ongoing assessment of pupils' achievements in lessons is imprecise and varies much from teacher to teacher. Marking does not consistently identify ways for pupils to improve their work and, at the end of sessions, teachers do not always review with the pupils what has been learned. Thus, pupils' achievements are not consistently evaluated and underachievement is not identified early enough. Secondly, the information produced by assessment is not used well enough to identify specific learning targets in planning for different groups of pupils. In many classes, particularly in the juniors, the work set is identical for every pupil. Because they receive additional support, this is less of an issue for pupils with special educational needs as the support staff do a good job of tailoring the task to the pupils. However, higher-attaining pupils miss out because the work set is insufficiently challenging. Additionally, pupils are not yet being enabled to assess for themselves how well they are doing or what they need to do next to improve the standard of work. The limited use of level descriptions by teachers to aid planning and to assist in assessing achievement in English, for example, is one aspect that is holding back some pupils from reaching for a higher standard of work, particularly in writing.
26. There are, however, a number of qualities of teaching that ensure that pupils make satisfactory gains in their learning overall. Teachers' subject knowledge and confidence is good on the whole. It has been boosted well in subjects such as ICT and music and this has ensured that pupils have more consistent opportunities to build skills and knowledge satisfactorily. The teaching of basic skills is also good. The literacy and numeracy strategies are having a good impact on standards in English and mathematics because the work is well structured and the development of skills and knowledge is systematic. Occasionally, non-teaching staff have a more limited role at the start of literacy and numeracy lessons, but their overall level of support for pupils is sound. A third strength concerns teachers' management of pupils, which is generally good. This results in orderly learning and hard work in lessons.
27. Expectations of what pupils can achieve are strongest in reception and Year 1 and 2 classes and in Year 6. As identified above, expectation of the highest attainers is not translated in planning into precise learning objectives that set appropriate challenges consistently. Because teachers sometimes control the work of older pupils too closely, opportunities for them to take responsibility for their own work and to show independence and initiative in learning are not frequent enough.
28. Because teaching is of satisfactory quality, learning is successful. This applies to most pupils in school. Thus, pupils who speak English as an additional language are given good support to encourage their full participation in lessons and improvements to their speaking, reading and writing skills. The use of dual-language teaching in some classes is of particular benefit, as in a Year 1/2 geography lesson about London. At such times, the pupils' thinking is assisted greatly by home language discussion. The pupils show good skills in listening to instructions and encouragement in their own language and then in responding in English. Pupils who speak English as an additional language make steady progress because of good teaching in the early stages and continuous, effective support as they get older.
29. Pupils with special educational needs, including those with statements of special need, are also taught well. They have well-devised targets in their individual education plans. These are effective because they are drawn up by the Special Educational Needs Co-ordinator (SENCO) jointly with class teachers and support staff. Staff are all involved in learning programmes right from inception. Resources to meet needs are discussed and made available. All staff build good relationships with the pupils. Pupils make positive responses in return. Pupils are mainly taught within classes with their peers. They are withdrawn for specific, carefully targeted sessions with support staff. Although they miss out on work being done by their classmates for a short period of time, the intensive support is having a very positive impact on literacy and numeracy skills. The school has yet to weigh up whether these benefits are too costly in terms of the missed learning these pupils have in other subjects.
30. Boys and girls are encouraged to do equally well in lessons and, although some boys are more demanding of the teachers' attention than girls, teachers' good management of pupils usually results in

both boys and girls showing similar levels of interest and effort in their work. Inspectors judge that boys and girls make similar, satisfactory progress through the school.

31. Pupils in mixed-age classes generally make appropriate progress regardless of age. The sets for English and mathematics are organised according to age and ability, and teaching is focused soundly on the needs of the pupils. Science is taught in single-age sets in upper juniors and this is a positive feature yet to be extended to the lower phase. In other subjects pupils from two year groups work alongside each other and make similar rates of progress. There could be more consistent identification in planning of teachers' expectations of each age or ability group, though, specifically to ensure that potentially higher-attaining pupils move forward in their learning at a brisk pace.
32. Children in the youngest age group in school are taught well. The staff working with these reception children have good knowledge of their needs and they plan lessons that are interesting and motivating. The children have ample opportunities to explore, investigate and talk about the range of experiences that form the early learning goals. Expectations are high and resources and time are used very effectively. The support staff do a good job of helping the children to learn well.
33. The school has improved teaching and learning quality soundly. It is well positioned to make the necessary enhancements to bring greater consistency across the school. The direct monitoring of teaching and learning is at an early stage of development and not all co-ordinators have a core role in this process. However, there is good commitment in school to make the necessary improvements and the prospects for the future are positive.

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

- The curriculum is broad and balanced, meets legal requirements and is relevant to most pupils' needs.
- There is a good curriculum in place for the Foundation Stage, those who have special educational needs and those who learn English as an additional language. The curriculum for higher-attaining pupils lacks consistent challenge.
- Links with the community are good and visitors and educational visits make an effective contribution to pupils' learning.
- Good attention is paid to promoting pupils' moral social and cultural development but more effort is needed to improve spiritual development.
- 'Thought for the Week' times help pupils to begin to understand the impact of their actions on others but some are not as successful as others, and the system requires monitoring to ensure consistency.

34. The curriculum of the school is satisfactory overall and is consistently good for the youngest children in school and those who have special educational needs. The curriculum meets legal requirements for all subjects including RE. The previous inspection noted shortcomings in policy and schemes of work in many subjects that have been addressed fully. School managers have maintained the strengths of the curriculum reported in 1997 and have made some important improvements, notably in ICT, DT and in the provision made for those pupils who learn English as an additional language. However, there remain aspects of the curriculum which require sharper focus so that all pupils, especially potentially higher-attainers, are enabled to maximise their achievements during their time at school. The provision for cultural development has strengthened since 1997 and is now good, as is the provision made for pupils' moral and social development. Satisfactory provision is made for pupils' spiritual development but there are too few planned opportunities for promoting this to a consistently good level of provision.
35. The curriculum provision for the Foundation Stage is good with pupils receiving appropriate learning based on the Early Learning Goals for children of this age.
36. Basic skills and knowledge in literacy and numeracy are developed successfully. The school's strategies of setting pupils for numeracy and literacy are having a positive impact on standards. The arrangements for setting children into three ability groups in each year for mathematics and literacy are working well but there is still a wide range of ability and experience in each group. Planning and target setting is not sharp enough to ensure consistently good progress, particularly for higher-attaining pupils. Well-written individual education plans ensure that pupils with special educational needs receive the work and

support they need to enable them to make good gains in the specific literacy and numeracy targets set. . Basic skills are also promoted effectively in ICT and this is beginning to have a strong impact on other areas of the curriculum, particularly mathematics. The sound cross-curricular links are also clearly present in English, history and geography. The school also sets pupils by ability in Year 5 and 6 science lessons. This is a positive feature, though there is limited use of target setting in science to support individual progress. The school plans to extend the setting arrangements to lower juniors; the inspection team agrees that this would be a useful improvement.

37. Teachers' planning is usefully in place for all areas of the curriculum, however there are inconsistencies in the level of detail given in respect of time allocations and in the precision with which objectives are set for different pupils. This variability in timetables in particular has a knock-on effect causing some distortion in the quality of teaching and pupils' work. An example is the time given to classroom-based collective acts of worship. This was particularly variable and in some cases was inadequate for worthwhile learning to take place.
38. The school shows a strong commitment to providing a relevant curriculum for the different pupils who are welcomed at any stage in their education. A high percentage of pupils join the school in the junior years and the school works hard to provide the support they need to catch up on their education. Many of the pupils in school speak Punjabi when at home and some only use English when at school. Some of the youngest children in school are at a very early stage in learning English. Highly effective teamwork between teachers and support staff in promoting the use of both home language and English enables the children to become confident users of English in speaking, reading and writing. Pupils with English as a second language learn from the same curriculum as all other pupils and, where needed, receive appropriate support in lessons to ensure that they have full access to the same studies as their classmates. Pupils with special educational needs also learn from the same curriculum as all other pupils. This is modified where necessary to match the requirements set out in their individual educational plans. Their programmes of work enable them to successfully build on their knowledge and skills at a steady rate. The practice of withdrawing some pupils from lessons has undoubted benefits in developing basic skills, however the lack of current monitoring means that it is not clear what impact this has on other aspects of their development. During the week of inspection, for example, it was noted that a group of pupils who were withdrawn from an English lesson for reading support missed out on a writing activity that everyone else in class undertook.
39. Provision for pupils' personal, social and health education is good and there is sound practice that emphasises self-esteem and self-confidence. There are also satisfactory policies concerning sex education and drugs misuse which supports the effective provision made for Year 6 pupils.
40. There is a satisfactory range of extra-curricular activities focusing on sports, including a netball club and lunchtime five-a-side football club. Good use is made of visitors to enhance teaching and generate interest in physical education. During the past year members of Halifax Cricket Club provided coaching for Year 3/4 boys and girls, members of Halifax Blue Socks Rugby League team coached Year 5/6 pupils in basic skills, and a dance specialist worked with Year 5/6 pupils. There are some pupils in Year 5/6 who are unable to swim. They have a chance to catch up in special lessons that are run twice weekly and take place in the school's own swimming pool; this is a good feature of the relevance of the curriculum. A French Club runs weekly. Children develop speaking skills and are awarded certificates to mark their achievements. A small fee is charged for attendance.
41. A range of useful educational visits is organised each year to enhance learning and broaden the curriculum. These have included visits to art galleries, museums and other places of interest. Residential visits take place in Year 5 and 6. There are well-forged links to the secondary school to which most of the oldest children transfer and there are good links with the local community, which include useful education/business partnerships that make an effective contribution to the quality of education being provided.
42. Pupils' spiritual development is satisfactory. There were some 'special moments' during the week, such as when children gasped audibly at the sheer speed at which a computer produced a graph from information they had collected. There is scope within the school to develop this appreciative characteristic in children. There are too few opportunities taken to arouse pupils' awareness of such

things as an artist's use of light in a painting, the shape and beauty of a flower or the emotions generated by a piece of music. The pace and style of teaching does not as yet provide enough of these 'magic moments', and planning leaves too much to chance in identifying opportunities to raise pupils' awareness of the spiritual dimension of education. The work in 'Thought for the Week' is a step in the right direction but in too many classes this opportunity for quality of reflection is underdeveloped.

43. Provision for pupils' moral and social development is good. Pupils learn to tell right from wrong. Pupils are given clear moral direction as teachers consistently encourage good behaviour and respect for others. From an early age, pupils are encouraged to consider how they should behave and in some classes 'circle time' has been introduced as a time when personal and moral issues can be discussed. From the time they start school, children play and co-operate with one another. In lessons pupils are encouraged to share resources and collaborate. Pupils generally take turns, appreciate each other's contributions and praise success. Pupils are given considerable trust, for example where money used in mathematics activities is kept openly in an infant classroom. This trust is almost invariably respected. The school creates a climate where pupils want to work together and provides many opportunities for them to form effective relationships. These include residential visits for pupils in Year 3/4 and Year 5/6 which present them with new challenges away from home. Pupils have opportunities to take personal responsibility. These include serving as monitors or as members of the school council. This is a new development giving pupils an opportunity to elect representatives to discuss issues with staff on topics such as the improvement of relationships and facilities at the school. All of these are enabling most to become rounded and responsible young citizens. In the entrance hall alongside the traditional display of photographs of members of staff are the photographs of the school monitors and their 'promise' and job descriptions. This is an example of how the school works at building pupils' self esteem.
44. Provision for cultural development is good. Pupils are helped to become aware of their cultural heritage and to appreciate European and non-European cultures through a well-conceived programme of visits and visitors. The current project work on the Indus Valley is making useful links across subjects, for example in history and geography, that are broadening pupils' understanding of different times and places. The school promotes well the cultural richness of society. The school organises a range of events including regular trips to different museums to increase the pupils' appreciation of culture and heighten their aesthetic awareness. Asian dancers have recently performed at the school and their visit is recorded in a prominent display of photographs and writing in the school's entrance hall. There are notices translated into several languages in classrooms and corridors that promote well the ethnic diversity of the school community.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- The school is caring and responsive to individual needs; procedures for child protection and ensuring pupils' welfare are good.
- Monitoring of bullying including racism is good and the behaviour policy is consistently applied; this results in a well-bonded, tolerant community.
- A comprehensive assessment policy is in place but its impact on planning and its use to support the raising of standards across the curriculum is variable. This is unsatisfactory.
- No formal system exists for monitoring pupils' personal development. There are missed opportunities for pupils to reflect on their own development, for example by keeping a record of their achievements.

45. The strengths reported in this aspect of provision in 1997 have all been sustained despite a significant staff turnover and a level of pupil mobility that presents some challenges. Right from day one the staff give good attention to getting to know the children and their families and in this way plan to meet their individual needs. The focus on supporting each individual is very apparent in the Foundation Stage, and is very successful because of very effective teamwork. Pupils new to the school, and this includes a significant proportion in junior classes, are helped to settle well and quickly become a part of the school's harmonious community.
46. Procedures for child protection and ensuring pupils welfare are good. The school has adopted the local education authority guidelines, and practice is effective in meeting these. Since the last inspection a health and safety policy specific to the school has been produced, clearly indicating roles and responsibilities. Risk assessments, including those for very specific jobs concerning caretaking, are well

documented but some which apply around the school on a day-to-day basis have not been addressed. The caretaker has received health and safety training and he carries out daily tours of the building to ensure that everything is in a safe condition. Much of the neglect that was identified at the previous inspection has been dealt with and the condition of the building, both internally and externally, is now of a high standard. There is an *Out of School Club* which provides care before and after school, and since the beginning of the autumn term a homework club has been introduced for a selective group of pupils in Year 6 who lack the facilities at home to support their studies. This is well managed by two of classroom assistants, who are well briefed and run an effective extracurricular activity.

47. The procedures for monitoring and improving attendance are satisfactory. Late attendance is monitored appropriately with pupils who arrive after 9.00am being required to enter the school via the office and have their names entered in the late book. Whilst the number of late arrivals is low relative to the size of the school, leaving main doors open after the 9.00am threshold means that those who arrive after that time can still enter the school and avoid detection. Some teachers take a flexible approach to when the register is taken, anytime up to 09.00. Monitoring of a smart start at 8.55 sharp would iron out inconsistencies in this respect. The late-book is checked on a weekly basis by the home/school liaison teacher, who makes a note of any patterns. Where there are concerns she will follow them up, initially with a telephone call and then by letter. If necessary she will carry out a home visit. Once a week the Educational Social Worker visits to check the registers and to meet with the headteacher to discuss any concerns. Parents are usefully reminded through correspondence and newsletters about the need to inform the school about absence and also of the need to take holidays outside term time.
48. The procedures for monitoring and improving behaviour are good. The behaviour management policy, with its emphasis on promoting the positive, is consistently applied and this has helped to maintain the good standard of behaviour that was observed at the last inspection. Classroom assistants have received training in anger and behaviour management, thus allowing them to make a positive contribution to behaviour management within the class. Any incidents of bad behaviour, including bullying and racism, are usefully recorded in a log, specifically to enable effective monitoring. Comprehensive records are maintained at all stages and exclusion is used only as a last resort. Procedures for monitoring and eliminating oppressive behaviour are also good and successfully managed within the school's behaviour policy. Anti-bullying work has been successful, with pupils usefully considering this important issue in personal and social education lessons and in 'circle times', for example. The positive way in which cultural diversity is encouraged and celebrated means that such incidents are few.
49. There is adequate monitoring of pupils' academic and personal development overall, though much relies on informal systems and the fact that staff know the pupils well and are responsive to needs. The school keeps a careful track of pupils' special needs, for example, through the regular reviews of needs. These are activated by the SENCO but involve all staff who have been working with the pupils. These regular reviews ensure that changing needs are being met appropriately. The school has not yet identified any pupils with specific gifts or talents who may also benefit from a more unified approach to meeting their specific needs.
50. A comprehensive assessment policy is in place but its impact on planning and its use to support the raising of standards across the curriculum is inconsistent and this is unsatisfactory. Other than in English and mathematics, there is little formative assessment taking place. In ICT, assessment is undertaken by charting pupils' skills on a 'ladder' that highlights progress as pupils move up a rung when they reach the criteria as set out in the National Curriculum guidance. There is limited use of level descriptions to aid planning or assessment in other subjects and this is a weakness in supporting pupils' academic development. A range of testing is undertaken, predominantly in English and mathematics, with some useful analysis that shows the levels being achieved and progress being made by pupils. Senior managers have identified those pupils who are underachieving and set specific targets for literacy and numeracy aimed at improving the standards being achieved, although there is insufficient attention being paid to promoting these in some class lessons. There are missed opportunities for pupils to reflect on their own development, for example by keeping a record of their achievements. Data on the range of assessments is being entered onto a computer software system to aid tracking of progress and to facilitate the setting of future targets. This will enable managers to have more precise information from which to set future targets and track the progress being made at more regular intervals.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- The school strives hard to forge strong links with parents and communication is good.
- Concerns are listened to and acted upon and parents appreciate this.
- The well-organised homework club is usefully supporting some pupils' learning.
- The work of the home/school liaison teacher is a positive feature in developing a partnership between school and home.

51. Parents' views of the school are good. They find it welcoming and are positive that any concerns raised are listened to and dealt with swiftly. The questionnaire painted a very positive picture, with parents expressing particular pleasure at the way in which the school allows their children to mature, the way the school is managed and that their children like the school. The parents' meeting commented on the good standards of behaviour that are expected and the good integration of ethnic and social groups; interviews with parents during the week of the inspection further confirmed this positive view.
52. The effectiveness of the school's links with parents is good. This starts at the beginning of the day with parents being encouraged to accompany their children into the classroom. This allows for regular contact with class teachers so that any concerns can be discussed. There are two home/school liaison teachers who successfully act as a conduit between the home and school. At all meetings which are held for the benefit of parents (including parents' evenings) bilingual support is available to ensure that all parents are included. The headteacher operates an open-door policy and makes herself available to meet with parents at the beginning and end of the day. There are three parents' evenings per year which are well attended.
53. The impact of parents' involvement on the work of the school is satisfactory. A small number of parents help out on a regular basis but their involvement is restricted to the early years and the total number is relatively small given the number of pupils on roll. In an effort to encourage more parents of children from non-English speaking backgrounds to become involved in their child's education, the school has run courses in English for Asian parents and the support for these has been good. There is a small but vital Friends Association which raises significant sums for the school through many social functions. Money raised has been used to purchase a stereo music system and a new kiln and to support the visit to the local pantomime. In addition all Year 6 pupils are given a leavers' party at which a buffet is provided. This event is well supported by parents.
54. The quality of information provided for parents is satisfactory. Newsletters are produced monthly and are of good quality, as is the prospectus and the governors' report to parents. Both meet statutory requirements. Reports to parents on pupils' progress are satisfactory overall, however some lack specific comments about the standards being achieved in foundation subjects. There is limited use of targets to inform pupils and parents about where improvement lies. Parents expressed concern about the quality of information provided on their child's achievements. The headteacher is aware of the shortcomings in last year's reports and has already planned to improve the ones sent home this year.
55. The contribution of parents to their child's learning at home is satisfactory. Curriculum meetings covering literacy, numeracy and reading have all been held to provide further guidance for parents in helping with their children's learning at home. In the last two years the school has conducted a survey of parents asking for their views on homework. In response to the views expressed, a homework policy has been implemented with homework being regularly set. In addition, since the beginning of the autumn term, funding has been secured to establish a homework club specifically for pupils who lack appropriate facilities for working productively at home. The number of pupils regularly attending this club is in double figures, all with the full approval of parents, and the facility is very well managed and an effective feature of the school's educational provision.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- The headteacher provides strong leadership and is well supported by an able deputy and determined senior management team.
- Governors give good support to the school but do not yet to apply the full range of best value principles to aid their role as 'critical friend'.
- Staffing levels, learning resources and the accommodation are all good and make a positive contribution to the quality of education provided.
- The school is making effective use of new technologies to support pupils' growing ICT skills and to support administration; the use of software to aid the tracking of pupil progress is a good advancement.
- Good attention is paid to financial matters and control is secure. The school makes efficient use of the additional funds it secures to support a variety of initiatives.
- Subject co-ordinators are developing their management roles but are not yet fully effective in monitoring and evaluation work.

56. The strong leadership by the headteacher has resulted in the school's making steady improvement since the last inspection in 1997, despite a high turnover of staff. Key issues have been tackled appropriately. Good improvement has been made to teaching and learning in basic skills, ICT and DT. The school has been able to give effective thrust to improving hardware and software in ICT with funding and specialist support from its membership of the Education Action Zone. The major re-building programme has resulted in good quality accommodation that is well presented and includes high quality display. The headteacher established a forward-looking senior management team twelve months ago. They have begun to collect data that is informing them appropriately about the actions needed to raise standards. Senior managers have embarked on a programme of monitoring and evaluation of teaching and this is backed up by the comprehensive performance management policy. There is a need now to involve more people in the process, and to inject more rigour into systems so that co-ordinators have analytical knowledge about standards in their subjects. The school's development plan is a useful tool for guiding improvements but is lacking in sharpness because of its detail. Action plans drawn up by co-ordinators are supporting improvements in subjects but some are being implemented too slowly, for example religious education. The school has undergone a major building programme over the past twelve months that has caused disruption to its normal organisation and to some extent has slowed down progress in curriculum development. There is a good sense of unity in school, good leadership sets clear educational direction and the school's aims are reflected in its work. Standards are rising and the school is judged to have sound capacity to continue to move forward.
57. The headteacher has a clear sense of the priorities that the school needs to focus upon. She is given backing by the deputy headteacher and other members of her senior team in order to achieve successful outcomes to the priorities set.. In the short time that the deputy headteacher has been in post she has completed a comprehensive review of the collection of data. This has been done in order to gain clear insights into how well different pupils in school are achieving. A tracking system is being set up using ICT that will enable the progress that individuals make over each half term to be assessed and targets set, aimed at ensuring that they make an acceptable rate of progress. The members of the senior management team each have responsibility for two age groups, referred to as 'bands'; this organisation is useful as it aids communication and enables an overview of the curriculum. Literacy and numeracy sets comprise single-age groups; this system is a positive feature in supporting pupils' developing literacy and numeracy skills. There remains the need for refinement in the system through closer monitoring of planning for the range of pupils within the sets, and by checking up on what learning gains are made, as opposed to what aspects teaching covers. Subject co-ordinators do not have enough opportunity to monitor analytically what is happening throughout the school. There are regular staff and band meetings that are effectively minuted so that everyone is aware of decisions that are being made. However, senior management does not have formal agendas or minutes taken at its regular meetings, so that their decision making can systematically feed into whole-staff decisions. In consequence subject co-ordinators have a more limited amount of influence compared to those in many other primary schools.
58. The Special Educational Needs Co-ordinator (SENCO) is an effective member of the senior management team. The deputy headteacher is responsible for the provision made for pupils learning English as an additional language in the school. Together they make a concerted effort to ensure that the special needs of a significant number of the pupils on roll are being met efficiently. They are both making good provision as a result of their well-informed leadership. The SENCO involves all staff in identifying needs accurately. These needs are reviewed regularly so that changing needs are met effectively. All

necessary staff are actively involved in writing sensibly targeted individual education plans for special needs pupils. Resources are used effectively in order to meet pupils' needs very well. The inter-related needs of some pupils who do not speak English as their first language are appropriately met through the joint efforts of the SENCO and deputy head. They ensure that there is good deployment of bilingual staff who give invaluable support so that pupils' understanding is being systematically developed.

59. The governors are fulfilling their statutory responsibilities satisfactorily. They publish all of the required information every year. They are becoming more systematically involved in shaping the direction of the school by their earlier access to the information that will help them to do so. They are aware of the strengths and weaknesses of the school through the headteacher's reports, for example, and through developing curriculum links; however they are not yet drawing on a range of indicators to gain full insights. For example, there is not yet enough attention being paid to considering the results being achieved by the school. Governors fully apply the principles of best value to financial decisions but have yet to use them when comparing the school's performance in relation to other schools, locally and nationally.
60. Finance is managed well. Resources are used effectively. The funds available to the school, including additional monies for pupils with special educational needs and for those whose home language is not English, are used well. Bilingual and special needs support staff are working particularly effectively when class teachers involve them regularly to interact with pupils. This is particularly well done in the Foundation Stage and infant classes. This is not always the case in junior classes and senior managers' awareness of this has lacked action until the recent past. Financial planning is carried out carefully. Day-to-day systems to manage finance are efficiently supported by the work of the school's administration staff as well as the headteacher. The school is a high spender but, as resources are generally put to effective use and it is an improving school, it is judged to be giving satisfactory value for money.
61. There is a good level of both teaching and non-teaching staff. This invaluable resource for the school is well deployed. The level of teaching and learning resources is mainly good, particularly in mathematics and English. The ICT suites provided through funding from its membership of the Education Action Zone have supported improvements in the subject satisfactorily, so that the school is now well placed to move the subject forward across the curriculum. The accommodation has been refurbished commendably in the past two years. It mainly supports learning effectively. There is a lack of opportunity for Foundation Stage children to have easy access to outdoor activities. Nevertheless all teachers and support staff make good use of the buildings to create a stimulating learning environment for pupils through attractive displays of their work.
62. The school has a number of strengths to build on in its leadership and management. It is well poised to improve the standards in the school as a result of the concerted efforts of senior managers, staff and governors.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. In their work to further raise standards and improve the quality of education at the school, the governors, headteacher and staff should:

1. Continue to improve standards in English and science, especially for higher attainers, and look to ways to extend writing in geography, history and religious education in particular by:

- setting demanding targets for the school to attain in English and science annually, to close the gap between the school's performance and that of similar schools;
- setting challenging targets for every year group that are regularly reviewed and adjusted upwards as necessary;
- giving more focus to the development and promotion of communication, language and literacy skills across all subjects of the curriculum;
- focusing on spelling, particularly the key vocabulary that pupils are required to learn in the subjects they study;
- insisting on high quality presentation in all recorded work;
- continuing to promote the practical and investigative elements of science across the school so that pupils are enabled to build up independent research and enquiry skills as they get older;
- ensuring that teachers' planning for geography, history and religious education identifies sufficient opportunities in each term for pupils to record what they learn in appropriate ways;
- insisting that all lessons should set challenging work for higher-attaining pupils including extension activities where appropriate;
- making consistently good use of the early-morning work session to promote pupils' basic skills development.

Paragraphs: 6 7 9 11 34 36 50 83 88 103 110 126 131 132 155 158

2. Improve teaching by:

- ensuring that all teachers pay sufficient attention to setting clear learning objectives in lesson planning for the range of pupils they teach in all subjects;
- evaluating how well different pupils achieve in their lessons and using this information consistently to set suitably challenging future work, especially for higher-attaining pupils;
- setting out clear guidance for marking that is consistently used across the school to confirm the key learning points and setting realistic targets for individual pupils to improve further;
- sharing individual targets with pupils and their parents so that they can play a full part in assessing and reviewing individual progress;
- finding regular opportunities to share the features of the best teaching and learning in school, including by direct observation of work in classes.

Paragraphs: 16 24 25 27 31 36 37 50 54 89 103 104 109 117 127 136

3. Improve management by:

- setting out explicitly what is the role and remit of subject co-ordinators in contributing to the educational direction of the school;
- setting out a plan that clearly shows what monitoring is to take place and what it is expected to achieve;
- giving time and opportunity for subject co-ordinators to observe lessons being taught in the subjects they lead on, so that they have better insights into planning future improvements;
- pressing ahead with the computerised assessment system that will be used to track individual progress and set measurable targets that can be used to assist co-ordinators in assessing progress and driving up standards in the subjects for which they have responsibility;

- involving governors more in monitoring the implementation of the school development plan and in identifying the school's strengths and weaknesses so that they can develop their role as 'critical friend'.

Paragraphs: 33 56 57 59 86 90 97 102 111 119 124 129 133 139 145 159

A minor issue for governors to take account of in their action plan is to evaluate what impact there is on the quality of learning in the subjects that some pupils miss out on when withdrawn from class for additional literacy support.

Paragraphs: 29 38

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

104

Number of discussions with staff, governors, other adults and pupils

38

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	48	47	4	0	0
Percentage	0	5	46	45	4	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	506
Number of full-time pupils known to be eligible for free school meals	110
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	13
Number of pupils on the school's special educational needs register	89
English as an additional language	No of pupils
Number of pupils with English as an additional language	186
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	35
Pupils who left the school other than at the usual time of leaving	32

Attendance

Authorised absence

	%
School data	5.6
National comparative data	5.6

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	34	40	74

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26	29	32
	Girls	35]	35	34
	Total	61	64	66
Percentage of pupils At NC level 2 or above	School	82 (73)	86 (81)	89 (77)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	32	31
	Girls	37	36	37
	Total	65	68	68
Percentage of pupils At NC level 2 or above	School	88 (85)	92 (87)	92 (91)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	43	26	69

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	30	40
	Girls	21	17	26
	Total	50	47	66
Percentage of pupils At NC level 4 or above	School	72 (64)	68 (62)	96 (78)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	30	33
	Girls	18	17	21
	Total	37	47	54
Percentage of pupils At NC level 4 or above	School	54 (32)	68 (68)	78 (54)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	184
Bangladeshi	0
Chinese	1
White	320
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	4	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	23
Number of pupils per qualified teacher	22
Average class size	25.3

Education support staff: YR – Y6

Total number of education support staff	27
Total aggregate hours worked per week	672

Financial information

Financial year	2000/2001
	£
Total income	1,169,058
Total expenditure	1,175,986
Expenditure per pupil	2,302
Balance brought forward from previous year	47,905

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	517
Number of questionnaires returned	301

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	36	2	0	0
My child is making good progress in school.	50	42	4	2	2
Behaviour in the school is good.	44	46	7	1	2
My child gets the right amount of work to do at home.	36	44	13	3	5
The teaching is good.	60	31	5	1	3
I am kept well informed about how my child is getting on.	39	43	15	1	3
I would feel comfortable about approaching the school with questions or a problem.	56	36	7	0	1
The school expects my child to work hard and achieve his or her best.	63	29	5	0	3
The school works closely with parents.	42	44	11	1	3
The school is well led and managed.	57	33	5	1	4
The school is helping my child become mature and responsible.	49	40	8	0	3
The school provides an interesting range of activities outside lessons.	35	41	10	5	9

NB Rows may not total 100% due to rounding

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

- The school has improved the provision made for its youngest pupils since the last inspection and is very well placed to continue good advancement.
- Most children are well on track to achieve the Early Learning Goals by the time they move into the mixed-age Year 1/2 classes.
- Teaching in the Foundation Stage is good overall, the teamwork is highly effective and is a key factor in enabling the very youngest pupils in school to achieve well.
- Bilingual support staff make a significant contribution to the good progress made by children who learn English as an additional language; the celebration of the diversity of language is assisting the children in having good levels of self-esteem.

64. The school has improved the provision made for the youngest pupils since the previous inspection. It is also well placed to continue to do so in the future. At the time of the last inspection it was reported that there was satisfactory curriculum provision and sound progress was made in the basic skills areas of learning. Attainment on entry was broadly in line with what could be expected, although there was a changing intake from year to year. Most children's attainment on entry is now below average in the areas of literacy, numeracy and personal, social and emotional development as assessed by the school. Provision overall for all children is now consistently good in the three reception classes that make up the Foundation Stage in the school. The school gives the development of basic skills good focus. This gives secure support to the significant proportion of children who now come into school from homes where English is not their first language. The three classes are located together with two infant classes of Year 1 and 2 pupils in a separate building from the main school building. In most respects this is a suitable building but the children's physical development is not as well served as other areas of learning because of the restrictions for access to outdoor activities.
65. Provision for children in the Foundation Stage is made in the three reception classes because the school does not have a nursery. Although the school feels that this is an inhibiting factor in moving the children on in their learning, the commitment to developing their learning overcomes this very well. Seventy-one children attend full time in the three classes. Most come to the school having had some form of pre-school experience in either community or private nurseries. Children are generally admitted to the school in the year in which they become five years of age. The Foundation Stage co-ordinator works hard at maintaining good relationships with the pre-school providers. It is a very complex task as the children come from a number of different learning situations.
66. Overall the ratio of adults to children is good. There is very effective deployment of bilingual support assistants, who work with children in their home language as well as English. By the time that most children finish the Foundation Stage and transfer into Year 1, they will be well on track to achieve the Early Learning Goals as recently set out in curriculum guidance for the Foundation Stage; this demonstrates good progress from a below average starting point. The English language and literacy development of a few pupils is impeded by the fact that they have little opportunity to practise at home, where Punjabi is the main spoken language. The physical development of children is hampered because of the lack of opportunity for some outdoor activities. Otherwise children are making good progress currently across the areas they experience because of the good provision.
67. Teaching by both teachers and support staff is uniformly good in the three Foundation Stage classes in all areas of learning. It is least effective when restrictions on physical development give staff less scope to provide stimulating activities. In communication, language and literacy and mathematical areas of learning teachers are preparing children well for participation in literacy and numeracy hours. This is without forgetting the need to develop skills in a variety of ways. Staff do this by encouraging purposeful talk in small groups as the children take part in a carousel of activities. The careful planning is shared by all adults so that everyone is giving support to the children in the same way. The co-ordinator has a good grasp of the requirements of the Foundation Stage curriculum. She is monitoring the work of

other members of the team thoroughly and to good purpose. This effective leadership ensures good teaching because there is good understanding from everyone about how to approach making learning exciting and worthwhile for the children. Through planning together, the stepping stones of the Foundation Stage are clearly understood. As a result of this good management, children are systematically involved in a wide and interesting range of learning opportunities.

Personal, social and emotional development

68. Provision for children's personal, social and emotional development is good. They make rapid gains in their learning. A significant number of children are second language learners as well as having other special needs. There is potential for them not to understand and to lack focus in their learning. This does not occur, however, because of the good support that they receive. The support comes in two effective forms. There is the support of bilingual support staff who work conscientiously to ensure understanding of bilingual learners through using both languages. Class teachers also give support through the interesting variety of the tasks that they provide for pupils to learn together.
69. Many of the activities begin with just the right amount of time spent together such as the preparation for the literacy hour. Then the children move into a carousel of activities where they work in small groups, in pairs or as individuals. Children enjoy the choice available to them. They make good decisions, for example whilst working productively on making something out of paper shapes. When they have completed their shape work they are given an appropriate time to share their achievements. They have made lorries and cakes, amongst other things less recognisable. The group's maturity is shown as even these examples are appreciated; as one pupil said, 'He tried his best.' They make railway tracks that work. 'Trains have to travel in certain directions if they aren't to crash' is an important discovery made as a result of this purposeful play.
70. As pupils are able to work with confidence staff are able to concentrate on support for one group at a time. Children are secure in the knowledge that they will have focus time given to them. They share their work with adults and visitors happily. For example, even the slowest reader is readily prepared to begin identifying words by their initial letters with the visiting inspector! The photographs that accompany the words are used sensibly by the reader as good clues to explaining the story, with great confidence and pride in the accomplishment. The maturity of the children confirms that they are on track to achieve the Early Learning Goals well before they begin working in Year1/2 classes.

Communication, language and literacy

71. Children are being well prepared for taking part in the literacy hour by coming together to share big books with one another. They join in discussions confidently with well-directed teacher questioning helping them considerably to be so confident. Children coming from homes where English is not the first language are being very well supported by staff who are able to confirm understanding in their own language before translating into English. This ensures that all children are listening intently because they know that they are being included in the learning. They quickly move into groups or to individual learning situations without fuss. In groups with the class teacher, children complete work on initial sounds of words whilst the support assistant will share a book with children as they begin to read. They make good use of the pictures in the book to confirm their growing knowledge of what they need to do to become competent readers. The more-able readers are blending words. The most able are already becoming fluent readers. Meanwhile children will be working independently in the listening corner. They respond with enjoyment and share well with one another what they have learnt from their listening to a story tape.
72. Basic skills are being taught systematically. Children are enthusiastic learners. They begin to form letters, correctly writing their names, as they have had experience of forming them previously on the computer. When they write with a pencil they grip it firmly so that letters are being formed correctly. This is made more meaningful for them as they write shopping lists or take messages from the telephone in their home corner play. The majority are well on track to reach the level expected by the Early Learning Goals before they move into Year 1/2 classes.

Mathematical development

73. Children enter reception classes with the least amount of skills in mathematical development. The hard working staff give them a great deal of confidence by providing as many real-life activities as possible. As a result the children leave reception classes to go into Year1/2 classes as confident learners in mathematics and have made good progress. They are well on track to reach the level expected by the Early Learning Goals as they move through the stepping stones of learning. Teachers and support staff work in partnership to give many practical experiences. Every opportunity is taken to reinforce knowledge and understanding of number. Children count forwards and backwards with good levels of accuracy as they confirm whether or not teachers have the correct number of children who are present.
74. In the inspection week the parallel classes were all seeking to confirm the children's knowledge and understanding of money. A wide range of approaches was used to make learning interesting and motivating. The exciting element of their learning was the different approaches being made in order to do this. In one class they used the 'Easiteach' program on the big screen in the computer suite. They shared their accurate knowledge with one another as they responded to their teacher in recognising and using coins to solve simple problems. They then moved into the classroom to work with the teacher and support staff as they identified amounts of money in order for them to buy goods without receiving any change. Another class was well advanced in using coins in small groups as they worked with their teacher and support assistant. They bought goods confidently as they found the correct money from their cut out purses. In the third class they began their coin recognition by using the 'Easiteach' program but also singing 'Five Currant Buns. They enjoyed the singing whilst confirming their understanding of how many coins they needed to buy them. Their teacher supported growth of understanding as she wiped both buns and correct amounts of money from their classroom computer screen. Again small group activities at three different levels of learning reinforced children's understanding appropriately.

Knowledge and understanding of the world

75. Many of the learning experiences given to the children in other areas of leaning make an appropriate contribution to their knowledge and understanding of the world. For example, work in the water area on floating and sinking is providing an early understanding of scientific phenomena. The children are keenly interested in why things happen, showing good levels of curiosity to find out more. Their work with money supports their understanding of its use. This is reinforced as they purposefully draw up shopping lists in their home corner play. They begin to find out about direction as they build up railway tracks that will help trains to move along properly. This also supports their knowledge of the passage of time as they move the trains from one place to another. The confidence generated by these activities is confirmed by the manner in which all of the activities are entered into so enthusiastically.
76. They show maturity when they share precious things with their teacher in their religious education lesson. Children contribute to the whole class's understanding of the importance of developing relationships as good members of the school community. They say in response to why things are so precious comments such as, 'Because it is given to me by my dad' or 'Teddy is important because it's close to me in my bedroom'.
77. They build competently with constructional toys; they show good levels of confidence in using the computer as they are well supported by an adult in processing their names. This takes them beyond the skill of controlling the mouse to making use of the computer purposefully. This wide range of experiences supports children making good progress and being well on track to achieving the Early Learning Goals by the time that they are ready to enter the Year1/2 classes.

Physical development

78. There is more limited progress being made by children in this area of learning. Nevertheless they are still on track to achieve the Early Learning Goals by the time they enter the Year 1/2 classes. There are more limited opportunities for children to take part in outdoor activities. The children do, however, show their capacity to develop physical skills appropriately when they work in the school hall. When they use the parachute their teacher's challenge of preventing a feather going down its hole is skilfully met by moving

it around. They are totally absorbed in keeping the feather afloat and when they do so they laugh with glee. The children in another class generally move with good levels of control as they move around to a taped programme. The teacher persuades one pupil who has more difficulty than most in concentrating to work sensibly for most of the time. This is someone who would benefit from more opportunities for the larger space that easier access to outdoor activities would provide.

79. The finer physical skills are being developed appropriately as they learn to grip pencils accurately in their writing activities. They are further enhanced as children make use of different papers to compose shapes of things such as houses and lorries effectively.

Creative development

80. The children are given some very interesting learning experiences as they develop their creative skills. They work productively for a prolonged period of time as they confidently draw people and houses. They use coloured papers as they make pleasing designs. They share and appreciate one another's efforts. There is originality in many of their final products. They are able to talk about them with confidence as well as delight.
81. The classes join together to sing a selection of songs, some of which are being repeated but some of which they are learning for the first time. They listen carefully and respond animatedly to their teacher's praise for their tuneful efforts. They are able to sing clearly but also to begin to interpret the rhythm at different levels in the tunes. They learn words quickly because they are interested. They do not lose the tunefulness of songs with which they are familiar even though they sing with gusto. These responses to enjoyable activities confirm that they are working well towards achieving the Early Learning Goals by the time that they are entering the Year 1/2 classes.

ENGLISH

- Standards in English are average at the end of both Key Stage 1 and Key Stage 2 but the school has reasonable capacity to raise standards further.
- Throughout the school, pupils including those with special educational needs have positive attitudes to their English lessons and show interest in their achievements.
- Pupils learning English as an additional language make steady progress in speaking, listening, reading and writing; these pupils are reflected in the range of learning sets. The strengths and weaknesses within the provision made for English affects these pupils to the same extent as their peers.
- Teaching across the school is satisfactory overall.
- The English sets work well but in some sets in lower juniors the progress pupils make is too slow.
- The management of the subject is good but monitoring and evaluation of the quality of learning and standards being achieved lacks rigour.

82. The school has made satisfactory improvement since the last inspection. The school is making good provision for the increasing number of pupils with special educational needs and for pupils with English as an additional language, particularly in the early years of their schooling. An appropriate focus is given to supporting their language development in lessons.
83. Inspection findings judge standards in speaking, listening and reading at the end of Key Stage 1 to be at the nationally expected levels but performance in writing is above the level expected. This is because all pupils are given full encouragement to write independently, and they gain confidence in doing this earlier than is usually expected. This is an improvement since the last inspection. At the end of Key Stage 2, standards in all aspects of English are broadly in line with national expectations. There is still work to do to improve standards further, particularly to ensure that potentially higher-attaining pupils reach the higher levels 5. The national literacy strategy has been successfully introduced across the school. This initiative has given teachers good subject knowledge and a clear indication of what they need to cover during the year. The English curriculum is therefore more secure than at the time of the last inspection, but further development should now focus on making sure that the work set is sufficiently challenging for the range of pupils in each set. In Key Stage 2, for example, pupils do not have enough opportunities to write creatively, or to produce extended pieces of written work. The insufficient opportunities for

creative writing right across the key stage seriously curbs progress in this area of English in all year groups and especially for those capable of reaching good standards.

84. The results of the 2001 SATs for seven-year-olds in reading were in line with the national average, but above average for similar schools. Attainment in writing was above national expectations, and was well above the average when compared with similar schools. In the period from 1999 to 2001 there was little difference in the performance of boys and girls.
85. In the 2001 SATs for eleven-year-olds, overall standards in English were just below the national average but were average when compared to similar schools. The difference in performance between boys and girls has been an improving picture over the last four years, and in the 2001 results differences are not significant. The inspection finds that in both key stages there is very little difference between the performance of boys and girls in English. Since 1999 there has been an upward trend in results but in Key Stage 2 English results are not as strong as in mathematics and science.
86. The relatively high level of pupil mobility presents the school with significant challenges. Just over 60 per cent of pupils in the Year 6 lowest ability group have joined the school as juniors compared to 25 per cent of pupils in the Year 6 highest ability group. Those joining the lowest ability group often have significant gaps in their knowledge and experience. The school's setting arrangements help cater for their needs. The high level of pupil mobility makes assessing and monitoring pupil performance particularly important tasks. The school is actively engaged in improving its English assessment using computerised systems. This is an important area for further development.
87. The caring ethos and regular opportunities for talk with adults helps pupils to build their confidence in using Standard English. Attainment in speaking and listening at the end of Key Stage 1 is average because of this and also because good support is provided in lessons. Appropriate bilingual support contributes very positively to the standards achieved. At the end of Key Stage 2 standards are average too. Pupils listen very attentively in Year 6 lessons and show respect for each other's contributions. They help each other out in formulating correct Standard English responses in class discussion. Most contribute good ideas to a class brainstorm on a science topic, but there is not the expected level of skill in group discussion or in addressing the class. Reading standards are average at the end of both key stages. Most pupils read their texts with accuracy and reasonable understanding. They know how to tackle unfamiliar words by splitting them up and sounding them out. In Year 2, many pupils are confident in talking about the factual aspects of their favourite books but less confident in offering their opinions. They do know the difference between fiction and non fiction; one girl struggles to overcome her prejudice about worms as she reads her book which contains detailed information about their lives. Year 6 pupils show interest in reading; two boys animatedly discuss the detail of their non-fiction text about Egyptian mummies. Writing standards are above expectation at the end of Key Stage 1 and in line with expectation at the end of Key Stage 2. At the end of Year 2 most pupils can organise their thoughts logically, and produce written work of considerable length which interests the reader. At the end of Year 6 the majority of pupils can write competently but their work lacks excitement. Some pupils show that they can write thoughtfully; for example one girl reviews a book and says, 'My favourite character is Mel because she has got a suspicious and complicated mind.' Standards of presentation in Year 6 are high because teachers make their high expectations clear to pupils and conventions such as the use of black pens are followed consistently.
88. Overall, pupils make satisfactory progress in English across both key stages but it is uneven in lower junior sets. Pupils with special educational needs make good progress in Key Stage 1 and as they move up through the school. This is mainly because of the setting system and appropriate support in classes. Pupils in Year 3 and 5 tend to make steady progress; those in Year 6 make good progress in lessons but a significant proportion of Year 4 pupils do not make enough progress in lessons. This is mainly due to the differences in the expectations teachers have of their pupils and the variation in the quality of planning, lesson delivery and marking. In one set, for example, the standard of presentation and writing is much too low and the marking of pupils' work is not supporting improvement. The insufficient opportunities for creative writing right across the key stage seriously curb progress in this area of English in all year groups. Written tasks in all sets are based largely upon exercises, and the activities observed rarely stimulated pupils' imagination. In one Year 6 lesson on clauses, the exercise set did allow some scope for an imaginative response and pupils had fun with 'crazy clauses'. They produced

sentences such as ‘Although the zebra was sick, it squashed the humbug into a sandwich and ate it’. The paucity of opportunities for pupils to independently use their writing skills for long pieces of creative work adversely affects progress, and therefore the standards they are able to achieve by the end of Key Stage 2. In most sets, higher-attaining pupils are not challenged enough because all pupils are generally given the same tasks to do, and teachers do not usually make differentiated expectations. This hinders the progress that those pupils can make.

89. There is satisfactory English teaching in the school overall, however the quality of teaching still varies too much, as in the previous inspection. Most lessons observed during this inspection week were satisfactory or good but a small number were unsatisfactory. This was mainly because pupils were not provided with enough opportunities to progress their learning. The majority of pupils enjoy their English lessons and apply themselves to the tasks set with good concentration, even though sometimes the tasks lack sufficient challenge for them. Too often tasks do not stretch higher-attaining pupils sufficiently. Teachers have worked hard to implement the literacy hours and classes have very good literacy display boards. Half-termly targets for each set are part of the display and this helps to keep everyone on track. The focus, though, is still on the delivery of literacy, rather than on what individual pupils are learning. Lessons are planned using the national literacy strategy framework and basic skills are effectively taught. The management of pupils is good. Throughout the school, pupils have positive attitudes to English. In lessons they settle down to their tasks quickly, concentrate well and show pride in their achievements. Staff foster very good relationships in lessons. Teachers’ planning to meet the needs of higher-attaining pupils within sets is not yet appropriate and the setting of individual targets for pupils is at an early stage of development. Marking is not consistently used across the school to confirm the key learning points and set realistic targets for individual pupils to improve further, although there are some examples of good practice in the school. A few staff are using their knowledge of level criteria productively because they are using particular criteria to focus their expectations of pupils. They share these expectations with pupils and then mark their work accordingly. Comments in pupils’ books give encouragement and clear indications of what they need to do next to improve their work. The best marking practice achieves the right balance between interest, encouragement and the next steps to improve performance. The focus, though, is still on the delivery of literacy, rather than on what individual pupils are learning. Individual targets for pupils are sometimes set, but this is not a rigorous practice which informs the cycle of target setting, marking, assessment, and lesson planning which is so vital to raising performance.
90. The management of the subject is good. The co-ordinator is knowledgeable about the subject and is proactive in seeking improvements to provision. Staff training is given an appropriately high profile in the subject action plan. The regular assessments of pupils’ writing skills have provided useful opportunities for all staff to become more familiar with the national criteria for judging performance in writing. There is a corporate approach to planning in place, which supports the implementation of the National Literacy Strategy; this is well resourced. Professional discussions take place regularly, both formally and informally. The co-ordinator, though, is not fully involved in monitoring lesson delivery and pupil progress on a regular basis, therefore inconsistencies in practice referred to earlier are not addressed. Data on pupil progress and attainment is collected by senior staff in school but this is a relatively new initiative and is not yet used alongside monitoring to inform the quality of teaching and learning. The library is very limited and not suitable for pupils to use for research purposes. In Key Stage 2 the use of literacy skills in other curriculum areas such as history and geography is not well developed.

MATHEMATICS

- Standards have improved since the last inspection
- Standards are good by eleven years because of good teaching.
- There has been successful implementation of the National Numeracy Strategy and good focus on teaching numeracy across the curriculum.
- The organisation of pupils into ability sets is effective and is supporting accelerated learning in Years 5 and 6.
- Planning to match ability is not sharp enough to ensure that higher-attaining pupils make consistently good progress in their mathematics work.

91. Inspection findings show that standards are good for pupils aged eleven and satisfactory for pupils aged seven. This is an improvement since the last inspection. Other improvements include the successful implementation of the National Numeracy Strategy. This has given all teachers secure knowledge of the subject and has led to an improvement in pupils' mental mathematics and problem-solving skills. There have also been changes in the use of ICT. The regular use of ICT as an effective tool for teaching and learning in mathematics is now well established. The introduction of a homework policy has led to a greater consistency in setting homework. The loan system of mathematically based games at the Year 1 to Year 4 level is a popular and successful means of reinforcing basic skills, providing enjoyment and challenge and developing worthwhile home/school links. Records and samples of homework show that this is regularly set with a high rate of completion. The school based Homework Club for Year 6 pupils is also a useful means of raising standards. The information booklets sent home to parents contain details of what most children should be able to do at the end of the year. The distribution of these booklets is a positive step in developing effective home/school links.
92. Results in the Year 6 SATs for the past four years show an improving trend. Performance in the 2001 tests was above average when compared with other primary schools. When compared to similar schools the performance was well above the national average.
93. At the end of the infant stage the 2001 SATs results paint a different picture. Compared with other schools the performance was below the national average and was close to the national average when compared to similar schools. These results show an improvement over previous years and need to be set against the low baseline of mathematical skills and experience that children bring with them to the Foundation Stage.
94. Girls and boys achieve similar results in the Key Stage 1 SATs but there has been a pattern of girls doing less well than boys in the Year 6 SATs with the gap closing in the last year. Lesson observation and scrutiny of work undertaken provides no evidence of any differences in the achievements of boys and girls. Pupils with special educational needs, including those with statements, make steady progress in mathematics because of the effective support they get that assists them in reaching their personal targets.
95. The school has high expectations for its current Year 6 pupils with five per cent of pupils predicted to achieve level 6, 25 per cent level 5, 34 per cent level 4 and the remaining 35 per cent expected to achieve level 3 or below. If the results in the SATs match the predictions then this would be a very good achievement, particularly at level 5 and above where this would likely be significantly better than the national average. Inspectors can see that the school is on track to meet these targets through the specific work taking place already, and the extra boost planned to enable Year 6 to perform well in the tests.
96. The organisation of pupils in each year group into three ability sets for mathematics is to enable work to be broadly matched to pupils' capabilities. This strategy is succeeding for the most part, although there is still refinement required to ensure that higher-attaining pupils' needs are consistently met throughout the junior phase. The average and below average ability pupils make at least satisfactory and often good progress at both infant and junior stages from a low starting point. There is a programme of additional work provided during three lunchtimes each week for a small number of Year 4 boys to enable them to catch up with others in their group. Progress for higher attainers in the top set in Year 6 is strong, with the percentage of pupils achieving level 5 in the 2001 SATs last year being well above average. There is not the same strong picture of high achievement in other year groups as demonstrated by the sample of pupils' books that inspectors looked at or in the lessons observed.
97. The relatively high level of pupil mobility presents the school with significant challenges. Almost 80 per cent of pupils in the Year 6 lowest ability group have joined the school as juniors compared to 40 per cent of pupils in the Year 6 highest ability group. Those joining the lowest ability group often have significant gaps in their knowledge and experience. The school's setting arrangements helps cater for their needs. The high level of pupil mobility makes assessing and monitoring pupil performance particularly important tasks. The school is actively engaged in improving its mathematics assessment using computerised systems. This is an important area for further development.
98. Standards at Key Stage 1 are in line with expectations. At this early stage in the school year most Year 2 pupils already have a sound knowledge of place value to 100, can halve and double numbers, can count in

10s from any digit, plot number patterns on 100 squares and solve simple written problems. However, there is little evidence of children undertaking investigative or practical work in weighing, measuring or timing. These practical activities should not be missed. They provide invaluable learning and are invariably good fun.

99. By the age of eleven, pupils are achieving above the levels expected. Most can work out calculations in their heads quickly, multiply two-digit numbers by two-digit numbers using a number of methods, calculate percentages, carry out calculations involving fractions, name and identify the properties of common regular shapes, plot co-ordinates in all four quadrants and use and interpret a variety of graphs and diagrams.
100. The quality of teaching and learning throughout the school is satisfactory overall. Lesson observations and work scrutiny showed that those pupils with English as a second language make similar progress in mathematics to their classmates. In some otherwise good lessons, the teachers were too quick to provide answers to some of the questions they asked rather than enabling the pupils time to find the solutions to problems for themselves. The lessons seen in Year 1 and Year 2 were good or very good. In Year 3 to Year 6 teaching ranged from satisfactory to very good. There were no unsatisfactory lessons seen. The pace of learning in Year 3 and Year 4 is slower than in other year groups with accelerated pace to teaching and learning taking place in Year 5 and Year 6. In the best lessons the focus was on pupil learning rather than on teacher teaching. Probing questions were asked and pupils given time to reflect; not only were they invited to respond but to also explain the reasoning behind their answer. Examples of this kind of questioning were seen in lessons ranging from the construction of a tally chart in Year 1 to work on subtraction in Year 6. The regular use of the computer suites to support the teaching of mathematics is good. The teachers are comfortable with the technology and use interactive white boards and computers to teach and develop basic mathematics activities such as halving, working with money and the construction of graphs. Pupils achieve good learning in these lessons. Even though the pupils are set into three ability groups in each year there is still a wide range of ability and experience in each group. In the majority of lessons there was no planning or differentiation to reflect this spread. This is a weakness.
101. The relationships between teachers and pupils are very good. There is a clear understanding that lessons are a time for work and teachers almost without exception create a positive, pleasant and productive working relationship. Both infant and junior children work well in groups, in pairs and individually. Pupils from different ethnic backgrounds work alongside each other happily with no problems whatsoever. They are interested in their work and, in almost all cases, concentrate their efforts on the task set. They also take a pride in their efforts and generally produce neat work. The Year 6 work is particularly well presented. There is good use of classroom assistants to support learning by helping individuals, including statemented pupils and groups. In the best examples the assistants were fully involved in the planning, kept detailed records and provided children with support but, when appropriate, also gave them opportunity to exercise independence.
102. The management of mathematics is good; the post-holder is influential in steering improvement. Her leadership in developing resources and training is effective. Monitoring of teaching has taken place and information gathered, but evaluation has been limited. There is lack of rigour in target setting to support progress particularly for the higher ability pupils.

SCIENCE

- There has been a steady improvement since the last inspection and the subject co-ordinator now has processes in place to move the subject forward.
- Standards are in line with expectations for both seven-year-olds and eleven-year-olds.
- Children make satisfactory progress particularly when taught in sets in later years.
- Special needs children and those for whom English is an additional language are well catered for and make appropriate progress.
- Planning processes need to be improved to ensure that teachers' expectations are raised for all pupils, particularly the more able and for pupils in the later years

103. Standards have been maintained since the time of the last inspection and are in line with those expected for seven and eleven-year-olds. Processes are being put in place by the subject co-ordinator to monitor both standards and progress of pupils and to therefore sharpen the focus of target setting. The impact of teaching science in sets in Year 6 has given rise to an improvement in provision, although more-able pupils are not sufficiently challenged and teachers' expectations of pupil achievement could be higher. The lessons observed in the inspection week, together with a detailed scrutiny of pupils' work, showed that the curriculum for science is fully in place and that pupils are beginning to achieve more in the skills related to scientific investigation. This practice is not sufficiently widespread, however, and needs to be developed further in order to raise attainment and to present opportunities for more-able pupils to extend their learning. Teachers' planning also does not go far enough in identifying suitably challenging activities for this group of pupils.
104. Results of SATs in 2001 show an improvement on the previous year at Key Stage 2 although the proportion which achieves at the higher level 5 is still below average. There is no significant difference in the achievement of boys and girls in science tests and inspectors found no significant variation between the achievement of boys and girls in the lessons they observed or in the work sampled. Teacher assessments are now more in line with test results at the end of Key Stage 2 but assessment needs to be more focused to secure teachers' understanding of how much progress is being achieved. Marking is rarely used to inform individual pupils how scientific skills and knowledge might be improved in the future.
105. Children with special educational needs are well catered for and make satisfactory progress, as do those for whom English is an additional language. Some very good provision for such children was observed during the week of inspection; for example, in a Years 1/2 class where a classroom assistant conducted an experiment for a small group of pupils in both Punjabi and English, good progress was made over the course of the lesson which the children thoroughly enjoyed.
106. Generally pupils make satisfactory progress in both key stages but there are uneven dips in Years 3 and 4 where planning for different age groups and different abilities is not precise enough. The school has yet to consider the benefit that setting as evidenced in Years 5 and 6 may accrue.
107. Teaching in Key Stage 1 is satisfactory overall with some good features. Teachers have secure subject knowledge and use a range of suitable resources. In better lessons good questioning techniques allow children to learn through being confident about making their own decisions; children support one another's learning through discussion, and opportunities are given for children to apply their own investigative skills.
108. Pupils in Years 1 and 2 have a good understanding of sounds and how they can be distinguished and categorised. They are able to conduct simple experiments to investigate how sounds vary according to distance and direction in relation to the listener.
109. Teaching in Key Stage 2 is satisfactory with some examples of good teaching in later year groups. Teachers' subject knowledge is secure and vocabulary is used to support children's literacy skills and extend their learning. Teaching styles in Years 3 and 4 tend to be prescriptive, limiting opportunities both for children to explore their own ideas and to add to their spiritual, moral and social development. Basic skills are supported and marking is used equally to identify mistakes in spelling and grammar and

inaccuracies in scientific content. Pupils through the key stage can describe accurately the experiments they have observed or conducted. They can produce relevant diagrams and express results in both table and graph forms. They do not consistently interpret their results, however; neither do they draw appropriate conclusions, and their learning is therefore limited.

110. Pupils in Years 3 and 4 can explain the properties of magnets and what materials are attracted by magnets. They can conduct simple experiments to test their relative strength and can apply fair testing techniques to their investigations. Pupils in Years 5 and 6 understand life processes; for example, most can explain the effect of light and nutrients on plant growth. Pupils in these classes can also conduct experiments which demonstrate the effect of upthrust when a body is immersed in water. They are able to extend their learning when given the opportunity to devise tests of their own and discuss the results. This practice is not sufficiently widespread, however, and restricts the attainment of higher-attaining pupils.
111. Leadership of the subject is effective. The enthusiastic subject co-ordinator has amassed a substantial portfolio of moderated pupils' work and exemplars of standards at each level of attainment. In addition she has conducted her own survey of the standards of science work throughout the school. She has also begun to identify numbers of pupils at each level in each class in Key Stage 2. She therefore has the basis to develop assessment and target setting as a vehicle for driving up standards. She has had some opportunities to monitor the quality of teaching of science but this aspect of her role now needs to be developed further. This needs to be done to ensure that levels of challenge in pupils' activities are matched to levels of ability and that assessment procedures are being used to inform the target-setting process.

ART AND DESIGN

- Standards are above the level expected for seven-year-olds and eleven-year-olds.
- The quality of teaching is good and pupils make good progress.
- The quality of display throughout the school enhances the learning environment and adds to the cultural dimension of the school.
- There has been an improvement in standards since the last inspection and ICT is now beginning to be used to support and extend pupils' learning.
- The use of sketchbooks needs to be more consistently applied throughout the school.

112. Standards in the subject have improved since the last inspection in both key stages. The long-term curriculum plan now allows for continuity and progression in the development of skills in art and design , and ICT is now used more often to support and extend children's learning. For example, children now have access to 'draw and paint' software packages; they use the internet to research artists' work and produce PowerPoint presentations to summarise the outcomes of their research.
113. The quality of the display of children's work significantly enhances the school's learning environment and adds to the cultural dimension of the school. Children gain recognition through the sympathetic and imaginative displays of their work, whether individual or collaborative. Cross-curricular links are frequently exploited through display; for example, the work by pupils in Years 1 and 2 on the Great Fire of London links to a Years 1 and 2 topic on 'Ourselves'. A black and white Years 5 and 6 collage based on the story of 'Ramu and Sita', demonstrates the very effective links with literature through a Hindu story. The end product of the school's 'Zapweek', a multi-cultural approach to the development of art, included a wealth of learning experiences, involving pupils, staff and artists in residence working collaboratively to produce artwork across a broad spectrum of media and techniques, resulting in some high quality pieces. The extensive display of work was exhibited for both school and public viewing.
114. Pupils in Years 1 and 2 experience working with a range of materials, for example weaving with paper following a visit to the Piece Hall Museum in Halifax. They work co-operatively and show dexterity and artistry in their work. Pupils with special educational needs, including a child with a statement, design and make a sculpture, selecting and using tools successfully.
115. In Years 3 and 4, pupils have scanned magazines and thought about how a person might be feeling by the expression on their face. In a lesson observed they looked in a mirror to check out their own facial

expression with particular attention to eyes, eyebrow and mouth and then sketched the face they could see in their mind's eye with real creative effort. The majority captured emotions well; work showed horror, enjoyment, nervous and angry expressions, for example. They show enthusiasm and say that they have to look closely at things to make their work look good. Pupils are keen to evaluate their work and are appreciative of the effort their peers have made in drawing self-portraits.

116. In lessons pupils are given exciting opportunities to explore and develop their appreciation of art. The quality of teaching in some lessons is very good and as well as extending pupils' artistic talents also heightens their aesthetic awareness. For example, in Year 6 pupils first looked at a range of artists' work and spent some time discussing the finer details, expressing personal preference and justifying their opinions using the proper technical vocabulary. Pupils referred to the work of Hockney and know that he observed aspects of his compositions quite carefully and made up others. They noted that in one painting the plant was drawn to be very lifelike but that the sun's rays fell in very straight lines which gave a strange *texture, line* and *tone* to the painting.
117. Teaching in both key stages is good, providing exciting and worthwhile experiences for the children who make good progress overall. There is an acceleration of progress towards the end of Key Stage 2 where teachers' expectations of pupils' attainment are particularly high. Teachers' subject knowledge is good and classroom assistants are employed effectively to support children's learning. Teachers' planning however lacks some consistency with regards to both stretching the more able and identifying opportunities for assessment. Where sketchbooks are used effectively, for example when observational drawings are made as seen in a Year 3/4 lesson, pupils' work shows good progress overtime. Some pupils in Years 5 and 6 exhibit work of a high quality. The use of sketchbooks, however, is not consistently applied throughout the school.
118. Pupils respond positively to the subject, contributing significantly to their personal development. During the inspection a pupil with a statement of educational need was observed to grow in self-confidence and self-esteem as a direct result of his success with a still-life charcoal drawing which demonstrated an understanding of the use of shading to provide depth and contrast. The teaching of pupils with special educational needs and those for whom English is an additional language is well supported and these pupils make similar progress to their peers.
119. The effective subject co-ordinator leads by example and where his influence is exerted standards rise. A new scheme of work has been written and is awaiting approval by the headteacher and staff. The subject is well resourced, often through the co-ordinator's ingenuity, and there is adequate reference material, including using ICT, to support learning. The co-ordinator has had some opportunity to monitor and support teaching and learning throughout the school in an informal way but his role of monitoring standards on a regular, consistent basis has yet to be developed.

DESIGN AND TECHNOLOGY

- There has been a good improvement in standards across the school since the last inspection.
- Standards are above the level expected for seven-year-olds and eleven-year-olds.
- The quality of teaching is good and pupils make good progress.
- Pupils behave well and the subject contributes significantly to their personal development.
- The subject is well led by an enthusiastic co-ordinator. She has yet to develop her role through the monitoring of teaching and learning.
- Pupils' evaluation of their own work and the use of ICT in the subject has yet to become consistent in all classes.

120. Standards since the last inspection have improved significantly in both key stages and are now good overall with standards more consistently above expectations in junior classes. The issue reported on previously, concerning the limited range of materials and tools used by pupils to produce artefacts, has been addressed. The range of experiences provided for pupils is exciting and stimulating and they are provided with opportunities to investigate, plan and communicate their design ideas. Older pupils have looked carefully at how products are made and considered carefully why one material is better suited to a particular purpose, taking into account aesthetic and fashion elements as appropriate. Pupils' progress is

now good due to teachers' secure subject knowledge and high expectations. Pupils are now able to select from a variety of materials using appropriate criteria to judge fitness for purpose. This was illustrated clearly in the Years 5 and 6 project on slippers where pupils could readily make choices of materials according to the best type to use for making varying parts of a slipper, and to suit the likely user.

121. By the age of eleven, pupils demonstrate a wide range of construction techniques, such as the use of construction kits in modelling moving toys, and an understanding of design development as in the good standard of work on cams showing progress from original ideas. The use of ICT in the subject, however, is underdeveloped and this is a missed opportunity to support the design stages in some project work.
122. Pupils in both key stages plan their work well and there is evidence of pupils evaluating their own work, for example in a Year 2 food topic linked to the school's Healthy Eating Project. Pupils behave well during lessons and use their time effectively to develop personal and social skills, explaining reasoning behind their designs, assisting one another and making constructive criticism when evaluating their own work and that of others. Similarly in Year 2, marking is being used to inform future learning and improvement but the practice lacks consistency in both key stages. Pupils' work is linked as appropriate to cross-curricular themes and, where this occurs, skills and knowledge gained are applied effectively. For example a recent 'Focus on Food' project utilised a local authority mobile cooking bus and the pupils' achievements received the acclaim of Antony Worrall-Thompson, the celebrity chef.
123. The quality of teaching is good overall although more consistently so in Key Stage 2. Questioning techniques are good and are used effectively to secure and extend pupils' learning. The teaching of specific skills is good and the focus on practical activity pays dividends in the way that lessons stimulate pupils' sustained and highly motivated application. Creativity is fostered well. Imaginative use of display is made to support pupils' learning; for example, pupils in Years 5 and 6 are able to make reference to informative displays to aid their decision-making. Reference is also made to exemplars of good quality work achieved by pupils in a parallel class as a means of setting high expectations. Pupils work effectively together to solve problems and in so doing support one another's learning. Pupils with special educational needs are well supported and also make good progress. Pupils with English as an additional language benefit from the provision of additional support and have full access to the subject. By the end of Key Stage 2, these pupils attain at the same levels as other pupils.
124. The co-ordinator has led the improvement in the subject well. She has organised resources so that they are adequate and accessed easily and she has retained examples of pupils' work for purposes of setting standards and raising teachers' expectations. Pupils' work in Key Stage 2 now shows secure design processes, for example in the use of paper mock-ups in Years 3 and 4 during the manufacture of money containers and in the development of cube structures to produce appropriate movements. The co-ordinator has benefited from a 10-day in-service training course and she has organised a full day of in-service training for the whole staff. She has had limited opportunities to monitor teaching and learning throughout the school and this aspect of her role should be developed further.

GEOGRAPHY

- School managers have sustained the strengths identified in the 1997 inspection report.
- Standards and progress in geography are satisfactory.
- The curriculum is broad and balanced and pupils have appropriate opportunities to build knowledge and skills.
- The quality of teaching and learning is satisfactory.
- There is good contribution to pupils' spiritual, moral, social and cultural education.
- Writing is not always promoted well enough as a means of showing pupils' geographical knowledge.
- Higher-attaining pupils are not challenged enough.
- Assessment, planning and target setting, sharing and review all need enhancement.

125. The school has broadly sustained the standards reported in geography as identified in the 1997 inspection report. In that year, standards in geography were satisfactory because pupils developed enough knowledge and skills but the work was not always challenging enough. The objectives for learning were not precisely stated in planning and progress was not systematic as pupils moved through the school.

126. Today, standards in geography are more securely at the expected level at the end of Years 2 and 6. Pupils build geographical knowledge and skills at satisfactory rates, though the development of writing in the subject remains a core issue for improvement. The examination of pupils' past work showed that geography is taught regularly, the curriculum is developed systematically and pupils' progress is satisfactory. However, the quality of writing is not as good as in some other subjects and does not do justice to pupils' knowledge of geography.
127. Geography is taught soundly in infant and junior classes. There are three related aspects of teaching and learning that require further development. The assessment of skills and knowledge is a shortcoming because practice differs from teacher to teacher and is not focused enough on building geographical competencies. The information derived from assessment is not used sufficiently to identify specific learning outcomes for pupils in lessons and there is not much review of learning with pupils at the ends of sessions. Marking is used inconsistently to identify ways to improve the work. Despite these aspects for enhancement, teachers manage their pupils well; they have the required subject knowledge and teaching methods support learning successfully.
128. Because the quality of teaching is more uniform across the school than it was in 1997, pupils build skills and knowledge soundly. Pupils in Years 1 and 2 begin by studying familiar places and show sound awareness of the ways in which people have made changes to the environment. Some of the work, for example that on Filey, shows that infant pupils have appropriate understanding of the ways in which places are affected by their location. In junior classes the pupils learn about places further afield. There is some good work on India in Years 5 and 6 that is well linked to work on Hinduism in religious education and the Indus Valley civilisation in history. Pupils' spiritual, moral, social and cultural development is influenced well by work such as this. Junior pupils also develop sound knowledge of geographical processes such as the water cycle.
129. The co-ordinator for geography has not long been in charge of the subject. She is hardworking and enthusiastic and has useful ideas for future improvements. These include the need to identify much more specifically in planning what is expected of the higher-attaining pupils. There is recognition that such pupils are not always provided with work that is sufficiently demanding because the tasks for them are the same as for all other pupils. Inspection evidence suggests that this priority is entirely appropriate. Enhancement to the role of the co-ordinator in the direct monitoring of standards and provision is the other aspect for development in geography. The co-ordinator is ready for the challenges that such monitoring will bring.

HISTORY

- Pupils in both key stages enjoy talking about their history lessons and show reasonable recall of key facts.
- Year 5/6 class displays are of a high standard and give high prominence to the subject; this aids learning.
- Very little use is made of visits or visitors to the school to extend pupils' historical understanding.
- Discursive skills are developed appropriately in Key Stage 2 history lessons, but research and writing skills are not well developed and this is a missed opportunity to promote structured narratives and descriptions.

130. It was possible to observe lessons in Key Stage 1 only during the inspection week due to the school's curriculum schedule. It is not possible therefore to make judgements about the quality of teaching at the end of Key Stage 2. However, evidence has been collected from talking with pupils, by looking at displays around the school, and from looking at a very small sample of previous work. Standards are judged to meet expectation at the end of both key stages and progress is satisfactory across the school. This is broadly the same picture as found during the 1997 inspection. Pupils demonstrate that they have a grasp of change over time and can provide convincing arguments for why things happened as they did.
131. At the end of Key Stage 1, pupils are able to talk about the historical events they have learned about and can remember some of the key facts about these events. They can distinguish between certain aspects of their own lives and the lives of people living in the past. When learning about the Great Fire of London,

the majority of pupils can recall a number of facts, such as the fact that the fire started in a baker's shop in Pudding Lane. They show satisfactory progress because they understand why the fire spread so quickly and why it burned for so long. Some pupils achieve higher than this by recognising the importance of Samuel Pepys' diary as a record. For example, one child correctly used the term 'eye witness' in a class discussion. Teaching is satisfactory overall but is best when higher-attaining pupils are clearly challenged by appropriate questioning, and by having higher expectations set for them in their written work.

132. In upper Key Stage 2, pupils show enthusiasm for the work they have done on the Indus Valley civilisations. They know where the Indus valley is located, and they know that the area is now called Pakistan, but that this has not always been the case. A small amount of research work has been achieved by pupils and this has included using particular web sites to research archaeological sites in the area. The work on artefacts shows that pupils have given considerable thought to how people lived in those times. The displays in Year 5/6 are of a very high standard and a credit to the pupils who did the work and to the teachers who spent many hours setting up the creative displays. In lower Key Stage 2 there was very little evidence of the history work undertaken, other than some curriculum planning and a few pieces a pupils' writing. The recording of experiences and class discussions requires much improvement in order to develop literacy skills for research and recording purposes, monitor the progress pupils make, and to inform strategies for raising standards in history. Across the key stage, research and writing skills are underdeveloped.
133. There is adequate co-ordination of history but limited leadership drive. A two-year curriculum plan which includes history has been trialled. Senior managers realise that there are shortcomings in the plan as continuity in pupils' skills, knowledge and understanding is not assured. The planning for history will be reviewed this academic year. Appropriate guidance has been taken from national guidance on history to inform the revised plan and a small budget made available to develop resources. The current range of resources is not extensive, but resources are labelled and stored centrally for easy access by staff. At present there is no effective programme of visits or visitors to the school to enhance the history curriculum. There is no formal monitoring of pupil progress or standards taking place; this hinders the development of the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

- Good improvement has been made to ICT since the previous inspection.
- Standards have been improved and are satisfactory overall.
- Pupils make sound progress in infant and junior classes.
- The quality and use of ICT resources is much improved.
- Teachers have better knowledge and understanding of the subject and ICT is taught soundly.
- There is strength in the way that pupils of different ethnic backgrounds work effectively together on ICT tasks.
- Higher-attaining pupils are not challenged enough as planning does not focus on specific skills and knowledge to be learned by each group of pupils.
- Classroom computers are not used as consistently as those in the ICT suites.
- Monitoring, assessment and evaluation of standards and progress require improvement.

134. In 1997, provision and standards in information and communication technology (ICT) were judged to be unsatisfactory. Pupils had a poor level of skill and knowledge in infant classes and junior pupils were not challenged enough, so their learning was not moved on quickly enough. The unsatisfactory standards through the school were the result of teachers' lack of knowledge, insufficient challenge in the work and shortcomings in technological resources.
135. School managers quickly determined to improve the resources for ICT and to put in place a programme of staff training. In both cases they have been successful and the good rate of improvement in ICT stands as a model for those subjects that remain for further enhancement. Teachers use the considerably upgraded resources in the two ICT suites well. There is particularly effective use made of the interactive

whiteboards² to teach knowledge and skills and for pupils to make presentations of their work to other people. Teaching and non-teaching staff have much improved subject knowledge and confidence. Because there is now much more use of computers, pupils achieve the expected levels of skill and knowledge by the ages of both seven and eleven.

136. Whilst teaching has improved generally and is satisfactory overall, there are still some inconsistencies between classes. Classes in the same year group may experience different opportunities to gain the required level of competence. Planning is similar for each class but the interpretation in practical terms may be different. Additionally, planning is not used consistently to indicate the expectation teachers have of different ability groups and much of the time every pupil works on the same task. This does not always tax the higher-attaining pupils enough. On the other hand, the quality of support for pupils with special educational needs is good and these pupils cope well with the demands made of them. The non-teaching staff with specific responsibility for ICT do a good job in supporting both teachers and pupils in lessons.
137. Pupils respond positively to the improved opportunities for learning. They behave well, have good relationships and the degree of racial harmony is a strength. Pupils' personal development is promoted satisfactorily and pupils have some good opportunities to develop independence and responsibility for their own learning as they use computers to research and investigate issues. Pupils could have more chances to review their own learning with teachers. The practice of setting specific targets for pupils' learning in lessons and then reviewing them together at the session end is in its infancy and is inconsistent.
138. The curriculum for ICT is much improved and covers all strands of the subject. The school has the required resources for all aspects of ICT and the Internet, in particular, is well used to advance pupils' learning. There are some good links between ICT and other subjects such as English and mathematics. This encourages improved skills of literacy and numeracy, but also greater appreciation of the power of ICT. For example, in a Year 3 lesson to record the findings of a traffic survey, the pupils were amazed at the speed with which the program converted the statistics into a graph. There was much intake of breath at the time! In general, computers in classrooms are not used as intensively as those in the ICT suite. School managers acknowledge this as an area for improvement and can point to some helpful practice in a number of classes to assist their work to encourage best provision.
139. The subject has been managed successfully over the last four years and this has resulted in good improvement to standards and provision. The current co-ordinator has been in post for just a short time and has made a steady start to his task of building on the successes of the past. He has some good ideas for improvement, including assessment. The co-ordinator makes effective use of the good quality support provided by the ICT organisers of the Educational Action Zone. Senior managers are ready to extend the co-ordinator's role in the direct monitoring of standards, teaching and learning. ICT is an improving subject and there is good potential for this to continue in the future.

² This is a whiteboard that is linked to a computer-controlled projector. An image of the computer screen is projected. A stylus is used to make choices or to write text in the way a mouse is used to control the cursor on screen.

MUSIC

- There has been sustained improvement in music since 1997.
- The music curriculum is broad and balanced and offers pupils appropriate experiences to listen to, perform and compose music.
- Standards and progress are satisfactory.
- The quality of teaching is sound.
- Specialist instrumental tuition is good and standards of performance by the pupils involved are above average.
- Higher-attaining pupils are not extended enough.
- There is not enough use of ICT to extend musical knowledge and skill.
- Assessment, monitoring and evaluation require improvement.

140. Provision and standards in music have been sustained since the 1997 inspection and some useful improvement has been made. The previous inspection report indicated clearly that there was a restricted curriculum in music and that much of the work centred on performance, particularly singing, at the expense of composing, listening to music and the appreciation of its many qualities. Today, the curriculum is broader and there are more consistent opportunities for pupils to build knowledge and skills.
141. Musical performance is satisfactory through the school. Pupils do not always sing with conviction when lessons or assemblies start, but skilful teaching give pupils more determination, and songs are then sung tunefully and the words are clear and well enunciated. Junior pupils enjoy singing songs with strong moral and cultural overtones in assemblies and song practices. They sing quietly when this is needed, however good emphasis of the spiritual moments in songs to underline the need for people of all colours and creeds to work well together. Educational and social inclusion is very well supported at such moments. Younger pupils show improving skills when performing with un-tuned percussion. Infant and Year 3 and 4 pupils were observed to handle instruments carefully and to play them with good thought given to the required sound pattern. The few pupils who receive additional specialist tuition for violin and brass achieve well and standards of performance are good.
142. Pupils compose music from early days in Year 1 through to the end of Year 6. As they grow older, they show good understanding of pattern in music – Year 3 and 4 pupils talk convincingly of *ostinato* for example. There is also some useful work on music notation, starting with improvised symbols to indicate the change in dynamics required. By Years 5 and 6 many pupils use traditional stave-based notation and discuss clearly the differences in performance indicated by the bass and treble clefs. There are satisfactory opportunities for pupils to listen to a good range of recorded music, including that from other cultures. Sometimes music acts as background sound in assemblies, rather than a means to enhance pupils' knowledge and their spiritual and cultural development.
143. Teachers have improved knowledge of music and they teach the subject with confidence. The overall quality of teaching is satisfactory and there is some good specialist instrumental teaching. Planning to show how pupils of different abilities will be challenged by appropriate tasks and the assessment of music competence are aspects for development.
144. Pupils enjoy their music lessons; they behave well and have good relationships. These characteristics support them well in learning. Pupils work hard and concentrate soundly. The use of ICT to enhance music knowledge and skills is an aspect that the co-ordinator has identified for improvement in a bid to boost learning and progress. This is a sensible priority.
145. The co-ordinator has worked effectively to improve music provision and improve standards. For the future, greater involvement in the direct monitoring of standards, teaching and learning will assist in taking the subject further. The prospects for maintained improvement are positive.

PHYSICAL EDUCATION

- Standards are at the expected level for seven and eleven-year-olds.
- Positive features identified in the last inspection report have been sustained.
- Teaching is satisfactory overall and leads to steady progress being made.
- Pupils benefit from good teaching in swimming that involves some receiving additional support to ensure that they reach the standard expected at eleven years.
- The use of the sports field situated some distance from school is not always an effective resource for some aspects of the subject.

146. The standards in physical education (PE) reached by children of seven and eleven are broadly in line with those expected nationally. There is no difference in the standards between girls and boys. Standards in PE were also at this level at the time of the last inspection. Continuity and progression were concerns at that time and the introduction of a revised scheme has resolved the problem. The school provides a satisfactory range of activities and those observed during the inspection included dance, gymnastics, games and swimming.
147. Pupils in Key Stage 1 work with concentration and imagination in dance trying out ideas independently and in a group. One good example was where pupils were able to successfully link ideas to create a dance based on the movements of clouds during a storm.
148. In another lesson pupils were enthusiastically learning to control the rolling of large hoops. This was a new experience for most of them. It demanded great efforts to ensure that the hoop had enough speed to keep it from falling over and not too much speed so that it ran away. There was also the challenge of maintaining the hoop's general direction. The pupils were making good progress within the lesson because they listened carefully, tried their best and did not become over excited. The good standards of pupils' behaviour seen throughout all the PE lessons are well established in infant classes and support positively their successful achievements.
149. At Key Stage 2, pupils are extending their range of gymnastic skills, performing jumps and rolls and linking these in a sequence of movement. Concentration, effort and willingness to observe and evaluate each other's performance are praiseworthy but the quality of movement occasionally is not high enough. For example, landings from jumps are too heavy, and some pupils' forward rolls and cartwheels show a lack of understanding of co-ordination and control. Teacher knowledge and expectation in Key Stage 2 gymnastics are not developed enough to give the pupils sufficient coaching or challenge for them to reach their potential in quality and polish of performance.
150. Games lessons at Key Stage 2 are taken at a sports field some distance from the school. In these lessons pupils learn catching, throwing and kicking skills, working well in pairs and groups. The standards achieved in these skills are satisfactory. The organisation of games periods lacks sufficient flexibility to provide an efficient use of time or take full account of pupil comfort. The lessons observed at the field were conducted in poor weather conditions with pupils becoming wet and a number uncomfortably cold. The catching and throwing activities could have just as well been carried out in the playground or hall enabling the time taken to travel to the field to be put to more useful purpose. There are times when the use of the large, grassed surface of the playing field to develop team skills and athletics activities is very appropriate.
151. Swimming is taught to Year 3 and Year 4 children in the school's swimming pool. In lessons pupils gain water confidence and learn the basic strokes. A group of Year 3/4 pupils were seen working hard at developing the arm and leg movements of the front crawl stroke. The Year 5/6 pupils who are as yet unable to swim have the opportunity to attend the school's Swimming Club. The on-site learner swimming pool is a tremendous asset to the school. Standards are in line with expectations but the proportion of pupils achieving the standards is higher than typically seen.
152. Good use is made of visitors to enhance teaching and generate interest in physical education. During the past year members of Halifax Cricket Club provided coaching for boys and girls in Years 3 and 4, members of Halifax Blue Socks Rugby League Team coached Year 5 and 6 pupils in basic skills, and a dance specialist worked with some older pupils.

153. The quality of teaching is satisfactory overall. Lessons are carefully planned and linked to the school's scheme to ensure progression. Pupils are set activities matched to their capabilities and in individual lessons good use is made of demonstration and encouragement with positive management and control of pupils. Those children with special educational needs and those who learn English as an additional language make the same progress as their classmates. They are given sensitive support when this is needed.
154. At present the headteacher acts as co-ordinator for PE as the post holder is in Canada on a twelve-month teacher exchange. The subject is being appropriately maintained during this period.

RELIGIOUS EDUCATION

- Standards are satisfactory at the age of seven and eleven years.
- The quality of teaching is good in infant classes and satisfactory in junior classes.
- Teachers do not give older pupils enough opportunity to record learning in their own way.
- The focus on learning from religion is not strong enough for older pupils.
- Leadership is undertaken satisfactorily by a well-informed and enthusiastic co-ordinator who has clear insights into where improvement lies.

155. Standards in religious education are broadly at the level expected at ages seven and eleven. This is a similar picture to that found at the time of the previous inspection. Pupils appropriately learn about a range of faiths as set out in the locally agreed syllabus. In junior classes, pupils learn in the same ability sets as for literacy. This organisation has potential for teachers to plan precisely to meet pupils' different needs during discussions and in recorded work, but this is not being capitalised upon. There are missed opportunities for older pupils to write in sufficient depth about what they learn from the different religions they study. This is weakness that the school has yet to give attention to as part of its action planning.
156. In infant classes pupils are already beginning to give mature consideration to different religions. They compare Islam and Christianity looking for similarities as well as differences. The focus of the comparisons this half term are the festivals of Eid and Christmas. The secure knowledge of pupils whose home backgrounds give them insights into these religions are used well by teachers. Pupils are helping to inform one another and in so doing are supporting one another with developing tolerance and understanding. For example, in one lesson observed, pupils in Years 1 and 2 talked about their worship at Mosque. They were happy to share their views on why fasting during Ramadan is so important, and also to express their excitement at the forthcoming Eid celebrations when they would receive money and gifts. Pupils sequenced the story of Ramu and Sita as a key aspect of understanding about the Hindu faith. They have made *Happy Diwali* cards and set out a time line of the different festivals and celebrations in the Hindu faith. In Year 2, pupils consider the differences between people and why everyone is special. This approach to valuing one another is supporting positively the racial harmony so evident in school and pupils' growing social, moral and cultural development.
157. From the work seen in older pupils' books and from discussions with Year 6 pupils, it is clear that most have an adequate knowledge and understanding of the main characters and means of celebration in Hinduism, Islam and Christianity. In junior classes pupils were observed to deepen their knowledge and understanding about different religions through effective discussions and the teachers' good questioning. In the top set in Year 3, pupils were studying the festival of Eid. The expertise of a student, a Muslim herself, was used well by the class teacher to answer the pupils' probing questions as a result of a thought-provoking video they had watched earlier. In another Year 3 class the pupils understood the meaning of Advent because their teacher made an experience come alive for them. This was done by the lighting of candles on the Advent ring with the teacher using her voice very effectively in a darkened classroom to create quite a spiritual atmosphere and one in which pupils could contemplate the importance of this special time for Christians. A valuable discussion developed in a top set Year 5 class when a number of pupils made significant contributions as they considered attributes such as caring and righteousness when comparing Jesus and Mohammed. The teacher used the overhead projector to list these qualities so that pupils had a visible record to aid them in extending the discussion.

158. Pupils throughout the school are interested in religion. They generally work well in lessons when teachers give an interesting focus to their tasks. They behave well and show respect for one another's views in their discussions. Pupils with special educational needs and those whose home language is not English have their views as well respected as other pupils. They make appropriate progress because of this. Higher-attaining pupils do not make as much progress as they might because insufficient attention is paid to extending their writing skills. Some of the good discussion shared in class has not been followed up in writing and this is a shortcoming. Teaching is good in infant classes because more opportunity is given to pupils to contribute appropriately. It is satisfactory in junior classes as teachers have sound subject knowledge but they do not always give follow-up opportunities that stretch pupils' writing abilities. When resources are used imaginatively such as with the Advent candles, they are effective in supporting more effective learning. RE does not have a high profile in display around the school and this is a missed opportunity.
159. The management of religious education is satisfactory. A well-informed and enthusiastic co-ordinator has a clear understanding of the need to focus on learning from religion. However, she has not yet had the opportunity to monitor analytically work throughout the school in order to support the raising of standards. The absence of recorded work is limiting her opportunities to sample books from across the school, and to assess the quality of provision and standards being achieved. A clear action plan is ready to give her the opportunity to carry out this task.